

# Pupil premium strategy statement for Eling Infant School and Nursery (December 2024 update)

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	Eling Infant School and Nursery
Number of pupils in school	114 (148 Nursery) Update 2024- 104 (150 with Nursery)
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2023, December 2023, July 2024, December 2024 finalised July 2025
Statement authorised by	Trina Sillence Headteacher
Pupil premium lead	Trina Sillence Headteacher
Governor / Trustee lead	Ellen Humphries lead for disadvantaged pupils

## Funding overview 2024-2025 (December 2024)

Detail	Amount
Pupil premium funding allocation this academic year	£41,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£41,440</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

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

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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. 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 recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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

## 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 teachers and children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception

	through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Internal assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in the core subjects.
6	Our observations and discussions with teachers, children and families have identified social and emotional issues for many children. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Our attendance data over the last years indicates that attendance among disadvantaged pupils has been between 2-4% lower than for non-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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2024/25 show that 75% of disadvantaged pupils met the expected standard.

Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2024/25 show that 75% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS1.	KS1 writing outcomes in 2024/25 show that 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from behaviour in school, children and parent surveys and teacher observations</li> <li>• Intervention data to include Nurture and ELSA using the Boxall Profile</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• introduction of My Happy Mind</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> </ul>

## Activity to be completed by the end of 2024/2025

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

### Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer to Peer working for across the core subjects. Teachers supporting each other through the Rosenshines principles and phonics.	Changes to classroom practice. Observation notes and discussion will show an open approach to professional development	1,2,3,4,5
INSET training on Phonics, interventions and Safeguarding, Early Years, Curriculum	Whole school training for teachers which will directly impact classroom teaching.	1,2,3,4,5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources if necessary and fund ongoing training and release time. Investigating evidence from Voice 21.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,5
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. To continue to review and resource the program as the program develops in school.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to	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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	3

<p>access Maths managers sessions and Maths conference.</p> <p>Maths lead to support planning across the school.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p>	
<p>Enhancement of our writing and reading teaching and curriculum planning in line with DfE and EEF guidance and Hampshire.</p> <p>EEF Implementation guidance used for new initiatives and work from Hampshire English hub.</p>	<p>Ensure that the teaching of reading and writing is based on current research and is drawn on evidence based approaches. Attending Hampshire training to implement and embed the good practice shared. Reading and literacy lead to work together to build a strategy.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	1,2,4
<p>Additional training in social and emotional learning across the whole school.</p> <p>SEL approaches will be embedded into routine school life and supported by professional development and training for staff. MHST team support, Primary Behaviour support training and new screens for SEND. Including the implementation of My Happy Mind</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/social-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Support by RWI advisor and SENCO</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	1,2,5

	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Additional targeted sessions for reading for disadvantaged pupils. This will be delivered by trained teaching assistants spotlight reading	Reading programs have a strong evidence base indicating a positive impact on pupils, particularly those from disadvantaged backgrounds. Targeted reading interventions have been shown to be effective when delivered regularly over a period of up to 12 weeks.	1,2,5
Teaching assistant across Key Stage 1 to support the teaching of core subjects	Tuition and teaching targeted at specific groups within the classes. This is to further embed learning and to fill the knowledge gaps.  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4,5,
Engaging with the National Tutoring Programme to provide a program of, 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.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3,4,5

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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance governor/support staff to improve	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7



attendance. New whole school tiered approach to attendance. Course led by Hampshire Inspectors.		
Focus on wellbeing by children's participation in extracurricular activities and Penguin club. Also enrichment sport activities.	<p>Research suggests that participation in extracurricular activities has been found to associate with increased well-being.</p> <p><a href="https://www.frontiersin.org/articles/10.3389/fpsyg.2021.647402/full">https://www.frontiersin.org/articles/10.3389/fpsyg.2021.647402/full</a></p>	
Contingency fund for acute issues.	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.	All

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our final review of the 2020-2021 year has been published on our website and reviewed by our governors in July 2021.

Review for July 2022

Pupil premium statement 2022 final

#### **Improved oral language skills and vocabulary among disadvantaged pupils**

Talk time and language has been a focus across all planning. Philosophy daily encourages talk and reasoning this is across the whole school. Talk time additional adults to model. Vocabulary is planned for in every subject. Nurture group to model good language for those that need it the most. Vocabulary and language is still an issue across the school and will remain a focus. Cross school training is planned for Autumn as this is an area of improvement for all schools.

