



# **Moir Primary School**

**Pupil Premium Strategy**

**2023-2026**

**Current year 2024-2025**

## Moira Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Moira Primary School
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023/2024 to 2026/2027 Current year 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	V. Santy - Headteacher
Pupil premium lead	V. Santy
Governor / Trustee lead	Suzanne Uprichard – Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,090
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£106,090

## Part A: Pupil premium strategy plan

### Moira Statement of intent

Our intent supports our whole school vision that, 'The **adventure** begins as all are welcomed through the doors of Moira Primary School. We celebrate and nurture **creativity, kindness, curiosity** and a **healthy** attitude to learning, across our whole school community.'

Moira Primary School is committed to enabling all our children, irrespective of their background or the challenges they face, to fulfil their academic potential to make good progress across all areas of the curriculum and to ensure their readiness to face future learning with confidence. As a school, our focus is to support and nurture our disadvantaged pupils, including those who are already high attainers, both academically and emotionally.

We recognise the challenges faced by vulnerable pupils and that they may have significant barriers to overcome in order to achieve and succeed, including those who have a social worker and young carers.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit the non-disadvantaged pupils in our school.

The key principles when setting and reviewing our strategy are:

- We ensure that teaching and learning opportunities meet the needs of all of pupils, both in terms of challenge and identifying need where appropriate.
- We work closely with our children and their families to ensure that we target the most important areas of need.
- We use research to provide evidence, such as the EEF Framework, to ensure that our intentions are effective in closing the gap.
- Academic and social targets are incorporated to develop the whole child.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We ensure their wider curriculum and experiences are effective in supporting them to strive for success in all areas, including the ones that they do not enjoy.
- Children are challenged to achieve their potential across the curriculum and intervention is identified at the earliest point.
- We have 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.

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate higher levels of underperformance among many disadvantaged pupils compared to non-disadvantaged pupils.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers, which negatively impacts their reading development.  An increase in parental engagement in reading is required to support pupils learning to read.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support have markedly increased during the pandemic.
4	Observations and discussions with families and children indicate that children from the disadvantaged group have far fewer opportunities for cultural enrichment than their peers.
5	Attendance data over the last two years indicates that attendance among disadvantaged pupils has been lower for disadvantaged pupils than for non-pupil premium groups.

## 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
1. Improved progress in reading, writing and maths for pupil premium children	Children within the Pupil Premium group to make more than expected progress in reading, writing and maths, closing the gap between attainment in this group and their peers.
2. Improved progress in phonics and early reading for Pupil Premium children	Children within the pupil premium group to make more than expected progress in phonics and early reading.  Improved attitudes towards reading at home and an increase in uptake demonstrated through pupil and parent voice.
3. To improve pupil positivity towards school, including improved attendance (see point 5) to enable them to access learning	Improved attitudes towards learning demonstrated through pupil voice.  Improved outcomes for this group.  Behavioural incidents reduced.  More children accessing social and emotional support.

<p>4. To improve the uptake of enrichment activities.</p>	<p>More disadvantaged pupils are accessing a wide range of enrichment, and this is evidenced through pupil voice and registers.</p>
<p>5. To improve and sustain improved attendance for all pupils, with a strong focus on our pupil premium group</p>	<p>The whole school absence rate is no more than the national average.</p> <p>The attendance rate of pupil premium children to increase and be equitable with non-pupil premium children.</p> <p>Persistently absent pupils have significantly reduced their percentage of absence.</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: £35,913.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching across school to improve engagement, standards and progress in writing</p> <p>Editing writing – all teachers trained in this approach.</p> <p>Leadership of PP (VS)</p>	<p>EEF guide to pupil premium is the tiered approach – teaching is the top priority and includes CPD.</p> <p>Research tells us that quality first teaching can narrow the disadvantage gap. The mechanisms of this training builds on systems already in place, builds knowledge, develops teaching practice and embeds practice. It meets the needs of our school in terms of staff development and ensuring agreed processes in reading and writing are strengthened through the training.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1, 3, 4</p>
<p>High quality CPD in key areas:</p> <ul style="list-style-type: none"> <li>- Maths Mastery Training – EYFS, Years 3, 4, 5 and 6.</li> <li>- Early Years training (external)</li> <li>- SEND – NPQ SENDCo</li> <li>- MESLA training (2 TA's) (6 days)</li> <li>- SEND reviewer training</li> </ul>	<p>EEF guide to pupil premium is the tiered approach – teaching is the top priority and includes CPD.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p> <p>The DfE Non-statutory guidance draws on evidence-based approaches:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p> <p>SEND</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>EYFS</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/evidence-for-the-early-years">https://educationendowmentfoundation.org.uk/support-for-schools/evidence-for-the-early-years</a></p>	<p>1, 3, 4</p>

