



# Pupil premium strategy statement 2024-2025 - Priestsic Primary & Nursery 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  | 391                     |
| Proportion (%) of pupil premium eligible pupils   | 176 (45%)               |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024-2025 (year 1 of 3) |
| Date this statement was published   | November 2024           |
| Date on which it will be reviewed   | November 2025           |
| Statement authorised by   | Sarah Stamp             |
| Pupil premium lead  | William Burke           |
| Governor / Trustee lead   | Mitchell Wilson.        |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year  | £260,480 |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0       |
| <b>Total budget for this academic year</b><br><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> | £260,480 |

# Part A: Pupil premium strategy plan

## Statement of intent

### STATEMENT OF INTENT

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 disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged 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-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. 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:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

#### Principles

- ✓ We ensure that teaching and learning opportunities that meet the needs of all the pupils
- ✓ We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- ✓ In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- ✓ We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- ✓ Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

#### Ultimate Objectives:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils by providing additional targeted support for pupils to ensure they make rapid and sustained progress.

- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSEs in English and Maths.

### Achieving these objectives:

The range of provision the Governors consider making for this group could include and would not be inclusive of:

- ✓ High quality CPD to ensure quality first teaching
  - ✓ 1-1 and small group tuition using the Third Space maths intervention
  - ✓ Targeted 1-1 and small group intervention to enable “catch-up” based on needs analysis
  - ✓ Behaviour, emotional and social support through our Priestsic Pastoral Package – FSW, On-site counselling services to support social, emotional and mental health need. (Casy Counselling)
  - ✓ Social and emotional learning to provide opportunities for resilience building, social interactions and emotional well-being ensuring children are ready to access learning.
  - ✓ Improving attendance through the use of an attendance officer
  - ✓ Subsidy for educational activities, experiences and residential visits ensuring children have first-hand experiences to increase their cultural capital and draw upon when learning back in the classroom.
  - ✓ Behaviour and nurture support during lunchtimes by providing activities to engage and promote the Priestsic Values and thus enhance learning.
  - ✓ Use of the Reading ladies to increase reading miles for those children who do not read regularly at home.
- This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Assessments, observations and discussions with pupils indicates that disadvantaged pupils' speech and language skills are very low on entry to Nursery. This slows their progress in many areas of learning into KS1 and beyond.   |
| 2                | An increasing number of children are experiencing anxiety around school and home life.   |
| 3                | A widening of learning gaps in reading, writing and mathematics for pupil premium pupils.  |
| 4                | Disadvantaged pupils' attendance was 90.5% in 2023-2024. This reduces their school hours and can cause them to fall behind their peers. This has slightly improved since 2022-2023, but it still 1.8% behind the whole school average.   |
| 5                | Disadvantaged pupils may have limited experience and knowledge of their own community and the wider world. This can have a significant impact on their vocabulary, comprehension skills and ability to be creative writers that is required to access the curriculum and achieve age related expectations. |

## 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   |
|--|--|
| Improve oral language skills and vocabulary among disadvantaged pupils   | Assessments and observations evidence significantly improved oral language among disadvantaged pupils. This is shown when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments.   |
| To achieve and sustain improved wellbeing for all our pupils in our school, particularly disadvantaged pupils. | Sustained high levels of wellbeing from October 2025 demonstrated by:<br>-qualitative data from pupil voice, pupil and parent surveys and teacher observations<br>-a significant reduction in the number of disruptive behaviour incidents logged on CPOMS<br>-individual case study reports for identify pupils and their families.                                 |
| Improve the combined attainment for disadvantaged pupils at the end of each key stage.                         | FS2, KS1 and KS2 combined outcomes in July 2024 show more than 60% of disadvantaged pupil met the expected standard.<br><br>(In 2019 the national average for all pupils was 65% with an average gap of 2.91% for disadvantaged pupils)  |
| To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.                  | Sustained high attendance from October 2025 demonstrated by:<br>Improved attendance and punctuality in targeted children to at least 95%.  |
| To improve disadvantaged pupils' experience and knowledge of their own community and the wider world.          | Long term curriculum plans show planned opportunities for authentic experiences within the local community and wider world.<br><br>Increase in comprehension skills evident by the percentage of pupils achieving ARE in reading are in line with national expectations.<br><br>Percentage of pupils achieving ARE in writing is in line with national expectations. |

