

Pupil premium strategy statement 2023-2026

Holy Rosary CVA

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	20% 38 FSM with 11 Pupil Premium Plus
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	M Dyche
Pupil premium lead	Marie Dyche
Governor / Trustee lead	Andrew Wood / Patricia Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38 pupils FSM = 55,290 Forces =£ 335 5 pupils PLAC/SGO=£12,650 Total= £67,940
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£67,940
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Part A: Pupil premium strategy plan

Statement of intent

This is a three year pupil premium strategy.

At Holy Rosary we have high aspirations and ambitions for all our children and we believe that all learners should be able to reach their full potential.

We ensure all our pupils have the necessary skills and values not only to succeed but to flourish. We enable them to challenge and transform society by becoming analytical and critical thinkers. Thus ensuring we are forming the leaders of tomorrow.

In order to ensure that no pupil at Holy Rosary are disproportionately disadvantaged by specific to reach their full potential, we are determined to provide the support and guidance needed to help any pupil overcome barriers to learning. Quality first teaching 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 including an excellent level of pastoral care, close management of attendance, the offer of a range of after school provision and helping students develop a range of personal and social skills that will enable them to become well-rounded, responsible, and engaged members of society.

Our approach is responsive to common challenges centred around reading and oracy and individual needs, rooted in robust diagnostic assessment. 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

Invest heavily in children's pastoral care and personal development offer

Challenges

BARRIERS TO FURTHER ATTAINMENT

Trust : Strategic Aim 3: Our Organisation An efficient and effective organisation design with robust processes to ensure resources are deployed to good effect for the benefit of the children and young people in our care

Teaching, learning and assessment: To ensure that all our academies provide the very best teaching in order to promote and provide high quality learning for all our children and young people and ensuring that there is support in place for teachers to achieve this.

School's objective 2: To secure improvements to teaching and learning through continuing to monitor consistency in pedagogical practice that drives attainment and progress for all pupils.

The curriculum is well planned in some subjects however.... the curriculum does not set out the things that pupils need to know in enough detail, and leaders have not identified the small steps that pupils need to take to be successful. Because of this, teachers are sometimes unclear about precisely what to teach and when. This is a barrier to learning.

Some staff, including those in the early years, use assessment well. They accurately identify gaps in pupils' learning and adapt their teaching to ensure that pupils have the knowledge they need to be successful. However, too often, teachers do not use assessment skilfully enough to identify misconceptions or gaps in pupils' knowledge. Consequently, gaps in pupils' knowledge are not closed quickly enough, and misconceptions persist. This hinders pupils' learning.

