

## 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	Southglade Primary
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23, 2023-24, 2024-25
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Alison Thomas
Pupil premium lead	Kevin Pegram
Governor / Trustee lead	Mark Taylor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 272000
Recovery premium funding allocation this academic year	£ 30132
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	£ 302132

# 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. 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

## Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2.5% and 3% lower than for non-disadvantaged pupils.

	<p>25% of disadvantaged pupils have been ‘persistently absent’ compared to 8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p> <p>This challenge has been exacerbated by the disruption caused by covid19 during the past 2.5 academic years.</p>
2	<p>Internal and external data analysis, work sampling and lesson observations highlight that disadvantaged pupils have <b>lower attainment in their English work</b>. Areas of particular difficulty for disadvantaged pupils include spelling, vocabulary gaps, phonics understanding and poorly developed oral language skills. Lack of fluency in these areas mean that disadvantaged pupils have attainment that is lower than pupils not eligible for pupil premium support.</p> <p>The average attainment gap between disadvantaged pupils and other pupils at the end of the 2021/22 academic year was:</p> <p>Reading 21%</p> <p>Writing 16%</p> <p>The average progress score between disadvantaged and other pupils at the end of the 2021/22 academic year was:</p> <p>Reading 3.2 v 3.5</p> <p>Writing 3.1 v 3.4</p>
3	<p>Internal and external data highlights that there are significant differences between the % of disadvantaged and other pupils working at the <b>higher standards</b> across the school.</p> <p>The average % of pupils working at the combined high standards at the end of the academic year 2021/22 was:</p> <p>Disadvantaged pupils 6%</p> <p>Other pupils 11%</p>
4	<p>Our assessments and observations indicate that the <b>education and well-being</b> of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. A higher % of disadvantaged pupils are supported by our school learning mentor and a disproportionate number of behaviour incidents involve disadvantaged pupils. The vast majority of pupils supported by a social worker are disadvantaged pupils.</p> <p>It is likely that cost-of-living pressures will disproportionately affect families classified as disadvantaged.</p>
5	<p>The <b>cultural capital</b> of our disadvantaged pupils is known to be significantly less developed than that of other pupils nationally.</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>To achieve and sustain improved attendance for all pupils but especially for disadvantaged pupils and to lower the % of disadvantaged pupils classified as persistently absent</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 1%</li> <li>• the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 12%</li> </ul>
<p>Improved writing attainment and progress score for all disadvantaged pupils at the end of KS2</p>	<p>Improve the % of disadvantaged pupils achieving the expected standard or better at the end of KS2 in writing to 75% or better by the end of 2024/25</p>
<p>Improved, phonics and reading attainment and progress score for all disadvantaged pupils at the end of KS1 and KS2</p>	<p>Improve the % of disadvantaged pupils achieving the expected standard or better at the end of KS2 in reading to 75% by the end of 2024/25</p> <p>Improve the % of disadvantaged pupils completing the phonics screening successfully by the end of KS1 to 90%</p>
<p>Increase the % of disadvantaged pupils who are achieving the combined higher standards in reading, writing and maths by the end of KS2</p>	<p>Increase the % of disadvantaged pupils achieving the combined high standards by 2024/25 to 10%</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in behaviour incidents involving disadvantaged pupils</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding during **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 80800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a lead practitioner to drive improvements in teaching and learning, to co-ordinate CPD opportunities for all staff and lead on development of ECTs and ECTs+1</p>	<p>The EEF Guide for Pupil Premium 2019 Page 3 Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using pupil premium to improve teaching quality benefits all students and has a particularly positive effect on those in receipt of pupil premium funding</p> <p>Research suggests that the progress and attainment of disadvantaged pupils is impacted hugely by the quality of teaching they experience Sutton Trust report (2021) Improving the impact of teachers on pupil achievement</p>	<p>2,3</p>
<p>Release time for phase leaders (0.5/ phase) across school to drive forwards standard in teaching and learning for all pupils within their phases</p>	<p>The EEF Guide for Pupil Premium 2019 Page 3 Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using pupil premium to improve teaching quality benefits all students and has a particularly positive effect on those in receipt of pupil premium funding</p>	<p>2,3</p>
<p>Membership of Nottingham School's Trust (NST) to deliver and support</p>	<p><a href="https://irisconnect.com">Effective Teacher CPD: How To Enable Career-long Learning (irisconnect.com)</a></p>	<p>2,3</p>

