

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	September 24
School name	West Vale Academy
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	38 (45%)
Academic year/years that our current pupil premium strategy plan covers (3 year plan – year 1)	2024 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Helen Crowther
Pupil premium lead	C Akroyd
Governor / Trustee lead	Debbie Shutter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,810
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£58,810

Part A: Pupil premium strategy plan

Statement of intent

At West Vale Academy, we believe that all children should reach their full potential, whatever their background or circumstances. We want all children to leave the school with the essential knowledge and skills that they need for future success encompassing the core values of care, share, discover and learn.

Our Pupil Premium strategy is informed by high quality research to ensure we provide the best possible route to improve the educational outcomes of children. This is done through a tiered model with focuses on

- *high quality teaching*
- *targeted academic support*
- *wider strategies*

We firmly believe that Quality First Teaching is the most important tool schools have to improve outcomes for disadvantaged pupils. With this in mind, our Pupil Premium Strategy will be rooted strongly in providing highly skilled staff to provide quality first teaching and learning. This will be matched with an equal emphasis on providing wellbeing support to ensure pupils are emotionally ready to learn. We aim to work with parents to form a partnership in ensuring that our disadvantaged children are offered wider opportunities and experiences through our curriculum design and to ensure parents are as fully involved as possible in encouraging and supporting their children to progress. Raising attendance for this group of children is a key factor in this.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate a significant gap in reading and writing for the majority of our disadvantaged pupils.</p> <p>In writing, in some year groups (Y4 and Y5) non pupil premium are outperforming pupil premium children. Particular year groups of concern being Y5 (38% pupil premium at expected/greater depth) and Y6 (50% of pupil premium children at expected or greater depth)</p> <p>In reading, there are particular year groups of concern such as current Y4 (33% pupil premium at expected/greater depth) and current Y5 (50% pupil premium at expected/greater depth).</p>
2	<p>Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>The attainment gap between pupils with SEND and their peers is twice as big as the gap between children eligible for Pupil Premium funding and their peers. Out of our children eligible for Pupil Premium funding, 47% of these children are also identified as having special educational needs.</p>
4	<p>The indices of deprivation show that in the Greetland and Stainland ward 11.3% of children aged 0-15 are from income deprived families. As a school we have found through staff observations that financial barriers for parents affect their ability to provide wider experiences for their children. The lack of rich experiences outside of school for some children are limit their prior knowledge to access the curriculum including a poorer level of vocabulary knowledge and contextual knowledge for reading.</p>
5	<p>In the academic year 2023-2024 the attendance of pupil premium children was 93.29% and 95.49% for non-pupil premium (a gap of 2.2%). We are keen to improve the attendance of our pupil premium children and reduce the persistent absentees as we feel this will also support challenge numbers 1,2 and 3.</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 ensure disadvantaged pupils will make accelerated progress through quality first teaching narrowing the gap in reading and writing.</p>	<ul style="list-style-type: none"> • Teachers assess accurately (using diagnostics) and plan appropriate tasks for all pupils in their class to complete independently – so they can make accelerated progress • Lessons will be differentiated and adapted to ensure children’s individual needs are targeted with a brave approach to teaching and learning • Data drops (including baseline) for each pupil are accurate and, over time, show good progress • Trust and SLT QA processes verify that the provision for PP children is good with additional clear evidence of the gap being narrowed through learning walks, pupil interviews, book look and data drops. • PP pupils achieve at least the national progress scores at the end of KS2 • National attainment data in all key year groups shows PP pupils are achieving at or above the national average in all subjects including phonics
<p>To use targeted academic support to narrow the gap in reading and writing those eligible for Pupil Premium Funding through the use of carefully planned interventions.</p>	<ul style="list-style-type: none"> • Diagnostics used to identify areas to focus on • Specific interventions (and recording) linked to individual children’s needs will be used consistently across the school in order that children can access appropriate support (Little Wandle, Wellcomm) • IEP targets are ‘SMART’ and tracked on Edukey and, over time, achieved consistently. • National attainment data in all key year groups shows PP pupils are achieving at or above the national average in all subjects including phonics