## 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)

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><b><u>Professional Development – coaching programme</u></b></p> <p>Deputy Headteacher<br/>x 2 days per week</p> <p>Focus on improving the standard of quality first teaching through a programme of coaching and support across KS2.</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.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during coaching sessions, staff meetings and INSET days.</p> | 3                             |
| <p><b><u>Professional Development – coaching programme</u></b></p> <p>Deputy Headteacher<br/>x 1.5 days per week</p> <p>Focus on improving the standard of quality first teaching through a programme of coaching and support across KS1.</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.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during coaching sessions, staff meetings and INSET days.</p> | 3                             |
| <p><b><u>Supporting Great Teaching: National College Subscription</u></b></p>   | <p>All staff have access to high level CPD that is relevant to their individual needs. They will be able to access all webinars and courses remotely, anywhere, anytime, on any device.</p>   | 1,2,3                         |

|  |   |             |
|--|---|-------------|
| <p><b><u>Speech and Language TA 2.5 day per week.</u></b></p> <p>Use the Language Link assessment system to screen all children on entry to FS2 and establish bespoke SALT to improve communication and language skills through the use of the Nuffield Early Language principles.</p> <p><b>Language link subscription.</b> To screen all children on entry to F2 and ensure identified children are targeted for speech and language intervention.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>On entry to Reception, most children have low Language and Communication skills – 88% of disadvantaged children are working below age related expectations on entry to F2.</p> <p>57% of all pupils are in the 30-50/ 22-36 month age band on entry with 33% of disadvantaged children working significantly below in 8-20/16-26 or 22-36 month age band.</p> <p>Due to a poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>Despite making accelerated progress, 54% of disadvantaged pupils do not meet the required end of year ELGs. Communication and language skills are the biggest limiting factor.</p> | <p>1, 5</p> |
|--|---|-------------|

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

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b><u>1:1 Online tuition</u></b></p> <p>To accelerate the progress of disadvantaged pupils in maths in Y6 by filling the gaps in their learning through an individual weekly tutor led IT session – 3rd Space Learning.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Following a year of Third Space Learning online tuition, the “headline” attainment measures at the end of KS2 shows 68% of our disadvantaged children achieved ARE in maths, outperforming the LA at 59% indicating that the intervention is successful in reducing that limiting factor for our disadvantaged children. Compare this to the “headline” attainment data at the end of 2019 which saw only 26% of our disadvantaged pupils achieve ARE in maths.</p> | <p>3,5</p>                    |

|   |   |      |
|---|---|------|
|   | We will continue to run the intervention in order to maintain the higher than local ARE outcomes in maths at the end of KS2.  |      |
| <p><b><u>1:1 and small group support:</u></b></p> <p>To accelerate the progress for the most vulnerable readers from FS2 to Year 2 through a daily reading programme for those children who do not get the opportunity to read at home.</p> <p>Classroom assistance to provide 1:1 reading support to increase reading fluency, decoding skills and comprehension skills.</p> | <p>The 1:1 Teaching of reading is used across school to teach pupils to use strategies for developing and monitoring their reading comprehension using prediction, questioning, clarifying, summarising and activating prior knowledge as recommended in the EEF guide to Improving Literacy at KS1.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> | 1, 3 |

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

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><b><u>Behaviour, social and emotional support:</u></b></p> <p><b>Family Support Worker:</b> To support the most socially and emotionally vulnerable PP pupils by giving them opportunities to talk, to understand and make sense of different situations.</p> <p>Availability of nurturing and resilience building</p> | <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> | 2,4,5                         |

|   |  |           |
|---|--|-----------|
| <p>activities in 1:1 or small groups.</p> <p>To offer targeted PP pupils support in self-regulation and emotional well-being in small groups or 1:1</p> <p>Family support work with identified vulnerable families – in school early help offer – prevention and early signposting to specialist support.</p>   |  |           |
| <p><b><u>Pastoral provision</u></b></p> <p>Support for some of our most vulnerable children enabling them to access school and the curriculum.</p>  | <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> | 2, 5      |
| <p><b><u>Improving Attendance:</u></b></p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Attendance office to be employed for 3.5 days per week to monitor persistent absence and late arrivals.</p> <p>Structured conversations to be used to engage parents.</p> <p>First day response by attendance officer.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412222/Improving_school_attendance_support_for_schools_and_local_authorities_-_GOV.UK_(www.gov.uk).pdf">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>                       | 1,2,3,4,5 |
| <p><b><u>Improving social, emotional and mental health:</u></b></p>   | <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>   | 2,4       |

