

Pupil premium strategy statement – Bure Valley School

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	233
Proportion (%) of pupil premium eligible pupils	56 (23.5%)
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)	2023/2024 to 2025-2026
Date this statement was published	October 2024
Date on which it will be reviewed	July/Oct 2025
Statement authorised by	Mr D Spalding (Exec)
Pupil premium lead	Mr J Olney (Head)
Governor / Trustee lead	Mrs K Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,005
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>	£84,005

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is one of the most important tools we have to address the stubborn link between family income and education outcomes. Used purposefully, it can help tackle some of the barriers that stand in the way of eligible pupils' progress. But getting the most out of your Pupil Premium requires careful consideration and planning. To support this we utilise research such as [EEF using-pupil-premium guidance](#).

It remains our intention that all Bure Valley pupils, irrespective of their background or the challenges they face, will make good progress and attain well across our curriculum.

The focus of this pupil premium strategy is to support our disadvantaged pupils, especially those with high prior-attainment, to fulfil their potential. When creating our pupil premium strategy, we carefully consider the challenges faced by our vulnerable pupils, such as those who have a social worker or who are young carers.

We believe that a one size fit approach to pupil premium spending can be ineffective, because not all disadvantaged children have the same needs. Therefore, targeting this group with a blanket approach to intervention would be inappropriate. We will not run interventions for the sake of it, and will target research informed academic support and interventions on particular learners or groups where appropriate.

We believe that prioritising the development of high quality teaching will have subject the biggest impact on the outcomes of all pupils, including those who are not classified as disadvantaged. Therefore, developing great teaching, is at the heart of our approach, alongside focussing our efforts on areas which pupils do require support.

We believe that evidenced based, continuous professional development, combined with good curriculum development, effective mentoring and coaching, strong recruitment and retention and the development of high quality teaching resources will help to close the disadvantage attainment gap and benefit all. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will also be sustained and improved alongside the progress of disadvantaged peers.

Our pupil premium strategy is also integral to our wider school improvement plans and continued recovery from the disruption brought about by the pandemic.

Our approach, rooted in robust diagnostic assessment, will be responsive to common challenges and individual need. We will not make assumptions about the impact of disadvantage. The approaches we adopt will benefit: our curriculum, school attendance, our extra-curricular offer and will help individuals to make progress from their unique starting points.

To make our strategy effective, we will:

- ensure disadvantaged pupils are challenged in the work they are 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 is possible
- communicate with and support parents and carers

We appreciate that closing the attainment gap between disadvantaged and non-disadvantaged pupils is a complex and long-term process rather than a quick fix. We accept that sometimes we might not always reap the benefits of the work we do by the end of key stage two. Nonetheless, pupils may go on to achieve well or make accelerated progress at a later stage in their education because of the intervention, support and teaching they received earlier in their schooling.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, vocabulary and grapheme phoneme correspondence among many disadvantaged pupils on entry into Year 3. This gap can persist or widen without targeted teaching and additional support. This affects reading and greatly impacts on writing development.
2	A not insignificant number of pupils join with a reading age below their chronological age this affects spelling and writing outcomes and hinders access to wider curriculum learning.
3	Data analysis indicates mathematical attainment and progress among disadvantaged pupils is below that of non-disadvantaged pupils. This gap can persist or widen without targeted teaching and additional support. Over the last several years, on entry Year 3 baseline data has revealed that between 30 - 60% of our disadvantaged pupils arrive with lower attainment and/or a maths age below their chronological age.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other non-disadvantaged pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps that if not addressed will lead to pupils falling further behind age-related expectations.
5	Our assessments, observations and discussions with pupils and their families have identified social and emotional issues for many pupils, notably because of a lack of enrichment opportunities and academic support out of school. Whilst not exclusively an issue for disadvantaged families, these challenges can particularly affect disadvantaged pupils, including their attainment and cultural capital.
	Despite attendance data generally being good across the school, long term data trends indicate that attendance percentages among disadvantaged pupils are lower overall than that of non-disadvantaged pupils (especially when term time holidays are not included). With a larger number of disadvantaged pupils, having been 'persistently absent' compared to their non-disadvantaged peers during that period.

