

**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	Sunnyhill Primary School
Number of pupils in school (October 2023 census)	412 including nursery
Proportion (%) of pupil premium eligible pupils (October 2023 census)	48.77%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	1st December 2021
Date on which it will be reviewed	30th November 2024
Statement authorised by	Sarah Wilson
Pupil premium lead	Sarah Wilson
Governor	Elyanne Hatton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£272,085
Recovery premium funding allocation this academic year	£27,115
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	£299,200

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*

Over three years, our intention is that the attainment of all pupils, irrespective of their background or the challenges they face, will make good and sustained progress across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are high attainers.

With quality first teaching at the heart of our approach, we will strive to ensure pupils who experience disadvantage will have positive perceptions of themselves as learners. This is proven to have the greatest impact on closing the disadvantaged attainment gap and will benefit all learners.

Disadvantaged pupils in EYFS will develop language skills to enable them to make a successful start to school life - this will continue throughout their time at our school. A culture of early identification means disadvantaged pupils and their families are swiftly supported. Every interaction between a pupil to adult and pupil to pupil will count. Pupils in our school will not be persistently absent or late. Pupils who do not have access to rich experiences outside of our school will be provided with this from our school; they will understand the vastness of opportunity open to them. Pupils who do not have access to funds to access our extra curricular activities will not experience this as a barrier. Our disadvantaged pupils will access our curriculum in its entirety as the robust support put in place will insist that they do. The families of our disadvantaged pupils will continue to work in cooperation with the school knowing that their contribution is essential and valued. Overall, our disadvantaged pupils will strive for excellence, and they will achieve it.

We will be clear about who our disadvantaged pupils are and who have multiple disadvantages. We know that some cultural groups experience disadvantage more keenly than others and our aim is to ensure that their school engagement is as good as it possibly can be.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

*See PP policy*

- *What are the key principles of your strategy plan?*

1. To support parents/carers to support their child's learning and development
2. To support the mental health needs of pupils so that they are ready to learn

3. To support the physical needs of pupils so they are ready to learn
4. To support the social/emotional needs and self-regulation needs of pupils so that they are ready to learn
5. To support the communication needs of pupils so they are ready to learn
6. To provide challenging work for pupil premium children based on the expectation that they can achieve as well as more advantaged peers

*Narrowing the Attainment Gap, Daniel Sobel 2018*

- We have the highest expectations of all of our pupils and those who experience disadvantage are no exception.
- We recognise that disadvantaged pupils do not lack talent or ability but can lack opportunity. We have a learning, not label led approach and strive to avoid The Matthew Effect (“the educationally rich get richer and the educationally poor get poorer”  
<https://researchschool.org.uk/unity/news/beware-of-the-matthew-effect-in-our-schools>)
- We all hold a collective responsibility for disadvantaged pupils
- Our Pupil Premium Strategy is rooted in assessment, not assumptions
- We have adopted a culture of early identification
- We ensure a three tiered model of teaching: High Quality Teaching; targeted academic support; wider strategies
- We have a clear process and impact framework
- We strive to build positive relationships with all of our pupils
- We acknowledge and care about the Social, Emotional and Mental Health of all of our pupils and recognise the effect on attainment
- We are committed to a research-evidence informed approach to addressing disadvantage
- We are committed to training our team to ensure that teachers are skilled to respond to formative assessment
- We listen to pupil, parent and teacher voice about how disadvantage impacts on pupils’ learning
- We have adopted the recommendations set out in the EEF in use of Support Staff, interventions, metacognition and composing this report
- We acknowledge the effect on school closures on disadvantaged pupils and that the impact has been deeper than on more advantaged peers

