



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Charnwood Primary Academy.
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	34.8% (42.3% with Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2020-2023
Date this statement was published	2022 - December
Date on which it will be reviewed	September 2023
Statement authorised by	Katie Stanley - Principal
Pupil premium lead	Cheryl Nowell – Vice Principal.
Governor / Trustee lead	Jim Raban

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,115.00
Recovery premium funding allocation this academic year	£12,760 & £5,346 school led tutoring

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£112,480

Part A: Pupil premium strategy plan

Statement of intent

We allocate the pupil premium grant towards our aim of providing an enriching and engaging curriculum where all children and staff are invested in their learning. We nurture confident, curious and ambitious pupils who have had the opportunity to experience the world; are heard and respected and as a result have the learning power and self-belief to go on and discover their life long purposes and passions.

Our strategy is targeted to the specific needs of our local community and careful consideration is taken over the use of funding to support and enhance the whole child in line with our school mission statement: Inspire, Nurture, Achieve.

Interventions and support are implemented through 3 main avenues: Whole school, individual and small group support. These approaches focus on teaching the pupils the knowledge and skills of the National Curriculum with the intent of embedding learning and understanding as well as accelerating the progress of our pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Pupils rely on low tier vocabulary in both speaking and writing. They do not have a wide bank of vocabulary to draw from resulting in barriers to comprehension; as a result, many disadvantaged pupils attain below ARE in oracy and literacy skills.</p> <p>Missed opportunities to build speaking fluency and vocabulary: during school closure; in the wider curriculum and at home have resulted in low language acquisition and confidence which has been a trend over time. Vocabulary and oracy assessment is in its early stages and is not yet delivered or assessed consistently across all subjects although use of the KEYWORD Thinking Move has been introduced to planning and lessons to improve this it has not yet had enough time to embed. Improvement to the data gathering and tracking system has allowed teachers to target and assess this vocabulary but this remains an area for focus. Phonics attainment is below that of previous years and whilst KS2 reading comprehension, following the use of Accelerated Reader, is growing (assessed from in house data and tools like the Accelerated Reader program), early reading fluency shows lower than expected attainment for both those in receipt and not in receipt of pupil premium funding. PP pupils left EYFS with only 55% meeting expected levels and 45% attaining expected levels in literacy in summer 2021. Whilst this was raised slightly to 64% in 2022 this is still over 10% below our pre-Covid levels as well as National and Local data. Only 25% of the disadvantaged pupils in the current year 2 cohort were working at expected levels at the beginning of year 2 in phonics; 58% in reading and only 33% in writing. This continues into KS2 with 53% in reading and 37% in writing. Lower attainment in these subjects is showing a continued trend of being below expected levels for both</p>

