

Pupil premium strategy statement 2024-2027



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Rainford CE Primary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	13.2% Numbers of Pupil Premium pupils this year: 25
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	September 25
Date on which it will be reviewed	July 26
Statement authorised by	Emma Shawcross (Headteacher)
Pupil premium lead	Louise Thompson
Governor / Trustee lead	Diane Pennington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44988.22
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44988.22

Part A: Pupil premium strategy plan

Statement of intent

We relentlessly strive to enable all children, irrespective of their background or the challenges they face, to thrive at Rainford CE Primary School. Through our GROW curriculum, we have high expectations of progress and attainment for all pupils. The purpose of our Pupil Premium Strategy is to identify effective support for disadvantaged pupils to ensure that each and every child achieves their true potential.

Our Pupil Premium Strategy is responsive to meet the specific local needs of our pupil premium cohort. Therefore, we rigorously consider the holistic needs of our vulnerable PP children, including those with a social worker, those with SEND, children with English as an additional language or young carers, so that the strategies we implement are bespoke to our pupils' need.

Following EEF guidance, we adopt a three-tier approach to pupil premium allocation. High quality teaching is at the forefront of our approach. With a sharp focus on the areas in which disadvantaged pupils need the most support, we invest in high quality CPD for all staff and high-quality resources for teaching and learning. The second tier of our plan focuses on targeted interventions which are carefully planned considering children's needs, with a focus on core knowledge and skills in reading, writing and maths. The third tier is where we invest into wider strategies to support the development of cultural capital, attendance, behaviour and SEMH of our pupils.

In all that we do, we will use research evidence proven to raise the attainment of socio-economically disadvantaged pupils to inform our plans- although many of the most effective ways to do this will also benefit other groups within school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- link our Pupil Premium Strategy to all other aspects of our school strategic planning;
- ensure that every single disadvantaged pupil is supported and challenged through high quality curriculum and teaching and learning;
- act early to intervene at the point need is identified;
- be flexible and responsive to meet any changing local or national needs;
- ensure that all our actions are evidence-based on national research;
- rigorously monitor our actions through measurable success criteria; and
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Numbers of Pupil Premium pupils 2024-2025	
Challenge number	Detail of challenge
1	<p>48% of PP children required an increased amount of pastoral support in 2023/2024 due to ACEs, trauma or SEMH difficulties.</p> <p>10/26 (38%) PP children are on the SEN register with SEMH listed as their primary area of need (12/25 – 46% of our PP pupils are also on the SEN register).</p>
2	<p>46% of our PP children are also on the SEN register.</p> <p>In KS2 SATs tests in 2024/2025, 57% of Year 6 PP students achieved Expected Standard or above in Reading and Writing in 24/25. The 43% who did not achieve EXS+ were all SEND and PP pupils.</p>
3	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with literacy than their peers as they move through school.</p> <p>Assessments and observations show that this has especially impacted their attainment in writing, particularly in spelling and handwriting. This is especially evident in Key Stage 2.</p> <p>The following data shows the percentage of PP children who achieved EXS+ in reading from Y1 to Y6 in summer 24/25: Y1- 100%, Y2- 100%, Y3- 29%, Y4-50%, Y5-100%, Y6-71%</p> <p>The following data shows the percentage of PP children who achieved EXS+ in writing from Y1 to Y6 in summer 24/25: Y1- 100%, Y2- 100%, Y3- 40%, Y4-0%, Y5-60%, Y6-57%</p>

