

# Pupil premium strategy statement – The Duke of Bedford 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	223
Proportion (%) of pupil premium eligible pupils	29.59% (66 pupils)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-2027
Date this statement was published	December 2024 Year 1 of the 3 year plan
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Johnson
Pupil premium lead	Mr Taylor / Mrs Sewell
Governor / Trustee lead	Mrs Butt

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,590
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,211.25
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£96,801.25

# Part A: Pupil premium strategy plan

## Statement of intent

At The Duke of Bedford Primary School all members of staff and Governors accept responsibility for all pupils and recognise that a number of pupils within our school, some of whom are not eligible for pupil premium funding may at any point require additional support and intervention. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker or are young carers.

Our aim is that our disadvantaged children perform as well, and if not better than their peers to reach their full potential, taking into consideration their prior attainment, progress and interests. We are committed to meeting their academic, social, emotional and pastoral needs through high-quality teaching and cultural enrichment by offering a full range of experiences and opportunities.

### **To ensure our aim is effective we will:**

- Have high ambitions/aspirations for disadvantaged pupils across all aspects of school life irrespective of the barriers they may face.
- Provide 1:1 support for identified children with specific needs.
- Ensure high-quality teaching meets the needs of all pupils.
- Offer additional teaching and learning opportunities by trained TAs.
- Monitor attendance and support families to improve attendance as needed.
- Support pupils with behaviour, social and emotional wellbeing.
- Offer a wide range of opportunities to develop their knowledge, experiences and understanding of the world.
- Closely track and monitor pupils attainment as well as progress to evaluate its impact and make adaptations when required
- Provide effective professional development for teaching staff to support high quality teaching and learning day in, day out.

## Challenges

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

Challenge number	Detail of challenge
1	PP/SEND overlap is 37.87% Ensuring that SEND pupils are making good progress in regard to their additional need.

2	Limited life experience and low aspirations beyond their home and immediate community.
3	Pupil Premium children as a group are not reaching the same attainment as non-pupil premium children at the expected standard or at greater depth standard, especially in Writing.
4	Pupil Premium children as a group are not making the same progress as non-pupil premium children in Writing.
5	Pastoral support needed for some pupils due to anxiety, poor sleep, low self-esteem. Complex family situations and social service involvement with increasing numbers of families requiring access to the Early Help Pathway.

## 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
The attainment gap between PP / non-PP children at the expected standard and the greater depth standard will narrow in all year groups in Maths, Reading and Writing.	<ul style="list-style-type: none"> <li>Gaps to close in each year group between PP and non-PP children Maths.</li> <li>Gaps to close in each year group between PP and non-PP children Reading.</li> <li>Gaps to close in each year group between PP and non-PP children Writing.</li> </ul>
The rate of progress of PP children will be in line with non-PP children in Writing, in all year groups.	<ul style="list-style-type: none"> <li>Writing progress of PP children to be in line with (or better) than that of non-PP children.</li> </ul>
Disadvantaged children to be given the chance to attend all opportunities available to them ensuring they have broad educational and cultural experiences.	<ul style="list-style-type: none"> <li>PP children to have the opportunity to attend extra-curricular activities/clubs.</li> <li>PP children will attend all day trips (with funding support offered).</li> <li>PP children will have the opportunity to attend the residentials in Yr4 &amp; Yr6 (with funding support offered).</li> </ul>
Disadvantaged pupils and families are/feel supported emotionally and socially.	<ul style="list-style-type: none"> <li>Children know there is always someone at school who will listen to them and help/support them.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupil voice shows that children feel happy and relaxed ready to learn.</li> <li>• Results from 'Outcome Star' indicate families &amp; pupils feel supported emotionally and socially.</li> <li>• Support is given to identified pupils by a trained Emotional Literacy Support Assistant (ELSA). Progress is assessed using ELSA tracking tools.</li> </ul>
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## 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: £55,001.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Phonics, language and Reading support.</b></p> <p>Phonics subject leader to have release time to support new &amp; old staff with the planning and delivery of the Little Wandle scheme. To organise groups after assessments as well as monitoring the progress of children.</p> <p>To invest in high quality resources and books to supplement the planning and delivery of phonics &amp; Reading.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF).</p> <p><a href="#"><u>The Reading Framework</u></a> (DFE)</p> <p>Matthew Effect International Journal of Educational Research.</p> <p>Hart &amp; Risley 30 million word gap. They found that the average child in a professional family hears 2,153 words per waking hour, the average child in a working-class family hears 1,251 words per hour, and an average child in a disadvantaged family only 616 words per hour.</p>	1 & 3