Challenge number	Detail of challenge
A	Attainment data reflects a lack of understanding around meta cognitive learning and pupil development in becoming strategic learners who are independently motivated. Pupils ability to manage cognitive load is crucial if new content is to be transferred into students' long-term memory. Opportunities for students to plan, monitor and evaluate their own learning. PASS Survey data shows that only 34% of pupils in KS2 feel confident to evaluate their own learning and 44% describing a lack of confidence in knowing how to solve problems independently.
B	PASS Survey data shows that number of pupils with SEMH needs requiring specialised adult support and intervention with 32% in KS2 stating that they do not feel positive about their own abilities.
C	Reception baseline assessments highlight that a large number of our new starters arrive with barriers linked to the verbal construction of simple sentences across a range of contexts and rising numbers of children with EAL. These factors present barriers with co-switching communication with other children and adults, which is vital for language and cognitive development and relationship building. This can also lead to self-esteem and friendship issues including preventing their chances of excelling in other subjects.
D	Reduced opportunities for 'cultural capital. The significant difference in opportunities for cultural capital between disadvantaged children and their peers when they start school impacts on depth of understanding for reading. Some of our disadvantaged children, in comparison to peers, do not receive regular exposure to ambitious vocabulary, both in their everyday interactions within families and their community or through their choice of reading. As a result, some have not developed familiarity with rich language choices and do not incorporate a range of writing styles in their written work, specifically attainment at the Higher Standard in writing
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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 continue to ensure the outcomes for pupils in receipt of pupil premium is at least in line with those of peers or baseline entry points in school across the curriculum by using interventions and assessment information to target and close gaps for PP pupils. Pupils with pastoral or SEN needs are identified swiftly on transition to ensuring needs are met and progress is made from starting point. progress (from their starting point) and attainment including the GLD</p>	<p>Termly assessments in driver subjects demonstrates sticky knowledge is secure for most pupils.</p> <p>Staff meetings led by Subject leaders to share progression maps and key sticky knowledge for their subjects. Focus on key knowledge and vocabulary shared with parents on Knowledge Organisers and are in books for children to refer to throughout lessons. Key vocabulary displayed. Quizzes used to check retention of knowledge and vocabulary. Recalling facts/ definitions/ vocabulary All lessons start with recaps of previous learning that relates to the lesson. Staff use a variety of strategies to ensure children are ready to learn. Staff explore metacognition strategies and trial different ones in their classrooms to ensure the children are supported in ways to help them retain more information. Further work to refine and ensure impact from embedded practice</p>
<p>To continue to ensure the development of nurture groups, 1:1 support and listening sessions for social emotional issues, utilising our pastoral care. Newly trained ELSA widens the capacity of practice and support</p>	<p>Pupils are more confident within a group, articulate responses clearly and develop secure friendship groups. Pupils begin to show self-regulation where needed.</p> <p>Training and deployment of staff is showing positive impact in this area alongside whole school universal approaches rooted in restorative practices and zones of regulation work. Further time required to embed in year 2</p>
<p>For our disadvantaged children entering school to have improved communication skills so that they are able to communicate effectively with both staff and peers, enabling them to build relationships and become independent learners</p>	<p>Most pupils can articulate language accurately. Interventions are embedded and staff are confident in supporting.</p> <p>By the end of KS2 it is clear to see that children are mastering more of the skills necessary to achieve in the English curriculum – shown in the rising trend for reading attainment data in 2024. This is not yet the case in KS1. Further work in year 2 to also focus on developing pupils confidence in behaviour for learning linked to oracy and collaborative learning</p>
<p>Ensure all pupils are immersed in a rich curriculum, including home school resources utilising ClassDojo and other learning platforms.</p>	<p>Subject Leaders ensure that Curriculum design is a regular features of review and refinement within subject actions planning. Vocabulary focus on Knowledge Organisers and displays, use of standard English at home, Phonics focus in FS/ KS1 to ensure children are ready for KS2.</p>