<p>In house training to develop:</p> <ul style="list-style-type: none"> <li>- Mastery maths</li> <li>- SEND/PP targets</li> <li>- SEND 5 a day EEF</li> <li>- Spelling and vocabulary</li> <li>- Wider curriculum subjects</li> <li>- Writing to incorporate</li> </ul>	<p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>• Mastery learning: high impact for very low cost (+5 months).</li> <li>• SEND training based on evidence from EEF:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>  <a href="#">EEF blog: 'Five-a-day' to improve SEND outcomes   EEF</a> </li> <li>• T4W includes early language skills:  <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>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> </li> </ul> <p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>• Communication and language approaches: Very high impact for very low cost (+6 months)</li> </ul>	<p>1, 3, 4</p>
<p>Retention of 1 TA to build capacity in staffing for supporting disadvantaged pupils in two classes.</p>	<p>Additional staff who can be training in-house will help boost the frequency of support available across the school to PP pupils.</p>	<p>1, 2, 3</p>

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

Budgeted cost: £20,709.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole class and guided reading books carefully planned out over the year. Purchase of books to support.</p> <p>Whole class reading books to be purchased.</p> <p>Guided reading sets across KS1 and KS2</p> <p>Lunch time reading clubs (TA to run)</p> <p>Reading interventions to support accessing new reading material.</p>	<p>Reading comprehension approaches can deliver an additional six months' progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="#">EEF Blog: Reading aloud with your class – what does the...   EEF</a></p>	<p>1, 4</p>

Maths Intervention groups – pre-teaching and tailored small group work	If well planned and monitored, small group intervention can have a significant impact in terms of progress (4+ months).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2, 4
Interventions (small group and one-to-one) - Number stacks - Reading fluency and comprehension - Speech and Language - Phonics - Nesy (KS2) - Precision teaching - Neli (EYFS) - Handwriting and fine motor skills - Mastering number	EEF Teaching and Learning Toolkit: <ul style="list-style-type: none"> <li>• One-to-one tuition: high impact for moderate cost (+5 months)</li> <li>• Small group tuition: moderate impact for low cost (+4 months)</li> <li>• Reading Comprehension strategies: very high impact for very low cost (+6 months)</li> <li>• Phonics: high impact for very low cost (+5 months)</li> <li>• Mastery learning: high impact for very low cost (+5 months)</li> <li>• Oral language interventions: very high impact for very low cost (+6 months)</li> <li>• Early number approaches: very high impact for very low cost (+6 months)</li> </ul>	1, 2

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

Budgeted cost: £49,467.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support work: - Pastoral support - Attendance/EWO - Parental support (reading sessions, stay and play) T/TA to plan and deliver sessions - ELSA support/A and D inclusions - LAC support - Behaviour support - Other agency referrals	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.  <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>  Pupil attendance has a direct impact upon their ability to achieve outcomes.  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>  Parents play a crucial role in supporting their children’s learning, and level of parental engagement are consistently associated with better academic outcomes.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  EEF Teaching and Learning Toolkit:	1, 2, 3, 4, 5



	<ul style="list-style-type: none"> <li>• Behaviour interventions: moderate impact for low cost (+4 months).</li> <li>• Parental engagement: moderate impact for very low cost (+4 months).</li> <li>• Social and emotional learning: moderate impact for very low cost (+4 months).</li> </ul>	
<p>Support of key resources – uniform, milk, swimming lessons, breakfast club.</p> <p>Breakfast club to support disadvantaged pupils in attending school on time and being emotionally ready for school – being positively ready for school and able to access learning.</p>	<p>School level approaches to develop a positive school ethos, which also aim to support greater engagement in learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Although the EEF agrees that there is no robust evidence to support school uniform as improving outcomes, the context of our school means that vulnerable families find this aspect a barrier.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p>	1, 2, 3, 4
<p>Pupil confidence increased through Forest School sessions.</p>	<p>Studies show a positive impact but there is no evidence in terms of months added.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	1, 2, 3, 4
<p>Pupils' confidence and aspirations increased due to access to a wide range of enrichment (cultural capital) activities</p> <ul style="list-style-type: none"> <li>- School trips and enrichment activities across the school</li> <li>- Residential visits – Years 3,5 and 6</li> <li>- Access to extra-curricular music lessons (individual or small group)</li> <li>- Access to other extra-curricular opportunities (clubs)</li> <li>- Commando Joe's programme</li> <li>- Beekeeper activities</li> </ul>	<p>An additional 3 months progress is the average impact of approaches that extend time spent in school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-time&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=extending">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-time&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=extending</a></p> <p>Commando Joe's research:</p> <p><a href="https://commandojoes.co.uk/">https://commandojoes.co.uk/</a></p> <p><i>CJ's support thousands of schools nationwide with our established, evidence-based, government-supported RESPECT programmes. We help to enable young people to develop life skills, character traits, attributes and behaviours which have a positive impact on their educational attainment and engagement.</i></p>	1, 2, 3, 4, 5