<p><b>Reading development and support.</b></p> <p>Targeted academic support for PP children in Reading.</p> <p>English subject lead to have release time to attend training and monitoring of termly assessments to establish strengths and weakness of cohorts and the school.</p> <p>English subject lead to promote a love of reading across the school.</p>	<p>EEF – evidence consistently shows the positive impact that targeted academic support can have, including those who are not making good progress.</p> <p>EEF- The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><a href="#">The Book Trust.</a></p>	<p>1, 2 &amp; 3</p>
<p><b>Writing development and support.</b></p> <p>Targeted academic support for PP children in Writing.</p> <p>English subject lead to have release time to attend training and monitoring to establish strengths and weakness of cohorts and the school.</p> <p>CPD for assessing Writing and making judgements of WTS, EXS &amp; GDS within a year group.</p> <p>CPD on planning a unit of work using the Read to Write Scheme (1:1 support with class teacher and English Lead).</p> <p>CPD on modelling and editing writing.</p>	<p>EEF – evidence consistently shows the positive impact that targeted academic support can have, including those who are not making good progress.</p> <p>Input from Local Authority English Consultant.</p> <p>Writing moderation and making judgements Workshops for all teachers. Local Authority workshops. Cross-school moderation with other Peterborough schools.</p> <p>EEF- Teaching and Learning Toolkit.</p> <p>PiXL- Developing Individual Writers CPD.</p> <p>PiXL- Editing Strategy &amp; Resources.</p>	<p>1, 2, 3 &amp; 4</p>
<p><b>Maths development and support.</b></p> <p>Maths subject lead to have release time to attend training and monitoring of termly assessments to establish strengths and weakness of cohorts and the school.</p>	<p>EEF – evidence consistently shows the positive impact that targeted academic support can have, including those who are not making good progress.</p>	<p>1, 2 &amp; 3</p>

<p>Targeted academic support for PP children in Maths.</p> <p>Maths lead to deliver CPD on improving mathematical vocabulary recall of pupils. To monitor through lesson drop-ins as well as through pupil voice.</p> <p>Maths lead to deliver a x-table workshop to support parents with supporting their child with learning their x-table.</p> <p>Maths lead to monitor the Yr4 children learning their x-tables and to support the class teacher.</p> <p>To research and purchase concrete resources to support learning in maths lessons.</p>	<p>Based on Rosenshines principle of learning <a href="https://www.structural-learning.com/post/rosenshines-principles-a-teachers-guide">https://www.structural-learning.com/post/rosenshines-principles-a-teachers-guide</a></p> <p><i><a href="#">Mathematics Guidance</a> from DFE/ NCETM</i></p> <p><i>The impact of <a href="#">mastery learning</a> approaches is an additional five months progress, on average, over the course of a year (EEF).</i></p>	
<p>Pupil Premium Lead to ensure PP children have a high profile in school and that all staff (teachers &amp; TAs) are aware of their needs.</p> <p>Pupil Premium Lead to regularly analyse attainment &amp; progress data and to then meet and feedback to SLT, teachers and Governors.</p> <p>Pupil Premium Lead to carry out pupil voice with PP children on a regular basis.</p>	<p>Education inequality in England is entrenched (<a href="#">EEF</a>).</p>	<p>1, 2, 3, 4 &amp; 5</p>
<p><b>Improving vocabulary and knowledge recall.</b></p> <p>PP lead to continue to monitor and feedback the use of the Working Walls and Knowledge Checks.</p> <p>See Maths support on improving mathematical vocabulary.</p>	<p>Based on Rosenshines principle of learning <a href="https://www.structural-learning.com/post/rosenshines-principles-a-teachers-guide">https://www.structural-learning.com/post/rosenshines-principles-a-teachers-guide</a></p>	<p>1, 2, 3 &amp; 4</p>
<p><b>SEND</b></p>		<p>1, 3, 4 &amp; 5</p>