Absenteeism is proven negatively affect outcomes for all pupils, and will hinder the progress and attainment of disadvantaged pupils.

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>Improved reading, oral language skills and vocabulary among disadvantaged pupils</p> <p>EEF Phonics. EEF Improving Literacy in Key Stage 2. EEF Targeted Academic Support. EEF Guide to the Pupil Premium. EEF Social and Emotional Learning.</p>	<p>Monitoring evidence shows:</p> <ul style="list-style-type: none"> • All pupils benefit from high quality teaching. • Vocabulary development is integrated into all subjects with new words and word meanings taught explicitly. Pupils are taught to use strategies to deepen understanding. • Teachers incorporate opportunities for pupils to engage in structured talk, including paired discussion and group work. • Staff use Wellcomm, phonics screening and test data to systematically highlight specific needs and to provide effective, targeted intervention as necessary. The percentage of pupils requiring additional Read Write Inc. Fresh Start phonics intervention beyond LKS2 is reduced overtime. • Early readers receive targeted support to build confidence, fluency and comprehension. Parents are equipped to support their child’s reading and language development at home. • Pupils benefit from wider strategies to support their wellbeing and readiness to learn and engage in language activities. • Regular monitoring and assessment of reading progress and language skills helps staff to identify gaps and adjust support offer accordingly. • Disadvantaged pupils are able to express their understanding, give explanations and share their learning in a variety of ways. Pupils read regularly and this helps them to learn and apply more technical and ambitious vocabulary in their writing.

	<p>Pupils can agree and disagree respectfully during conversations they have.</p> <ul style="list-style-type: none"> • Improvements in oral language, phonetical awareness and vocabulary impact positively on early writing and writing outcomes.
<p>Improved reading attainment among disadvantaged pupils</p> <p>EEF Guidance Report EEF Phonics EEF Improving Literacy in Key Stage 2 EEF Targeted Academic Support EEF Guide to the Pupil Premium</p>	<p>Monitoring shows:</p> <ul style="list-style-type: none"> • Improved reading progress and attainment outcomes for all pupils, as evidenced by standardised test scores and reading age data. • 3 year KS2 reading attainment outcomes have improved from 2022 baseline. Attainment gap between disadvantaged and non-disadvantaged peers is closing. • Regular monitoring and assessment of reading progress and language skills helps staff to identify gaps and adjust support offer accordingly. • Renaissance Star adaptive assessments highlight individual areas for development. • Pupils requiring additional support and intervention benefit from high quality teaching and focussed academic support. • Pupils access books with the correct level of difficulty (Zone of Proximal Develop (ZPD)). • Focus pupils are prioritised and have access to daily reading and volunteer readers. • Parents are equipped with strategies to support their children’s reading at home.
<p>Improved maths attainment for disadvantaged pupils</p> <p>EEF Guidance Report Third Space Learning Action Tutoring</p>	<p>Monitoring shows:</p> <ul style="list-style-type: none"> • All pupils benefit from high quality teaching and targeted support. • Improved maths progress and attainment outcomes for all pupils, as evidenced by standardised test scores and maths age data. • 3 year KS2 maths attainment outcomes have improved from 2022 baseline. Attainment gap between disadvantaged and non-disadvantaged peers is closing. • Regular monitoring and assessment of knowledge and skills helps staff to identify gaps and adjust support offer accordingly. • Renaissance computer-adaptive assessments are used to screen, benchmark and provide accurate

