

Pupil premium strategy statement – Holyhead Primary Academy 2024-25

This statement details our school's use of pupil 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	212 (Reception to Year 6)
Proportion (%) of pupil premium eligible pupils	(105) 49.5%
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)	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Natalie Shipley
Pupil premium lead	Natalie Shipley
Governor / Trustee lead	Chris Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Pupil Premium - £128760.00 LAC and PLAC - £17,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£146,750

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent for Pupil Premium Plan

At Holyhead Primary Academy, our intention is that all pupils, regardless of their background and starting points, will make good progress and achieve high attainment across all subject areas. The aim of our pupil premium strategy is to support disadvantaged pupils in achieving that goal, including progress for those who are already high attainers. We are dedicated to closing the gap between disadvantaged pupils and their peers, providing equitable opportunities for all.

Our school is situated in an area characterised by a high proportion of disadvantaged children and families, with the pupil premium population averaging just below half of our school's demographic — 49.5%. In certain cohorts, the percentage of pupils eligible for pupil premium rises to as high as 72%. Furthermore, our institution falls within the lowest 20% of schools in terms of deprivation, making our commitment to this demographic particularly crucial.

We have established and thoroughly integrated processes and procedures to enhance the outcomes for pupil premium children. We routinely review the impact of our initiatives to ensure their effectiveness for each individual cohort. This allows us to address the distinct needs of our pupil premium pupils and to implement new strategies that add a personalised approach to achievement for all learners.

In alignment with our objectives, Holyhead Primary Academy offers a curriculum referred to as E3L, which is designed to ensure that all children are excited about their learning while being afforded opportunities to explore and excel. This curriculum not only supports academic growth but is also geared towards fostering personal, moral, spiritual, and academic development. Notably, it includes initiatives aimed at developing cultural capital that broadens experiences and raises aspirations—critical components of social mobility—by facilitating educational trips, inviting guest speakers, and providing broader life experiences, particularly for children who may lack access to opportunities beyond the classroom.

Our provision for disadvantaged children encompasses several strengths that we have intentionally cultivated:

- Tailored in-class support through quality first teaching and personalised interventions, accompanied by high expectations for all students to excel and bridge learning gaps.
- Teacher-led interventions across all core subjects to reinforce learning.
- A unified whole-school focus on phonics, directly targeting reading and spelling proficiency.
- Actively promoting a love of reading through innovative resources such as our book vending machine, robust partnerships with local libraries, and substantial investments in home reading materials.
- Implementation of a tailored curriculum that offers all children opportunities to encounter new challenges both academically and pastorally while establishing meaningful connections within and across subjects.
- Utilisation of Welcom to support early language acquisition and enhanced Speech and Language.
- Strategic use of funding and collaboration with BCU to enhance English language and speech development.
- Provision of specialised assistance to meet the needs of our SEND pupil premium pupils, ensuring alignment with our SEND curriculum for continuous progress.
- Consistent application of behaviour management strategies complemented by high expectations concerning behaviour, including behaviours that facilitate learning.

- Maintenance of a strong safeguarding culture coupled with personalised family support systems.
- Engagement of specialised staff and external agencies to stimulate social and emotional development.
- Delivery of whole-child development initiatives as part of the Trust's Personal Development Spiral, including the implementation of our safeguarding curriculum.
- An extensive provision of before and after school care, as well as enriched forest school opportunities.
- A diverse array of enrichment activities, promoting learning outside the classroom and an emphasis on the Arts.

The overarching aims of our pupil premium strategy are clearly articulated:

- To continue embedding and adapting strategies that support the attainment of disadvantaged pupils so that their outcomes align with or exceed those of their non-disadvantaged peers.
- To focus and enhance early reading and language development systematically.
- To persist in developing targeted support for specific cohorts, further improving provisions to ensure positive outcomes for disadvantaged children in reading, writing, and transferable skills.
- To refine and enhance the delivery of phonics in Key Stage 2, ensuring that progress for disadvantaged pupils meets or surpasses that of their non-disadvantaged counterparts.
- To actively improve the mental health and well-being of our disadvantaged pupils, fostering a nurturing environment sensitive to their needs and aspirations.
- To further enhance attendance among our disadvantaged pupils, reducing lateness and increasing overall engagement.