## Challenges

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

Challenge number	Detail of challenge
1	<p>Statutory assessments of pupils show that disadvantaged pupils are working below non-disadvantaged at KS1 and KS2.</p> <p>50% of our disadvantaged pupils achieved combined EXS in KS2 last year, in comparison to 66% of other children.</p> <p>In KS1, assessments show pupils working slightly below 'all':</p> <p>Reading - 48% (DA), 54% (all)</p> <p>Writing - 44% DA, 48% (all)</p> <p>Maths - 56% (DA), 60% (all)</p>
2	<p>Assessments, observations, and discussions with pupils indicate less developed oral language skills and vocabulary gaps among disadvantaged pupils. These are evident from Reception through to KS2 and are more prevalent in our disadvantaged pupils.</p>
3	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on their development as readers, therefore requiring additional intervention as they move through the school.</p>
4	<p>Our attendance data indicates that attendance among disadvantaged pupils has been between 2 - 4% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Teacher referrals for SEMH have increased.</p> <p>Disadvantaged pupil's experiences beyond the classroom are not always as extensive or varied as their peers</p>
6	<p>Our assessment, observations and discussion indicate that disadvantaged pupils have less positive perceptions of themselves as learners</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>1. Disadvantaged pupils will achieve the same level of attainment as their peers in maths in KS1 and KS2</p> <p>3. Disadvantaged pupils are not currently achieving the same level of attainment as their peers in reading in KS2 and phonics in KS1</p>	<ul style="list-style-type: none"> <li>- Data shows that disadvantaged pupils are achieving or exceeding attainment in comparison with their peers</li> <li>- Disadvantaged pupils will demonstrate a positive attitude towards their learning - difficulties with metacognition, self-regulation and self-regulated learning are addressed in class teaching across the curriculum</li> <li>- Disadvantaged children will experience the same formal and informal curriculum opportunities as their peers where possible</li> <li>- There will be high expectations of all pupils regardless of background/starting points</li> <li>- Gaps will be swiftly addressed through evidence-based small group/1:1 sessions</li> <li>- Positive relationships are built with all families who are held in high regard by school staff</li> <li>- Parents and carers will be confident in how they can support their children at home</li> <li>- Teachers will be highly skilled in order to provide challenge for pupils at all levels</li> <li>- An increased number of disadvantaged pupils will transition to secondary school as a 'Greater Depth' in maths</li> <li>- The gap between PP boys and PP girls (%) will narrow</li> <li>- Staff will seek advice from Speech and Language specialist in school to enhance their offer in class</li> </ul>	

<p>2. In EYFS, disadvantaged pupils' oracy will be as developed as their peers</p>	<ul style="list-style-type: none"> <li>- Disadvantaged children will reach a good level of development in Communication and Language</li> <li>- Explicit vocabulary teaching across the curriculum</li> <li>- Children in EYFS will use a rich range of vocabulary and language structures in familiar and unfamiliar contexts</li> <li>- EYFS and KS1 teachers will be highly skilled in promoting language development in those who experience disadvantage</li> <li>- Language development/comprehension will be addressed in a structured way in class teaching across the curriculum</li> <li>- Disadvantaged pupils prioritised for oracy interventions eg NELI</li> </ul>	
<p>4. Disadvantaged pupils will not be persistently absent and will be on time for school</p>	<ul style="list-style-type: none"> <li>- Data will show that children who are persistently absent are not those who are disadvantaged</li> <li>- Regular and swift intervention will take place where there is a child at risk from being classed as 'persistently absent'</li> <li>- Disadvantaged children will make rapid and sustained progress and reach age-related expectations as a result of being in school and on time every day</li> <li>- Families will know the importance of attendance and will know they have support from the school</li> <li>- Open communication between families and school will develop beyond the Inclusion Lead and Attendance Officer</li> </ul>	<p>-</p>
<p>5. Disadvantaged pupil's experiences beyond the classroom are not always as rich as their peers</p>	<ul style="list-style-type: none"> <li>- The imbalance between pupils' experiences will be fully explored and addressed as far as possible</li> <li>- All children who experience disadvantage will be offered an after school activity at a subsidy</li> <li>- Pupils will demonstrate improved confidence, self-esteem and regulation</li> </ul>	

<p>6. Disadvantaged pupils will have positive perceptions of themselves as learners</p>	<ul style="list-style-type: none"> <li>- Data will show a reduction in negative behaviour incidents of disadvantaged pupils</li> <li>- A collaborative and team approach will be established when working with families</li> <li>- An articulation of our early help offer will be shared with families so that they can self-refer</li> <li>- We will use our early help provision to work closely with the most vulnerable families with a particular focus on supporting with housing needs and referrals to outside agencies</li> <li>- Parental support groups will enable parents/carers to support children's learning at home</li> <li>- Close liaison with a range of professionals will support the learning of children. Professionals include: speech and language therapists, occupational therapists, drama/play therapists, educational psychologists, school nurse, social workers and CAMHs team.</li> <li>- Health mentor project showing clear impact which can be further developed by school staff</li> <li>- Tutoring and academic mentor supporting 1:1 and small groups of children show direct impact on the children they work with.</li> </ul>	<p>-</p>
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training for all staff in Oracy - SaLT therapist</i>	<p>Recent studies have shown that there is an increasing number of children entering the EYFS with an extensive gap in their communication and vocabulary. This has particularly been recognised in areas with a higher level of deprivation.</p> <p>The Communication Trust's 2017 report, <u>Talking About a Generation</u> found that children who struggle with language or have poor vocabulary at age five are:</p> <ul style="list-style-type: none"><li>● Six times less likely to reach the expected standard in English at age 11 than children who had good language skills at five.</li><li>● Ten times less likely to achieve the expected level in Maths.</li><li>● More than twice as likely to be unemployed at age 34 as children with good vocabulary.</li><li>● Twice as likely to have mental health difficulties, even after taking account of a range of other factors that might have played a part.</li></ul>	1, 2, 3, 5, 6



