Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Fordbridge Community Primary School
Number of pupils in school	549
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-24
Date this statement was published	04 October 2023
Date on which it will be reviewed	04 October 2024
Statement authorised by	Harriett Simcox
Pupil premium lead	Harriett Simcox Jodie Walker
Governor / Trustee lead	Hollie Perry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 427,710 £409,500 £417,585
Recovery premium funding allocation	£ 46,110 £69.543
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

Total budget for this academic year	£473,820 £455,610 £487,168

Part A: Pupil premium strategy plan

Statement of intent

Fordbridge school has a strong vision and a belief that all children can achieve the highest standards if they are inspired and engaged by quality first teaching and learning. We have rigorous structures which focus on challenging staff to have the highest expectations for all pupils, including the disadvantaged. All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment.

We are committed to 'diminishing the gap' between vulnerable pupils and their peers; the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils

The Pupil Premium is allocated to schools with pupils on roll that are known to have been eligible for free school meals (FSM) at any time in the last six years; those who are children looked after (LAC) and those who are service children. Schools have the freedom to spend the Pupil Premium in a way they think will best support the raising of attainment for the most vulnerable pupils, enabling us to overcome the challenges faced by our disadvantaged pupils. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our ultimate objectives are:

for all disadvantaged pupils in school to meet or exceed national expected progress and attainment, achieving inline with others

continue to narrow the gap between disadvantaged and non-disadvantaged over the next three years to improve the attendance of our disadvantaged pupils to raise aspirations and expectations of all pupils, particularly the disadvantaged.

The pupil premium grant (PPG) was created to provide funding for three key areas:

• Raising the attainment of disadvantaged pupils and closing the gap with their peers

• Providing funding for LAC and previously LAC (PLAC).

• Supporting pupils with parents in the armed forces

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils typically enter EYFS with social, linguistic and communication skills below those of pupils nationally.
2	Fordbridge Nursery has an admission of up to 30 pupils, therefore 2/3 of pupils often enter Reception having attended a range of prior settings or none.
3	Many disadvantaged pupils do not experience a range of opportunities beyond what is available locally and do not develop a good general knowledge or wider perspective in order to apply understanding to their learning, develop a good vocabulary and generate and articulate ideas and opinions
4	The school is situated in Chelmsley Wood, North Solihull and serves an area of high deprivation. Turbulence in families' situations affects both attendance and the emotional resilience of disadvantaged pupils and ability to self-regulate.
5	There can be a lack of parental engagement within the community that serves the school.
6	Poor attendance and persistent absence, family confidence and concerns following the pandemic.
7	Impact of COVID 19 school closure on academic achievement and pupils' mental health and gaps in learning. Limited access to a range of broad life experience due to the lockdown during the pandemic, with a significant impact on the early years. PP attendance 21-22 90.29% has improved to 22-23 91.49%. Interventions, attendance panels face to face have improved PP attendance post covid.

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
Quality first teaching is maintained, which supports pupils to close any further gaps which have occurred due to school closures for COVID-19 last academic year.	Teaching across school is consistently evaluated as highly effective and having a positive impact on pupils' achievement as shown through MER. High quality continuous professional development supports teaching learning so that all groups of leaners make at least good progress. Accelerated progress made so proportions of pupils eligible for disadvantaged pupils meet age-related expectations at least in line with other non-disadvantaged pupils nationally. RWI approach to phonics. Resources support delivery and ensure followed with fidelity, supporting development of PP pupils, particularly in language development.
Ensure that pupils consistently achieve highly, particularly the most disadvantaged	Live marking and feedback demonstrate progress within lessons and misconceptions being rapidly addressed (evidenced through book scrutiny, lesson observation, learning walks and pupil interview). Disadvantaged pupil progress in maths to be inline with National Percentage of disadvantaged pupils who attain greater depth to increase to national. TAs provide effective support for the focus group of pupils, ensuring at least good progress.
A rich and engaging curriculum builds clearly on the knowledge and skills pupils need to succeed. Focusing on supporting metacognition to develop skills to equip children for life.	Pupils are engaged and motivated. They have opportunities across a wide curriculum and range or of experiences including; access to resources, trips, visitors and extra-curricular opportunities in order to broaden their knowledge and perspective of the world.
Continue to improve and support attendance and behaviour for disadvantaged pupils	Enable disadvantaged pupils to achieve in line with other pupils nationally at the end of each key stage. Improve attendance to the national average (96%) and reduce persistent absence to the national average (9%)