<p>To provide rich experiences, enhanced cultural capital for pupil premium funding whilst also impacting on reading and writing results</p>	<ul style="list-style-type: none"> • Teachers and subject leaders plan to promote future opportunities across the curriculum to ensure that our wider curriculum offer reflects the background and diversity of our community and also provides children with the cultural capital they need to succeed in life. • A wider range of visits and visitors will take place throughout the year to expose children to wider cultures and events and provide them with experiences beyond the classroom, which will increase their knowledge required to access the planned curriculum. • Extra-curricular clubs will be offered and supplemented to all disadvantaged pupils. Monitoring and tracking will show an increase in participation of PP children. • Leaders signpost families to experiences within the community which pupils will benefit from (via Coffee Mornings, Newsletters, etc.) • Seesaw and homework reflects increased engagement. • Pupil surveys evidence the impact of these wider opportunities and a responsive approach is taken to the outcome of the surveys to enhance the provision where needed. • Reading and writing data evidences the impact of the opportunities provided including use of vocabulary.
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<p>To support our disadvantaged children to ensure they are emotionally ready to learn and equip them with self-regulation strategies to enable them to make rapid progress throughout the curriculum.</p>	<ul style="list-style-type: none"> • CPOMS data shows a downward trend in behaviour incidents across the year for PP children. • Children, parents and staff surveys evidence positive behaviour attitudes across the school. • End of year data evidences that the gap is closing and end of key stage data is at least in-line with national averages.
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<p>To improve the attendance of children eligible for Pupil Premium funding where this has dropped below 95%</p>	<ul style="list-style-type: none"> • Share information about the importance of good attendance at the start of the year and continually • Clear pathway for contacting parents immediately where attendance drops below 95%. • Attendance will be monitored monthly and more regularly for targeted pupils/families. • Pastoral Support Worker will work specifically with the families of targeted pupil premium children whose attendance has dropped below 95%. • Further work with families (and Calderdale Educational Welfare team) about 'attendance missed'.
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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

Budgeted cost: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing CPD for teachers on oracy, number fluency, transcription and the SEN Guidance Report to support PP children to make accelerated progress. (Links with the Academy Improvement Plan focus on oracy and transcription):</p> <ul style="list-style-type: none"> • <i>EEF early literacy reports</i> • <i>EEF maths report</i> • <i>Little Wandle</i> • <i>ECF training</i> 	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Findings show that schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Nationally the attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND which would also benefit PP pupils. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils: — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding.</p>	<p>1, 2 and 3</p>

	<p>SUPPORTING EVIDENCE:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https://www.greatteaching.com/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-mathematics</p>	
To continue to embed Little Wandle to secure stronger teaching for all pupils (including those in KS2)	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>SUPPORTING EVIDENCE:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2 and 3
To embed Talk Through Stories in R, Y1 and 2 to support language development	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>SUPPORTING EVIDENCE:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2 and 3
Strategic deployment of trained TAs to ensure priority pupils are supported in class	<p>Strategic deployment of TAs is important to ensure priority pupils are supported and that the role has maximum impact. SLT will ensure TAs are fully prepared for their role and work within the research informed EEF guidance report.</p> <p>SUPPORTING EVIDENCE:</p>	1, 2 and 3

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
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Targeted academic support

Budgeted cost: £ 51,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement Wellcomm in EYFS, KS1 and KS2 to identify and address gaps in language.	<p>The early identification of any speech and language difficulty or delay is key to the progressive development of a young child's overall development. It is therefore important to ensure that all practitioners have a good awareness of what represents appropriate development at each stage, and have access to programmes that assist them to support children's language and target any gaps.</p> <p>SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1 and 3
Use of diagnostics to identify barriers to learning, support targeted teaching and where required SMART IEP targets	<p>West Vale Academy will use diagnostics to identify barriers to learning, support targeted teaching and where required SMART IEP targets. Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</p> <p>SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	1 and 2
Strategic deployment of trained TAs to ensure priority pupils are supported through extra intervention.	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 2 and 3

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Exposure to a wide variety of subject areas, arts and wider personal development opportunities to ensure children have the knowledge and cultural capital they need to succeed in life</p>	<p>Research shows the impact that a reduced opportunity for home learning (educational, trips and visits) has on future outcomes.</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor</p>	<p>4</p>

	<p>learning interventions on pupil achievement, if this is the intended outcome.</p> <p>SUPPORTING EVIDENCE: http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	
<p>Pastoral team to work with children 1:1 and in groups to remove barriers to learning and support social and emotional development</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). Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning</p> <p>SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>3 and 5</p>
<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-</p>	<p>3 and 5</p>

	<p>regulation, both of which may subsequently increase academic attainment.</p> <p>SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	
Pastoral team to work with children 1:1 and in groups to remove barriers to learning and support social and emotional development	<p>This EEF report on Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p>	5
Continued tracking, monitoring and intervention for attendance of PP children.	<p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	5
Funding of Milk in KS1	<p>Research carried out by the Education Endowment Foundation shows the impact of breakfast on attainment. Schools providing nourishment also saw an improvement in pupil behaviour and attendance.</p> <p>SUPPORTING EVIDENCE:</p>	4

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/	
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Total budgeted cost: £ 58,810

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 2022 to 2023 academic year.