In conclusion, our pupil premium plan is a robust commitment to addressing the educational disparities faced by our pupils. We remain resolute in our mission to foster an inclusive environment that uplifts every learner.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Gaps in attainment in all core subjects</i></p> <p>In the early years, particularly within Reception, Year 1, Year 2, Year 3, Year 4, and Year 6, disadvantaged pupils encounter greater difficulties in early reading and comprehension compared to their peers. This trend extends into numeracy, with disadvantaged pupils struggling more in mental maths than their peers, which further exacerbates the attainment gap in maths.</p>
2	<p><i>Significant gaps in disadvantage pupils reaching the higher standard in all core subjects</i></p> <p>Writing and spelling, disadvantaged pupils consistently demonstrate greater challenges across all year groups, with fewer pupils reaching the higher standard set for their age. This disparity is further highlighted at the end of Key Stage 2, where a disproportional number of pupils eligible for Pupil Premium do not achieve the expected greater standard in writing, reading, and maths.</p>

3	<p><i>Special Educations Needs</i></p> <p>38% of our PP cohort have additional needs which gives a further barrier to learning (Compared to 14.1% nationally) 57% of these pupils have an EHCP (compared to 3% nationally). The needs are speech, language and communication.</p>
4	<p><i>Access to wider opportunities</i></p> <p>It is crucial that we continue to address this gap to improve aspirations and cultural capital. We need to continue offering and building school wide opportunities for our disadvantaged children with access to rich, quality experiences that enhance their learning from first-hand experiences to improve outcomes.</p>
5	<p><i>Attendance</i></p> <p>Evidence indicates that higher levels of pupil absence and lateness (U codes) correlate with lower academic performance among disadvantage pupils.</p>
6	<p><i>Safeguarding and Mental Health support</i></p> <p>Our engagement with vulnerable families and discussions with disadvantaged pupils that there is a pressing need for mental health and emotional support. Aspirational guidance and parenting support are essential components in addressing these challenges, as they significantly impact both the emotional wellbeing and academic attainment of disadvantaged pupils.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved and sustained good attendance for all and reduction in lateness, particularly our disadvantaged pupils	<p>Increased attendance rates of disadvantaged pupils to match or exceed the national average for non-disadvantaged pupils.</p> <ul style="list-style-type: none"> - the overall absence attendance rate for all pupils being at least 96% - Reduce persistent absentees with disadvantage pupils from 16% to 11%
Build a supportive school culture that promotes academic resilience among disadvantaged pupils. Enhancing emotional and mental health support for disadvantaged pupils	<p>Improved engagement of disadvantaged pupils in school activities as evidenced by attendance and participation records. Greater resilience characteristics evidenced by pupil surveys and staff feedback.</p> <p>Measurable improvement in student well-being survey results. Reduced instances of behavioural issues linked to mental health.</p>
Improved SEND provision in the school through an inclusive culture where pupils with additional needs are supported effectively.	<p>Improvements in provision will be evidenced by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent surveys and teacher observations.