	<p><b>The Oracy Framework</b></p> <p>Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.</p>  <p><a href="https://www.oneeducation.co.uk/news-blog/silence-is-not-golden-the-importance-of-improving-oracy/Progression%20in%20Oracy%20EYFS.pdf">https://www.oneeducation.co.uk/news-blog/silence-is-not-golden-the-importance-of-improving-oracy/Progression%20in%20Oracy%20EYFS.pdf</a></p> <p><a href="https://www.oneeducation.co.uk/news-blog/silence-is-not-golden-the-importance-of-improving-oracy/Progression%20in%20Oracy%20Stages%201%20-%206.pdf">https://www.oneeducation.co.uk/news-blog/silence-is-not-golden-the-importance-of-improving-oracy/Progression%20in%20Oracy%20Stages%201%20-%206.pdf</a></p>	
<p><i>Enhancement of or maths teaching and curriculum planning in line with DfE and EEF guidance</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1, 2, 4, 5, 6
<p><i>Improve the quality of SEMH provision with approached being embedded into routine and educational practices and supported by professional development and training for staff</i></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="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4, 5, 6

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

Budgeted cost: recovery premium, health mentor support.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engaging with the Academic Mentor programme to provide targeted in class support for those children who have been most impacted by the pandemic.</i>	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: <a href="#">One to one tuition</a>   <a href="#">EEF (educationendowmentfoundation.org.uk)</a>  And in small groups: <a href="#">Small group tuition</a>   <a href="#">Toolkit Strand</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a>	1, 2, 3, 5, 6
<i>1:3 Engaging with the National Tutoring Progress to provide tutoring for those children who have been most affected by the pandemic, including high attainers.</i>		1, 2, 3, 5, 6
<i>Engaging with PiXL maths interventions to provide additional support and to close the gaps for children who need it in maths</i>		1, 2, 3, 5, 6
<i>To use Neli and Language link in EYFS to ensure children's oracy skills are developing at a rapid rate.  EYE focused on delivering targeted support to disadvantaged pupils in EYFS</i>	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: <a href="#">Oral language interventions</a>   <a href="#">Toolkit Strand</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2, 3, 5, 6

<i>To use pre and post teaching in order to diminish gaps between children's knowledge and understanding in mathematics</i>	<p>There is strong evidence that pre and post teaching can close gaps between pupils.</p> <p><a href="https://www.tes.com/news/struggling-mixed-attainment-maths-pre-teaching-answer">https://www.tes.com/news/struggling-mixed-attainment-maths-pre-teaching-answer</a></p>	1, 4, 5, 6
<i>to engage with and roll out Accelerated reader for our disadvantaged children</i>	<p>There is strong evidence that Accelerated Reader is effective for weaker readers.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a></p>	1, 2, 3, 4, 5, 6
<i>In class support from DHTs in year 6 maths for disadvantaged pupils</i>	<p>Our evidence and assessments indicate that the weakest mathematicians make sustained and impactful progress if they are taught by the most experienced and skilled teachers. Pupil Progress meetings have identified the children who have been most affected by the pandemic and these will be focused on by the DHTs in maths lessons and for post and pre teaching sessions.</p>	1, 2, 4, 5, 6
<i>Phonics interventions will be carried out by DHTs, STAs, EYE and other Support Staff aimed at the bottom 20%.</i>	<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>	2, 3, 4, 5, 6
<i>Identified disadvantaged pupils prioritised for 1:1 counselling as part of school's early help strategy</i>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. 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. The report's recommendations include teaching SEL skills explicitly and integrating them into everyday classroom practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p>	2, 3, 4, 5, 6