<p>SEND lead to have release time for monitoring and supporting pupils, especially those who are SEND/PP.</p> <p>Run sensory circuits across the whole school.</p> <p>SEND lead to review provision and intervention maps termly and feedback to SLT and teachers.</p> <p>CPD for SNAPs and ensuring SMART targets are written within them.</p> <p>CPD on Zones of Regulation.</p> <p>CPD for supporting children with dyslexia. Testing purchased for identified PP (pupils x2).</p> <p>Speech and Language support for 3x PP guided by SALT. Resources and time to implement programme in school.</p>	<p>Support for pupils with SEND as well as combined SEND &amp; PP and identification and assessment of needs.</p> <p>Targeted support for identified pupils for either academic and/or social, emotional and mental health needs.</p> <p>Sensory Integration and processing (Children's <a href="#">Choice</a>).</p> <p>SEND/PP pupils are making progress in identified areas of need.</p> <p>PP pupils make progress that is average or better than the identified group.</p> <p>Consistent SMART targets are implemented across the school to support identified needs.</p> <p><a href="http://www.zonesofregulation.com/">http://www.zonesofregulation.com/</a></p> <p>Self-regulation skills have been shown to be more important for school readiness than IQ or entry level reading or maths skills. They are also linked to higher academic achievement (Source: Self-regulation by Stuart Shanker)</p> <p>Advice and resources from 'Support for Learning' team to provide targeted consistent support for pupils identified with dyslexia or similar difficulties.</p> <p>Communication issues are supported to enable pupils to communicate their needs more effectively.</p>	
<p><b>Staff CPD</b></p> <p>Courses attended by Teaching Assistants, Teachers and Subject leads.</p> <p>Release time for subject leads to work with consultants.</p>	<p>High quality Staff CPD is essential to follow EEF principles.</p> <p><a href="#">Supporting</a> high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap (EEF).</p> <p>Subject Leads are released from class to effectively lead their subject.</p>	<p>1, 3 &amp; 4.</p>

<p>CPD for teachers on how to best deploy and use your Teaching Assistant in lessons.</p> <p>Release time for staff to visit other schools to develop teaching knowledge and skills.</p>	<p>Making the best use of <a href="#">Teaching Assistants</a> (EEF).</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £22,559.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted 1:1 &amp; small group daily phonics tutoring/support from Yr2 to Yr6.</p> <p>Targeted Maths support for small groups across the school (arithmetic &amp; X-tables).</p> <p>Targeted Reading support for small groups across the school.</p> <p>Targeted Writing support for small groups across the school.</p> <p>Adult support (1:1) for vulnerable pupils who do not have an EHCP but need a considerable amount of support to access education/learning.</p>	<p>EEF – evidence consistently shows the positive impact that targeted academic support can have, including those who are not making good progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> <a href="#">EEF Toolkit</a></p> <p>Collaborative Learning Approaches, One to One Tuition, Phonics, Reading Comprehension Strategies, Small Group Tuition &amp; Teaching Assistant Intervention.</p> <p>Maths – PiXL gap analysis to support progress and attainment.</p> <p>Structured support for pupils with times tables and maths fluency.</p> <p>Reading – PiXL gap analysis to support progress and attainment.</p> <p>Nurture based support &amp; activities for groups and 1:1.</p>	<p>1, 2, 3, 4 &amp; 5.</p>



<p>To resource a wider range of reading materials (books) to promote and support a love of reading.</p> <p>Continue to resource phonic texts for KS1 to increase the range of books available for pupils.</p>	<p><a href="#">The Book Trust.</a></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF).</p>	3