	<ul style="list-style-type: none"> • Appropriate SEND learning plans are consistently implemented in the NEST (evidenced in learning walks) and SEND analysis indicate that pupils are making progress in their targets. • Observations that show specific pupils demonstrating self-regulation and are using taught strategies to manage. • At least 60% of disadvantaged pupils engage in additional nurture and sports activities in extra-curricular activities
Improved attainment among disadvantage pupils.	<p>By July 2027:</p> <ul style="list-style-type: none"> • In the Year 1 Phonics screening test, 80% or more disadvantaged pupils consistently meet the expected standard. • Reading outcomes in KS1 and KS2, show that at least 70% of disadvantaged pupils meet the expected standard (increase from 55% 2023-24) • Writing outcomes in KS1 and KS2, show that at least 70% of disadvantaged pupils meet the expected standard (increase from 55% 2023-24) • Maths outcomes in KS1 and KS2, show that at least 75% of disadvantaged pupils meet the expected standard (increase from 60% 2023-24)
Enhance attainment in writing, reading, and maths to the Greater standard for disadvantaged pupils by the end of key stage 2.	By the end of KS2, 20% of PP achieve the Greater standard in reading, writing, and maths, bridging the current achievement gap with their peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 19,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Provide high-quality CPD for teachers to ensure effective delivery of whole school Phonics support.</p> <p>Insets days and weekly meetings</p> <p>Target support</p> <p>Training to maximised impact of LSA lead interventions</p> <p>Spelling shed training</p>	<p>The EEF findings show that the average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).</p>	1,2,3
<p>Teaching of grammar, vocabulary, punctuations and spelling training</p> <p>CPD provided by The Literacy Shed, Grammarsous and Jane Considine</p>	<p>There is a strong evidence base from EEF that pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event.</p> <p>There is extensive evidence through EEF that high quality vocabulary enrichment children develop as readers and writers.</p>	1,2,
<p>Specialist support for the teaching of writing</p> <p>Personalised CPD for each year will be supported by the partnership with an external writing consultant</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them</p>	1,2,3
<p>CPD for leadership of core subjects and SEND to increase leadership capacity</p>	<p>Improved confidence and capability in leadership roles as evidenced by feedback from staff and performance metrics.</p> <p>Positive trends in subject-specific student achievement data.</p>	1,3

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

Budgeted cost: £ 91,988

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategically used to support speech and language development, which is crucial for improving overall academic outcomes.</p> <ul style="list-style-type: none"> - Enhancing Oral Language Skills lead by a Speech and language therapist - Targeted Intervention 	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among the</p>	<p>1,2</p>
<p>Additional Phonics Support Additional phonics sessions (daily) targeted one to one and small group at disadvantaged pupils who require further phonics support.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>School Led Tutoring Daily before and after-school booster group sessions run by Teachers</p>	<p>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 Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop</p>	<p>1,2,3</p>

	phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.	
<p>Tutoring led by external provider - Mathematics through one to one Third Space Learning targeted at Key stage 2</p> <p>Fluency in reading through the Children's Literacy Trust</p>	<p>NFER report: Promote an ethos to succeed, focus on high quality teaching. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance. Studies by Arts participation (+3months) Behaviour interventions (+4months) Physical development approaches (+3months) Teaching assistant interventions (+4 months) Improve provision for the 'most' disadvantaged children for example further integrating the use of the Birmingham Hippodrome into the curriculum, the use of Forest school, and the Edible Playground. Reduce barriers for attending extra-curricular activities / residential trips to improve academic progress and promote cultural capital. Coaching and leader support sessions delivered to support middle/senior leaders ensure impact and consistency.</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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1,2,3

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

Budgeted cost: £ 35,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusive Activities: Ensure all pupils have access to enrichment activities that promote communication skills, such as drama, music, and sports, forest school, Breakfast club	EEF: Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. + 7 months Forest school will offer child led learning which develops Metacognition and self-regulation for EYFS and Key stage 1.	4,5,6
Extra-curricular activities Costs of extracurricular activities/trips/residential are subsidised for families who require financial support. Examples include music lessons, day trips, residential trips, swimming lessons, sports clubs, arts clubs etc. Activities are selected to meet the needs/aspirations of individual children.	Disadvantaged children have less access to extra-curricular activities and cultural experiences. Children with access to these opportunities often have higher motivation, confidence and the skill to work in a team. (EEF) We want to give all our disadvantaged children the opportunity to have access to all our extra-curricular clubs and experiences provided by the school and our local community to close the gap between the experiences our advantage children have compared to our disadvantaged children	1,4,5,6
Social and Emotional Support	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SE skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SE skills are linked with poorer mental health and lower academic attainment. SE interventions in education are shown to improve SE skills and are therefore, likely to support disadvantaged pupils to understand and engage in healthy relationships	5,6