#### **Improved reading among disadvantaged pupils**

We have an additional adult every morning in Year 1 and 2 to work with focused groups of children during the lessons and to provide small group reading sessions National Tutoring Program every afternoon to focus on disadvantaged children and learning the skills. Paired reading by teaching assistants in class. Reading has a high profile at school. We have worked hard on gaining the basics in reading that was missed through Covid. The Year 2 children made good progress the next step was to work on fluency, through independent practice. The training for Early Reading and Phonics will have an impact on reading data for 2022-2023.

Current data end of year 2 data for PP children in reading is: 37.5%. In Year R PP children was 57%

#### **Improved maths attainment for disadvantaged pupils at end of KS1**

We have an additional adult every morning to work with focused groups of children during the lessons. National Tutoring Program every afternoon to focus on disadvantaged children and learning the basic skills in Maths. Maths attainment for disadvantaged maths was good with teachers attending Maths managers and Maths conference.

Current data end of year 2 data for PP children in maths is: 56%. In year R PP children was 57%.

### **Improved writing attainment for disadvantaged pupils at end of KS1**

This year we have used the Covid recovery money to add an additional teacher to the Key Stage 1 team. This has meant that all children have benefitted from smaller classes for maths, literacy and phonics. All teaching assistants involved in the tutoring program have completed the 11 hour national tutoring program training in order to deliver mentoring sessions. These sessions have been focused on the most disadvantaged children in school and they have received 15 hours maths and 15 hours additional literacy sessions. Regular assessment and moderation have meant that the children's gaps have been quickly identified and intervention has been well targeted,

Current data end of year 2 data for PP children in writing is: 25%. In year R PP children was 57%.

### **To achieve and sustain improved wellbeing for all pupils in our school particularly disadvantaged pupils**

The school has always had a strong focus on mental health and well being and we plan our curriculum well in order to ensure that the children have the capacity to deal with their emotions and are able to recognise feelings in others. All assemblies are values and feelings driven and we always give the message that it is ok not to be ok. We have dedicated ELSA groups that focus on emotions. Our Nurture sessions work on feelings and emotional regulation. There is a separate SIP target around mental health and well being across the school and this has led to a strong drive throughout the children and the adults alike. We believe in a growth mindset and that failure is a way to learn. We are conscious of the emotional load our children carry and by knowing about our individual families we are able to help and intervene when children feel overwhelmed. Excellent PSHE planning focuses on safety, wellbeing and belonging.

### **To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.**

Regular reporting of attendance on each newsletter. Attendance awards in assemblies. Parents have received fixed penalty notices for any holidays we have been very clear in the message we have given around this. There has still been some hesitancy around school attendance for certain groups of the school community. The school has been robust in the message that children should be in school if they are well. Covid aside due to lock downs there has been many outbreaks of differing viruses that have affected attendance.

Tracking of attendance remains a high priority for the school and nationally. A new government paper was released in May 2022 with new actions from September 2022

## **Update July 2023**

### **Improved oral language skills and vocabulary among disadvantaged pupils**

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### **Improved reading among disadvantaged pupils**

We have an additional adult every morning in Year 1 and 2 to work with focused groups of children during the lessons and to provide small group reading sessions National Tutoring Program every afternoon to focus on disadvantaged children and learning the skills. Spotlight reading by teaching assistants in class. Reading has a high profile at school. The training for Early Reading and Phonics will have an impact on reading data for 2022-2023. Training for this started in May 2022. All staff were trained in phonics and development days were scheduled throughout the year and one to one coaching for staff and children.

2022-2023 data shows that phonics is above national and Year 2 reading data has 77.5% of children achieving ARE and 60% of PP achieving ARE. 30% of the cohort achieved greater depth in reading this is 10% above national and a 12.5% increase from last years data.

### **Improved maths attainment for disadvantaged pupils at end of KS1**

We have an additional adult every morning to work with focused groups of children during the lessons. National Tutoring Program every afternoon to focus on disadvantaged children and learning the basic skills in Maths. Maths attainment for disadvantaged maths was good with teachers attending Maths managers and Maths conference.