	<p>assessment data to inform teaching, targeted maths practice and intervention.</p> <ul style="list-style-type: none"> • Staff receive appropriate training and support to develop formative assessment practices, explicit instruction and modelling and deepening understanding through concrete-pictorial-abstract approach. • Pupils benefit from regular and deliberate practice. • Parental engagement activities enhances parent’s ability to support maths learning in the home. • Pupils have access to additional resources such as online maths platforms that can be used at home to reinforce learning.
<p>To reduce knowledge gaps exacerbated by partial school closures, COVID-19 recovery</p> <p>EEF Socio Economic Gap</p>	<p>Monitoring shows:</p> <ul style="list-style-type: none"> • All pupils have access to high quality teaching and effective, targeted academic support. • School CPD support the development of evidence based instructional strategies and effective assessment and feedback practices. • School develops and embeds spaced retrieval practice into the curriculum to reinforce key learning and to help pupils retain information over time. • School develops workshops and engagement opportunities for parents and carers to equip them with strategies to support their children’s learning at home. • Pupils can access a range of extra-curricular activities to promote engagement and motivation and to build confidence and resilience in all pupils. • Pupils can access mental health resources and pastoral support services to ensure they are ready to learn. • School collaborates effectively with local organisations and local authority to provide additional support and resources for disadvantaged pupils.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p> <p>EEF High Quality Teaching EEF Professional Development EEF Targeted Support</p>	<p>Monitoring shows:</p> <ul style="list-style-type: none"> • All pupils benefit from high quality teaching and targeted academic support. • School staff benefit from effective professional development to enhance their subject knowledge and pedagogical skills.

<p>EEF Guidance Report EEF Social and Emotional Learning.</p>	<ul style="list-style-type: none"> • Pupils work in a collaborative learning environment where curriculum planning provides opportunities for working together on projects and problem-solving tasks. This enhances social skills and emotional well-being alongside improving academic outcomes. • Teaching assistants and wider school support staff are used effectively to provide targeted support. • Wider school curriculum and BVS Horizons programme develops pupil's social and emotional skills. Pupils get to participate in a range of enrichment activities to enhance their social skills and cultural capital. • Pupils can access mentoring and have opportunities to mentor others as part of the school's pupil leadership opportunities. • Qualitative data from pupil voice interviews, surveys and observations highlights good levels of pupil wellbeing. • Pupils know that feelings, thoughts and behaviours are linked. They stop and think about their emotions before acting. This leads to a reduction in recorded behaviour incidents and SEMH reports show pupils are better able to self-regulate and have an increased level of self-awareness • Pupils can channel emotions productively and have developed empathy and social skills to support their ability to function independently. • Children talk about feelings effectively, they understand others' feelings or concerns. They make appropriate choices based on how they feel and can talk openly about why they feel that way. • Reduction in the number of bullying incidents (CPOMS). • Improved attendance rates for focus pupils.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Monitoring shows:</p> <ul style="list-style-type: none"> • School has robust attendance monitoring systems that track attendance patterns and identifies pupils who may need additional support early on.

<p>Strategies to Boost Attendance</p> <p>Successful Attendance Strategies</p> <p>10 Step Approach to Improving Attendance</p> <p>EEF Supporting Attendance</p> <p>EEF Tailored Approach</p> <p>EEF Summary of Evidence</p> <p>Positive Action – Improving School Attendance</p>	<ul style="list-style-type: none"> • Overall absence rate less than 5%. • Attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced over time. • Percentage of disadvantaged pupils who are persistently absent (below 90%) is comparable to non-disadvantaged and national rates. • All pupils can access high quality teaching and targeted academic support. • CPD supports engaging teaching methods and this makes lessons more engaging and relevant to pupils, increasing their motivation to attend. • School has established clear attendance expectations and communicate them regularly. • School acknowledges and celebrates good attendance to foster a culture of attendance as a shared value. • School develops personalised support plans for pupils at risk of persistent absence. Focussing on specific needs and barriers to attendance. • Attendance leads and ALF Attendance Officers engage parents to support and promote importance of attendance. Team implement regular check-ins with pupils who have lower attendance, discuss challenges and provide support. • School staff collaborate with local organisation and LA to provide additional support services which may help to alleviate some barriers to attendance. • School staff create a welcoming and inclusive environment to help pupils feel safe and valued. • Case studies show improved attendance rates as a result of school action.
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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)

Budgeted cost: £70,502

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised and diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum.</p> <p>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Purchases of: DfE validated systematic synthetic phonics programme/intervention, phonetically decodable books and Accelerated Reader programme and associated books for each ZPD range.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Funding teacher release time to embed key elements of guidance and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>Prioritising teacher development, with the aim of improving teaching in the classroom has proven to have the greatest impact on pupil attainment. EEF Attainment Gap Report 2017</p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into our curriculum and routine practice. Supported by training for staff and Friendly Faces.</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>