4	<p>Our attendance data indicates that improved attendance for all pupils is beginning to be replicated among disadvantaged pupils. Summer 2023/2024 data shows that PP attendance is 92.76%. Our attendance target is 97%, and only 50% of PP children achieved this target in 24/25.</p> <p>A further breakdown can be seen below following our trust's attendance policy:</p> <p>Severely absent (<50%): 1 PP child Extreme impact (80-90%): 1 PP child Very concerned (90-92%): 0 PP children Concerned (92-94%): 3 PP children Slight concern (94-96%): 4 PP children Good (96%): 5 PP children Impressive (97-99%): 11 PP children Perfect (100%): 3 PP children</p> <p>19 PP children 96%+ 14 PP children 97% +</p> <p>This remains a challenge to increase the number of PP pupils achieving our attendance target and reduce the number of severely or extremely absent PP pupils.</p>
5	<p>Observations and discussions with pupils and families show that many of our disadvantaged pupils would benefit from further support from school to enable access to wider educational opportunities.</p> <p>In 2024/2025, £1046.16 of the budget provided to families was used to help fund trips and educational visits. Without this, many PP pupils may not have access to wider educational opportunities.</p>
6	<p>Discussions with staff and families show that our PP cohort requires further parental support and engagement, particularly around homework. Pupil voice shows that more than half of PP pupils do not have access to an appropriate device for online homework (either no access, only a phone, only a games console or a phone and games console). Homework from Year 1 to Year 4 is solely online (Numbots, TT Rockstars, Spelling Shed and Read Write Inc. videos).</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria						
<p>To continue to improve mental health and wellbeing, behaviour, engagement to learning for PP children are struggling with ACEs, trauma & SEMH difficulties.</p>	<p>For targeted children who are struggling with ACEs, trauma & SEMH difficulties to learn and apply self-regulation strategies through whole-school PATHS approach and individual emotional literacy interventions.</p> <p>Increased engagement within the classroom, as evidenced through behaviour learning walks.</p> <p>Good progress from starting points which will be documented on school provision map.</p> <p>Pupil voice shows an improvement in SEMH for these pupils.</p> <p>Reduction in incidents for PP children.</p>						
<p>To ensure that all SEND children, including PP children with SEND, consistently access the deliberate teaching of basic concepts in literacy and numeracy in order to support their overall academic success in these core subjects.</p>	<p>All PP SEND pupils make demonstrable progress in core knowledge and skills.</p> <p>Rigorous tracking systems evidence this progress.</p> <p>The gap between PP SEND and non-SEND is narrowed in RWM.</p>						
<p>To improve reading and writing attainment among disadvantaged pupils.</p>	<p>Predicted data of Y6 pupils achieving age-related expectations in writing and reading.</p> <table border="1" data-bbox="507 1527 1104 1635"> <thead> <tr> <th data-bbox="507 1527 705 1579">2024/2025</th> <th data-bbox="711 1527 906 1579">2025/2026</th> <th data-bbox="912 1527 1104 1579">2026/2027</th> </tr> </thead> <tbody> <tr> <td data-bbox="507 1588 705 1635">50%*</td> <td data-bbox="711 1588 906 1635">75%</td> <td data-bbox="912 1588 1104 1635">50%*</td> </tr> </tbody> </table> <p>*The other 50% will make demonstrable, accelerated progress on Birmingham Toolkit.</p> <p>100% of KS2 PP children who are PKF will be WTS when they leave school in 2026/2027.</p> <p>Through an enhanced tracking and analysis process, all PP children who are not on track for reading and writing will receive targeted support to ensure that they make at least good progress.</p>	2024/2025	2025/2026	2026/2027	50%*	75%	50%*
2024/2025	2025/2026	2026/2027					
50%*	75%	50%*					

<p>To achieve and sustain improved attendance for our disadvantaged pupils.</p>	<p>Sustained high attendance from 2026/2027 demonstrated by: An increase from 92.73% to 96% + for all PP children (with 96% being categorised as “good attendance” according to our trust’s policy)</p>
<p>To support all PP children in accessing extra-curricular activities.</p>	<p>All PP families have been provided an appropriate budget to use towards supporting extra-curricular activities. PP engagement in extra-curricular clubs is tracked and numbers of engagement will continue to increase in academic year 25/26.</p>
<p>To increase engagement for PP children with homework.</p>	<p>All PP children complete homework each week. Weekly homework club provides targeted support for PP children.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19665