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: £ 230,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Assistant Headteachers to be released to coach and mentor staff, following the principles of leadership leverage, through the Exemplary Leadership Programme. Core subject leaders and experience teachers, are now trained in coaching and supporting in live lessons. Experienced subject leaders are now coaching and mentoring leaders new to subject leadership. Clear focus on HAP PP children and oracy to support progress. Bespoke idealised programme of CPD based upon the Principals of instruction. Alongside this staff will continue with NPQML and NPQSL. Staff to participate in new to leadership training. All subject leaders are attending subject networks through Prosper Together MAT. Two staff member to undertake NPQSL. Uniformed criteria through a teaching matrix to support and develop teachers, with a common language and consistent approach. Ensure quality first teaching and learning across the school leading to an improved standard of teaching, so that pupils develop skills and knowledge they need to succeed in life, with a focus on disadvantaged as well as dedicated time for developing Middle Leaders. Subject leaders have central support, in regularly reviewing their subjects to ensure, granular detail with each subject sequence. All subject leaders are receiving bespoke CPD through the National College. Subject leaders are driving evidence-based approaches to improve curriculum implementation.	EEF Guide supporting school planning 2020-2021 highlights the importance of prioritising high-quality instruction in the classroom. EEF remote learning – rapid assessment evidence Feedback approaches and educational attainment in children and young people Published 16 August, 2021 EEF Attainment Gap report 2018 acknowledges QFT has a significant impact. Mastery learning concepts demonstrates an impact of plus 5 months for very little cost. T Sherrington 'Teach everyone better' B Rosenshine 'Excellence in teaching model' EEF toolkit +8months when instant feedback strategy is applied. Early years interventions moderate impact (+5 months). *Mike Gershan ' Feedback loop'*	1 / 2/ 7
Further develop 'live' assessment for learning opportunities, so that is has maximum impact on individual progress within the lesson. AHT released to carryout achievement meetings to take place half termly, with regular health checks on 5 PP children, per subject per class, increasing the profile and closing gaps. Monitoring focus per term are focused upon the power 5 pupils.	*Dylan Williams 'Using feedback effectively'* *EEF recommendations*	1/2/7

Teaching Assistants Over staffing of Teaching Assistants in phase1. Develop the social, linguistic, communication and language skills for all pupils entering EYFS, supporting disadvantaged pupils to make accelerated progress and achieve a Good Level of Development (GLD), from a low starting point. Adaptations for those children who are well below GLD in year 1, with bespoke plan and curriculum based on PSED. Regularly reviewed and fluid. Interventions for RWI, Handwriting, Numicon, Reading, Language skills, Fine Motor Skills delivered by Phase 1 Teaching Assistants. Mastering Number. Teaching assistants across Phase 2/3 to support with in class learning, through training and support to ensure effective deployment. Bespoke CPD for TAs on specific interventions and TA standards. TA matrix developed, with pre and post teaching CPD. AHT monitor impact regularly. Small group targeted support for PP children, with a focus on 'closing the gap' interventions and pre-tutoring of language and vocabulary, supported through the use of knowledge organisers. Personalised visual resources, using widget symbols, are used to improve accessibility.	*' Making the best use of teaching assistants.* Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1/3/7
Ensure all staff, including those new to school have in depth subject knowledge across the curriculum so that learning is effectively adapted to meet individual needs, enabling rapid progress of disadvantaged. MAT wide curriculum review completed with clear next steps to ensure it is an outstanding curriculum. Membership of Unity Trust (North Solihull Collaborative) offering 9 days of maths. Advisory teacher support plus a range of CPD across all subjects. Fordbridge Community Primary School is now part of Prosper Together Multiacademy Trust whereby good practice is collaborated through a range of networks.	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: Maths_guid-ance_KS_1_and_2.pdf (publishing.service.gov.uk)	1/2/3/7