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






Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Bringing together mentoring, health and well being, physical activity and classroom support through the appointment of a health mentor.</i></p> <p><i>Additional SEMH support for children in the form of a full time on-site counsellor, drama therapy, play therapy</i></p>	<p>Evidence demonstrated that a holistic vision of children's health and well being ensures that pupils are best placed to make progress and attain well.</p> <p>Social and emotional skills are essential for children's development - they support effective learning and are linked to positive outcomes in later life (EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	1, 2, 3, 4, 5, 6
<p><i>Additional engagement with the families of children who are persistently absent and late to school through targeted support by the wider Inclusion team, attendance parent workshop, attendance officer to analyse attendance and contact low attenders.</i></p>	<p>Pupils who do not come to school miss out on essential learning every day they are not here. It is also well documented that children with mental health problems are more likely to miss school. Pupils have had 2 years of interrupted schooling and so it is now more important than ever that we ensure pupils are in school every day.</p> <p>'FSM students are twice as likely to be persistent absentees as similar pupils who are not eligible for FSM' (Department for Children, Schools and Families, 2009)</p>	1, 2, 3, 4, 5, 6
<p><i>Family support worker to be deployed to support the most vulnerable families including targeted support for parents to attend family learning sessions to improve parental engagement</i></p>	<p>Our assessments and observation indicate that parental engagement has positive impact on the overall educational experience of our pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1, 2, 3, 4, 5, 6
<p><i>Family learning sessions for targeted vulnerable families. Sessions will be delivered in house by subject leaders, SENDCo, DHT for inclusion, Health</i></p>		

<i>Mentor and outside agencies: Educational Psychologist, SaLT.</i>		
<p><i>Disadvantaged families will be offered after school clubs at 50% of the total cost.</i></p> <p><i>Disadvantaged families will have a subsidy applied to the cost of school trips.</i></p>	<p>Our observations and assessments show that pupils from our disadvantaged families are unable to access extra curricular activities. We know that extra curricular activities can lead to:</p> <p>Improved confidence, self esteem, self regulation and access to learning back in school, improved concentration, successful and positive transitions back to school, and maintenance of physical skills.</p>	4, 5, 6

Part B: Review of outcomes in the previous academic year 2022/23

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 22/23 academic year.

	Reading <a href="#">Explore data in detail</a>	Writing <a href="#">Explore data in detail</a>	Maths <a href="#">Explore data in detail</a>
Progress score for disadvantaged pupils	<b>0.86</b>	<b>-0.04</b>	<b>0.27</b>
Confidence interval 	-1.5 to 3.2	-2.3 to 2.2	-1.9 to 2.5
Number of disadvantaged pupils	28	28	28
Disadvantaged pupils with adjusted scores	1	0	0
National average for disadvantaged pupils 	Like-for-like  <b>-0.85</b>	Like-for-like  <b>-0.69</b>	Like-for-like  <b>-1.04</b>

External and internal data and other evidence shows the impact of the way we have used Pupil Premium Funding has been effective in improving pupil outcomes, pupil self-efficacy and teaching strategies.

KS2 assessments showed good progress for KS2 pupils (against National DA progress). The school is mindful that there is still an attainment gap at KS2 and there is significant work ongoing through interventions and QFT strategies to address this throughout the school.

The National Tutoring Programme has been central to our support for disadvantaged pupils. We use our specialist teaching assistants to work directly with DA pupils, particularly on reading strategies.

Due to the cost of living rising hugely, we have seen a steep increase in the number of families who need support outside of teaching and learning. Our senior and wider leadership team work with families to support with a range of issues that arise, including: food vouchers, housing issues, multi-agency/social care support and attendance.

Our Health mentor has supported Key Stage 2 children with social and emotional health and mental well-being. The children's well being compass has shown an overall increase in our children's perceptions of themselves as learners with a particular improvements reported in sleep, diet and emotional wellbeing - this supports children's readiness to access learning and support at school. Those children who still require support are targeted for on-going 1:1 and small group support.