	<p>Phonic lessons continued throughout KS2 for those children who need it. Revisiting spellings and SPAG from previous year groups or earlier in the year to ensure retrieval is embedded.</p> <p>85% of pupils passed the phonic screener in 2024. With GPS falling slightly below national in KS2 pupils application of phonics knowledge for reading into spelling remains a priority. Approaches using EPATT programme which has shown targeted success in reading to be rolled out for spelling</p> <p>Teaching of spelling improves through more discreet lessons, setting up weekly spelling tests and using a new spelling scheme created by English Lead. Phoneme Sound mats shared with children and sent home. Teaching of writing is a whole school focus. Further CPD for staff from English Lead and newly employed DHT</p>
<p>Parents feel supported to engage in the education of their child</p>	<p>Parents communicate with class teachers around gaps in learning and home support. Parents engage with on line sessions to understand class based learning. Teachers work with SLT to provide ways to demonstrate learning virtually. Workshops in place for parents to support at home with a range of issues, including behaviour, on-line safety and specific learning areas. To develop further and collect impact data. Teachers advise parents on quality reading material appropriate for each age group. Specific parents are targeted to ensure more frequent attendance at school events. Masterclasses for parents – maths/English skills/phonics. To continue to drive engagement with the PTA so that parents feel like they have ownership of an element of school life</p>
<p>Increased attendance across all groups and in persistent absent families through school support</p>	<p>Attendance to be increased to 96+ and remain above National Average. To ensure the gap between PP and Non-PP are in line with National. Persistent absences will show a difference. PFSW working closely with parents and checking in daily with families not attending. More children in attendance at the weekly nurture club and more 100% attendance certificates given out termly</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching focusing support for pupil premium children through scaffolding and explicit teaching.</p> <p>TA support</p> <p>CPD on effective feedback</p> <p>CPD on effective scaffolding.</p> <p>HT, DHT, AHT and Trust SIP Lead to monitor, coach and support Teaching and Learning</p> <p>ST to continue to support and coach ECT CPD:</p> <p>Science of Learning Teaching Walkthrus</p>	<p>EEF Guide. The Teaching and Learning Toolkit: • Mastery Learning • Learning Styles • Peer Tutoring • Feedback</p> <p>Feedback is listed in the EEF as one of the most effective strategies to improve pupils learning and the school is moving to live feedback in marking meaning that staff are needed to provide this high-quality feedback for all pupils.</p> <p>Focus on the explicit instruction and scaffolding from the EEF’s five a day approach to supporting children in their learning. Although this was designed for children with SEND needs the principles are effective in supporting children in their learning</p> <p>Dylian William states- A bad curriculum well taught is invariably a better experience for students than a good curriculum badly taught: pedagogy trumps curriculum.</p> <p>Therefore, ensuring clear and effective pedagogy is essential in ensuring disadvantaged pupils are supported in closing learning gaps.</p>	<p>A,C,D</p> <p>MTC results show further work is required on fluency and recall, CPD in maths specialism to follow in 2024-25</p> <p>This is also the case for the picture in school maths attainment data at the end of KS2. Further work in the development of QFT practices in line with QLA of SAT data through rigorous monitoring and staff support to drive focus across the school in year 2</p>
<p>Review texts used in EYFS and in other phases as a starting point for internalising quality vocabulary. Revisit the use of oracy skills in the school pedagogical approach. Scaffolding to provide support for PP children within lessons e.g. word banks / illustrations</p>	<p>We know that ‘language provides the foundation of thinking and learning and should be prioritised’ (EEF Guidance Report, Improving Literacy in KS1). Therefore, oracy is central to our whole-school development, especially considering the low starting points which many of our children enter with. Ensuring that we swiftly identify and provide support for pupils who require it means that we can address and remove barriers in children’s early years.</p>	<p>Review of texts and use of oracy skills completed. Oracy focus will reshape the teaching of English for 24/25 going forward. Support sessions for staff outlining a range of scaffolds to select from.</p> <p>Further development to be completed here.</p>

<p>Revise structured approach to the teaching of Reading in KS2. Support teachers to source reading links across the curriculum</p>		<p>Strategies and the new structure have been modelled 24/25. Teachers to use FFT and internal data assessments to provide specific intervention.</p>
<p>Subjects To continue to refine assessment and embed metacognition through continuous recall Curriculum planned with particular focus on key knowledge, progression, retrieval, links to previous learning and topics. Subject Leads will require 2 x days each. Supply costs</p> <p>Feedforward to make the most of worked examples and Wagolls and Wabolls</p> <p>Focus on vocabulary in classroom.</p> <p><i>Continued robust monitoring and review of learner progress and quality of delivery of Little Wandle Scheme of reading in Ks1 and Early Years</i></p>	<p>Rosenshine’s principles outline that learning must be revisited in order to embed knowledge into long term memory. Sweller supports this in identifying that children need the chance to revisit and embed learning in smaller steps to develop effective schema.</p> <p>Quality first teaching to be established in all foundation subjects with resources and expertise in place to support staff in their pedagogy and subject knowledge.</p> <p>Making use of Oliver Cavaglioli’s work on using dual coding to ensure that pupils are able to use multiple strategies to decode learning and embed in longer term memory.</p> <p>Lee Northern also explains how Cumulative dysfluency can be reduced and avoided through effective use of planned retrieval. Using more open questions with some prompts encourages engagement and more opportunity for assessment.</p>	<p>A,C,D</p> <p>To continue. SLT and Trust DOPs focus of monitoring</p>