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact so far
<p>Purchase, membership and implementation of new English scheme Ready Steady Write to improve attainment in writing.</p> <p>£1625</p> <p>* Year 5 trialled English following the Ready Steady Write scheme for the full academic year of 24/25, which resulted in 80% EXS+ for all pupils and 60% EXS+ for PP children.</p>	<p>Ready, Steady, Write' is a comprehensive and evidence-based English scheme. It provides a sequenced, ambitious curriculum, that places quality literature at its core and has a strong focus on vocabulary development.</p> <p>Vocabulary and Oral Language Teaching and Learning Toolkit EEF</p> <p>EEF's recent evaluations of early years programmes show that building strong foundations in language and communication leads to measurable improvements in children's outcomes.</p> <p>https://educationendowmentfoundation.org.uk/news/what-weve-learned-from-findings-from-seven-early-years-evaluations</p>	<p>3</p>	
<p>Continue to embed Read, Write, Inc. development programme to secure stronger</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	<p>3</p>	

<p>phonics teaching for all pupils from EYFS to KS2.</p>	<p>comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>		
<p>SLT to adopt mentoring and coaching for teachers to ensure high quality teaching for all children, with a focus on PP children and PP with SEND</p> <p>£4750</p>	<p>Mentoring and coaching have been identified as an effective mechanism for effective professional development: https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</p> <p>The EEF's Effective Professional Development guidance report highlights “essential building blocks – or mechanisms – which can help to bring about changes in teacher behaviours and improve pupil outcomes:</p> <ul style="list-style-type: none"> • Build Knowledge, • Motivate teachers, • Develop teacher techniques • Embed practice”: <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>2,3</p>	
<p>Providing cover to facilitate teachers undertaking professional development i.e. NPQs</p> <p>£5040</p>	<p>Evidence shows that managing workload and providing effective professional development help retain and recruit good teachers.</p> <p>National College research shows that “continuing professional development programmes not only help educators to keep pace with the</p>	<p>1,2,3</p>	

	<p>current standards of others in the sector but also ensures that school staff and teachers can deliver high-quality teaching and impact positively on pupil outcomes. Teacher CPD enables growth of your school or academy trust; it underpins achievement of your vision and ensures that all school staff and teachers are working towards a common purpose. CPD increases teacher motivation, confidence, and commitment to teaching; learning new skills and applying them in the classroom can lead to a more effective teaching environment”:</p> <p>https://nationalcollege.com/news/september-return-the-importance-of-cpd-in-schools</p> <p>The EEF’s Effective Professional Development guidance report highlights “essential building blocks – or mechanisms – which can help to bring about changes in teacher behaviours and improve pupil outcomes:</p> <ul style="list-style-type: none"> • Build Knowledge, • Motivate teachers, • Develop teacher techniques • Embed practice”: <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>		
<p>To improve teaching and learning in English through designated management</p>	<p>Putting Evidence to Work: A School’s Guide to Implementation shows that effective professional development includes both initial training and high-quality follow-on coaching:</p> <p>https://educationendowmentfoundation.org.uk/education-</p>	<p>2,4</p>	

<p>time for English lead.</p> <p>£4750</p>	<p>evidence/guidance-reports/implementation</p> <p>Cover will be provided for English subject leader in order to have weekly management time to support members of staff in improving literacy outcomes through effective, strategic CPD package. The focus of the package is on effective delivery of Spelling Shed, LetterJoin, Pathways to Read and Pathways to Write.</p>		
<p>To provide high-quality arts participation through engaging SIL music projects and performances, with a focus on PP children in LKS2 due to SEMH.</p> <p>St Helens Music Service drumming</p> <p>£3540</p>	<p>EEF research shows that, “Arts-based approaches are proven to offer a route to re-engage older pupils in learning. Arts participation approaches also have a proven positive impact on academic outcomes in other areas of the curriculum”:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>The government also released a report which highlights “disparities in participation rates in extra-curricular activities based on social background”:</p> <p>https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</p>	<p>5, 1, 2, 3</p>	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9242