Our Academic Mentor worked with targeted children across Key Stage 2 - PP. Pupils working below expected standard in maths and reading were targeted for this intervention. They used specific intervention materials and fluency practise in order to prepare children for the learning ahead (pre-teaching) or to support them with a concept they needed more time with (post-teaching). In addition to this, the academic mentor prepares pupils for how they should be learning in class including resilience, respect and effective collaboration with peers. Pupil voice demonstrated that children valued the pre and post teaching sessions as it was relevant to what they were doing in class; they were able to go into their lessons with more confidence and a better understanding of concepts. In School

monitoring demonstrated that those targeted children made progress towards their learning goals. This is evidenced through pupil voice, book and lesson monitoring.

1:1 and group tuition was offered before and after school by the academic mentor and class teachers to support children in recovering learning gaps. Data showed that these children made some gains towards meeting their peers in mathematics but that this is not as effective as the academic mentor work in class.

Other support staff (Teaching assistants, intervention teachers) deliver specialist time-bound interventions which are evidence based. This has ensured rapid catch up for pupils who have gaps in their knowledge - often due to mobility and attendance issues, as well as other factors pertinent to pupils who experience disadvantage.

Our in-school counsellor targets our most disadvantaged children first, to provide social and emotional support. We also work with other therapists who provide more specialist support. They work closely with teachers and family members. We have seen a reduction in the need for zones of regulation for those children as they learn to internalise how to manage their emotions and discuss becoming overwhelmed with a trusted adult. The school selects interventions that will benefit pupils.

After school enrichment clubs are in place with 33% discount for PP students and 4/10 places are reserved for PP pupils. It has created more of an awareness amongst parents about what we are using PP funds for. PP children make up half of the places in our after school clubs. They are more likely to choose sports and arts clubs. The clubs are chosen by the children through a yearly survey so that pupil voice is taken into account when choosing which clubs to deliver. Some clubs are taught by expert coaches such as Benchmark Gymnastics and dodgeball. Homework club is provided by our Health and Academic mentors and PP children are prioritised.

Staff training has been delivered for teachers on inclusion, affirming the need for high expectations and challenge for all. As a school with a high proportion of PP pupils, we promote quality first teaching for all rather than targeting PP pupils. Teacher CPD this year has focused on applying good practice strategies across classes which evidence shows benefit vulnerable pupils e.g explicit instruction.

A series of family curriculum mornings was implemented by curriculum leaders in school and outside agencies. Feedback shows that these sessions were gratefully received and enabled parents to understand how children are learning and how to support them at home. The amount of parents present at the family mornings grew as the year progressed - some families were targeted - particularly those who were not completing home learning tasks set by teachers. This was successful and the most attended parent morning was 'Supporting your child at home' which parents commented was very useful for finding engaging ways to complete learning tasks at home.

Staff are implementing specialist advice from SALT gathered during the IEP process. This is communicated to parents so that they are able to continue this work at home. Our data shows that pupils requiring SALT support are 80+% PP.

In EYFS, staff have completed oracy training in order to ensure a vocabulary rich environment. PP children are targeted for intervention. We run the NELI programme with targeted groups of pupils and we have seen good impact in Reception for those pupils who receive the intervention. In 2023-24, this is being widened to include more groups who will access the programme.

Breakdown	No. of enrolments in the school	Absence				
		Sessions missed due to absence				
		School %	National %	Persistent absentees - absent for 10% or more sessions		
				No. of enrolments that are persistent absentees	School %	National %
All pupils	349	7.2	6.0	89	25.5	17.3
Male	170	7.4	6.1	47	27.6	17.8
Female	179	6.9	5.8	42	23.5	16.9
Ever 6 FSM	173	8.0	8.4	48	27.7	29.7

For 2022, the % of persistent absentees in the DA group was below National. This remains a school priority as we fully understand the detrimental impact of low attendance on attainment.

Data shows that low attendance is most prevalent in Reception and KS1. Steps taken by school show impact as pupils move through the school, showing impact

of interventions and pupil engagement with school.

Attendance for 22/23 across the school was 92% which was below national by 1.8%. Attendance for PP pupils was 90% which was below national DA by 0.7%. The school keeps a 'critical pupil list' of vulnerable pupil attendance. This is reported on daily. These children are repeatedly called and are prioritised for repeated calls and welfare visits if we do not hear from families. Weekly attendance assemblies mean that children are aware of the importance of coming to school, school targets and their overall class attendance. Attendance officers and engagement with the Education Welfare Officer from Lambeth continues to be an essential part of this service.

## 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
Health Mentor	Evolve / Guy St Thomas's Trust
Dramatherapy	Mindheart Therapies
Play Therapy	



### 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?	