	with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	
SEND Support Teacher and Teaching Assistant Lead Teacher and LSA to support the development of inclusion for SEND pupils with the highest needs	SE interventions in education are shown to improve SE skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	3,6
De-Escalation training development to support positive behaviours	<p>FER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key stage assessments.</p> <p>Studies by EEF: Social and emotional support (+4months) Behaviour interventions (+4months).</p> <p>Provide additional support for children who are SEN or at risk of becoming a school refuser. Parents to work alongside SLT and class teacher to improve outcomes of particular children.</p>	5,6
Attendance Strategy Develop and implement a strategy with robust attendance monitoring cycles. Use attendance incentives with targeted pupils. Address persistent absentees, building positive relationships with their families through processes set out in the school attendance policy, focusing on pupils with	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>Attendance for our disadvantaged children is lower than our non-disadvantaged children and below national average. SLT to liaise with families and external professionals to improve attendance</p>	5

Behaviour Support - Safeguarding and Pastoral Lead Safeguarding and Pastoral Lead is to be recruited to support with whole school strategies in self-regulation and behaviour alongside developing close communications with families and leading with safeguarding.	EEF research shows that knowing and understanding what causes behaviours is crucial to supporting them to be more positive and therefore improve outcomes for all children. Explicitly teaching what positive behaviour looks like is key to developing excellent behaviour across the school. Teachers needs to have all the strategies required to support good behaviour. Targets approaches need to be in place for individual children. The pastoral lead will focus predominately on those children who need a targeted approach to support good behaviour but will also support staff in developing effective behaviour management across the school	5,6
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Total budgeted cost: £ 146,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our three-year pupil premium activity had on pupils, using data from the 2023 to 2024 academic year. Pupils receiving early years pupil premium have not been included in the following data.

Progress and impact against intended outcomes: *Attainment Data*

Intended outcome 1,2,3	Success criteria	Impact
Improved reading, writing and mathematics attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes show that the number of PP pupils meeting the expected standard has improved and that the gap between non-PP and PP pupils meeting the expected and above standard has reduced.	See data below

Year 1

	Reading			Writing			Maths		
	PP	Non-PP	Whole class	PP	Non-PP	Whole class	PP	Non-PP	Whole class
EXS+	89%	76%	87%	67%	62%	66%	67%	71%	73%
GDS	0%	10%	7%	0%	5%	3%	0%	5%	3%

Year 2

	Reading			Writing			Maths		
	PP	Non-PP	Whole school	PP	Non-PP	Whole school	PP	Non-PP	Whole school
EXS+	55%	70%	60%	55%	70%	60%	60%	70%	63%
GDS	5%	30%	13%	5%	20%	10%	5%	30%	13%

Year 3

	Reading			Writing			Maths		
	PP	Non-PP	Whole class	PP	Non-PP	Target	PP	Non-PP	Target
EXS+	64%	63%	67%	71%	50%	60%	78%	56%	67%
GDS	7%	25%	17%	0%	6%	3%	7%	25%	17%

Year 4

	Reading			Writing			Maths		
	PP	Non-PP	Whole class	PP	Non-PP	Whole class	PP	Non-PP	Whole class
EXS+	71%	100%	85%	71%	92%	81%	78%	100%	89%
GDS	14%	15%	15%	14%	8%	11%	21%	8%	15%

Year 5

	Reading			Writing			Maths		
	PP	Non-PP	Whole class	PP	Non-PP	Whole class	PP	Non-PP	Whole class
EXS+	88%	84%	86%	81%	83%	86%	88%	92%	90%
GDS	38%	17%	29%	6%	8%	7%	38%	17%	29%

Year 6

	Reading			Writing			Maths		
	PP	Non-PP	Whole class	PP	Non-PP	Whole class	PP	Non-PP	Whole class
EXS+	79%	65%	71%	86%	88%	87%	79%	83%	81%
GDS	43%	12%	26%	7.1%	0%	3%	36%	18%	26%

Further Analysis and Review

The data above presents a detailed analysis of outcomes for our disadvantaged cohort, aiding in the evaluation of our strategies and highlighting areas for improvement. The achievement gaps between disadvantaged and non-disadvantaged pupils vary each year and by subject, with the most significant discrepancies in Year 2 and Year 4. Nevertheless, there are instances where Pupil Premium students have closed the gap or outperform their non-Pupil Premium peers. Moving forward, it is clear that we must focus on enhancing outcomes. A comprehensive evaluation of the reading and grammar curriculum and phonics programme is essential to drive meaningful change and ensure measurable progress, thereby closing the attainment gap and promoting educational equity across cohorts.