Activity	Evidence that supports this approach	Challenge	Impact so far
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		number(s) addressed	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support including Fast Track phonics in Y3 and Y4 and Fresh Start for children in Y5 and 6</p> <p>Fast Track phonics; Fresh Start reading; 1:1 reading and phonics interventions targeted children in KS1 and KS2 to support phonics understanding and continue to embed early reading strategies/skills</p> <p>£7993</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Fresh Start and Fast Track are proven effective intervention for increasing reading fluency as evidenced by internal data. They are directly linked to Read, Write Inc. (our phonics scheme) which means that skills can be carried forward from EYFS/KS1 into KS2.</p> <p>The DfE Reading Framework highlights the direct correlation between reading fluency, reading comprehension and enjoyment of reading:</p> <p>https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf</p>	2,3	
<p>1:1 reading program targeting PP children who are either working below age-related expectations in reading or who do not read</p>	<p>The DfE Reading Framework highlights the importance of regular reading practice on reading fluency and comprehension:</p> <p>https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf</p>	2, 3	

regularly at home.			
Weekly homework club to support PP children in particular to ensure that all PP children are completing homework weekly.	EEF research found that “homework has a positive impact on average (+ 5 months). However, some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils)”: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	6	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19262

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact so far
Barnardo's PATHS	The Education Endowment Foundation (EEF) highlights that SEL interventions can have a positive impact on attitudes to learning, behaviour, and academic outcomes, particularly for disadvantaged pupils. The PATHS programme (Promoting Alternative Thinking Strategies) is a universal, structured SEL curriculum for ages 4–11 that teaches emotional regulation, empathy, problem-solving, and resilience. For Pupil Premium pupils, who may face increased risk factors for poor mental health, this is particularly vital to provide an environment in which all students feel safe, understood, and empowered to thrive.	1	

<p>Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>£7068.22</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5	
<p>Teaching assistants supporting high quality provision within the classroom and with structured interventions, including pastoral interventions.</p> <p>£6480</p>	<p>Monitoring and observations show that an increasing number of children are struggling with mental health issues that affect their behaviour for learning.</p> <p>EEF research shows that “targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.”</p> <p>It also finds that “access to high quality teaching is the most important lever schools have to improve outcomes for their pupils”:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Extra teaching assistant support has, therefore, been provided to ensure children are engaged in whole class learning. They will provide targeted academic interventions such as Fresh Start phonics, as well as SEMH interventions following agreed plans with the SENDCo. There is 1 teaching assistant in every classroom.</p>	1,2,3	
<p>Embedding principles of good practice set out in the DfE’s Improving School</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence:</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-</p>	6	

<p>Attendance advice.</p> <p>This will include the provision of EWO service to support attendance.</p> <p>£2400</p>	<p>securing-full-attendance-actions-for-schools-and-local-authorities</p>		
<p>Financial support towards residential trips for disadvantaged pupils and access to education visits.</p> <p>£50 budget per child.</p> <p>£1300</p>	<p>To enable our disadvantaged pupils to have access to our wider curriculum including residential trips and extracurricular activities to support social and emotional learning:</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>The government also released a report which highlights “disparities in participation rates in extra-curricular activities based on social background”:</p> <p>https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</p>	5	

Total budgeted cost: £44988.22

Part B: Review of outcomes in the previous academic year: 2024-2025

Pupil premium strategy outcomes

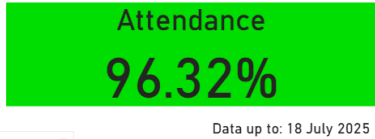
This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