	those eligible and not across school although small improvements are being seen these remain minimal and this cannot yet be seen to be secure.
2	<p>Emotional resilience in learning and at play – (lack of self-regulation and understanding of metacognition).</p> <p>High levels of absence and low levels of attendance to social or sports clubs, events or organised groups results in a lack of opportunity to build social and emotional skills and resilience. Playtimes, over recent years, had become a place of fractious relationships, additionally, pupil voice and observation had shown that children were struggling to play and build meaningful relationships with their peers. Teachers and Play Leaders did not always feel confident in how to guide or scaffold play and children outside of school were not always supervised or guided when playing with their peers; resulting in issues coming into to school to be resolved and disrupting learning. The introduction of OPAL playtimes, use of Relax with Donja, focus on wellbeing, Nurture and self-reflection practises in PSHE all continue to support the continued challenge of growing and learning in our modern society. These offer up the skills and abilities that many extracurricular clubs and activities would usually provide within the school environment.</p>
3	<p>Understanding and using number – Mental Maths strategies, recall and application.</p> <p>Interrupted learning since Nursery has led to lack of foundational knowledge in number and place value across EYFS and KS1 and LKS2. EYFS baseline in 2021 showed: that over 50% of pupils in Reception could not count to 20 with several pupils showing no understanding of 1:1 correspondence. In 2022 data was similar with still only 56% of pupils being able to order numerals to 10. Almost a quarter of pupils could not order numbers to 5 in 2021 and 2022. 47% of disadvantaged pupils in the current year 2 class left year 1 attaining ARE compared to 67% of their non-disadvantaged peers and by the end of autumn 1 58% of disadvantaged pupils in Year 2 were working below ARE. Teachers now need a clear and consistent tool to teach and reinforce understanding of number to these pupils to build confidence and understanding. This lower foundational knowledge is a trend that can be found throughout the school in pockets following sporadic absences throughout the last 2 -3 years.</p>
4	<p>Retention and Recovery of learning–</p> <p>Learning is not maintained or set to long term memory. Learning opportunities and experiences were not always fulfilled during the pandemic. This has led to pupils meeting many subjects or areas of learning for the first time. On return to school after school closure, many pupils were working on learning below their age related expectations and as such teachers were having to adapt planning and lessons to meet wide and varied levels of understanding in classes. In 2022 the curriculum objectives being taught are now in line with expectations, however, within topics there remain instances where foundational knowledge has not been taught or retained. Pupils rely heavily on teachers re-capping learning and do not yet have the learning tools with which to reflect on their own learning and learning retention.</p> <p>Linking to lack of metacognition, pupils do not retain learning from lesson to lesson. They do not regularly draw from or retain learning and are unable to make links between the information they know and new concepts. Pupils are not yet equipped with the tools to reflect on the methods by which they learn and do not understand, or always value, remembering as a key to learning. Audits of teaching and the strategies used across school, including lesson observation and pupil voice, evidence a lack of focus on remembering as a tool for learning and lower levels of understanding surrounding teaching these</p>

	skills. Teachers need further understanding and training in to how to explicitly teach and scaffold metacognition and use this to support learning retention.
5	<p>Attendance – pupil attendance continues to be an area across school for development for both disadvantaged and non-disadvantaged pupils. There is some school refusal and persistent absence often linked to ongoing and developing SEND. Attendance of pupil premium pupils for the academic year 2020/21 was 92.85% compared to non-eligible pupil attendance of 95.31%. Last academic term summer 2021 pupil premium attendance was lower standing at 91.22% compared to non-eligible pupil attendance of 95.16%. Attendance in 2022 continued this trend with us being within the lowest percentile. Whilst attendance is monitored and chased efficiently and effectively and lower attendance numbers can be attributed, in some part, to the pandemic or specific bouts of sickness; work now needs to take place to continue to support pupils and families who do not attend. Case studies can be created for some of these who have wider SEND needs and work needs to continue to support pupils who are disadvantaged and eligible for pupil premium funding. Attendance was a target for improvement in the school's last Ofsted.</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
Pupils are able to speak and communicate with confidence using themed language appropriate to the topic and building on conversation of others as they move through the key stages.	<ul style="list-style-type: none"> • Children are able to speak in clear sentences to communicate their needs and understanding – measured using the EYFS Goals. • Pupils will successfully complete NELI interventions led by a dedicated TA in Reception. • Children can communicate with their peers and teachers using theme related vocabulary taught to them in both speech and writing. KS1 Measured using national curriculum and developed subject specific vocabulary objectives on our data tracking system Insight Tracking. • Children can communicate using a variety of tools (writing, ICT, speech) and are able to use increasingly ambitious subject specific vocabulary with accuracy. KS2 pupils will attain improved outcomes in speaking and listening objectives and will see writing attainment increase. Progress in writing will be better than expected for disadvantaged pupils.
Pupils will have built a toolkit to help them navigate and take control of their	<ul style="list-style-type: none"> • A variety of Thinking Moves will be in use throughout school – building in complexity of skill as pupils move through the school.