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

Budgeted cost: £ £ 24,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP/Disadvantaged pupils make clear progress in handwriting, phonics, spelling, reading fluency comprehension and oracy</p>	<p>EEF research states that Reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction.</p>	<p>A,C,D.[</p> <p>To continue to develop and embed into staff monitoring and CPD</p>

<p>Focus on development of the metacognitive approaches to reading focusing specifically on the 'During reading section of the EEF reading comprehension guidance</p>	<p>Jean Gross highlights the 'word gap' and that disadvantaged pupils are often placed in 'low ability groups' with a lack of good language models.</p> <p>Book talk will focus on the clarifying and summarising aspects of the EEF's comprehension strategies to ensure that pupil premium children are encouraged to make sense of new vocabulary and build accurate understanding of the text. Children to be exposed to quality language as much as possible through reading.</p>	
<p>1:1 reading for those identified as needing fluency</p>	<p>Research shows that improving the confidence levels of children when accessing the written word will support to engage with other subjects.</p>	<p>Continue to apply</p> <p>Review and re-shape the accelerated reading programme</p> <p>Daily catch up for children in KS1 as identified through regular assessment practices</p>
<p>To ensure that the most effective adaptations are made for pupils with SEND/ otherwise disadvantaged across the curriculum through a provision menu that can be applied by specialist staff with training ranging from provisions in academic studies to SEMH to wider development of cultural experiences.</p> <p>Training of staff</p> <p>CPD for Edukey Provisions and accurate reviews</p> <p>Timetable of provisions needed</p> <p>Bespoke menu of provision based on staff expertise to offer for a</p>	<p>Targeted academic support is highlighted by the EEF as an effective strategy for improving children's learning.</p> <p>'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>Diagnostic assessment can be used to assess the best way to target support.'</p> <p>Creation of an effective menu will enable to staff to select from a host of options the best and most effective interventions for disadvantaged children.</p>	<p>A,C,D</p> <p>The new Employee Growth programme will further enhance high quality CPD based on the SIP and SEF</p> <p>New Trust survey completed all targeted support completed via targeted support (Teachers and Support staff)</p> <p>X 2 new SEND leads to complete NPQ SEND and shape the school inclusion team moving forward (year 2 and Year 3 actions to develop from this)</p>

<p>range of needs in school. Children to be identified and supported with this menu to ensure there are multiple options and ways to support..</p>		<p>Continue to invite parents/carers into school for maths and English e.g SATS sessions -sit with a pupil live in their learning through open classroom, learn with my child and book look session in addition to termly parent conferences</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide a level of pastoral care to help all children to have at least 96% attendance wherever possible.</p> <p>Ensure PASS analysis focus areas are identified and actions put in place</p> <p>ELSA provision to be a contributor to support and maximised.</p> <p>Chaplaincy provision to be maintained and maximised.</p>	<p>Targeted academic support is highlighted by the EEF as an effective strategy for improving children’s learning.</p> <p>‘Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs.</p> <p>Diagnostic assessment can be used to assess the best way to target support.’</p> <p>Creation of an effective menu will enable to staff to select from a host of options the best and most effective interventions for disadvantaged children.</p>	<p>A</p> <p>Continue to apply in year 2</p> <p>Pupils involved in the target group can implement strategies to support self-regulation.</p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning</p> <p>To maintain and build on the offer of forest school for children once every half term to help them to engage and respond</p>	<p>The EEF outlines Teaching self-regulation explicitly and outside spaces and forest school activities give children opportunities to show and demonstrate;</p> <p>Self-awareness: expand children’s emotional vocabulary and support them to express emotions.</p> <ul style="list-style-type: none"> • Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. 	<p>A, B, C, D</p> <p>Programme of utilising music and Forest School specialists and teachers for subject lead pedagogy and enrichment experiences to develop cultural capital, character</p>