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

Budgeted cost: £24,680.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Updating policies and promoting good attendance with parents/carers.</p> <p>Fortnightly meetings for attendance lead and headteacher.</p> <p>Monitoring behaviour incidents and sanctions.</p> <p>CPD for staff on behaviour (Managing Behaviour that Challenges).</p> <p>1x LTS employed to offer additional support with high needs children.</p>	<p>Additional hours spent on attendance, analysis and actions taken. To ensure PP learners attend school and are engaged in learning. Promoting good attendance, engaging families and support to improve attendance data for PP children.</p> <p>EEF – wider strategies relate to the most significant barriers to success in school e.g attendance, behaviour and social and emotional support.</p> <p>Pupils with identified needs have support to take part in lunchtime routines and assist their self-regulation and behaviour.</p>	1 & 5

<p>Continue to developing the role of the inclusion lead to include further safeguarding and pastoral training.</p> <p>CPD for inclusion lead.</p> <p>Early Help assessments, TAF and support for families with accessing support from other agencies.</p> <p>Time for Early Help courses, nurture provision, inclusion mentor.</p> <p>SEMH</p> <p>Inclusion lead will work with vulnerable pupils to ensure that they can access learning.</p> <p>Meetings for safeguarding team and SEND/inclusion team with headteacher.</p> <p>Continuous training and refresher courses for Safe Guarding Lead and 3xDSL.</p> <p>Boxhall scheme used to support the emotional and social well-being of pupils with Special Needs/PP. SEND lead and Inclusion Officer to deliver the intervention, monitoring and assess individuals. They will also share the data with appropriate staff members.</p> <p>Outcomes Stars purchased and training attended by Inclusion Lead. Inclusion Lead to train up another member of staff to help run interventions for families/pupils dealing with social and emotional concerns. Inclusion Lead to monitor and track progress.</p> <p>Support is given to identified pupils by a trained Emotional</p>	<p>EEF – social and emotional learning.</p> <p>Inclusion lead to attend meetings, engage families, promote the role and improve attendance and support.</p> <p>With complex family issues and involvement with social care, the need to extend our safeguarding team has arisen. There are a large number of early help referrals being made.</p> <p>The increased capacity in the safeguarding team allows us to ensure that the children and families are accessing the right support at the right time with regard to anxiety, mental health services for example.</p> <p>EEF – wider strategies relate to the most significant barriers to success in school e.g attendance, behaviour and social and emotional support.</p> <p><i>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. <a href="#">Mentoring interventions</a> may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. (EEF, +2 months)</i></p> <p>On average, over a third of pupils have some social, emotional or mental health (SEMH) need. For one in ten pupils, this need will be high, presenting as behavioural difficulties or diagnosable disorders like ADHD <a href="https://www.boxallprofile.org/">https://www.boxallprofile.org/</a></p> <p>Identified pupils are given specific SEMH support from trained ELSA. Advice,</p>	<p>1, 2 &amp; 5</p>
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<p>Literacy Support Assistant (ELSA).</p> <p>Construction Therapy training from Peterborough ASD team for 2 members of staff to support SEMH and nurture needs.</p> <p>SEN lead to run network meetings termly, to liaise with parents and give updates and links to support parents.</p> <p>ADHD resources purchased for children with sensory needs (fidget toys, resistant bands, chew toys, wobble chair ear defenders etc).</p>	<p>training and monitoring given to ELSA by Peterborough Educational Psychology team.</p> <p>Progress is assessed using ELSA tracking tools.</p> <p>Identified PP/SEND pupils to receive support for nurturing and SEMH needs.</p> <p>Parental <a href="#">engagement</a> (EEF).</p> <p>Parent voice gathered to identify parental support needs and topics of interest for further meetings.</p> <p>Providing identified pupils with resources to aid self-regulation:</p> <p>Self-regulation skills have been shown to be more important for school readiness than IQ or entry level reading or maths skills. They are also linked to higher academic achievement (Source: Self-regulation by Stuart Shanker)</p>	
<p>Pupils to be able to fully participate in enrichment and wider curriculum activities to provide real-life hands on practical experiences/opportunities to: inspire, motivate &amp; engage learners with the curriculum for now and the future.</p> <p>PP Lead to monitor attendance of extra-curricular clubs. From the data, PP Lead to identify popular clubs that have a high uptake of pupils as well as PP children not attending any clubs. PP Lead to complete Pupil Voice with the PP children not attending any club to ascertain why.</p> <p>Yr4 learn how to play the Ukulele. Music Hub.</p>	<p>The school to part fund (where families are in need of financial support) visits &amp; residential trips that enhance the curriculum and provide cultural opportunities for pupils.</p> <p><a href="#">Arts Participation EEF</a></p> <p>Academic Year 2024/25</p> <p>Autumn 1:</p> <p>Whole School Maths Workshop involving collaborative learning.</p> <p>Whole School Harvest festival at Abbey.</p> <p><b>EYFS</b> – Village walk around Thorney.</p> <p>Keyworker visit (Police officer &amp; Nurse).</p> <p><b>Year 1</b> – 500 word Writing Club.</p> <p><b>Year 2</b> – 500 word Writing Club.</p> <p><b>Year 3</b> - 500 word Writing Club. British Sign Language Club</p> <p><b>Year 4</b> – Gurdwara visit in Peterborough.</p>	<p>1, 2, 3 &amp; 4.</p>