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

Budgeted cost: £78,041

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p>	<p>1, 4</p>

low spoken language skills.	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Additional phonics sessions targeted at disadvantaged pupils who require further early reading and phonics support	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Purchase of Accelerated Reader (AR) to help to ensure progress for all readers, to improve motivation & engagement and to better track and monitor reading. Promotion of school's Book Worm Reading Challenge.	Programme shown to support progression of reading skills. By allowing pupil to read suitable book, take an online quiz, and get immediate feedback. Children known to respond well to regular feedback and are motivated to make progress with their reading skills. Accelerated Reader Education Endowment Foundation EEF	1, 2
Engaging with the National Tutoring Programme to provide 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.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
Homework support club.	Disadvantaged pupils typically receive additional benefits from homework, but are less likely to have a place to study, access to a device or parental support to complete tasks. Homework clubs offer pupils a supervised and supportive environment to complete homework activities during the school day. EEF Homework	1, 2, 3
Purchase of Edukey provision mapping software to reduce workload and	By using data and assessment information, teachers can identify areas	1,

manage SEND and pupil premium.	where a pupil may need additional support or intervention. The provision map can then be used to plan and monitor the provision that is put in place to help the pupil achieve their targets. EEF SEND Guidance	
Purchase of online subscriptions to support learning at home.	Automatic pupil assessment data generated by online learning programmes enables teachers to quickly and easily identify problems for pupils early on. Subscriptions can support learning and targeted intervention. EEF Remote Learning	1, 2, 3
Creation of Learning Lab KS2 targeted provision to support specific pupils with SEN/SEMH needs	Provide children with specific learning difficulties specialist teaching targeted at the individual needs recorded in their statements. Provide a structured, supportive environment where children can feel relaxed, safe and secure EEF Learning Behaviours	1, 2, 3, 5

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

Budgeted cost: £69,926

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Retention of additional support staff and access to SEMH, pastoral, parent support advisor, nurture support and family learning coordinator.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5

<p>Subsidised uniform, trips, extra-curricular clubs and breakfast & tea club provision. Including access to hardship funds.</p>	<p>Reducing socio-economic segregation has many benefits and is an impactful use of pupil premium money. EEF Using Funding Effectively</p>	<p>3, 4</p>
<p>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 and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £218,469

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Primary Accountability Measures 2023-2024

KS2 statutory outcomes

Progress:

- It is not possible to calculate KS1-KS2 progress measures for academic years 2023/24 and 2024/25. This is because there is no KS1 baseline available to calculate primary progress measures for these years due to Covid-19 disruption.

Attainment:

- Overall, pupils broadly achieving in line with national outcomes
- BVS disadvantaged pupils achieving in line with or better than national disadvantage outcomes, especially at GDS/higher standard and in maths
- Attainment gap between disadvantaged and non-disadvantaged pupils persists (national phenomenon)
- Attainment gap closed for maths and closing in writing
- RWM attainment gap (EXS+%) lower than expected

Measure	Reading				Writing				Maths				Combined			
	SCH	NAT	SCH DIS	NAT DIS	SCH	NAT	SCH DIS	NAT DIS	SCH	NAT	SCH DIS	NAT Dis	SCH	NAT	SCH DIS	NAT DIS
% EXS+	70	74	53	62	66	72	53	58	72	73	74	59	54	61	42	45
% High/GDS	24	28	16	17	16	13	16	7	21	24	16	13	5	8	5	3

Inspections Data Summary Report (IDSR)

- Close to average school % FSM6
- Pupil base deprivation below average
- School location deprivation close to average

Provisional 2024 KS2 (10.10.24):

- None of the progress and attainment measures were statistically significant
- RWM KS2 Expected Standard % for FSM/CLA pupils significantly below national
- Absence 5.6% (higher than schools with similar level of deprivation)
- Persistent absentees 15%

- Whole school suspensions 22/23 – 4 (0.4% of cohort)
- Whole school permanent exclusions 22/23 - 0

School Progress against Intended Outcomes

Improved oral language skills and vocabulary among disadvantaged pupils:

Assessment outcomes and monitoring observations indicate improved oral language and vocabulary amongst disadvantaged pupils, especially in LKS2. This is evident when triangulated with other sources of evidence, including planning, engagement in lessons, book reviews and ongoing formative assessment. The % of pupils requiring additional phonics support beyond LKS2 has reduced and a clear intervention programme is in place for pupils who require additional phonics support and instruction. All children are encouraged to read at least 3 times a week at home and parent engagement meetings reinforce the importance of reading and language development at home. Tier 2/3 vocabulary and subject specific technical vocabulary is explicitly taught and discussed in whole class guided reading. Children get the opportunity to read aloud, share ideas and present their learning. Teachers build in opportunities for paired discussion and group work. Monitoring shows that teachers use effective questioning techniques.

Improved reading attainment among disadvantaged pupils:

KS2 reading outcomes were lower than expected. A number of pupils achieved a standardised score of 99 and were one or two marks away from achieving the expected standard. Internal data analysis (PIRA/Star Reading) demonstrates a reduction in the number of children with a reading age below their chronological age. Pupils are engaging well with whole class guided reading and Accelerated Reader. The school has a strong reading culture and early readers are prioritised for daily reading and also benefit from reading with voluntary readers.

Improved maths attainment for disadvantaged pupils at the end of KS2:

KS2 maths outcomes show that more disadvantaged pupils meet the expected standard than previously. The number of children with a maths age below their chronological age has reduced based on internal data analysis (PUMA/Star Maths). All pupils benefit from a well implemented maths curriculum, strong teaching and regular, deliberate practice (Maths Meetings/TT Rockstars practice). Formative assessments are used well to identify gaps in understanding and teaching is adjusted accordingly.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils:

Qualitative data from pupil voice, pupil and parent surveys demonstrates that pupil wellbeing is good. Disadvantaged pupils, like all students, appreciate, participate in and benefit from a range of enrichment activities as part of the school's curriculum and extended curriculum. 100% of pupils participated in school trip and sports events across 23-24. Pupils benefit from a strong pastoral/nurture offer, including access to Forest School, Learning Lab nurture group, pastoral and SEMH support. The school's curriculum is effective in developing pupil's social and emotional learning. Pupil leadership responsibilities enable older pupils to develop a sense of belonging and support younger pupils. The school works hard to engage parents to help bridge the gap between home and

school. Behaviour data shows a reduction in the overall number of recorded incidents from the previous academic year for disadvantage and non-disadvantaged pupils.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils:

The school has robust attendance monitoring systems in place to track attendance and identify patterns. The overall absence rate for all pupils was close to national figures for the academic year 23-24 based on school data and FFT national attendance updates. Rates of absent between different pupil groups was not significantly different when outliers were removed. The school environment and culture is welcoming and inclusive. School staff work hard to make all pupils feel safe and valued. School staff work effectively with families to encourage and develop better attendance, particularly with pupils who have specific medical needs and/or emotional based school avoidance challenges. All pupils continue to benefit from a strong teaching offer and engaging curriculum. This, alongside a good extra-curricular offer motivates pupils to attend and fosters a sense of community and belonging. The school is clear about attendance expectations and communicate this regularly to the wider school community through a variety of channels. The school has bought a Studybugs subscription to aid communication and to monitor and promote attendance. The school has access to the Aylsham Learning Federation's attendance officers (based at Aylsham High School) to help monitor attendance and develop tailored support plans for pupils at risk of persistent absence, focussing on needs and barriers to attendance. The school's attendance lead implements regular check-ins with pupils who have lower attendance to discuss challenges, provide support and celebrate successes. Where appropriate, the school works with external agencies and services to help alleviate barriers to attendance. This includes the local authorities' attendance team/advisors and inclusion team.

We believe that the school continues to be on track to achieve the intended outcomes listed in our three-year strategy.

The aspects of our strategy that are working particularly well are:

- Improved maths attainment
- Pupil wellbeing, safety and wider curriculum/extra-curricular offer

The aspects of our strategy that continue to have continued room for development are:

- Improved reading/writing outcomes
- Attendance (persistent absence and severe absence)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.