<p>positively with growing confidence. Children exposed to wider life skills and to be given a safe space to talk and offload should they need to. Key focus on SEMH.</p> <p>KS2 outside environments to be continued to be developed as outdoor learning facilities: Biodiverse environment created to support emotional regulation/ Forest School Principles. KS2 Gardening/ Biodiversity taskforce to be maintained.</p> <p>Continue with disadvantaged enrichment, after school, lunch time clubs focused on the use of the school library to aid reading enjoyment. Music and PE, funding for trips, retreats, concerts forest schools and residential Plan weekly clubs for all pp and a buddy. This includes singing, reading, art, forest schools coding and sport and commando Joes</p>	<ul style="list-style-type: none"> • Social awareness: use stories to discuss others’ emotions and perspectives. • Relationship skills: role play good communication and listening skills. • Responsible decision-making: teach and practise problem solving strategies. • Use simple ground-rules in groupwork and classroom discussion to reinforce SEL skills. <p>To provide children with wider opportunities to learn in the outdoor environment, work with children of different age groups to develop responsibility and leadership skills.</p> <p>Engage in tasks which require teamwork and consideration of others leading to greater communication and social skills being developed.</p> <p>The New Economics Foundation (NEF) stated the effects of forest school can have of pupils as the following:</p> <p>Confidence: children had the freedom, time and space to learn and demonstrate independence.</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play.</p> <p>Communication: language development was prompted by the children’s sensory experiences.</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time.</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p>	<p>(Commando Joes) and confidence.</p> <p>Positive impact measure for well-being and self-esteem achieved.</p> <p>Continue to develop and build opportunities to further provision and impact</p>
<p>A range of clubs offered after school and cost</p>	<p>EEF finds that Pupils from disadvantaged backgrounds may be less likely to be able to</p>	<p>A, B,C, D</p>

<p>covered for PP children of paid clubs.</p> <p>Music tuition and instrument hire.</p>	<p>benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment).</p> <p>By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>To offer wider engagement in enrichment activities.</p> <p>To improve social and communication skills through interacting with children from different age groups and develop interpersonal skills.</p> <p>Through sporting clubs- leadership, sportsmanship and teamwork skills will be targeted and enhanced.</p>	
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Total budgeted cost: £ 64,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Analysis from 2023-24 data shows that: KS1 Pupil Premium pupils' attainment and progress was broadly in line with their peers and National Averages for all subjects. KS2 Pupil Premium pupils' attainment and progress was below the National average and below their peers. This was largely due to the majority of PP pupils also having SEND. This year tracking of PP pupils against their FFT targets has become more rigorous, with interventions against barriers identified discussed regularly at Pupil Progress meetings. The school has used summative and formative assessments from last year to identify gaps in PP pupils learning and teaching is planned around these.

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1- Children to make good progress in all areas	Teachers have a clear understanding of the age related expectations for their year group. CPD supports teachers to identify gaps in prior learning Experienced Teaching Assistants distributed to every year group to support intervention work.	Medium – Some Interventions have proved to be effective in terms of filling gaps from missed learning especially in early reading and phonics and this has certainly had an impact.	Focus on targetted interventions informed by focussed AFL using internal data systems, summative tests and Diagnostic assessments where necessary Rigour in monitoring through data scrutiny, pupil progress discussions and adaptations to practice implemented where needed. Further T CPD and support to develop quality first teaching practice and effective use of TA's
3.	Each subject leader supports staff to understand the progression documents created. CPD sessions to further understand the principles behind metacognition and learning. All subjects explore 'Learning Links' to deepen opportunities to retain information in the long term memory. Children can access learning outside of the main curriculum e.g. music lessons	Medium – Leaders have planned a clear and progressive curriculum which is fully understood by staff. The effective implementation continues to be an area of robust monitoring and focus in connection sustaining improvement to pedagogy and feedback following EEF research models detailed in this plan. Focus on ensuring that effective implementation secures best practice in learning so that knowledge is retained and GAPS close.	Continue
TARGETED ACADEMIC SUPPORT			