<p>Boosting reading for pleasure</p> <ul style="list-style-type: none"> <li>- Targeted purchasing of books for KS2 library.</li> <li>- Book club (TA to run)</li> </ul>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p> <p>Some main points from the research. Having access to resources and having books of their own has an impact on children's attainment.</p> <p>* Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).</p> <ul style="list-style-type: none"> <li>• An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and Phythian-Sence, 2008)</li> <li>• Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006).</li> <li>• Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families (Cremin et al, 2009).</li> </ul>	<p>1, 2, 4</p>
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**Total budgeted cost: £106,090**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

<i>Aim</i>	<i>Outcome</i>																
1. Improved progress in reading for pupil premium children	<b>KS2 SATS</b>																
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All teachers attended the LA training on shared and guided reading and this is becoming more consistent throughout. New staff are being supported by SLT to deliver guided reading in line with the school. There has been an increase of reading opportunities with parents over the year and all children have had the opportunity to take books home to share.																	
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2. Improved progress in phonics and early reading for Pupil Premium children	<p><b>2023-2024 Phonics Check</b></p> <table border="1"> <thead> <tr> <th>2024</th> <th>Disadvantaged pupils 10</th> <th>Non-disadvantaged Pupils 17</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td><b>Year 1 (27)</b></td> <td>80% (including SEN pupils)</td> <td>88% (including SEN pupils)</td> <td>-8%</td> </tr> <tr> <td>Whole class 85%</td> <td>100% (not including SEN pupils)</td> <td>100% (not including SEN pupils)</td> <td>0 %</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>2024</th> <th>Disadvantaged pupils 12</th> <th>Non-disadvantaged Pupils 15</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td><b>Year 2 (27)</b></td> <td>92% (including SEN pupils)</td> <td>93% (including SEN pupils)</td> <td>-1%</td> </tr> <tr> <td>Whole class 93%</td> <td>100% (not including SEN pupils)</td> <td>100% (not including SEN pupils)</td> <td>--</td> </tr> <tr> <td colspan="4"><i>7 children retook the phonic check in year 2. 5 children passed.</i></td> </tr> </tbody> </table> <p>The school shows validity with the Anima Phonic scheme. There is a consistent approach to the delivery of phonics across EYFS and KS1 and there are high expectations in regards to children's attainment and</p>	2024	Disadvantaged pupils 10	Non-disadvantaged Pupils 17	Diff	<b>Year 1 (27)</b>	80% (including SEN pupils)	88% (including SEN pupils)	-8%	Whole class 85%	100% (not including SEN pupils)	100% (not including SEN pupils)	0 %	2024	Disadvantaged pupils 12	Non-disadvantaged Pupils 15	Diff	<b>Year 2 (27)</b>	92% (including SEN pupils)	93% (including SEN pupils)	-1%	Whole class 93%	100% (not including SEN pupils)	100% (not including SEN pupils)	--	<i>7 children retook the phonic check in year 2. 5 children passed.</i>			
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	<p>progress. All children have access to all learning and targeted interventions/application part of session are used to support catch up. Half termly teacher assessments support progress, along with fluency checks.</p> <p>The new books are aligned with the phonic scheme and are ensuring children made good progress through reading a variety of books at the correct level.</p> <p><b><u>Early reading data:</u></b></p> <p>Whole class: 73% reached GLD; 82% in comprehension and 82% in word reading.</p> <p>Disadvantaged: 50% in comprehension and word reading.</p> <p>Disadvantaged without SEND: 100% in comprehension and word reading.</p> <p>Children are ready to continue learning phase 5 in phonics as they move into Year One.</p>
<p>3. To improve pupil positivity towards school and enable them to access learning</p>	<p>ELSA and Youth worker support: Number of PP pupils receiving ELSA support or support with A and D Inclusion is 17. This targeted support often links closely with behaviour concerns or safeguarding concerns and gains positive comments from outside agencies. ELSA support tends to consist of approximately 6 weeks of sessions. However, A and D inclusion will support for as long as required, depending on the pupil's needs.</p> <p>Forest School is delivered by a TA to EYFS and Key Stage 1 classes as well as smaller sessions for individual pupils. These sessions are often interventions. These are currently accessed by 8 disadvantaged pupils regularly.</p> <p>Breakfast club: This continues to be used to provide breakfast for disadvantaged pupils who required a calm start to the day. Attendance has improved and pupils are ready to learn.</p> <p>An increase in parental involvement has ensured that parents are more informed – maths workshops, reading mornings, phonic workshops, assemblies.</p> <p>Commando Joes has delivered a character-building curriculum that supported pupils with their social and emotional needs. All classes have accessed this across the school. The majority of pupils accessed this and were actively involved in working cooperatively with each other. 96% of pupils accessed this provision with their class. The ones that still found this more difficult, accessed the activities in small groups.</p>
<p>4. To improve the uptake of enrichment activities.</p>	<p>Swimming: 79% of Year 6 pupils left primary school able to swim 25 metres. Catch up lessons offered to Years 5 and 6 to non-swimmers.</p> <p>Residentials and trips – all disadvantaged pupils who wanted to attend residentials and trips were supported financially to do this. Only two disadvantaged children did not attend a residential this year. One was through personal choice and one was due to their significant needs and would not have been able to safely access activities away from school.</p> <p>Clubs: Disadvantaged pupils are supported to access free clubs to support healthier lifestyles and experience new activities. There has been a good uptake of a range of clubs and this data is being used to ensure all</p>