2022-2023 data for year 2 in maths shows that 82.5% of children gained ARE which is a 15% increase from the previous year. 75% of PP children achieved ARE. 14 children from the 20 who have the double barrier of being SEN and PP 70% achieved ARE.

### **Improved writing attainment for disadvantaged pupils at end of KS1**

This year we have an additional teacher to the Key Stage 1 team. This has meant that all children have benefitted from smaller classes for maths, literacy and phonics. All teaching assistants involved in the tutoring program have completed the 11 hour national tutoring program training in order to deliver mentoring sessions. These sessions have been focused on the most disadvantaged children in school and they have received 15 hours maths and 15 hours additional literacy sessions. Regular assessment and moderation

have meant that the children's gaps have been quickly identified and intervention has been well targeted,

Current data end of year 2 data for writing was 70%. 55% of the PP children achieved ARE with 45% of children with double barriers achieving ARE. This is a 17.5% uplift on the previous year.

### **To achieve and sustain improved wellbeing for all pupils in our school particularly disadvantaged pupils**

The school has always had a strong focus on mental health and well being and we plan our curriculum well in order to ensure that the children have the capacity to deal with their emotions and are able to recognise feelings in others. All assemblies are values and feelings driven and we always give the message that it is ok not to be ok. We have dedicated ELSA groups that focus on emotions. Our Nurture sessions work on feelings and emotional regulation. There is a separate SIP target around mental health and well being across the school and this has led to a strong drive throughout the children and the adults alike. We believe in a growth mindset and that failure is a way to learn. We are conscious of the emotional load our children carry and by knowing about our individual families we are able to help and intervene when children feel overwhelmed. Excellent PSHE planning focuses on safety, wellbeing and belonging.

### **To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.**

Regular reporting of attendance on each newsletter. Attendance awards in assemblies. Parents have received fixed penalty notices for any holidays we have been very clear in the message we have given around this. The school has been robust in the message that children should be in school if they are well. There has been many outbreaks of differing viruses that have affected attendance.

Local traffic disrupts during 2022-2023 has had a huge impact on attendance however the message stays consistent and absence is challenged.

Tracking of attendance remains a high priority for the school and nationally. It is reported to governors each meeting.

**Update December 2023 onwards.** We have had a significant reduction in the funding we have received due to less children being in receipt of funding. The school did have 37% PP now it has 30%. Reduction of £15,000.

**July 2024**

### **Improved oral language skills and vocabulary among disadvantaged pupils**

Talk time and language has been a focus across all planning and continues to be. Philosophy daily encourages talk and reasoning this is across the whole school. Talk time

additional adults to model. Vocabulary is planned for in every subject from Nursery to Year 2. Nurture group to model good language for those that need it the most with an additional adult to help model where possible. Vocabulary and language is still an issue across the school and will remain a focus, English core training has had a focus on vocabulary and training has been attended by literacy and reading lead. Headteacher training around disadvantaged has helped to scaffold language by disseminating to all staff.

2024 update - Literacy lead has attended training from Voice 21 looking at oracy strands and identifying the needs of the children at school and how to ensure that opportunities to improve oracy are timetabled and known by all staff working with these children. Philosophy for Children has been aligned to the oracy work and the P4C lead planning differentiated lessons.

### **Improved reading among disadvantaged pupils**

We have the new designated role of reading lead who has worked closely alongside literacy lead throughout 2023-2024. Regular coaching of teachers of phonics by reading lead has kept fidelity to the program. Spotlight reading by teaching assistants in class. Reading has a high profile at school. Development day and coaching sessions held termly have supported the reading lead. QR codes sent home for phonics so access for all. ILEARN sessions held to support all parents with reading at home. All children received a book on World Book Day and regular access for all children to free books.

Predictions for phonics 2023-2024 to meet national and reading to meet national for all groups.

Actual 2024- Reading lead has been working closely with SENCO around meeting the reading needs of the lowest 20% of children. Tight and regular assessment of phonics ensures the teaching meets the immediate needs of the children. Any child identified as not being on track are supported through fast track tutoring to fill the learning gaps. The older children not yet fluent are receiving spotlight reading. This assessment is live and changes are made when observed and at least half termly.