<p>improvements in teaching and learning in all subjects and to support subject leaders in driving forwards standards in their subject area</p>	<ul style="list-style-type: none"> <li>• Teachers learn naturally over the course of a career. However, learning from experience alone will ultimately limit development. Continuing professional development enables them to become the best teachers they can be and allows their pupils to achieve better learning outcomes.</li> <li>• It ensures teachers keep pace with the current standards of others working in education.</li> <li>• It keeps their knowledge and skills current so they can deliver high-quality teaching and impact positively on pupil outcomes.</li> <li>• It makes sure that they become more effective in the workplace. This helps them to advance in their career and move into new positions where they can lead, manage, influence, coach and mentor others.</li> <li>• It opens them up to new possibilities, new knowledge and new skills.</li> <li>• It leads to increased confidence in themselves, others and the profession as a whole.</li> </ul> <p><b>Improves quality first teaching where the quality of teaching is single most important factor determining the success of disadvantaged pupils</b></p>	
<p>Release time for the Pupil Premium lead to monitor impact of funding on achieving aims outlined in this plan and to ensure value for money</p>	<p>Closing the attainment gap (EEF) How a project is implemented in arguably more vital than the content</p>	<p>1,2,3,4,5</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress  </a></p>	<p>2,3</p>

administered correctly.	<a href="#">Education Endowment Foundation   EEF</a>	
To fund wider CPD opportunities for staff across school that link with whole school priorities	<p><a href="#">Effective Teacher CPD: How To Enable Career-long Learning (irisconnect.com)</a></p> <ul style="list-style-type: none"> <li>• Teachers learn naturally over the course of a career. However, learning from experience alone will ultimately limit development. Continuing professional development enables them to become the best teachers they can be and allows their pupils to achieve better learning outcomes.</li> <li>• It ensures teachers keep pace with the current standards of others working in education.</li> <li>• It keeps their knowledge and skills current so they can deliver high-quality teaching and impact positively on pupil outcomes.</li> <li>• It makes sure that they become more effective in the workplace. This helps them to advance in their career and move into new positions where they can lead, manage, influence, coach and mentor others.</li> <li>• It opens them up to new possibilities, new knowledge and new skills.</li> <li>• It leads to increased confidence in themselves, others and the profession as a whole.</li> <li>• Improves quality first teaching where the quality of teaching is single most important factor determining the success of disadvantaged pupils</li> </ul>	2,3

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

Budgeted cost: £ 101,738

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>This will include the employment of an academic mentor, IT focused in-school tutoring programme for y5 and y6 and bundles of 10 hours after school tuition for identified pupils including pupils identified as having potential to be higher attaining.</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="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3</p>
<p>Release time for staff in KS2 to provide high quality verbal feedback (feedback clinic) to help children understand what they do well in their written work and what they need to do to do even better</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/feedback">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Very high impact intervention for low cost</p> <p>Low attaining pupils benefit more from explicit feedback than higher attainers</p> <p>Oral feedback is especially effective with disadvantaged pupils</p>	<p>2,</p>

<p>Speech and language intervention for targeted pupils across school via Language to Learn programme and the use of L3 TAs in each phase to deliver programmes of support under direction of L2L and SENCO</p>	<p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Most of the studies focus on reading outcomes.</p> <p>The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p>	<p>2, 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be led by our phonics lead who is Caroline Yates (Literacy specialist for the East Midlands English Hub)</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Development of support for higher attaining pupils through use of SLT to teach small groups at identified points during the school week</p>	<p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding.</p>	<p>2,3</p>

	<p>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils when accessing challenging materials.</p> <p>School's internal assessments suggest a change of approach is needed and greater focus on the needs of disadvantaged pupils who have potential to be higher attaining</p>	
--	--	--

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

Budgeted cost: £ 117377

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide support for families via the employment of a highly skilled family support worker whose principal role is to help families overcome barriers that might affect their child's/ children's academic attainment or well being	<p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Can lead to boosts of up to 4 months learning during an academic year.</p> <p>Research promotes the importance of positive interactions between teachers and parents and the use of individual messages tailored to learning.</p> <p>Use of Marvellous Me also feeds into this.</p>	1, 4
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,4