Strategy Aim	Target	Impact
To improve the mental health and wellbeing, behaviour, engagement to learning for PP children are struggling with ACEs, trauma & SEMH difficulties.	<p>For targeted children who are struggling with ACEs, trauma & SEMH difficulties to learn and apply self-regulation strategies.</p> <p>Increased engagement within the classroom, as evidenced through behaviour learning walks.</p> <p>Good progress from starting points which will be documented on school provision map.</p> <p>Pupil voice shows an improvement in SEMH for these pupils.</p> <p>Reduction in incidents for PP children.</p>	<p>Percentage of PP children who require additional pastoral support for their mental health and wellbeing has reduced from 81% to 48% from academic year 2023/24 to academic year 2024/25.</p> <p>Whole-school PATHS approach has led to increased independence in emotional regulation strategies and understanding of feelings across school.</p> <p>This has led to improvements in mental health and wellbeing, behaviour, engagement to learning for PP children are struggling with ACEs, trauma & SEMH difficulties. This is evidenced in the decreasing trend of suspensions in school and also in a decrease of behavioural incidents recorded for PP children.</p>
To ensure that all SEND children, including PP	All PP SEND pupils make demonstrable progress in core knowledge and skills.	LDST SEND data tracker now in use to track progress of all PP SEND pupils.

<p>children with SEND, consistently access the deliberate teaching of basic concepts in literacy and numeracy in order to support their overall academic success in these core subjects.</p>	<p>Rigorous tracking systems evidence this progress.</p> <p>The gap between PP SEND and non-SEND is narrowed in RWM.</p>	<p>The gap between SEND and non-SEND pupils continues to narrow in RWM – this target is to continue in academic year 2025/26.</p>																									
<p>To improve reading and writing attainment among disadvantaged pupils.</p>	<p>Predicted data of Y6 pupils achieving age-related expectations in writing and reading</p> <table border="1" data-bbox="416 920 970 1066"> <tr> <td>2024/2025</td> <td>2025/2026</td> <td>2026/2027</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> </tr> <tr> <td>50%*</td> <td>75%</td> <td>50%*</td> </tr> </table> <p>*The other 50% will make demonstrable, accelerated progress on Birmingham Toolkit.</p> <p>100% of KS2 PP children who are PKF will be WTS when they leave school in 2026/2027.</p> <p>Through an enhanced tracking and analysis process, all PP children who are not on track for reading and writing will receive targeted support to ensure that they make at least good progress.</p>	2024/2025	2025/2026	2026/2027	5	6	7	50%*	75%	50%*	<table border="1" data-bbox="1002 792 1374 1536"> <tr> <td>Pupil A</td> <td>R W M</td> </tr> <tr> <td>Pupil B</td> <td>(moved school)</td> </tr> <tr> <td>Pupil C</td> <td>R W M</td> </tr> <tr> <td>Pupil D</td> <td>SEND Toolkit progress</td> </tr> <tr> <td>Pupil E</td> <td>R W M</td> </tr> <tr> <td>Pupil F</td> <td>SEND Toolkit progress</td> </tr> <tr> <td>Pupil G</td> <td>R W M</td> </tr> <tr> <td>Pupil H</td> <td>R M</td> </tr> </table> <p>57% of Year 6 PP students achieved Expected Standard or above in Reading and Writing in 24/25. All PP students showed accelerated progress from their starting points.</p> <p>Monitoring shows that RWI continues to be successfully implemented</p>	Pupil A	R W M	Pupil B	(moved school)	Pupil C	R W M	Pupil D	SEND Toolkit progress	Pupil E	R W M	Pupil F	SEND Toolkit progress	Pupil G	R W M	Pupil H	R M
2024/2025	2025/2026	2026/2027																									
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Pupil H	R M																										