SLE and geographical / historical association support in reviewing and writing the curriculum sequence for subjects. Continually adapt to meet our local community, ensuring content is relevant to and relatable for our pupils.	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Develop and revise Maths No Problem, with discrete arithmetic lessons, to support basic skills, through the introduction of number sense and fluent in five. Continue to embed. Mastery in number introduced in the early years. White Rose has been implemented across Years 16 to improve fluency in number, consistency in lesson structure and providing a mastery approach. x2 arithmetic lessons weekly (Years 2-5) to revisit prior learning. End of unit assessments are held at the end of each topic, to assess learning. Maths Resources – Invest in maths of the day and outdoor learning, maths times table programme and termly assessments. Increase in concrete resources to support understanding and language development. Times Table Rockstars is used from Years 1-6. Year 4 also have an additional targeted times table session.		
Reading bundle increased collection of reading material for each year group to accelerated progress and engagement in reading. RWI continues to be delivered as some pupils begin their time at Fordbridge with a lower than expected level of development in speaking and listening. The lowest 20% of year two pupils have the opportunity to read with an adult three times a week. Spelling Shed is used to improve spellings across the school. Oxford Reading and the Little Box of Books, widens pupils access to different texts, as well as diversity and equality across the school.		

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

Budgeted cost: ***£136,660***

Activity	Evidence that supports this approach	Challen number address
Banding off PP children, so that staff are aware who are our most vulnerable and bespoke targeting. Continue to improve and support behaviour for disadvantaged pupils in order to enable them to achieve in line with other pupils nationally at the end of each key stage. Further develop self-regulated learners, who are aware of their strengths and areas to develop, and motivate themselves to engage in learning. Introduce and embed skills builder across the school whilst developing SMILE to support positive emotional health and well-being strategies. Embed strategies which are tailored to meet individual needs, with individual targeted approaches and mentoring programmes, including: • Skills builder • EEF metacognition	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) 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 | Toolkit Strand | Education Endowment Foundation | EEF Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling	4/5/6/7

training for SLT • Speech and language therapist 1x day per week • Art therapist 22/23 funded through virtual schools • SISS support for 120 hours and 110 of Behaviour Support Team • Qualified councillor to work with 1:1 children 2 afternoons a week. • EEF Oracy training for School Improvement Team • TFW training KS1 • Time to talk introduced • Neli programme to support speech and language development Additional capacity (Outdoor education lead) to support behaviour and MHWB of identified children across the school. Develop forest school area and resources.		

National Tutoring Programme – Academic mentor employed to support 1:1 and small group catch up across Phase 3. Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. In-school tutoring: x2 comprehension, x2 times tables (Year 4), 3x maths (Year 6). SAHT regularly monitors planning and outcomes. Data is regularly reviewed. Phonics Leader will be out of class autumn 1/2 to lead support, monitoring and catch up across year 1 and 2. Phonics interventions1:1. Employing an additional teacher for the for Phase 1, phonics AM and catch up PM. Employment of staff member 4 days per week to support phonics and maths across year 1 and 2.	behind, both one-toone: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF EEF evidence indicates that tutoring can be effective, delivering 5+months Extensive evidence shows metacognition can provide a high impact (+7 months) for a very low cost. EEF report metacognition and self-regulated learners. Costa & Garston 'Learning how we learn.' Guy Claxton 'Helping children become better learners.'	7

SAHT teaches phonics 4 days a week in year 2 until end of the Autumn term and then 4 days a week in year 1.	
Speech and language therapist / 1 day per week Ongoing, x35 pupil premium pupils targeted. *Clear focus on supporting Phase 1 with small group and whole class strategies.*	1 / 7

Art therapist / 1 day per week 4/ 7

CEST will focus on providing support to children to explore their thoughts and feelings that may lie behind their and emotional distress. We offer both initial early intervention and more long-term intensive support where it needed. 1:1 session with children are identified through the inclusion team. SEMH support for LAC children fortnightly. Social and Emotional Learning - Moderate difficulties impact for moderate cost, based on extensive is evidence (EEF Toolkit).

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

Budgeted cost: *£ 120,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extensive number of extra-curricular activities 33 afterschool clubs a week,		3 / 6