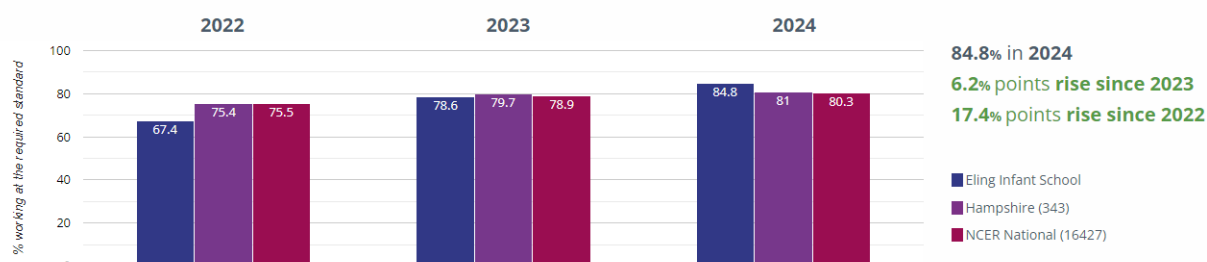
The reading lead attends all Hampshire English core provision alongside the literacy lead and this leads to a cohesive learning approach.

Regular whole staff coaching around reading is given to all staff. We work closely with a Read Write Inc coach to further develop our practice.

2024- data for reading at end of Year 2 is 75% of the children met ARE. This is the same as school 2023 and above national 2023 by 2%. 9 children achieved greater depth 32% compared to 30% school 2023 and 18.8% national 2023

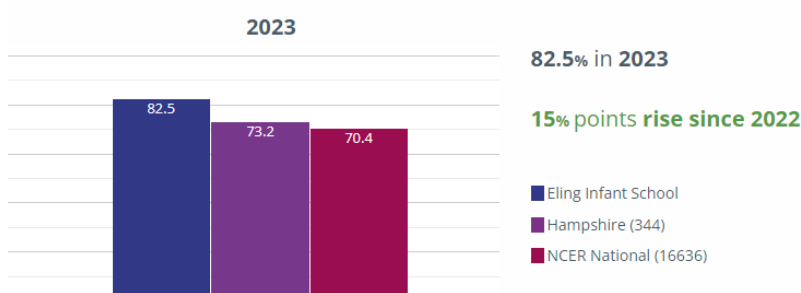
Phonics data: 2024

### Year 1: Working At



### **Improved maths attainment for disadvantaged pupils at end of KS1**

2022-2023 data for year 2 in maths shows that 82.5% of children gained ARE which is a 15% increase from the previous year. 75% of PP children achieved ARE. 14 children from the 20 who have the double barrier of being SEN and PP 70% achieved ARE.



The AHT supports the maths planning across the school which is good. Data for 2023-2024 looks to meet national. Staff attend Maths managers and Maths conference each year and keep up to date with current practice. Tutoring supports the children who need additional support in the afternoons and is planned by the maths teacher.

Results 2023-2024- 71% of children achieved ARE compared to 70.4% national 2023 and 82.5% school 2023. Although we have met national it is a significant drop to last years children this is due to cohort variation. 14% of children achieved greater depth compared to 16.3% national 2023 and 17.5% school 2023-This equates to one less child.

### **Improved writing attainment for disadvantaged pupils at end of KS1**

Close working between reading lead and literacy lead has seen an improvement in writing and spelling across the school. The literacy lead teaching and planning in Year R has meant a continuous journey of writing across the school. Writing predictions for 2023-2024 are to meet national

2023 end of year 2 data for writing was 70%. 55% of the PP children achieved ARE with 45% of children with double barriers achieving ARE. This is a 17.5% uplift on the previous year.

2024 update: 68% of our children met ARE for writing, this compares to 70% school 2023 and 60.1% national 2023. 11% of the children achieved greater depth compared to national 2023 of 8%.