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1 To build personal confidence levels of target children.	Nurture/support/listening groups with specific children – assess the personal interests of the children and use these as a focus to structure each session.	High – Pupils supported benefitted from intervention and pastoral offer. Impact translated into attendance and ability to maintain effective learning experiences	Further develop offer and practices
2 To improve maths and calculations skills	CPD through Mastery Maths development programme New staff CPD in White Rose and modelling strategies Clear calculation policy in place for all staff to refer to.	MEDIUM – Continued monitoring and staff support needed to ensure consistency across all phases	Maths Lead to secure further leadership training with the Maths Hub and feedback to all staff. Rigour of staff support / CPD and monitoring to continue
3 - To provide accurate interventions based on identified gaps	Teachers confident in the tracking of PP children. PP action plans created to provide a clear overview of the gaps that are being targeted.	Low	Robust monitoring and evaluation. Support from Trust leaders and triangulation of challenge from LGB. Effective collaboration between leaders and teachers to prioritise small steps, quality provision and support for PP children. Further use of edukey to develop clear learning passports for pupils with tightly focussed provisions. Scrutiny of FFT and internal date with specific next steps including targeted interventions supported by SLT
WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1. To secure and embed a long term culture within the school focusing on the mental health and wellbeing of all.	Well being / support team developed within school to act as an in-house agency that can provide immediate intervention.	HIGH – A culture of understanding focussed on how our children are really feeling about themselves as learners and themselves as people is provided support to pupils where needed Issue for the pastoral team to pick up are quickly identified and addressed. This gives our children the chance to lighten their loads which leads to successes in	Continue

		school. HIGH – Regular CPD is having a positive impact on adults ability to respond and effectively understand how to manage varying pupil behaviours and need. This is also supporting teachers and TAs seeing signs of poor mental health in children and in one another	
2. To improve the attendance of younger children.	Office admin to respond quickly to all absences and work in collaboration with the Priority Pupil team and the EWO Effective communication links developed with EWO from LA Support provided for parents to understand the importance of early stages of education.	Medium – Despite some positive cases studies. Persistent absence in key groups including SEND and disadvantaged pupils is still tracked as an issue	Continue. Ensure that good practice builds and links with external agencies and support continue with PFSW to break down barriers and engage with parents and pupils in driving Low attendance Persistent absentees are identified and tailored plans including incentives are in place. P.P children persistent absence – 2023/2024 FS 2 – 0% Year 1 – 0% Year 2 – 20% Year 3 – 33.33% Year 4 – 16.67% Year 5 – 14.29% Year 6 – 14.29% Non P.P children persistent absence – 2023/24 FS 2 – 0% Year 1 – 50% Year 2 – 5% Year 3 – 5.88% Year 4 – 7.14% Year 5 – 9.09% Year 6 – 4.35%
3 For an increased number of parents to be engaged within the education of their child.	Parents actively encouraged to engage with class webpages through the year. Teams workshops available to develop parental confidence in the teaching of phonics at home. All teachers develop clear	Medium – Response to the offer for parents to engage is varied.	As outcomes linked to raising standards through parental engagement is less impactful – focus on parental engagement as a key action to be removed. Programme of parent engagement to continue as per standard offer through out the year.

	communication links with parent		
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ENGAGING STAFF, GOVERNORS & PARENTS	
How has this document been shared with stakeholders?	LGB meeting Website using watermark across document to show working document for all parents/carers to read, copy on SRSCMAT staff notice board All pp pupils have a page profile which is shared with parents/carers at parents consultations
How do you know staff understand the strategy and apply correctly?	Briefing with staff working with disadvantaged, SEND lead identifies all key priorities. TA appraisal objectives include pp plan. All staff know who pp pupils are and the interventions in place Staff are now training to utilise Edukey for chronology