|  |   |         |
|--|---|---------|
| <p>Casey counselling sessions 2 whole day per week = 10 sessions. Cost to include a CPD session for staff to provide an insight into the counselling strategies that maybe used.</p> | <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>  |         |
| <p><b><u>Providing experiences:</u></b></p> <p>Curriculum enrichment subsidy.</p> <p>Residential experiences</p>   | <p>Learning supported by trips that are planned carefully to enhance the school's curriculum.</p> <p>Learning embedded and extended through real first-hand experiences with purposeful and relevant learning opportunities, allowing them to produce quality final products, particularly in writing.</p> <p>Raised aspiration and cultural capital.</p>   | 2,4,5   |
| <p><b><u>Little Wandle phonics</u></b></p> <p>Support with Little Wandle phonics program to enable PP children to read.</p>  | <p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>  | 1, 3, 5 |
| <p><b><u>Breakfast club</u></b></p> <p>Support for children enabling them to access a nutritious breakfast.</p>  | <p>Evidence suggests running a breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p> | 2, 5    |
| <p><b><u>Magic breakfast</u></b></p>   | <p>Evidence suggests running a breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that</p>  | 2, 5    |

|  |   |  |
|--|---|--|
|  | <p>made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p><a href="https://educationendowmentfoundation.org">https://educationendowmentfoundation.org</a></p> |  |
|--|---|--|

**Total budgeted cost: £296,258**

## Part B: Review of the previous academic year



### Outcomes for disadvantaged pupils

#### Pupil premium report 2023/2024

Summary of actions and data outcomes for pupil premium and non-pupil premium children for 2023/24, also comparing 2022-23 data to identify areas where the pupil premium divide has improved or worsened.

#### EYFS

In 2023-2024

- 56.5% of all children obtained a good level of development.
- 50% of pupil premium children obtained a good level of development.
- There was an increase of 6.5% of all pupils obtaining a good level of development from the previous year.
- Pupil premium pupils obtaining a good level of development remained at 50%

In 2022-2023:

- 50% of all children obtained a good level of development.
- 50% of pupil premium children obtained a good level of development.

#### Phonics

##### Year 1

In 2023-2024

- 67.2% of all pupils met the required standard in phonics by the end of year 1.
- 45.5% of pupil premium pupils met the required standard in phonics by the end of year 1.
- There was a gap between pupil premium and non pupil premium of 22.3%

In 2022-2023:

- 69% of all pupils met the required standard in phonics by the end of year 1.
- 61.5% of pupil premium pupils met the required standard in phonics by the end of year 1.

There was an increase of 16% for pupil premium children in 2023-24 compared to 2022-23.

##### Year 2 re-check

In 2023-24

- 18 Pupils took part in the phonics re-check
- 33.3% of all these pupils passed the recheck.
- 28.6% of pupil premium children passed the recheck.

- Non pupil premium children outperformed pupil premium by 4.7%

In 2022-23

- 20 Pupils took part in the phonics re-check
- 45% of all these pupils passed the recheck.
- 45.5% of pupil premium children passed the recheck.
- Pupil premium children outperformed non pupil premium by 0.5%

### **All pupils at end of year 2**

In 2023-24

- 78.6% of all children had passed the phonics screening.
- 80% of pupil premium children passed the phonics screening.
- Pupil premium children outperformed non-pupil premium children by 1.4%

In 2022-23

- 81.7% of all children had passed the phonics screening.
- 79.3% of pupil premium children passed the phonics screening.
- Non pupil premium children outperformed pupil premium children by 2.4%

Pupil premium children in 2022-23 outperformed 2023-24 by 3.1%. Pupil premium improved by 0.7% from 2023-23 to 2023-24

### **End of KS2 outcomes**

#### GPS

In 2023-24

- 71.7% of all pupils met the expected standard or above for GPS.
- 73.1% of pupil premium students met the expected standard or above for GPS.
- Pupil premium children outperformed non-pupil premium children by 1.4%

In 2022-23

- 62.7% of all pupils met the expected standard or above for GPS.
- 64.5% of pupil premium students met the expected standard or above for GPS.
- Pupil premium children outperformed non-pupil premium children by 1.8%

Pupil premium increased by 8.9% from 22/23 to 23/24

#### Reading

In 2023-24

- 65% of all pupils met the expected standard or above for reading
- 61.5% of pupil premium students met the expected standard or above for reading.
- Non pupil premium children outperformed pupil premium children by 3.5%

