

Pupil premium strategy statement – Southway Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	
1	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Claire Fortey
Pupil premium lead	Lucy Collins
Governor / Trustee lead	Amanda Shepheard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206, 040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£206, 040

Part A: Pupil premium strategy plan - Statement of intent

At Southway Primary School, we believe in 'The Best in Everyone', our Southway Values are at the heart of everything we do, and it is embedded in our rich curriculum. We recognise the importance of providing a high quality of education to all our children.

Our three-year strategy, aligned to the school development plan, enables us to implement a blend of short, medium and long term interventions. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support Pupil Premium (PP) entitled pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils. We will use the Pupil Premium Grant to support and pupils or groups of pupils the school has legitimately identified as needing additional support, to achieve improved outcomes in learning and/or well-being.

High-quality teaching is at the heart of our approach, with a focus on areas in which PP entitled pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non- PP entitled pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-PP pupils' attainment will be sustained and improved alongside progress for their PP entitled peers.

- We want to ensure that all PP entitled children are provided with high-quality teaching that challenges the children in all subjects across the curriculum and to achieve in-line with their peers in national assessments
- We want to ensure that PP entitled children have access to wider curriculum experiences both inside and outside of school
- We want to ensure all teachers are aware of the PP entitled children in their classrooms and are aware of any targeted support for those children, acting early to intervene at the point need is identified
- We aim to ensure that PP entitled children are ready to learn we will ensure that their social, mental health and wellbeing needs are met.
- We want to adopt a whole school approach in which all staff take responsibility for PP entitled pupils' outcomes and raise expectations of their achievements.

Challenges

This details the key challenges to achievement that we have identified among our PP entitled pupils. In identifying our challenges, we have used what we know of our children alongside available resources to support and inform our choices. We have utilised a tiered approach, as recommended by EEF Research.

Challenge number	Detail of challenge
1	Attainment: Internal and external assessments indicate that writing and maths attainment among PP entitled pupils is significantly below that of non-PP entitled pupils. On entry to Reception classes in the last 3 years, less than 8% of our PP entitled pupils arrive with age-related expectations compared to 45 - 50% of other pupils. This gap remains steady to the end of KS2. Over the last three years, disadvantaged pupils have performed below national disadvantaged pupils, with outcomes ranging from 24-30% against national figures of 44-47%.
2	Reading: Phonics (Year 1 2023 and 2024) and Reading (KS2 SATs 2024 and 2025) highlights the gap between outcomes of Pupil Premium vs Non-Pupil Premium. Assessments, observations, and discussions with pupils suggest PP entitled pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Pupil Survey outcomes also highlighted the low uptake in reading at home for pleasure.
3	Early language: Communication & Language to be supported and raised. Assessment and screening data from the past two years clearly demonstrated that Communication and Language were a barrier to a higher proportion of our pupils achieving GLD by the end of EYFS as Communication and Language elements thread throughout all areas of learning and development. 26% of children in 2024 were not age-related for this strand with 33% being PP eligible. In September 2024 Baseline WellComm assessments in Reception 24/25 cohort underlined this, with only 36% at age-related expectation at the start of their Reception year with us.
4	SEMH: Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. This is particularly notable for our most PP entitled children and their families. Poor mental health results in poor attendance, low aspirations and low academic outcomes. As a result, some of our pupils lack independence, resilience and confidence to access learning. Teacher referrals for support remain relatively high. 78 pupils (59 of whom are PP entitled) currently require additional support with social and emotional needs.
5	Attendance: We have a higher than national average for persistent absence amongst our PP entitled pupils. Our data, indicates that attendance among PP entitled pupils is 4.7% lower than for non-PP entitled pupils. Persistent absence for this group is 26% higher. We are keen to improve attendance for vulnerable children in order to close the attendance gap. Our assessments and observations indicate that absenteeism is negatively impacting PP entitled pupils' progress.