In 2023/24 we used current educational research to shape our Pupil Premium offer in line with EEF findings. We invested funding through our CPD offer into further developing teacher pedagogy in line with the EEF guidance on effective strategies to improve progress in English and Mathematics.

Challenge 1 : Pupil Premium children’s attainment progress and attainment in reading, phonics, writing and maths is equal to or greater the national data for pupil premium children.
Where in school data evidences there is a gap between pupil premium and non-pupil premium peers this will be reduced.

At the start of the academic year there were key year groups where in writing, non-pupil premium were outperforming pupil premium children. Pupil premium funding was used to deliver interventions to target children such as a phonics GPC for our Y1/2 children of whom 75% of the PP children within the intervention were able to recognise all of the initial phonemes they found difficult at baseline. Funding was also used to fund coaching time for the phonics lead to work with the teacher who was new to early years and year one. The funding was also used to allow the phonics lead to deliver a 1:1 intervention for a child at risk of not passing the phonics screener. In our early years cohort there was one pupil premium child with significant SALT- although he didn’t get the GLD he achieved the ELG in reading due to intensive intervention. His initial baseline was 3-4 developing, he has shown an acceleration in progress as by the end of the academic year as he secured the ELG in reading. He did not achieve the speaking ELG and therefore this will continue to be a focus in the next academic year.

EARLY YEARS ANALYSIS			
PERCENTAGE REACHING A GOOD LEVEL OF DEVELOPMENT (NATIONAL AVERAGE)			
	2022	2023	2024
All Pupils	70% (65%)	64% (67%) (7/11 pupils)	67% (4/6 pupils)
PP	80%	75% (3/4 pupils)	0% (0/1 pupil)
KEY POINTS	<ul style="list-style-type: none"> - The current Reception cohort consists of 6 children. - This year out of the 6 children there is one child with significant need who will require an EHCP and 1 children with significantly delayed SALT. 		

YEAR 1 PHONICS ANALYSIS			
PERCENTAGE PASSING THE TEST (NATIONAL AVERAGE)			
	2022	2023	2024
All Pupils	80% (75%)	92% (11/12 pupils)	91% (10/11 pupils)
PP	40%	100% (7/7 pupils)	100% (6/6 pupils)
KEY POINTS	<ul style="list-style-type: none"> - The Year One cohort consists of 11 children. - This cohort have had good Phonics teaching throughout Reception and they have had the Little Wandle scheme taught consistently throughout their Reception year. - LH (Principal) has delivered 1:1 intervention for one identified child who was falling behind and this has accelerated progress. - All children scored highly in the test with the lowest mark being 35/40. 		

We focused on use of tutoring for Y6 before and after school in reading, GPS and maths and also used the school led tutoring funding to target these subjects. 100% of PP children achieved EXS in reading and 83% achieved this in maths and GPS. A small group maths intervention was also delivered daily for 2 PP pupils at risk of not achieving EXS in maths, 100% of these children achieved EXS. 67% of PP pupils achieved writing but at the end of Y5 this was 57 % so there has been an increase of 10%.

In Y2, 86% of PP children achieved EXS in R, W and M we have used additional targeted TA support to work with key PP children to improve the % of the children working at expected. A phonics intervention was deployed to support one PP child at the start of the academic year she was 21 out of 42 Phase 5 digraphs and at the end of the intervention she knew 38 out of 42. She knew 18 out of 92 phase 5 words and then knew 48 out of 92 of phase 5 words.

Challenge 2 Disadvantaged pupils are exposed to a wider range of vocabulary across all areas of the curriculum which will become embedded into their written and spoken work.

Teachers have mapped out the key vocabulary to be taught be in foundation subjects and vocabulary is incorporated into the start of lessons and children are supported to recall vocabulary that has been previously taught. A vocabulary focus has been incorporated into reading lessons to support children with their fluency and understanding of their text. In this year's KS2 SATS 16% of the marks were vocabulary questions, the number of marks to achieve EXS was 27 and for our PP pupils the average mark was 34 with the lowest score being 30. A focus for the following year will be around developing oracy across school through the use of Welcomm to target gaps in language.