<p>This will involve reviewing procedures and policies, staff training and release time and continued expansion of the attendance team</p>		
<p>Drive forward improvements in the well being of all pupils through the:</p> <p>Employment of a learning mentor to help identified pupils, largely disadvantaged, to overcome barriers to learning and to provide emotional literacy (ELSA support)</p> <p>Development of a whole school well-being policy</p> <p>Strategies to develop the whole child (see below)</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/mentoring">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p>When children feel that they belong- not just to their school but also to their teacher- and where they feel that their teacher belongs to them, they learn'. (N. Gedge: Removing Barriers to improving behaviour, 2019)</p>	<p>1,2,3,4,5</p>
<p>Develop cultural capital of all pupils but especially disadvantaged pupils through offering a wide range of enrichment opportunities including:</p> <ul style="list-style-type: none"> <li>• after-school clubs</li> <li>• Music hub package</li> <li>• School trips and residentials</li> <li>• Visitors into school</li> </ul>	<p><a href="https://www.educationendowmentfoundation.org.uk/outdoor-adventure-learning">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF Toolkit</p> <p>“At the EEF we think enriching education has intrinsic benefits. We think all children , including disadvantaged pupils, deserve a well-rounded , culturally rich , education</p> <p>Research document DFE</p> <p>Research to understand successful approaches to supporting the most academically able disadvantaged pupils November 2018</p>	<p>1,4,5</p>

<ul style="list-style-type: none"> <li>• Birthday and Christmas books</li> <li>• Playhouse partnership and employment of creative art teacher</li> </ul>	<p>EEF</p> <p>Overall studies of adventure learning interventions consistently show positive benefits on academic learning</p> <p>IG schools Research: Recovering and reigniting the curriculum is paramount</p>	
<p>Projects led by the school site manager to support the engagement of identified disadvantaged pupils across the school</p>	<p><a href="https://educationendowmentfoundation.org.uk/mentoring">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Mentoring tends to have a short-term impact unless carefully planned with specific goals in mind.</p>	1,4
<p>Continue to provide a well-established breakfast club for pupils who need support before school</p>	<p><a href="https://educationendowmentfoundation.org.uk/breakfast-clubs">Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Schools that offer a breakfast club can boost the attainment of pupils by over 2 months during the academic year</p>	1,4

**Total budgeted cost: £ 299915**

# 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.

This was the first academic year since 2018/19 where there is a statutory assessment data for Foundation Stage, y1 and y2 phonics, y2 and y6 data.

### Foundation Stage Data- Good Level of Development

Group	2019	2022	National
Overall	68%	56%	65%
Disadvantaged	58%	58%	50%
Other	77%	55%	78%

#### Analysis

58% of disadvantaged pupils achieved a good level of development compared to 55% of other pupils. A higher % of disadvantaged pupils achieved GLD than the national average for disadvantaged pupils (50%) although disadvantaged pupils at Southglade are still 20% less likely to achieve GLD than national other pupils.

### Phonics Screening Y1

Group	2018	2019	2022	Local 2022	National 2022
All	82%	74%	79%	71%	76%
Disadvantaged	73%	73%	75%	61%	63%
Other	87%	75%	83%	76%	79%

75% of disadvantaged pupils passed the phonics screening compared to 83% of other pupils. Southglade's disadvantaged pupils outperformed other pupils by 12% and were only 4% below national other pupils.

### Phonics Screening- End of Y2

Category	Nat	2022
Overall		90%
Disadvantaged		84%
Other		96%

84% of Southglade's disadvantaged pupils had achieved the phonics screening pass mark by the end of y2. A major focus needs to be on considering affective strategies to support the children who have not passed the phonics y2 recheck as they move into y3.

## **End of Key Stage 1 Data (EXS+)**

Subject	All		Disadvantaged		Other	
	School	National	School	National	School	National
Reading	59%	67%	56%	52%	63%	72%
Writing	46%	58%	38%	41%	56%	63%
Maths	58%	68%	47%	52%	70%	73%
Combined	42%	53%	32%	37%	55%	58%

In this cohort, disadvantaged pupils in y2 are working a little behind disadvantaged pupils nationally and significantly behind other pupils nationally. This cohort's disadvantaged pupils made less progress than other year groups during this academic year.

Only 32% of pupils eligible for pupil premium support achieved the combined standards in reading, writing and maths so there will be a need to identify disadvantaged pupils who have the potential to reach the combined standards by the end of y3 and moving forward to the end of ks2.