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
Improved reading and writing attainment among PP entitled pupils.	<p>Assessment information, measured using internal moderation, summative data and prior attainment, shows PP-entitled pupils progress effectively through the curriculum and an increased number achieve the expected end-of-year standards.</p> <ul style="list-style-type: none"> • 80% of PP pupils will meet age-related expectations in reading by the end of KS2. • 80% of PP pupils will meet age-related expectations in writing by the end of KS2. • Internal tracking shows disadvantaged pupils making at least expected progress in reading and writing, with increasing proportions making accelerated progress to close historical gaps. • The gap between school disadvantaged and national disadvantaged pupils in reading and writing will reduce year on year. • The gap between school disadvantaged and national non-disadvantaged pupils will narrow by at least 10 percentage points over the strategy period.
Improved maths attainment among PP entitled pupils.	<p>Assessment information, measured using internal moderation, summative data and prior attainment, shows PP-entitled pupils progress effectively through the maths curriculum and an increased number achieve the expected end-of-year standards.</p> <ul style="list-style-type: none"> • 75%+ of PP pupils will meet the expected standard in mathematics by the end of KS2. • Internal tracking shows disadvantaged pupils making at least expected progress in maths, with targeted pupils making accelerated progress where needed. • The gap between school disadvantaged and national disadvantaged pupils in maths will reduce year on year.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our PP entitled pupils.	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from pupil voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> - an increase in participation in enrichment activities, particularly among PP entitled pupils - there are less incidents of negative behaviour recorded on CPOMs.
The gap between the percentage of PP entitled and non-PP entitled children passing the Year 1 Phonics Screening Test is narrowed because teaching is precise and of a high quality to meet the needs of PP entitled children.	PP entitled children will achieve national average scores in the phonics test. Phonics assessments for PP entitled children show an improvement.
To achieve and sustain improved attendance for all pupils, particularly our PP entitled pupils.	Through the implementation of effective systems and processes, ensure that all nonattendance is challenged, and support given. Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> - the percentage of all pupils who are persistently absent being below 10% and the gap among PP entitled pupils being significantly reduced.
Improved oral and language skills and vocabulary among PP entitled pupils	Assessments and observations indicate significantly improved language among PP entitled pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.

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: £ 75,976.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve whole school quality first teaching through a comprehensive CPD programme.</p> <p>Training on adapted teaching, part of our T&L handbook and building on our United Learning curriculum, will meet pupils' needs and interests and further engage them in their learning.</p> <p>Ring fenced CPD and leadership time will be given to instructional coaching and line manager meetings to aid teacher development.</p> <p>CPD for staff to develop knowledge of effective feedback, adaptive and high impact teaching strategies, Grammarsaurus and release for staff who would benefit from seeing other colleagues supporting spotlight children.</p> <p>Fully engage with P80+ Disadvantaged project and upcoming actions, re-sources and CPD. Use of agreed Limit-</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them (EEF high quality teaching / EEF metacognition and self-regulation)</p> <p>EEF Guide to Pupil Premium highlights how 'good teaching is the most important ever schools have to improve outcomes for PP entitled pupils.' (EEF Teacher Feedback to Improve Pupil Learning)</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction (EEF Standardised tests Assessing and Monitoring Pupil Progress)</p> <p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Increasing the availability of high-quality CPD has also been shown to improve retention problems, particularly for early-career teachers. Education Policy Institute https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> <p>https://www.walkthrus.co.uk</p>	<p>1,2,3,4,5</p>

<p>LESS approach to help review progress, identify individual and common needs and plan an approach.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£33, 299.72</p>		
<p>Fund teacher to lead Phonics, providing whole school CPD, support, monitoring and data analysis.</p> <p>Partially fund RWI development days used to support leads, provide training, monitor standards and track data.</p> <p>Targeted interventions for bottom 20% of readers and phonics.</p> <p>£16,568.79</p>	<p>“Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content.” EEF https://educationendowmentfoundation.org.uk/reading-house/fluency</p> <p>Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future. Professor Timothy Rasinski of Kent State University USA, in EEF blog https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>By the end of year 6, pupils’ reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English. Gov.uk: The Reading Framework</p>	<p>1, 2</p>