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

The school has always had a strong focus on mental health and well being and we plan our curriculum well in order to ensure that the children have the capacity to deal with their emotions and are able to recognise feelings in others. All assemblies are values and feelings driven and we always give the message that it is ok not to be ok. We have dedicated ELSA groups that focus on emotions. Our Nurture sessions work on feelings and emotional regulation. Sharing of practice around ELSA and Nurture has meant more children have had access. There is a separate SIP target around mental health and well being across the school and this has led to a strong drive throughout the children and the adults alike. Excellent PSHE planning focuses on safety, wellbeing and belonging. Training for all staff around SEND screens and well being interventions. Twilights have been held for all staff by the Mental Health Support Team around wellbeing and anxiety. The school wellbeing team continues to support across the school.

2024 update: INSET day training around how to support children with barriers to learning and managing anger. We have had coffee mornings for parents from the MHST to help with strategies for their children. The school has started the NHS program My happy Mind in 2024 – which is part of the RHE curriculum. This program has been implemented from Nursery to Year 2. SIP target 3 for 2024-2025 focuses on supporting all stakeholders mental health and well being and training given to be able to provide this support.

We have started working with Youth Options to support some of our children and continue to work with YFM.

**To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.**

Regular reporting of attendance on each newsletter. Attendance awards in assemblies. Parents have received fixed penalty notices for any holidays we have been very clear in the message we have given around this. The school has been robust in the message that children should be in school if they are well.

Attendance this year has been a focus and a problem with the cohort that we have and some individual cases that have impacted attendance.

We have attended county wide training around how to improve attendance and as a result new procedures have been put in place including a tiered response to attendance. A more robust monitoring and reporting schedule.

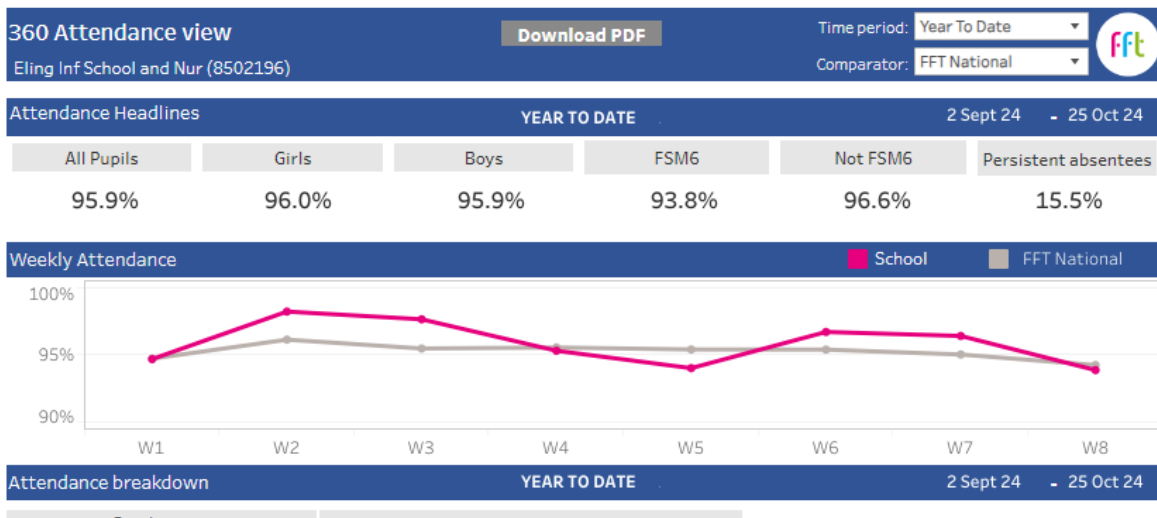


Tracking of attendance remains a high priority for the school and nationally. It is reported to governors each meeting.

The headteacher report gives more information to governors around attendance in order for further discussion and review. By using FFT the school is able to analysis groups more easily and target individuals.

2024 update -In September 2024- New SIP target Key target 1 focuses on attendance following the guidance in August 2024. The school has a new attendance governor and has strengthened the focus on absence. A new policy and tiered approach to attendance has been issued to all stakeholders. Tighter more robust processes have been implemented and more forensic analysis of attendance has been introduced. Greater depth of reporting to governors around attendance and Headteacher has attended all DfE attendance sessions to date. Attendance is more obvious around school from displays to newsletters to social media posts. School is using

Attendance first half term of 2024.



**Report last updated December 2024**