offered at no cost to children. 35 afterschool clubs a week remain offered at no cost. Offering a range of experiences including; access to resources, trips, visitors in order to broaden their knowledge and perspective of the world. Ensure children are in school and ready to learn. Breakfast club offered daily from 8am to 8.30am, with a free breakfast and drink, 97 children attend daily on average. 98 children are attending Breakfast club daily. Subsidising Residential trips. Supporting cultural capital, ensuring out of school experiences for PP children, with the same opportunities offered. Children's University passports. To ensure all PP children have informed aspirations and knowledge of the range of vocations possible to them. Annual Graduation held at Birmingham University in the Great Hall, where approximately 200 pupils attend. Fordbridge Futures is now using Skill Builders Project which link directly to vacations in order to raise aspirations, and extend beyond the academics, technical and vocational experiences. Extended hours for Sports Club through Central Coaching to enable children to attend school on time and ensure a positive start to the day. Supporting a smooth and consistent start to the day, where upon basic needs are met with a focus on disadvantaged children.	Behaviour Interventions - moderate impact for moderate cost, based on extensive evidence (EEF Toolkit). Social and Emotional Learning - Moderate impact for moderate cost, based on extensive evidence (EEF Toolkit).	
Employment of Assistant Child & Family Support Worker to ensure an increase in the attendance of all Pupil Premium pupils and a reduction in the number of Pupil Premium pupils who are persistently absent Improving attendance and readiness to learn for the most disadvantaged pupils Persistent absence, family confidence and concerns following the ongoing pandemic.		5 /6

Implement SMILE across school to develop the positive emotional health and well-being strategies. Embed SMILE and strategies to support good mental health and well-being across the school. Life base education to support children in PSHE curriculum.		4 /5/6/7
Outdoor learning provision across EYFS		
Purchase of diversity books, with a Monday story and reflection assembly. Trial PP initiative, story express. If successful then send to lower banding PP children monthly.		
Ensuring children have access to professional counselling services, including bereavement support if needed. Listening school developed through Place to Be – with school councillor available through a listening clinic during lunchtimes. Further development of listening school into phase 2.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	
Additional capacity (learning mentor) in phase 2 to support behaviour and MHWB of identified children. Learning mentors over unstructured times / lunchtime to support pupils. Training for Learning mentors on zones of regulation to support vulnerable children.		4 / 7
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures – clear attendance SDP plan and Senior Leader Champion. Employment of external attendance and welfare officer to assist in improving attendance (CSAWS) Continuing with Attendance panels with CSAWS and Attendance Lead to challenge children with persistently low attendance.		5 / 6

Employment of outdoor education lead to lead and develop the outdoor learning provision for students with complex learning needs and challenging behaviour. Deliver outdoor sessions across the curriculum for different classes linking to their topics. Development of outdoor forest school area Outdoor learning provision across EYFS Outdoor provision across EYFS to promote prime areas with PD being targeted. Introduction of pilot for "Get cycling" for Phase 1 to promote PD.		3/4/6

Total budgeted cost: £ *455,610*

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

21/22 = Purple 22/23 = green 23/24 = red

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. Due to the rigor, clear recovery plans and use of tutoring funding outcomes were inline or above NA. Good progress evidenced throughout school, as demonstrated through observations , learning walks and book scrutinise. 95% of teachers were graded as good or better over time.

Outcomes
2020-21 60% phonics – New aim with clear focus to catch these children up over the next academic year. Revision resources support knowledge and skills for PP pupils, which resulted in PP children attaining inline with national at KS1 and making strong progress Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues.

2021-22

Interventions resulted in good progress from PP pupils, which was reflect in outcomes:
PP pupils attained 67% GLD 2% above national of 65% PP pupils attained 81% in phonics, 5% above national 76%

KS2 reading PP pupils 75% , attained in line with national 74%.
KS2 writing PP pupils 74%, attained above national 69%
KS2 maths PP pupils 68%, attained below national 71% BUT KS2 maths progress was below national 1.9, 7 pupils attain standardised score of 99, analysis shows that there were gaps in knowledge due to covid. Shape, space and measure scoring low. The remote learning uptake was lower for this cohort than the rest of the school, with 1/3 of pupils not accessing it.
KS2 GPS PP pupils 70%, attained below national 72%

22 % of children received support which resulted in improved behaviour, reductions in sanctions and the mental well-being of pupils.

2022-23

Baseline data shows PP children enter Phase 1 well below national, by the end of EYFS the gap has significantly closed with outstanding progress made.

EYFS

PP pupils attained 79% GLD 12% above national of 67%.

Phonics

84% phonics (79% national), PP 81% - 2% above national.
KS1 reading PP pupils 67% - National 68%
KS1 writing PP pupils 59% - National 60%
KS1 maths PP pupils 64% - National 71%

KS2 reading PP pupils 72%, attained in line with national 73%. Below average due to boys/PP – next steps: teaching and learning focus – learning walks, pupil voice, SDP.