<p>own learning through application of Thinking Moves A-Z.</p>	<ul style="list-style-type: none"> • Data in non-academic subjects will show an increase in the number of pupils attaining above age related expectations in non-core subjects as teachers are able to better establish if pupils are using higher order thinking and knowledge. • Pupils are able to speak more knowledgably about the ways they approach tasks and retain and recall information. They will draw on a wider variety of skills and tier 2 vocabulary to solve problems. Measured through pupil voice and observation.
<p>Pupils in KS1 will show a % improvement in their understanding of number – as a result attainment in other areas such as addition and subtraction will also increase. This will be implemented through the addition of teaching number using the Rekenrek scheme within KS1 and Early Years.</p>	<ul style="list-style-type: none"> • Rekenrek will be fully embedded as a teaching tool for teaching number from R-Y2. This will be monitored and supported by the maths lead. • All KS1 and EY years teachers will be trained and Teachers in KS2 will have the knowledge to refer to this learning tool to teach concepts. • Data at the end of KS1 will show improvement over the next 2 years.
<p>Emotional resilience and self-confidence – including exam confidence and attitudes in learning will increase.</p>	<ul style="list-style-type: none"> • Measured using EDUKIT UK App and surveys in KS2. • Improvement in scores against peers, year on year and national numbers on EDUKIT data. • Boxall profiles improve following Nurture support and outside interventions. • Pupil voice will show that pupils are using increasingly more developed and precise language to communicate their emotions. • Behaviour monitored through Trackit Lights software. • Only 52% of KS2 pupils who took the EDUKIT survey stated that they would continue trying if something was hard in response to the resilience question this number will increase after intervention and improved teaching strategies.
<p>Attendance of pupils will improve with persistent absence reducing resulting in less lost learning.</p>	<ul style="list-style-type: none"> • Persistent absence standing at over 20% in Autumn 1 reduces following work with families. • Learning missed as a result of non-attendance is completed at other times either in school or with support from home; creating less impact on pupil progress. • Parent and pupil voice shows that attendance has a high priority and that

	learning time at school is seen as valuable – parent voice.
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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: £13,391

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to attend online and in face training and support meetings for implementing the mastering number scheme with the maths hub where supply or cover is required this will be funded through PP funding.	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months)</p> <p>The EEF report on Mathematics in KS2&3 supports that teaching for mastery has been key to success in improving standards click here to access</p> <p>The Fair Education Alliance also cites teaching for mastery as a factor of success in 20 studied schools in this report: click here</p>	3
Staff to be recruited and trained to manage, monitor and lead the OPAL initiative in school to develop play and socialisation in pupils across the school.	<p>The EEF report summarises that “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.”. It also states that: “Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months)” click here to read more.</p> <p>Evidence provided by OPAL show that - for hundreds of OPAL schools behaviour incidents related to playtimes decreased by around 80%</p> <p>It is noted that 20% of each day is dedicated to playtimes, which equates to a day a week and 1.4 years per 7 years, just the same as literacy and maths.</p>	2
Additional coaching and curriculum improvement. This will be as part of identified CPD needs as these develop.	<p>In service training of staff allows staff to evaluate current practice and acquire new skills following up to date evidence and advice. As a result of training, evidence shows that there is not only improved effectiveness of teaching but also improved outcomes.</p> <p>To read more about the effectiveness of in-service training click here</p>	1,2,3,4
Thinking Moves A-Z training and support	<p>Key findings of the EEF study on metacognition found that: “Professional development can be used to</p>	2