In 2022-23

- 52.5% of all pupils met the expected standard or above for reading
- 48.4% of pupil premium students met the expected standard or above for reading.
- Non pupil premium children outperformed pupil premium children by 4.1%

Pupil premium increased by 13.1% from 22/23 to 23/24

### Maths

In 2023-24

- 68.3% of all pupils met the expected standard or above for maths
- 57.7% of pupil premium students met the expected standard or above for maths
- Non pupil premium children outperformed pupil premium children by 10.6%

In 2022-23

- 74.6% of all pupils met the expected standard or above for maths
- 71% of pupil premium students met the expected standard or above for maths
- Non pupil premium children outperformed pupil premium children by 3.6%

Pupil premium decreased by 13.6% from 22/23 to 23/24

### Writing

In 2023-24

- 70% of all pupils met the expected standard or above for writing
- 61.5% of pupil premium children met the expected standard or above for writing
- Non pupil premium children outperformed pupil premium children by 8.5%

In 2022-23

- 67.8% of all pupils met the expected standard or above for writing
- 64.5% of pupil premium children met the expected standard or above for writing
- Non pupil premium children outperformed pupil premium children by 3.3%

Pupil premium decreased by 3% from 22/23 to 23/24

### Reading, writing & maths (combined)

In 2023-24

- 58.3% of all pupils met the expected standard or above for reading, writing & maths combined.
- 50% of pupil premium students met the expected standard or above for reading, writing & maths combined.
- Non pupil premium children outperformed pupil premium by 8.3%

In 2022-23

- 44.1% of all pupils met the expected standard or above for reading, writing & maths combined.
- 38.7 of pupil premium students met the expected standard or above for reading, writing & maths combined.

- Non pupil premium children outperformed pupil premium by 5.4%

Pupil premium increased by 11.3% from 22/23 to 23/24

### **CASY counselling**

- In total, 28 children were seen by CASY counselling between September 2023 and March 2024.
- Children on average demonstrated a 22% increase in feelings of wellbeing through self assessment.
- 62% of pupils who are seen by CASY counselling are in receipt of Pupil Premium.

|                          | Hours |
|--------------------------|-------|
| Attended                 | 199   |
| Dead sessions            | 20    |
| Cancelled                | 2     |
| DNA                      | 6     |
| Drop-in sessions         | 17    |
| Hours to end of contract | 131   |
| Total                    | 375   |

### Client information

| Gender             |    |
|--------------------|----|
| Female             | 19 |
| Male               | 9  |
| Total clients seen | 28 |

### Presenting issues.

|                    |    |
|--------------------|----|
|                    |    |
| Anxiety            | 11 |
| Anger              | 5  |
| Behaviour problems | 5  |

|                                |   |
|--------------------------------|---|
| Family breakdown               | 2 |
| Attachment, abandonment        | 1 |
| Bereavement                    | 1 |
| Domestic abuse                 | 1 |
| Low self-esteem/low confidence | 1 |
| Peer relationships             | 1 |

### **Family-support worker**

In 2023-24, 131 children were directly supported by the school's family support worker. Of that 131, 95 children were pupil premium. This was 72.5% of all pupils and families seen, compared to a whole school pupil premium percentage of 45%, showing that the need for our pupil premium families was far greater compared to the total number on roll.

### **Attendance**

Attendance for pupil premium children was lower across the entire year. Attendance for whole school stayed broadly the same, whereas Pupil Premium attendance did drop over the year.

|        | Whole school attendance | Pupil premium attendance | PP/Non PP gap |
|--------|-------------------------|--------------------------|---------------|
| Autumn | 92.8%                   | 92%                      | 0.6%          |
| Spring | 91.1%                   | 89.1%                    | 2%            |
| Summer | 92.6%                   | 90.4%                    | 2.2%          |

Persistent attendance for 2022-23 improved over the course of the year. For the Autumn term it was 24%. For the Spring term, it remained at 24% and for the Summer term 24%.

|        | Number of children whole school who were persistently absent | Number of pupil premium children persistently absent per term | Percentage of PP children |
|--------|--|---|---------------------------|
| Autumn | 103  | 30  | 29.1%                     |
| Spring | 102  | 27  | 26.5%                     |
| Summer | 102  | 27  | 26.5%                     |

|  |
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## 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.*

| <b>Programme</b>            | <b>Provider</b>  |
|-----------------------------|------------------|
| Third Space Maths Programme | NTP              |
| Phonics intervention        | Little Wandle    |
| Counselling                 | CASY Counselling |