<p>Whole school approach and staff CPD on Conscious Discipline will support staff developing positive relationships with pupils.</p> <p>£2,228.31</p>	<p>DfE figures suggest that FSM children are more likely to be excluded due to persistent disruption. Self-regulation and Social and Emotional Learning improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>4</p>
<p>Mentoring and coaching</p> <p>Leadership team coaching teaching and support staff.</p> <p>All ECTs have a trained mentor with regular weekly meetings scheduled and termly progress reviews where coaching conversations are used to reflect on practice and develop further.</p> <p>£23, 963.72</p>	<p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:</p> <p>The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e., what are the essential elements that make mentoring or coaching more likely to be effective.</p>	<p>1,2,3,5</p>
<p>Purchase of WellComm speech and language toolkit to assess, track and support early language development. We will provide staff time and CPD so the toolkit can be implemented.</p> <p>CPD and funded peer support to embed high quality adult/child interactions in the early years and to enhance our language rich learning environments.</p> <p>Share best practice from other settings through United Learning</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Communication and Language (educationendowmentfoundation.org.uk)</p> <p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>1, 2, 3</p>

<p>network, United Learning EYFS lead visits and leads training/visit.</p> <p>Continue to partially fund EYFS leader's non-contact time so they can provide modelling/ coaching/collaborative planning with teachers.</p> <p>£4,675.76</p>	<p>Internal data shows a clear link between low C&L/Literacy outcomes in EYFS and low Reading data in KS1 and KS2</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 86,760.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA Training and increased wellbeing support assistant time</p> <p>£4, 253.37</p>	<p>Helping children to self-regulate and to build their social and emotional resilience and understanding means that they can access the academic learning that is being taught to them. The EEF states that the teaching of metacognition and self-regulation has an impact of 7 months whilst social and emotional learning interventions add 4 months.</p>	<p>3,4,5</p>
<p>Increase SEMH group sessions</p> <p>Enhanced curriculum, included funded forest school, will provide pupils with exposure to new skills and experiences.</p>	<p>SEMH interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>(EEF Social and Emotional Learning)</p> <p>Forest School provides many benefits for all children seeing improvements in mental health and attitudes to learning: Forestresearch.gov.uk</p>	<p>4,5</p>

<p>Yr6 Rites for Girls initiative</p> <p><i>£9, 064.11</i></p>		
<p>Children making use of bespoke literacy and numeracy programmes of support targeted primarily towards PP children (SNAP Maths/Lexia)</p> <p>Use of AI platforms to identify options for bespoke learning at home (consolidation topics through Numbots, TTRS etc)</p> <p>PEDTech – Immersive Reader, Dictate</p> <p><i>£18, 728.22</i></p>	<p>Children to engage with Maths and reading both at home and school and learning is targeted so we can close gaps. Studies have shown that the use of digital technology can improve outcomes by 4 months. (EEF Using Technology to Improve Learning)</p>	<p>1,2,3</p>
<p>TA CPD and small group interventions. Teaching assistants carry out regular targeted additional support tasks with identified pupils and maintain records of the support provided</p> <p><i>£29, 174.58</i></p>	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes. (EEF Teaching Assistant Interventions)</p> <p>Gaps in learning can be actively assessed and responded to dynamically. The EEF states that small group tuition can add up to 4 months of learning.</p>	<p>1,2,4</p>
<p>Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	<p>1, 2, 3</p>