		<p>and is being led effectively to strengthen phonics teaching for all pupils. This includes continual monitoring and CPD from the Early Reading Lead in school and the RWI coaching support team who provide support to all staff implementing RWI.</p> <p>RWI has had a huge impact on our school. Previously phonics teaching was inconsistent between staff. Letters and sounds was left to interpretation and teachers were teaching in different ways with some key elements missing. Children had books that didn't always match their sound and common exception word knowledge meaning that they didn't always feel successful when reading as they needed lots of support. RWI has also started to improve fluency as this is built into the scheme.</p> <p>2021-2022 - 68% of children passed phonics screening</p> <p>2022-2023 - 83% of children passed phonics screening (RWI started here)</p> <p>2023-2024 - 83% of children passed phonics screening</p> <p>2024- 2025 - 84% of Y1 pupils passed the phonics screening check (100% of PP pupils in Y1 passed the phonics screening check)</p>
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		<p>English subject leader has had weekly management time for one afternoon per week throughout academic year 24/25. This will continue in 25/26.</p> <p>Allocating weekly management time for the English subject leader has enabled them to consistently work on the educational provision for English by engaging in essential activities such as curriculum planning, data analysis, and resource evaluation, ensuring alignment with educational standards.</p> <p>By fostering collaboration among staff through training and shared best practices, the English lead is working to enhance teachers' subject knowledge and pedagogical skills. This structured approach improves the quality of instruction and directly contributes to improved student progress and attainment in English.</p> <p>All teachers are effectively delivering programmes such as LetterJoin, Spelling Shed and Pathways to Read. New writing scheme Ready Steady Write is being implemented across school this academic year following a pilot year in Year 5 led by the English lead.</p>
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<p>To achieve and sustain improved attendance for our disadvantaged pupils.</p>	<p>Sustained high attendance from 2026/2027 demonstrated by:</p> <p>An increase from 92.73% to 96% + for all PP children (with 96% being categorised as “good attendance” according to our trust’s policy)</p>	<p>Our whole school attendance data has improved significantly, and this is reflected in our PP pupil attendance (previous data indicated that improved attendance for all pupils had not been replicated among disadvantaged pupils). PP attendance improved from 92.73% in the previous academic year to 96.32% in 2024/2025 showing sustained improvements in attendance for our disadvantaged pupils:</p> <div data-bbox="1018 896 1394 1034" style="text-align: center;">  <p>Attendance 96.32% Data up to: 18 July 2025</p> </div> <p>Our attendance target is 97%; 14 of our PP pupils have achieved this target so far this year (this is twice as many as during academic year 23/24)</p> <p>A further breakdown can be seen below following our trust’s attendance policy:</p> <ul style="list-style-type: none"> Severely absent (<50%): 1 PP child Extreme impact (80-90%): 1 PP child Very concerned (90-92%): 0 PP children Concerned (92-94%): 3 PP children Slight concern (94-96%): 4 PP children Good (96%): 5 PP children Impressive (97-99%): 11 PP children
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		<p>Perfect (100%): 3 PP children</p> <p>19 PP children 96%+ 14 PP children 97% + [Note: 6 pupils to target to reach target of all PP pupils being in the Good category or above]</p> <p>Summer 2023/2024 data shows that PP attendance was 92.76%</p>
To support all PP children in accessing extra-curricular activities.	<p>All PP families have been provided an appropriate budget to use towards supporting extra-curricular activities.</p> <p>PP engagement in extra-curricular clubs is tracked and numbers of engagement have increased.</p>	<p>All PP families are entitled to and provided with £50 each towards any trips or Treehouse bookings.</p> <p>PP engagement in clubs has increased and this is tracked half-termly by the PP lead.</p>
To increase engagement for PP children with homework.	<p>All PP children complete homework each week.</p> <p>Weekly homework club provides targeted support for PP children.</p>	<p>In all classes, homework club takes place weekly to ensure that all pupils access their homework tasks. In this club, pupils are supported to complete their online or written homework. This removes the barrier to homework of not having the correct equipment or technology that some PP pupils may face. This has led to an increase in the engagement for PP children with homework as more children are completing this extra work – either at home or in school at homework club.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read, Write Inc	Read, Write Inc
Maths No Problem	Maths No Problem
Accelerated Reader	Renaissance Education
Pathways to Read	The Literacy Company
Ready Steady Write	Literacy Counts