<p>from Roger Sutcliffe and his team to be led across the school alongside the Thinking Moves science research project.</p>	<p>develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.”</p> <p>“The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.” This evidence has an evidence strength of 4. Click here to read more.</p>	
<p>Access to high quality teaching and learning resources to support learning needs and support staff in managing workload and scaffolded support</p>	<p>Resources are purchased in order to meet the National Curriculum https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4 in an engaging way. Materials and experiences are planned for in order that all children have opportunity to meet the objectives when in school.</p> <p>The OME teacher retention report by RAND found here cites workload one of the largest retention factors.</p>	1,3,4
<p>Accurate data management systems to allow targeted and accurate teaching and learning across the curriculum.</p>	<p>Accurate data tracking allows for individualised planning and interventions. The evidence for which is supported by the EEF and can be found by following these links.</p> <p>Individualised instruction Teaching Assistant interventions.</p>	1,3,4
<p>Pupil Premium Lead time to manage, support pupils in class and support leadership across the school in meeting the needs of disadvantaged pupils.</p>	<p>Education sciences critical review on teacher recruitment and retention – found here – explores approaches for retention and cites the impact of teacher workload and development in retention.</p> <p>The OME teacher retention report by RAND found here cites workload one of the largest retention factors.</p> <p>Allowing time out of class for direct planning, monitoring and evaluation.</p>	1,2,3,4

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

Budgeted cost: £32,614

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster Teacher used to support pupils in years 6, 5, 4 and 3 over the year in small groups.	Use of a qualified teacher to lead small group interventions targeted at specific areas or to support in class teaching of small groups of pupils to scaffold learning has moderate to good impact. Evidence from the EEF for small group tuition and individualised learning can be found by clicking the highlighted links above.	1,3,4
3 hours specified pupil premium targeted support from a TA in class for all eligible pupils across school R-6 to work in individual or small group targets for improvement.	Teaching Assistant interventions are shown to make moderate impact of up to 4 months progress. For further information click here . The 3 hours also allows for greater quality first teaching from teachers who are able to focus on specific groups during this time. Evidence and research to support QFT can be found here provided by the Sutton Trust.	1,3,4
SEND support – part salary: SENDCo time to support and evaluate teacher interventions, manage increased number of assessments and referrals and provide other pastoral support to families.	School closure impact has meant that access to assessments is slower and current allocations need supplementing to get the right support to pupils faster. The evidence and guidance used to plan for our support and approaches regarding SEND from the EEF can be found here .	1,2,3,4,5
Tutoring: targeted tutoring hours (in addition to school led tutoring fund) from qualified teacher for pupils following assessments. Targeted small step recovery of core skills and knowledge.	Qualified teachers or trained TAs to be used to support teaching of pupils on 1:1-1:3. Evidence suggests that impact of tutoring in this manner is good with outcomes improving by up to 5 months. Evidence and guidance on effective tuition can be found here .	1,3,4
Swimming intervention to address missed sessions throughout lockdown.	Whilst evidence is sparse on the impact of swimming interventions we know that children in KS2 have missed out on swimming instruction across the as such this missed opportunity must be addressed in order to meet the National	4

Portable swimming pool to be used for intensive swimming skill recovery for KS2 in order to meet National Curriculum expectations.	Curriculum objective that all children swim at least 25m confidently and proficiently.	
Computer literacy and safety workshops for KS1 and KS2 – delivered by One Day Creative.	Importance of safeguarding pupils is reiterated in this article. https://swgfl.org.uk/online-safety/why-is-online-safety-important/ In school data supports this need with KS2 EDUKIT UK survey showing 34% of pupils do not feel safe when using the internet at home. Reported online issues in school are also making an impact on the mental health and attainment of some pupils who are bring issues from social media into the classroom.	2,4
EWO visits and support for specified pupils in addition to those already allocated.	Department of Education guidance on attendance. Read here.	5
Phonics and Early Reading small group support. Targeted intervention to accelerate progress of pupils not working in expected phonics phase.	Phonics report EEF – high impact extensive research +4. Read here.	4
Support for pupils in need of behavioural support and education intervention including short term placement at behavioural unit where required.	EEF Behavioural interventions evidence: impact +4. Read here	2