	<p>500 word Writing Club. Board games Club.</p> <p><b>Year 5</b> – Swimming Club. Virtual Viking Workshop with Jorvik Museum. 500 word Writing Club.</p> <p><b>Year 6</b> – Buddhist visit. AMVC Basketball Festival. Maths Booster Club. 500 word Writing Club.</p> <p>Autumn 2: Whole School Christingle at Abbey. Whole School Remembrance Service. Whole School Santa Claus visit.</p> <p><b>Year 2</b> – Lego Club. <b>Year 3</b> – Village walk (Geography). <b>Year 4</b> – X-table Club. Reading Club (Krindlekrax). <b>Year 5</b> - X-table Club. Reading Club (Krindlekrax). New Theatre Frank Cottrill-Boyce author talk. Chair Drumming Workshop. <b>Year 6</b> - New Theatre Frank Cottrill-Boyce author talk. Maths Booster Club. DT Soup Making Day. Warhammer Club. Chair Drumming Workshop.</p> <p>Other things planned are: Whole School History Day. Conductive music workshop. <b>EYFS</b> – Pirate Day, South Angle Farm visit and Chick Hatching experience. <b>Year 2</b> – Country Dancing. <b>Year 3</b> – History Village walk. Country Dancing. Flag Fen visit. Police Officer visit (PHSE). <b>Year 4</b> – Residential. Imran visit. Country Dancing. Humanist visit. <b>Year 5</b> – Arithmetic Club. Hama Beads Club. Country Dancing. Victorian Day visit to Burghley House. <b>Year 6</b> – Residential. Theatre trip to watch The Snowman &amp; Snowdog. Hama Beads Club. Maths Booster Club. Country Dancing.</p>	
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**Total budgeted cost: £102,241.25**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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

Aim	
<p>The attainment gap between PP / non PP children will narrow in R, W and M in all year groups.</p>	<p>Staff at The Duke of Bedford School are more aware of the barriers and difficulties PP children face in their learning and how to support them to reach their full potential. Clearly focused CPD delivered in school has made staff aware of the importance of quality first teaching and the need to enhance learning by giving children enrichment opportunities to support class work. Furthermore, work focused on vocabulary and knowledge retrieval in Humanities has been embedded this year.</p> <p>The end of KS2 data shows the attainment gap of PP children and non-PP children narrowed in Maths. 67% of PP children got the expected standard in Maths compared to 83% of non-PP children. A reduction of 4% from 2022-2023 data.</p> <p>The phonics scheme Little Wandle has now been embedded across the school and children across KS1 and KS2 have a daily diet of phonics. Teachers &amp; Teaching Assistants that deliver the sessions are all confident and have an excellent subject knowledge of the scheme to teach well-structured lessons. Over the last three years, the phonic test results have increased from 64.5% to 90.3% in 2024. The last two years, the school data has been above National and Peterborough.</p> <p>Through outstanding teaching, regular monitoring and frequent assessments the gap has narrowed between PP children and non-PP children by 3% however the attainment of PP children has increased by nearly 15%.</p> <p>Teaching and practising times tables in shorts frequent bursts throughout the school week, especially in Year 4, as well as inviting the pupils to attend an after-school booster club has helped to maintain a Multiplication Check pass mark higher than National data. The average score out of 25 is also higher than National for PP and non-PP children. The number of PP children gaining full marks was higher than the non-PP children scoring 25 out of 25 by 6%.</p>
<p>PP pupils to make good or better progress in R, W and M in all year groups.</p>	<p>The Maths subject leader has continued the drive forward with the monitoring and the delivery of skills used to support the recall of arithmetic skills across the school inside and outside the maths lesson. Maths arithmetic booster clubs in Year 5 and Year 6 after school have been successful along with the use White Rose Flashback 4, Maths 4-A-Day, PiXL arithmetic tests and TTRockstars. The outcome has supported PP children making good or better</p>

