

# Pupil premium strategy statement 2024 - 2025

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

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

## School overview

Detail	Data
School name	Bushfield Road Infant School
Number of pupils in school	159 (exc Nursery) 179 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	33% (exc Nursery) 33% (inc Nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mrs T Bass Head Teacher
Pupil premium lead	Mrs K Turnbull Deputy Head Teacher
Governor / Trustee lead	Mrs K Turnbull

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,970
Recovery premium funding allocation this academic year	£0
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	£77,970

# Part A: Pupil premium strategy plan

## 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. When making decisions about the use of pupil premium funding we will consider our challenges and school context alongside research such as EEF. 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

### **Our context**

The school is a smaller than average two form entry infant and nursery school. There are the equivalent of 39 full time places in the nursery, but the nursery currently has 38 pupils attending for varied hours each week. There are 180 places in main school, which is generally full to capacity, however in September 2023 the Reception admission number was significantly below the norm at 45. This year was identified as a low birth rate. The school serves the Scunthorpe North locality with a mix of 60% non-private housing & much private rented accommodation.

The proportion of pupils known to be eligible for free school meals is above average and within the top 20% nationally. Three year trends show that pupils receiving PP funding is consistently above national. The school deprivation indicator is ranked amongst the 40% most deprived neighbourhoods in the country. A significant 37% of the 2023 Year 2 exit cohort were eligible for Pupil Premium. Currently, 29.6% of Year 2 pupils are eligible for Pupil Premium, 43.4% of Year 1 and 28.8% of Reception. The nursery currently has 10% Pupil Premium, which could increase once eligible parents have applied for FSM. A letter relating to eligibility criteria and how to apply is sent out to all parents each year and can also be found on the school website.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Speech, Language and Communication</b></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils when they start in EYFS. Language Link assessments (September 2024) show that 35.7% of the 14 pupils with a moderate or severe delay are disadvantaged pupils in Reception.</p> <p>25.4% of the 2024-2025 EYFS cohort already have involvement from Speech and Language Therapy and 8.5% are PP. This indicates that there is a continuing trend of SEND/SLCN identified on entry into EYFS.</p>
2	<p><b>GLD</b></p> <p>EYFSP attainment in 2023 was low (50.8%) in comparison with the National dataset (68%). There has been an improvement in outcomes for 2024 with GLD at 66.6% which is 1.2% below the national average. Disadvantaged pupils achieving a GLD was still lower than that of non-disadvantaged pupils (-24.9%) but demonstrates a narrowing of the gap from 2023 (-28.7%). In 2023, GLD school attainment for disadvantaged pupils compared with national was -6.2% and in 2024 was in line with national at 52% demonstrating a narrowing of the gap.</p>
3	<p><b>Attainment in writing</b></p> <p>End of KS1 assessments (2023) indicate that writing attainment among disadvantaged pupils was significantly below that of non-disadvantaged -26.5% (Juniper Benchmark Analysis). In 2024 end of KS1 assessments show that writing attainment has improved and is above the Juniper national dataset by +15.4%. However, the current PP Year 2 cohort are significantly below (-19.6%) and predictions based on FFT50 estimates are low for 2025 Y2 outcomes overall.</p>
4	<p><b>Attainment in reading</b></p> <p>End of KS1 assessments (2023) indicate that reading attainment among disadvantaged pupils remains significantly below that of non-disadvantaged pupils -15.1% (Juniper Benchmark Analysis). In 2024, reading attainment was 19.8% above the Juniper national benchmark. The current PP Year 2 cohort are significantly below the national dataset (-20.9%) and predictions overall based on FFT50 estimates are low for 2025 Y2 outcomes.</p>
5	<p><b>Attainment in maths</b></p> <p>End of KS1 assessments (2023) indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Maths attainment remains lower for disadvantaged pupils -6.4% (Juniper Benchmark Analysis). In 2024, maths attainment was 19.2% above the Juniper national benchmark. The current PP Year 2 cohort are significantly below the national dataset (-23.5) and predictions based on FFT50 estimates are low for 2025 Y2 outcomes overall.</p>