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

Budgeted cost: £40,483

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Poverty Proofing: Audit and evaluation from Poverty Proofing UK to support our planning and support for pupils and to build an equitable ethos across school.</p>	<p>Poverty Proofing UK supports schools in reviewing their school approaches, attitudes and procedures in relation to the disadvantaged they provide a guidance reports based on pupil voice of the entire school and of the stakeholders for moving forward in building a school with an equitable approach. Poverty Proofing UK. This approach is also in line with the RADY approach used for target setting in school. Read Edsential report on RADY here.</p>	<p>1,2,3,4,5</p>
<p>Residential and out of school learning: Funding to allow off site learning to be accessible and affordable for all pupils with additional subsidies for those eligible for funding.</p>	<p>Whilst EEF evidence is still unclear there is evidence to suggest that outdoor learning increased self-confidence and resilience. Found here. Sylvia Foundation conducted a survey of over 1000 schools looking at outdoor learning and forest school. Read the report here. Forestry Commission Scotland report. Here.</p>	<p>2</p>
<p>Curriculum Resources, immersive experiences and rediscovery.</p>	<p>The importance and impact of immersive experiences can be seen in improved outcomes in lessons where pupils have been given the opportunity to engage with real world events and experiences. Evidence from pupil work and use of vocabulary supports the need and positive impact of this approach. Our work is further guided and supported by the cultural learning alliance whose work, guidance and approach can be found here.</p>	<p>1,2,3,4</p>
<p>Play and storage resources to support the OPAL initiative.</p>	<p>The EEF report summarises that “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.”. It also states that: “Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic</p>	<p>2</p>

	<p>outcomes (+4 months)” click here to read more.</p> <p>Evidence provided by OPAL show that - for hundreds of OPAL schools behaviour incidents related to playtimes decreased by around 80%</p> <p>It is noted that 20% of each day is dedicated to playtimes, which equates to a day a week and 1.4 years per 7 years, just the same as literacy and maths.</p>	
Wrap around care	<p>Our before school and afterschool club is attended by a wide breadth of the school cohort – from nursery to Y6, EAL, SEND and Pupil Premium pupils. Often PP pupil attendance is subsidised or paid for and it greatly supports the wellbeing of many families. Additionally, for some behaviour and arriving on time has improved following children having places at the club. The club also allows for siblings to attend booster clubs or extra-curricular activities whilst their siblings are cared for meaning only one parent collection time.</p>	2,5
Nurture support and sessions.	<p>The Public Health England report in 2014 found here finds a close link between improved outcomes and mental health and wellbeing of pupils. The department for education report on how to support pupils in need of help and protection guidance can be found here and will support our planning and interventions can be here.</p>	2
Relax Kids – teaching of yoga and mindfulness techniques to classes from year 1 – 6 in order to support wellbeing and as a result improve readiness to learn and knowledge retention.	<p>Public Health England : click here</p>	2
Magic Breakfast: providing breakfast and breakfast bagels for every child in school, everyday – including staff to prepare.	<p>EEF researched Magic Breakfast and found an improvement of up to 2 months progress in pupils who received a free breakfast at school – combined with improved wellbeing and mental health outcomes. Read the report here. Magic Breakfast can be found here.</p>	2,4,5
EDUKIT: Use of EDUKIT UK App to monitor and support	<p>Over a year: a strategically, well planned approach to Social and Emotional learning can add to the</p>	2

wellbeing of pupils across school and help drive targeted and accurate pupil and family support.	progress of pupils by up to +4 months. Edukit UK allows us to carefully monitor the wellbeing of pupils and act upon their needs. It opens a space for safe communication and further safeguards our pupils –providing them with links to support and encouraging a healthy mind. Our approach to SEL is guided by the EEF’s 6 recommendations to for improving SEL in school. The recommendations are found here .	
Safeguarding – MyConcern – accurate and up to date records for the safeguarding and support of most vulnerable pupils.	Safeguarding of pupils is paramount importance. Since introduction of MyConcern more accurate records are now held. Staff feel more comfortable creating chronological records of minor concerns which will support in building a larger picture increasing pupil welfare. Safeguarding Leads were able to access and communicate accurately throughout the pandemic and passing information to other schools is safer and quicker.	2 - safeguarding
Lunchtime support and play supervision to implement the OPAL initiative.	Behaviour at lunchtimes used to spill into lessons after lunch. In line with the OPAL initiative some funding is allocated to support pupils in independent play.	2
Individualised approach and support	Supporting pupils to access enrichment through paying for holiday club attendance, extracurricular trips or visits. Purchasing of items essential to meet the curriculum such as shoes and swimming kits. Use of funding to support and promote reading through purchase of school uniform badged book back for each EYFS pupil on joining the school.	1,2, 3, 4, 5

Total budgeted cost: £86,488

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 2021 to 2022 academic year.