	<p>disadvantaged pupils’ access at least one extracurricular activity. 80% of all children taken part in clubs or activities extra to the curriculum this year, with 66% of disadvantaged pupils attending them (81% of KS2 disadvantaged). The uptake is greater in KS2 as there were more opportunities until later on in the academic year. This is an area we are addressing during 2023/2024.</p> <p>All children in KS2 took part in at least 1 inter-school sporting activity. Disadvantaged pupils continue to be supported to access good nutrition (breakfast clubs and at break times), wider activities such as the beekeeper activities, extra reading opportunities and support with school uniform.</p>																				
<p>5. To improve and sustain improved attendance for all pupils, with a strong focus on our pupil premium group</p>	<p>EWO: The EWO has supported several pupils and there are now only 3 disadvantaged pupils (two families) on her register.</p> <p>Actions taken:</p> <ul style="list-style-type: none"> <li>• Phone calls made to absent children before 9:30 if no message/call has been received.</li> <li>• House visits for all families who do not inform the school of absences.</li> <li>• Headteacher monitors attendance weekly and speaks to parents as required, sending letters to support attendance where required.</li> <li>• Headteacher speaks to parents of children who are not attending school regularly and set individual targets where this is necessary.</li> </ul> <p>Data:</p> <table border="1" data-bbox="491 1093 1394 1352"> <thead> <tr> <th></th> <th><b>2021-2022 (full year)</b></th> <th><b>2022-2023 (full year)</b></th> <th><b>2023-2024 (full year)</b></th> </tr> </thead> <tbody> <tr> <td><b>Whole School</b></td> <td>93.9</td> <td>94.1</td> <td>94.5</td> </tr> <tr> <td><b>Disadvantaged</b></td> <td>92.89</td> <td>93.1</td> <td>93.6</td> </tr> <tr> <td><b>SEN Support</b></td> <td>95.05</td> <td>93.3</td> <td>94.7</td> </tr> <tr> <td><b>EHCP</b></td> <td>77.55</td> <td>80.8</td> <td>80.7</td> </tr> </tbody> </table> <p>Breakfast club has ensured that disadvantaged pupils who were often late, are now on time and settled ready to learn.</p> <p>Attendance is improving over time; unauthorised absences are decreasing. However, there are a number of children who are still receiving unauthorised absences and therefore attendance needs to continue to be a focus in the new academic year.</p>		<b>2021-2022 (full year)</b>	<b>2022-2023 (full year)</b>	<b>2023-2024 (full year)</b>	<b>Whole School</b>	93.9	94.1	94.5	<b>Disadvantaged</b>	92.89	93.1	93.6	<b>SEN Support</b>	95.05	93.3	94.7	<b>EHCP</b>	77.55	80.8	80.7
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## 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
N/A	N/A

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

N/A