6	<p><b>Attendance</b></p> <p>Attendance data September 2022- July 2023 demonstrated a decrease and a narrowing of the gap between disadvantaged and non-disadvantaged, but attendance among disadvantaged pupils was still -4.5% lower (from -8.6%) than for non-disadvantaged pupils. Last year (September 2023 – July 2024) attendance for disadvantaged has narrowed even further to -3.2%.</p> <p>Persistent absence amongst the disadvantaged has decreased from 48.6% in 2021/2022 to 44.1% in 2022/2023 and to 26% for the year 2023/2024, it is now 3% lower than the national non-disadvantaged cohort at 29%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress</p>
7.	<p><b>Social, emotional and mental health</b></p> <p>There are many PP children/ families receiving wider family support accessed through the school and Local Authority (e.g. Early Help, CIN, CP). The school has seen an increase in the amount of PP families needing support with social, emotional, mental health and behavioural needs (some with significant SEND needs).</p> <p>2023-2024 8.5%</p> <p>2024-2025 14%</p>

## Intended outcomes

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

Intended outcome	Success criteria
<p>Improved oral language skills and vocabulary among disadvantaged pupils leading to improved progress in all curriculum areas.</p>	<p>Language Link Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>SLT monitoring will demonstrate high quality communication and language through adult modelling and use of talk partners across the curriculum.</p> <p>Sticky knowledge, skills and ambitious subject vocabulary is embedded across the curriculum. Retrieval practice is well embedded within lessons as evidenced by subject leader monitoring activities such as pupil voice.</p> <p>The gap will continue to narrow between PP and non PP in language and communication ELG:-</p> <p>Listening, Attention &amp; Understanding 2023 (40%) and 2024(14.71%) Speaking 2023 (30%) and 2024 (0.43%)</p>

Improved EYFSP scores among disadvantaged pupils.	EYFSP GLD outcomes show that the gap between disadvantaged pupils and non-disadvantaged pupils meeting GLD continues to be narrowed from 2024 (-24.9%). The gap will narrow between PP and Non PP in language and communication ELG when comparing to 2024.
Improved reading attainment among disadvantaged pupils.	Tracking demonstrates that ambitious targets for KS1 reading outcomes are being met to narrow the gap. Gap between disadvantaged and non-disadvantaged will close further in 2024/2025 from -15.1% (2023). In 2024, disadvantaged performed better than the non-disadvantaged (+12.5%). However, we are predicting a gap again for 2025 which is currently at -17.9%
Improved writing attainment among disadvantaged pupils.	Tracking demonstrates that ambitious targets for KS1 writing outcomes are being met to narrow the gap. Gap between disadvantaged and non-disadvantaged will close even further in 2024/2025 from -26.5% (2023). In 2024, disadvantaged performed better than the non-disadvantaged (+10%). However, we are predicting a gap again for 2025 which is currently at -21%
Improved maths attainment among disadvantaged pupils.	KS1 maths outcomes show that the percentage of disadvantaged pupils meeting the expected standard is in line with their non-disadvantaged peers by 2025. In 2024, disadvantaged performed better than the non-disadvantaged (+15%). However, we are predicting a gap again for 2025 which is currently at -25.3%
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by: Parents understand the schools attendance policies and know the procedures and protocols and adhere to these.</p> <p>The overall attendance rate for all pupils being no less than 95% (94% 2023/24) The attendance gap between disadvantaged pupils and their non-disadvantaged peers continues to be reduced further from -4.5% (2022/23) and -3.2% (2023/24)</p> <p>Persistence absence rate for disadvantaged pupils reduced further from 26% for the year 2023/2024 and continues to be lower than the national figure for persistence absence for disadvantaged pupils (29%)</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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching is essential to achieving the best outcomes for all children, particularly the most disadvantaged among them.</p> <p>Staff will attend staff meetings and INSET days.</p> <p>£1,000</p>	<p>The EEF has evidenced that great teaching is the most important lever schools have to improve pupil attainment. EEF research tells us that high quality teaching can narrow the disadvantaged gap.</p> <p>EEF states that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></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>2, 3, 4, 5</p>
<p>Maintain well-trained TA in every class to support quality wave 1 teaching and to deliver same day intervention and teaching to targeted children. 1:1 interventions (e.g. Precision Teach, Rainbow Books, Phonics Catch up and Maths)</p> <p>Precision Teach refresher training</p> <p>£0</p>	<p>To increase access to small group teaching and provide a broad balance offer of intervention support. EEF research states small group work can be a powerful tool for supporting children.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4, 5</p>