## **End of Key Stage 2 Data Attainment**

Subject	All				Disadvantaged				Other			
	School		National		School		National		School		National	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Reading	75%	13%	75%	28%	71%	14%	63%	17%	80%	12%	79%	32%
Writing	65%	15%	70%	13%	60%	17%	56%	6%	72%	12%	75%	15%
Maths	75%	17%	71%	22%	69%	23%	57%	12%	84%	8%	78%	27%
Grammar	78%	28%	73%	28%	74%	31%	59%	17%	84%	24%	78%	33%
Combined	55%	5%	59%	7%	49%	6%	43%	3%	64%	4%	65%	9%

Southglade's disadvantaged pupils outperformed national disadvantaged pupils at EXS+ and also GDS (apart from in reading). This cohort had a group of higher attaining pupils who were disadvantaged. The largest difference (15%) between Southglade's disadvantaged pupils and national other was in writing whereas in grammar there was the smallest gap.

## End of Key Stage 2 Progress Scores

Subject	All		Disadvantaged		Other	
	School	National	School	National	School	National
Reading	+0.16	+0.1	-0.55	-0.7	+0.75	+0.5
Writing	+0.96	+0.1	+0.2	-0.7	+1.58	+0.4
Maths	+0.47	+0.1	-0.63	-1	+1.63	+0.7

The progress scores of Southglade's disadvantaged pupils were broadly in line with national disadvantaged pupils- these reflect the impact of the pandemic and remote learning on disadvantage pupils at Southglade and also further afield nationally.

### Internal Data- Expected Standard +

		Y1	Y2	Y3	Y4	Y5	Y6
Reading	Overall	61%	61%	63%	58%	63%	75%
	Disadvantaged	50%	56%	50%	53%	43%	71%
	Other	72%	67%	83%	67%	81%	80%
Writing	Overall	56%	46%	61%	57%	63%	65%
	Disadvantaged	50%	38%	53%	53%	50%	60%
	Other	62%	56%	74%	62%	74%	72%
Maths	Overall	72%	58%	63%	62%	66%	75%
	Disadvantaged	68%	47%	53%	56%	50%	69%
	Other	76%	70%	78%	71%	81%	84%

The average gap between Southglade's disadvantaged pupils and other pupils are:

Reading 21%

Writing 16%

Maths 19%

These gaps are broadly in line with the national disadvantaged/ other gaps at the end of ks2 based on Daisi analysis of statutory KS2 results from the 2021/22 academic year.

### Internal Data- Greater Depth

		Y1	Y2	Y3	Y4	Y5	Y6
Reading	Overall	19%	10%	25%	23%	20%	13%
	Disadvantaged	18%	6%	18%	13%	18%	14%
	Other	21%	15%	35%	38%	23%	12%
Writing	Overall	5%	3%	19%	13%	19%	1%
	Disadvantaged	4%	0%	18%	9%	14%	17%
	Other	7%	7%	22%	19%	23%	12%
Maths	Overall	12%	7%	21%	25%	22%	17%
	Disadvantaged	7%	0%	21%	13%	14%	23%
	Other	17%	15%	22%	43%	29%	8%

Average gaps:

Reading 10%

Writing 6%

Maths 14%      These are broadly in line with national gaps but from lower comparison points.

### Internal Data- Average Points Scores

		Y1	Y2	Y3	Y4	Y5	Y6
Reading	Overall		3.02	3.33	3.56	3.02	3.69
	Disadvantaged		3.04	3.10	3.39	2.79	3.59
	Other		3	3.68	3.81	3.21	3.84
Writing	Overall		2.77	3.31	3.5	3	3.61
	Disadvantaged		2.62	3.23	3.48	2.87	3.44
	Other		2.96	3.42	3.52	3.1	3.84
Maths	Overall		2.87	3.37	3.56	3.19	3.46
	Disadvantaged		2.72	3.33	3.42	3.13	3.32
	Other		3.04	3.42	3.76	3.24	3.64

Group	Reading	Writing	Maths
Disadvantaged	3.2	3.1	3.2
Other	3.5	3.4	3.4

### Attendance Information

Group	Attendance %	% of children classed as persistently absent
Overall	93.9%	62/352 18%
Disadvantaged	92.7%	50/198 25%
Other	95.4%	12/ 154 8%

There is a continuing large differential between disadvantaged and other pupils in terms of headline attendance rates and also in terms of persistent absenteeism. Progress pre-pandemic has been set back and this will be priority number 1 / challenge number 1 to tackle in the academic year 2022/23.

Over 80% of Persistent absentees are classed as disadvantaged and this means they are over represented in this group.

--

### 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*

<b>Programme</b>	<b>Provider</b>
Little Wandle Letters and sounds	<a href="https://www.littlewandlelettersandsounds.org.uk">https://www.littlewandlelettersandsounds.org.uk</a>