<p>RWI coordinator provide daily and weekly coaching and training for staff at all levels</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Regular External Training led by experienced RWI consultant at least 3 x a year for staff across the school</p> <p>Additional reading sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)</p> <p>£25, 539.72</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 43,303.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide funding to allow PP pupils to fully participate in school trips and residential visits which support and enhance the school's curriculum.</p>	<p>Some children may not have the same opportunities socially and culturally as their peers. By enabling them to access the same opportunities we can open up a variety of experiences for them. This includes sports participation which is shown by the EEF to have a 1 month impact on learning.</p> <p>https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-cultural-capital/</p>	<p>3,4,5</p>
<p>Support from external agencies e.g. EWO to work with specific parents, CPD for staff to develop understanding of attendance and processes in place.</p> <p>Attendance officer provides daily, weekly and monthly attendance reports on pupil and pupil premium attendance</p> <p>Participation in United Learning's Attendance project – action: involve teachers in contract meetings</p> <p>Attendance officer to track and analyse pupil premium attendance to identify patterns and barriers in attendance</p>	<p>If children are not at school, they will fall further behind. Investing in staffing and intervention to support all learners' accessing school is imperative. Parents will have more trust in the school which will enable them to discuss their needs and the needs of their children so that they can be properly supported. (EEF Parental Engagement)</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p> <p>Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>Persistent lateness adds up to a large amount of missed learning. 5 minutes a day for 190 days is almost 16 hours in missed schooling.</p>	<p>1, 5</p>

Attendance officer to run contract meetings with parents of pupils who are persistently late or absent		
Run workshops for parents to develop engagement in their children's learning and the wider school. <i>£10,894.00</i>	By informing parents of curriculum developments and ways in which they can support their children, this builds their confidence and skills to enable school and home to work together effectively.	1,2,5
Whole staff training on Conscious Discipline behaviour management approach with the aim of developing our school ethos and improving behaviour across school. Embed routines into the school day, with timetabled CPD and practise, so staff and pupil have shared high expectations <i>£9,409.70</i>	Both targeted interventions and universal approaches can have positive overall effects (EEF Behaviour interventions) Running routines allows disadvantaged or vulnerable pupils feel safe, trust their environment and focus on what they are doing not how they are doing it. Peps Mccrea, Motivated Teaching Conscious Discipline: MAPs https://consciousdiscipline.com/scaffolding-in-parenting-teaching-your-children-how-to-follow-your-directions-with-success/	1, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5

Total budgeted cost: £ 201,280

Part B: Review of the previous academic year (2024/25)

Outcomes for PP entitled pupils

Challenge 1 – To improve writing attainment among PP entitled pupils.

	Writing
Current Yr2 Summer 24	-17%
Yr2 Summer 25	-27%
Current Yr3 Summer 24	-31%
Yr3 Summer 25	-39%
Current Yr4 Summer 24	-32%
Yr4 Summer 25	-21%
Current Yr5 Summer 24	-40%
Yr5 Summer 25	-32%

Year 6 – 32%gap

While writing remains a key area for development, there have been mixed outcomes across year groups, with some showing improvement and others experiencing a widening gap. However, several strategic actions have been implemented to address these challenges. Phonics taught rigorously and groupings informed by assessment. Phonics interventions took place daily. School took part in United Learning digital strategy project in Yr5 to access digital tools and resources to enhance writing engagement and outcomes. English leader led CPD for all staff to develop skills. All teachers took part in termly UL writing moderation meetings.

While the overall picture remains mixed, the narrowing gaps in Years 4, 5, and 6 suggest that strategic interventions are beginning to yield positive outcomes. The widening gaps in Years 2 and 3 highlight the need for continued focus and possibly earlier intervention strategies. The absence of a phonics gap in Year 1 is encouraging and may serve as a foundation for future writing success.

Challenge 2 – To improve maths attainment among PP entitled pupils.