<p>Mastery approach through the use of White Rose Maths to develop varied fluency, reasoning and problem solving. Small steps assessment developed to identify gaps in learning. Resource £200</p>	<p>According to EEF, this strategy offers very high impact at a low cost and potentially 5 months' progress. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>5</p>
<p>Systematic teaching of PSHE (Jigsaw) to ensure children's wellbeing is placed at the centre of teaching and learning. Resource £424.00</p>	<p>The EEF cites that children make 4 months additional progress through the use of social and emotional learning programmes.</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>7</p>
<p>EYFS team engage with CPD 'The Drawing Club' and peer leader programme to narrow the education achievement gap in writing and improve the quality of early education for eligible children in areas of development that will help them to catch up to their peers. £45.00</p>	<p>Research identifies that outcomes can be improved where settings and providers ensure that disadvantaged children:</p> <ul style="list-style-type: none"> <li>• have a grasp of the basics (early literacy, language and a sense of number)</li> <li>• develop the character traits and life skills to become confident contributors to society (resilience, perseverance, dispositions to learn)</li> <li>• have their material, physical and well-being needs identified and addressed (poverty and early health outcomes, including mental health).</li> </ul> <p>A number of EEF studies comment on the importance of training and professional development, and supporting early years professionals with the implementation of different approaches. EEF states that it is unlikely that one approach alone is enough to secure young children's development and progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approach">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approach</a></p>	<p>1, 2</p>

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language Link Assessment on entry to Reception, delivered by a trained speech and language teaching assistant to identify pupils that need additional support around language comprehension and articulation.</p> <p>£400.00</p>	<p>Oral language interventions supported or led by trained teaching assistant have broadly similar impact (+6 months) as those by teachers.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>Speech and language therapy individual programmes.</p>	<p>Individual programmes of work delivered by trained teaching assistant for children who are under speech and language therapy.</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF states that communication and language approaches typically have a very high impact and increase young children’s learning by 7months. Some studies shows lightly larger effects for children from disadvantaged backgrounds.</p>	<p>1, 2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	
<p>Resource and provide regularly assessed, targeted groups using the school’s bespoke phonic programme to secure stronger phonics</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	<p>2, 3, 4</p>



teaching and learning for all pupils.	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
EMTAS to provide in-house support to pupils new to English and offer training to current staff £3,673.80	Oral language interventions supported or led by trained teaching assistant have broadly similar impact (+6 months) as those by teachers. <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 4
Phonics Tracker Assessment to assess, track and collate literacy performance at class and pupil level in KS1. £600.00 PhonicsPlay to engage learners in phonics learning. £75.00	In addition to quality Wave 1 teaching: 1:1 reading (fluency and comprehension) small group phonics boosters. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: EEF states 'Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.'	2, 3, 4

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

Budgeted cost: £21,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> . Attendance monitored daily. Absences followed up through phone calls, home visits, letters, attendance meetings with parents and referral to Education Inclusion. 1:1 support for children around attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <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>  Learning mentor/SLT to engage in supporting families to improve attendance (meetings, phone calls, home visits)	6, 7
Staff to ensure that disadvantaged children are given free access to a variety of extra-	Extra-curricular clubs and educational visits contribute to the wider learning and children's aspirations.	2, 3, 4, 5,