KS2 writing PP pupils 72%, attained above national 71%. 6% HAP PP achieved GD. Next steps: prediction for next academic year currently 13%. The boys/ PP are lines of enquiry on SDP (boys was identified previously) and will feature as a strand in each area of monitoring moving forward.

KS2 maths PP pupils 69%, attained below national 73% PP.
GD performed exceptionally well this year as a result of subject leader supporting class teacher's delivery of challenging GD pupils. Additional tutoring also improved pupil progress.

60 % of children received support which resulted in improved behaviour, reductions in sanctions and the mental well-being of pupils.

Parent Voice shows:

- **98% agreed their child is happy in school 100% agreed their child feels safe in school**
- **99% agree school makes sure its pupils are well behaved**
- **99% feel their child does well in school 98% would recommend the school**

- **98% felt informed around their child's attendance.**
- **99% agreed that they are informed on attainment and progress of their child.**
- **99% agreed that targets and next steps for their child are clear.**

No improvement in attendance since last year. However, we are in line with NA. New focus on crossschool and across-LA working to address this issue. With Senior Leader Champion.

Outcomes for the school in 2018 compared to the national 2018 - 2019 data.					
% pupils	Fordbridge All pupils	Fordbridge Disadvantaged	Fordbridge Non-disadvantaged	National All pupils	Gap between Fordbridge disadvantaged and national overall
EYFS GLD					
	79	77	80	72	**+5%**
Phonics					
	90	90	90	82	**+8%**
Key Stage 1					
Reading	77	75	78	75	**0%**
Writing	73	71	75	70	**+1%**
Maths	80	75	84	76	**-1%**
Key Stage 2					
Combined	50	57	40	65	**-7%**
Reading	62	73	45	73	**0%**
Writing	80	87	70	78	**+9%**

Maths	78	73	85	79	**-6%**

23-24 Impact statement

100% (20/20) of teachers were graded at least good with 4 outstanding teachers (21%) in most recent teaching over time. As per EEF research, quality first teaching remains paramount for closing the gap. Termly achievement meetings were focussed on the alignment of formative data being reflected in summative data. From this information gathered using INSIGHT, POWER children were identified (5 per teacher, per subject). These children had intense intervention for one term only with the intention of exiting. They received; bespoke interventions, pre-teach 3x per week in maths, regular book looks, daily reading, guided write support and tutoring. Additional focus on higher achieving pupil premium children and closing the gap (see school development targets). Further details on the Teaching and Learning Report – June 24

KS2 reading PP pupils 81%, attained in line with national all 74%.
KS2 writing PP pupils 74%, attained above national all 72%.
KS2 maths PP pupils 74%, attained above national all 73%
KS2 PP combined 62%, NA 61% for all pupils.

Next steps: PP greater depth girls in maths and continue to close the gap between PP combined and other combined.

KS1 reading PP pupils 72% - National all 72%
KS1 writing PP pupils 66% - National all 63%
KS1 maths PP pupils 77% - National all 73%

Phonics PP pupils 85% - National 81%

GLD PP pupils attained 66% – National 68%.

22% of children received support which resulted in improved behaviour, reductions in sanctions and the mental well-being of pupils.
· 3 Pupil Premium pupils accessed art therapy.
· 11 Pupil Premium pupils have accessed support from CAFSW (including emotion work outside of counselling, regular use of Time to Talk).
· 31 Pupil Premium pupils have accessed SaLT (10 will be discharged from school SaLT caseload Autumn 2024.

16 have complex S&L needs and majority have other external professional involvement).

Parent Voice shows: · 98% agreed their child is happy in school 100% agreed their child feels safe in school · 99% agree school makes sure its pupils are well behaved · 99% feel their child does well in school 98% would recommend the school · 98% felt informed around their child's attendance. · 99% agreed that they are informed on attainment and progress of their child. · 99% agreed that targets and next steps for their child are clear. · 97% expressed the school has high expectations. · 98% believe their child is doing well at school. · 100% feel that the school communicates how well their child is doing.

Pupil Voice shows: · 100% of the sample agreed that the subjects that they learn are exciting and interesting. · 98% expressed that they love learning. · 100% feel safe in school.

23-24 demonstrated a significant increase in attendance at 93.5% and 92.6% for PP children. PA 18.61% - this will continue to be a high focus this year.

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
Mastering Number	NCETM