Challenge 3 Disadvantaged pupils will have access to a wider range of experiences through an enriching curriculum and access to extra- curricular activities.

Funding was used to ensure our Pupil Premium children were able to access a variety of clubs to support their interpersonal and team work skills. On our pupil voice survey, 100% of our pupils felt they were able to access clubs. 68% of our PP children have accessed a club this academic year which is an increase of 10% from the previous academic year. Our Y2/3 class have learnt ukuleles 89% of the children know the C and Am chords, the string names, quarter notes, half notes, and whole notes, and can hold a steady quarter note pulse together.

Club Participation Autumn Term 1 2023-24

Name of Activity	PP %	SEND %	Combined %
Judo	0%	10%	0%
Lego Club	30%	40%	10%
Glow in the dark	100%	66%	33%
Nature club	25%	25%	8%
Boy's football club	38%	25%	13%
Tag rugby	17%	17%	17%
Homework club	38%	31%	19%
Multi-skills club	38%	25%	25%
Choir	42%	30%	12%

Club Participation Spring Term 2023-24

Name of Activity	PP %	SEND %	Combined %
Choir	34%	31%	14%
Hockey	33%	17%	0%
Bench Ball	10%	20%	10%
Homework club	60%	50%	30%
Football	50%	10%	10%
Arts and Crafts	36%	29%	14%
Food technology	40%	30%	10%

Club Participation Summer Term 2023-24

Name of Activity	PP %	SEND %	Combined %
Homework Club	50%	38%	25%
Gardening Club	46%	38%	15%
Football Club	30%	20%	10%
Athletics	50%	17%	17%
Cricket	70%	10%	10%
Choir	38%	46%	23%
Self Defence	33%	33%	11%

Challenge 4 Disadvantaged pupils, particularly those with SEND will make accelerated progress.

As of July 24, 40% of our PP children have SEND. 29% of those who are PP and SEND got EXS in R, W and M which is an increase of 11% from the previous academic year. These children have received interventions such as a small teacher group support, rapid catch up phonics and bespoke handwriting sessions.

In Y6 there were two PP children with SEND both these children received SPAG, reading and maths tutoring one child achieved EXS in reading and SPAG and other achieved it in reading and maths.

There is no SEND PP cross over in Y2.

100% of our SEND PP children achieved EXS in the phonics screener.

Challenge 5 To increase parental engagement for PP children.

We have produced an outline of parent events prior to the academic year commencing which was shared with parents, we are keen to improve parental engagement. In the academic year 23-24 we have hosted a variety of events such as SEND coffee mornings, autumn crafts, Mothers' Day Breakfasts and Fathers' Day Breakfasts. On Average our PP parent attendance has increased by 10% this academic year. 86% of our families are accessing seesaw which is our main method of communication with parents. Earlier in the year, we identified that a significant percentage of our PP families were not accessing seesaw which was then impacting on their knowledge of the children's learning and key dates/ information. In July, of the 86% of the families 88% were PP which was an increase of 18% from last year's analysis.

Challenge 6 Improve the attendance of PP children to 95% + and reduce the number of persistent absentees for PP children (see above data)

We have used our PP spend on the use of our pastoral worker to improve the attendance of persistent absentees (see below). She has led attendance workshops, attendance and punctuality meetings with parents under 90%, met with the EWS to identify children under 95%, devised attendance contracts and led reward initiatives for families where the attendance has improved. We are currently just below national for the % of our PP attendance.

Academic year 22-23	Academic year 23-24	Difference
68.9%	83.9%	Up 14.9%
17.16% Authorised		Adjusted
86.06%		Up 2.16
72.65%	81.7%	Up 9.3%
74.6%	77.1%	Up 2.5%
82.89%	85.3%	Up 2.4%
86.36%	90.7%	Up 4.4%
86.9%	90.7%	Up 3.8%
86.9%	88%	Up 1.1%
87.4%	90.2%	Up 2.8%
87.69%	94.8%	Up 7.1%
87.97%	93.7%	Up 5.8%
89.22%	95.6%	Up 6.3%
89.76%	95.4%	Up 5.5%
89.84%	98.6%	Up 8.8%
89.84%	91.8%	Up 2%

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
Nuffield Early Language Intervention (Neli)	Eikhan - OUP