Progress and impact against intended outcomes: *Phonics*

Intended outcome 4	Success criteria	Impact
Improved phonics screening results for disadvantaged pupils in Year 1 and Year 2.	Results of the phonics screening test in Year 1 and Year 2 will show a smaller gap between pupil premium and Non-PP	See below

	pupils reaching the expected standard.	
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Year 1	2023	2024
Whole cohort	85.7%	85%
Disadvantage	55.6%	90%
Non disadvantage	73.9%	86.7%
Year 2	2023	2024
Whole cohort	0%	62.5%
Disadvantage	0%	66.7%
Non disadvantage	0%	50%

Further Analysis and Review

The data below presents a comprehensive analysis of the outcomes for our disadvantaged cohort. Notably, the performance gap has been effectively closed in the last academic year, owing to targeted tutoring and small group phonics interventions. As a result, disadvantaged pupils have outperformed their peers, highlighting the significant success of these strategies. The intent is to sustain this positive impact by implementing continued interventions for future cohorts, thereby ensuring that they also achieve comparable success. We remain committed to fostering an inclusive educational environment that uplifts all students and mitigates the barriers faced by those from disadvantaged backgrounds.

Progress and impact against intended outcomes: *Wellbeing*

Intended outcome 5	Success criteria	Impact
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • qualitative data from pupil voice, parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils 	<p>The impact of our initiatives has been significant, resulting in an increase in the attendance of disadvantaged pupils at after-school clubs, rising from 30% to 60%. Additionally, we have provided an increasing number of free places in</p>

		wrap-around care year on year, which have been fully utilised. Furthermore, 22 disadvantaged pupils have benefited from access to play therapy, positively enhancing their social and emotional well-being.
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Further Analysis and Review

Increased engagement in extra-curricular activities, both inside and outside of school, has positively influenced cultural capital and aspirations. It is essential to continue offering broader opportunities as students' progress on their educational journeys, thereby enhancing the overall educational impact. Furthermore, Base 25 play therapy should persist in addressing the emerging needs of students, ensuring they receive the support necessary for their personal and academic development.

Progress and impact against intended outcomes: *Attendance*

Intended outcome 6	Success criteria	Impact
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Overall attendance for all pupils being 97% or above, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced further.	<p>For disadvantaged pupils, the percentage of sessions recorded as an absence in our school is 5.8%, a total of 1,777 session(s). Absence is 2.2% lower than the national percentage of 8.0%. This is also 1.8% lower than the percentage of the previous year in your school of 7.6%.</p> <p>Disadvantage pupils attendance was higher than Non Disadvantage, see below.</p>

STRENGTHS

OVERALL ABSENCE

Gap-to-National	+1.2%
Year-on-Year Trend	-2.1%

PERSISTENT ABSENCE

Gap-to-National	+3.8%
Year-on-Year Trend	-9.4%

SEVERE PERSISTENT ABSENCE

Year-on-Year Trend	-3.7%
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AUTHORISED ABSENCE

Gap-to-National	-0.3%
Year-on-Year Trend	-2.2%

CHALLENGES

You have no significant indicators for the selected options.

Whole School	Present	Absent	Unauth. Absent	Persistent Absentees
All Students	94.8%	3.1%	2.1%	12.6%
Disadvantaged	94.8%	3.1%	2.0%	12.9%
Not Disadvantaged	94.5%	3.4%	2.1%	17.1%

Further Analysis and Review

The implemented processes and incentives to improve attendance have resulted in a notable enhancement of overall attendance at the school. Pupil Premium pupils, in particular, have demonstrated sustained attendance levels that surpass those of their non-Pupil Premium counterparts. This trend reflects a commendable position, aligning with the national average. Nonetheless, the upcoming challenge lies in exceeding this average while simultaneously reducing instances of lateness, which significantly affect overall attendance percentages. Continuous efforts in these areas will be essential for future success.