<p>curricular enrichment activities. £3500</p> <p>Subsidised visits and events. Options for payments in instalments offered.</p>	<p>EEF research has a focus on interventions linked to academic achievement, they recognise that real life experiences linked to the arts curriculum and those linked to outdoor and adventurous activities, can have a positive impact on self-efficacy, motivation and teamwork.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventurelearning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventurelearning</a></p> <p>We will help provide highly positive, memorable experiences and rich opportunities for high quality learning, leading to a positive impact on all pupils' behaviour and safety and contributing well to pupils' achievement and to their spiritual, moral, social and cultural development</p>	
<p>Access to school uniform</p>	<p>By ensuring new and pre-loved uniform is available, children are more likely to attend school and feel a sense of identity.</p> <p><a href="https://www.gov.uk/government/news/new-law-to-make-school-uniform-costs-affordable-for-all">https://www.gov.uk/government/news/new-law-to-make-school-uniform-costs-affordable-for-all</a></p>	<p>6, 7</p>
<p>Free milk daily for disadvantaged pupils. £580</p>	<p>Pupils having a drink of milk ensures that they have a nutritious and positive start to the day.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a></p>	<p>2, 3, 4, 5</p>
<p>Disadvantaged pupils are given access to 'Happy to be me' social and emotional intervention delivered weekly by Learning Mentor and TA.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>6, 7</p>
<p>Supporting disadvantaged families with their individual needs e.g. Early Help meetings.</p>	<p>Children who need help and protection deserve high quality and effective support as soon as a need is identified. Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. Early help can also prevent further problems arising.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf</a></p>	<p>6, 7</p>

**Total budgeted cost: £ 77,970**

## 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.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data demonstrates that the gap between PP and Non PP has narrowed from 2022 (Reading -25.4%, Writing -36.3% and Maths -7.6%) to 2023 (Reading -15.1%, Writing -26.5% and Maths -6.5%) and that PP performed better than our non-PP in 2024 (Reading +12.5%, Writing +10% and Maths +15%). We are, however predicting a gap again for our current 2025 cohort.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance has improved for our disadvantaged pupils and the gap has narrowed from -8.6% to -4.5% to -3.2%

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that targeted tuition based on individual needs was found to be particularly effective in enabling pupils to keep up with their peers.

Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception and in general, are more prevalent among our disadvantaged pupils than their peers. We will continue to employ a trained speech and language TA to administer assessments, deliver speech and language programmes set by SaLT and track progress. The high levels of discharge rates from SaLT evidences the impact of our early identification through the use of Language Link Assessments and the highly effective interventions put in place.

Language Link Assessments and the highly effective interventions put in place, led by Mrs Cross, TA with responsibility for Speech, Language & Communication have a significantly positive impact on the pupils with difficulties.

In September 2024, 59 reception children were screened using the Language Link programme. Results show that 14 (24%) of children were identified with either a moderate or severe delay 5 (8%) of those children were pupil premium. The re-sits for these children will take place in March 24.

Initially, 13 (28%) of the 46 current year one children had either severe or moderate delays when screened in reception and 3 (23%) of these were pupil premium. Re-sit results show that only 4 (9%) of children continue to have comprehension difficulties. Only one pupil premium child with EAL (1%) continues to have difficulty. This shows a significant improvement in comprehension overall.

Initially, 26 (47%) of the 55 current year two children had either a moderate or severe delay in comprehension when screened in their reception year and 9 (35%) of these pupils were pupil premium. Re-sit results show that only 6 (11%) continue to have comprehension difficulties and only 2 (4%) of these pupils are pupil premium. This also shows considerable improvement in language comprehension.

Our attendance data over the last year (September 2023- July 2024) indicates that we have narrowed the attendance gap from -8.6% to -4.5% to -3.2%. Persistent absence amongst the disadvantaged has decreased from 48.6% in 2021/2022 to 44.1% in 2022/2023 and to 26% in 2023/2024 and is now lower than the national figure for persistent absence amongst the disadvantaged at 29%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress, which is why attendance continues to be a focus for our current plan.

## 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	

## 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