	<p>progress than non-PP children in Year 4, Year 5 and Year 6. The gap in progress in Year 3 is a narrow.</p> <p>Promoting reading for pleasure as well as the many other activities performed in school has supported PP children with making good average progress across the school in Reading.</p> <p>Provision maps are being used across all year groups to identify key pupils having support and interventions. They are regularly reviewed by the SENCo to identify the progress being made as well as the effectiveness of the intervention. At the end of the academic year 23-24, 57% of PP pupils made equal or better progress than average progress in interventions.</p> <p>The delivery of School Led Tutoring by Teaching Assistants and teachers has also supported the progress made by PP children in interventions.</p>
<p>Emotional and social well-being to be supported for disadvantaged pupils.</p>	<p>The Inclusion officer has run weekly social and emotional support sessions, including Drawing and Talking therapies with key pupils from across the school. 69% of the children attending were PP children. All of the pupils attending were positive about the sessions and said they helped them to feel better about their social &amp; emotional issues. 30% of the children said that they felt the sessions helped hugely and were beneficial to their emotional and social well-being.</p> <p>The school continues to support PP children participating in workshops, day trips and residential by contributing (part-payment) to the overall cost when financial assistance is required.</p> <p>Swimming is an important life skill to possess and is part of the PE Curriculum. All year groups swim over the year and each class receives at least 12 lessons. Teachers have also ran an after-school club to provide further opportunities for children to swim</p>
<p>Increased awareness of good attendance in school with parents and pupils. Increased attendance in disadvantaged pupils.</p>	<p>A lot of dedication and time by staff has gone into offering a wide range of clubs at school to increase attendance by children wanting to be at school so they can participate in a club. Over the year, 53 clubs have been offered to the children and 502 places have been filled during lunchtime or after school. The percentage of PP children attending clubs increased throughout the year and was higher than the number of non-PP children attending. 87% of PP children at school attended at least one club.</p> <p>Opportunities within the curriculum for engagement and enrichment activities for pupils were planned by teachers. Activities such as a Science Workshop for every class and numerous sporting sessions during Active Week that included golfing and trampette aerobics are just few examples that have supported the increase in attendance.</p> <p>During term time, good attendance is praised and celebrated on many occasions as well as discussing why it is important to be at school. Every week, during The Headteacher's assembly, positive attendance is celebrated for the class with the highest attendance figure for the week in KS1 &amp; KS2. In addition, the introduction in the summer term of</p>

	<p>a reward for the class with the highest attendance was used as another incentive to promote good attendance.</p> <p>Attendance is also regularly reported on and figures included in school newsletters.</p> <p>Where necessary, school staff will conduct home visits to individuals whose attendance is low to encourage them into school.</p> <p>As from 19.7.24 whole school attendance had increased, since last academic year from 94.12% to 95.8%. PP children's attendance increased from 92.22% to 94.01% and Non-PP children increased from 95.05% to 96.69%.</p> <p>A difference of 2.68% in favour of Non-PP children. This gap has narrowed since last year when it was 2.83%. The PP school attendance is above the National figure of 92.8% (+1.21 difference).</p>
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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.*

Programme	Provider