Pupils are able to speak and communicate with confidence using themed language appropriate to the topic and building on conversation of others as they move through the key stages.

1. Inclusion of vocabulary into our headline data and planning support document has meant that there is an expectation to use vocabulary correctly. This now needs to be implemented with a more consistent approach including classroom displays home learning. English Lead to monitor this and set up method of measuring impact within book monitoring – all subjects to monitor language use as part of development in their subjects.
2. Monitoring across subjects has been completed but a cohesive bank of vocabulary building evidence is not in place outside of usual assessment and monitoring practices. Action plan for whole school to include monitoring and evidencing impact across all objectives.
3. Vocabulary and spelling lessons integrated into our reading and writing approaches also require explicit teaching of vocabulary across the school. There is some evidence of improvement in the use of vocabulary but this is not yet recorded using a numerical data set.

Pupils will have built a toolkit to help them navigate and take control of their own learning through application of Thinking Moves A-Z.

1. Relax kids continued throughout lockdown – remote sessions were delivered. Pupils are seen to apply these skills in lesson both within and outside of directed wellbeing time.
2. Use of metacognition is to be developed further next year as part of whole school approach and development.
3. EDUKITUK shows ambitions of our KS2 pupils is above national and local areas.

Pupils in KS1 will show a % improvement in their understanding of number – as a result attainment in other areas such as addition and subtraction will also increase. This will be implemented through the addition of teaching number using the Rekenrek scheme within KS1 and Early Years.

Mastering Number programme is fully in place and taught 4 times a week across R-Y2.

Teachers in R and Y1 have had training. New to Y2 teacher now on programme to be trained and this is led by the Maths Hub.

This year number of pupils who attained AT in maths in Y2 was:66% in comparison to summer 2021: 61%. In Autumn 2022 67% of pupils in the new cohort were working at ARE in addition and subtraction and 80% in place value – these pupils had been receipt of the Maths Mastery programme at the end of Year 1.

Emotional resilience and self-confidence – including exam confidence and attitudes in learning will increase.

1 Decision curriculum is now fully in place with progression of skills in place and effective impact monitoring recorded through Insight Tracking. Teaching of the curriculum continued throughout lockdowns through remote and in school learning and focus areas of the curriculum were adapted based on pupil needs.

EDUKIT has shown that in Autumn 2022 exam confidence in KS2 is 41.8% which is a reduction from the 45.9% in Autumn 2021 – This accounts for a minimal number of pupils but further stresses the importance of continuing this drive for improvement.

Our behaviour tracking tool – TrackitLights showed that behaviour incidents were reduced after lunch times following the introduction of OPAL and there were no differences between those in receipt of pupil premium and those that were not in regards to receiving warnings or additional sanctions or rewards.

Attendance of pupils will improve with persistent absence reducing resulting in less lost learning.

1. Data: persistent absence remains high throughout school with pupil premium attendance standing at 88.46% in summer 2022 and improving in Autumn 1 2022 to 91.7% which stands in line with national figures. Work will continue to ensure that this is not allowed to drop again with a target of increasing to be in line with pupils not in receipt of the premium.
2. Edukit surveys show pupils in KS2 have good levels of learning attitude – tracking in line with or above national and local west midlands areas.

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

Service pupil premium funding – not applicable at this time.

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

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

Further information (optional)

Whole school focus continues on developing our school curriculum and work will continue – some details of which can be found in our Ofsted report 2022.