	Maths
Current Yr2 Summer 24	-16%
Yr2 Summer 25	-8%
Current Yr3 Summer 24	-34%
Yr3 Summer 25	-27%
Current Yr4 Summer 24	-25%
Yr4 Summer 25	-21%
Current Yr5 Summer 24	-28%
Yr5 Summer 25	-5%

Year 6 - 39% gap

Across the school, the attainment gap in maths between Pupil Premium (PP) and non-PP pupils has narrowed in all year groups, reflecting the impact of targeted support and strategic interventions. Targeted groups for arithmetic in years 5 and 6. Planning and teaching support given from the maths lead. Increased use of AI platforms and digital programmes.

Challenge 3 – To achieve and sustain improved wellbeing for all pupils in our school, particularly our PP entitled pupils.

We have made significant progress in supporting the wellbeing of all pupils, with a strong focus on those entitled to Pupil Premium. Key developments include:

- Increased Participation in Enrichment Activities: There has been a noticeable rise in the number of PP pupils engaging in extracurricular and enrichment opportunities, helping to build confidence, social skills, and a sense of belonging.
- Reduction in Negative Behaviour Incidents: CPOMs data shows a decline in recorded negative behaviour incidents, indicating improved emotional regulation and behaviour across the school.
- Sustained ELSA Provision: Our Emotional Literacy Support Assistant (ELSA) continues to play a vital role in supporting pupils' emotional needs, with consistent access for those requiring additional support.
- Expanded SEMH Interventions: We have increased the range and frequency of Social, Emotional and Mental Health (SEMH) interventions, ensuring timely and targeted support for vulnerable pupils.
- Introduction of Sensory Dance, C&I PE Sessions and Forest Schools: These sessions have provided alternative, therapeutic outlets for pupils to express themselves and regulate emotions through movement.

- Targeted TA Support for Emotional Wellbeing: Teaching Assistants have been instrumental in helping pupils remain in class and successfully reintegrate after emotional or behavioural challenges.

These initiatives reflect our ongoing commitment to nurturing the wellbeing of all pupils, with a particular emphasis on removing barriers to learning for those entitled to Pupil Premium.

Challenge 4 – To narrow the PP gap of children passing the Year 1 Phonics Screening Test.

There is no attainment gap between Pupil Premium and non-Pupil Premium pupils in Year 1 phonics this year, marking a significant improvement from the previous year's 9% gap. This positive outcome reflects the rigorous and consistent approach to phonics teaching across the cohort.

Key contributing factors include:

- Targeted Groupings: Phonics groups were regularly reviewed and informed by ongoing assessment to ensure pupils received instruction at the appropriate level.
- Daily Interventions: Focused phonics interventions were delivered daily, providing timely support for pupils at risk of falling behind.
- External Expertise: Continued support and guidance from a Read Write Inc. (RWI) advisor helped to maintain high standards and fidelity to the programme.

This success demonstrates the impact of high-quality teaching, responsive assessment, and targeted intervention in closing the attainment gap for disadvantaged pupils.

Challenge 5 - To improve attendance for all pupils, particularly our PP entitled pupils.

Between 2024 and 2025, there was a notable improvement in both attendance and persistent absence rates for Pupil Premium students:

- PP Attendance increased from 90.3% in 2024 to 92% in 2025, showing a positive trend in overall attendance.
- PP Persistent Absence (PA) decreased from 35.7% to 28.2%, a 7.5 percentage point reduction. While this remains significantly high, the downward trend is encouraging and reflects targeted efforts to improve attendance.

For comparison, Non-PP students also showed improvement:

- Attendance rose from 94.4% to 95.4%
- PA dropped from 14.1% to 8.2%

Challenge 6 - Parents are confident in supporting their child at home with learning.

Parents engaged in online information evenings for phonics. Homework and home reading has been closely monitored and most have completed. Parental engagement and attitude towards school is generally positive.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Times Table Rock Stars	Maths Circle Ltd
WellComm	GL Assessment
Numbots	Maths Circle Ltd
CPOMS	Raptor Technologies
Tapestry	Tapestry
Edukey	TES
Read Write Inc	Ruth Miskin Training
White Rose Maths	White Rose Hub
Grammarsaurus	Grammarsaurus LTD