

Pupil premium strategy statement 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Rushden Primary Academy
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 2024/2025 2025/2026
Date this statement was re-published	September 2025
Date on which it will be reviewed	January 2025, July 2025
Statement authorised by	C Krzanicki
Pupil premium lead	L Edwards
Governor / Trustee lead	C Krzanicki

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 62,160
Recovery premium funding allocation this academic year	£ NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Tutoring premium	£NA
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62160

Part A: Pupil premium strategy plan

Statement of intent

At Rushden Primary Academy, we strive to ensure achievement for all; overcoming barriers to learning for disadvantaged pupils is at the heart of our Pupil Premium Strategy. When making decisions about using Pupil Premium funding, we consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

We have identified the barriers of disadvantaged children for the period of this strategy plan, these are:

- Learning gaps caused by school closures and national lockdowns due to the COVID pandemic*
- Speech and language development in EYFS and KS1*
- High levels of low attainment in children with PP and SEND*
- Low attainment for PP in core subjects*
- Low attainment in all 3 core areas (combined) at KS2*
- Low attendance and persistent absence from school, as well as poor punctuality*

To ensure our strategies are effective, we will:

- Use diagnostic assessments to identify gaps in learning and set targeted interventions*
- Use formative and summative assessment to identify accurate starting points and appropriate scaffolding is in place for PP and SEND children*
- Ensure teaching and learning opportunities are accessible and providing challenge to all pupils*
- Work closely with families to provide support for attendance and other wider barriers to learning*

Demography and School Context

Rushden Primary Academy is a two-form entry community school located in Rushden, Northamptonshire. The school opened in September 2015 with Early Years and mixed KS1 cohort and is now, in September 2025, two-form entry throughout Early Years to Year 6. Most year groups have spaces, which has a significant impact on funding. A low birth rate nationally in 2024-25 has impacted pupil numbers. However, there was a strong EYFS intake this year. Current pupil numbers are shown in the table below. Numbers of disadvantaged pupils are higher in KS2.

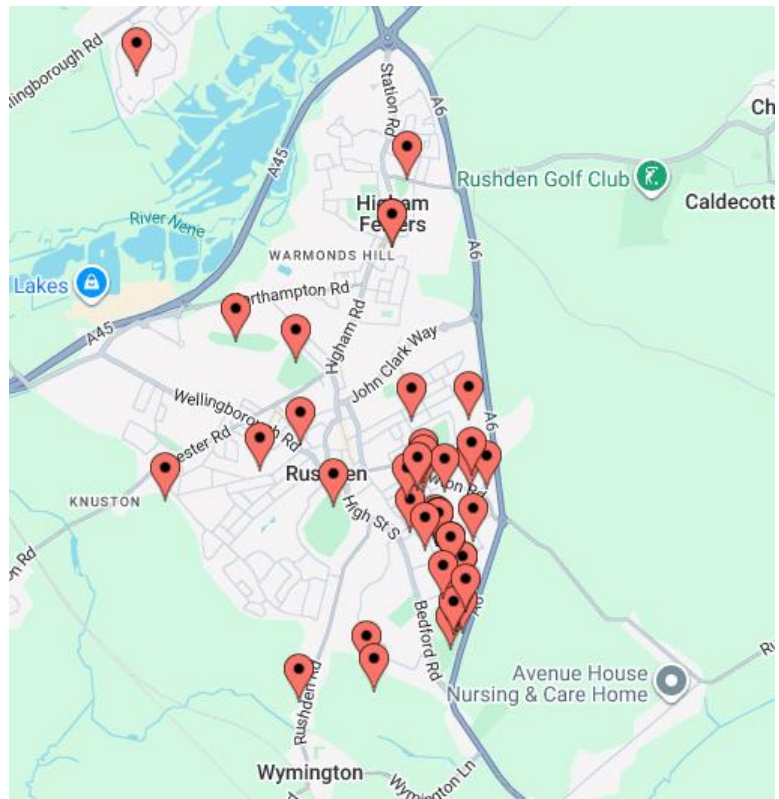
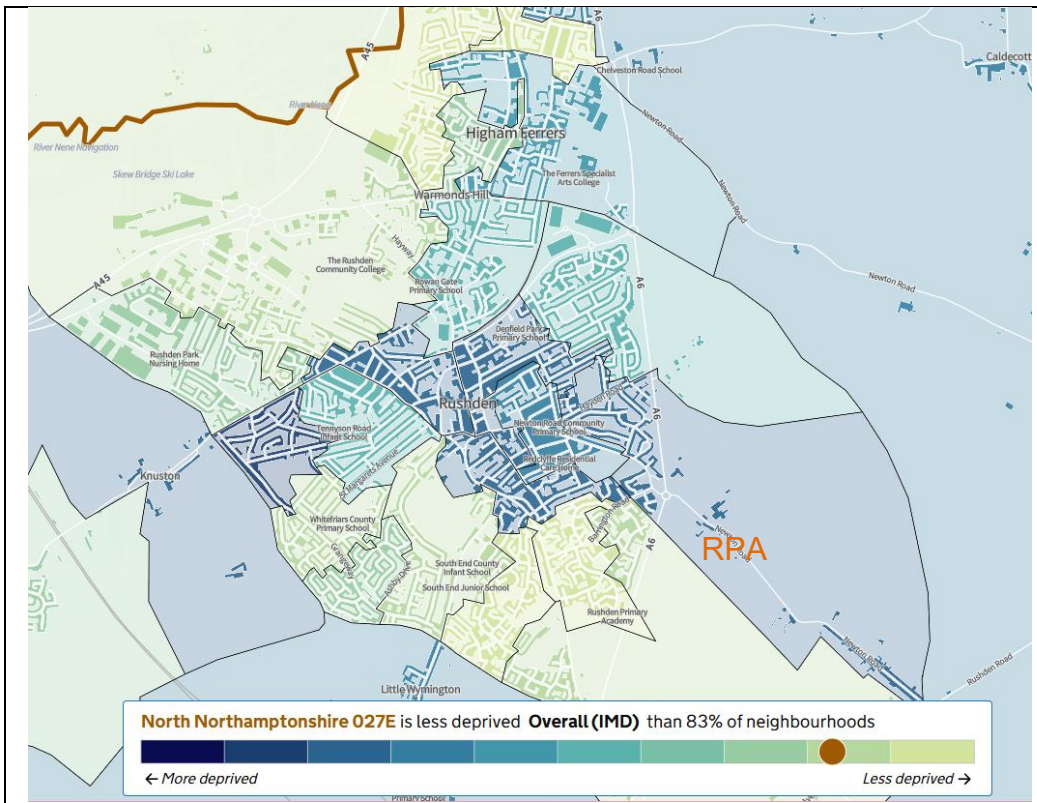
Year Groups

	Pupils	Boys	Girls	EAL	Summer Born	Free School Meals	SEN Support	EHC Plan	Absence Rate
Reception	59	29	30	8	18	0	0	2	2.4%
Year 1	46	30	16	1	13	4	3	2	4.0%
Year 2	56	32	24	8	21	7	2	2	2.4%
Year 3	53	36	17	10	15	5	7	2	4.9%
Year 4	62	33	29	4	27	8	6	3	2.9%
Year 5	51	21	30	4	23	8	2	2	4.7%
Year 6	56	25	31	4	18	10	5	4	4.1%

Deprivation Index

The Indices of Deprivation map below shows that the school is located within the 10% least deprived areas, the school pupils are spread more widely, sometimes coming from the surrounding areas that are in the 10% or 20% most deprived. Please see the maps below – Pins indicated in orange fall in some of the highest ranked deprived areas.

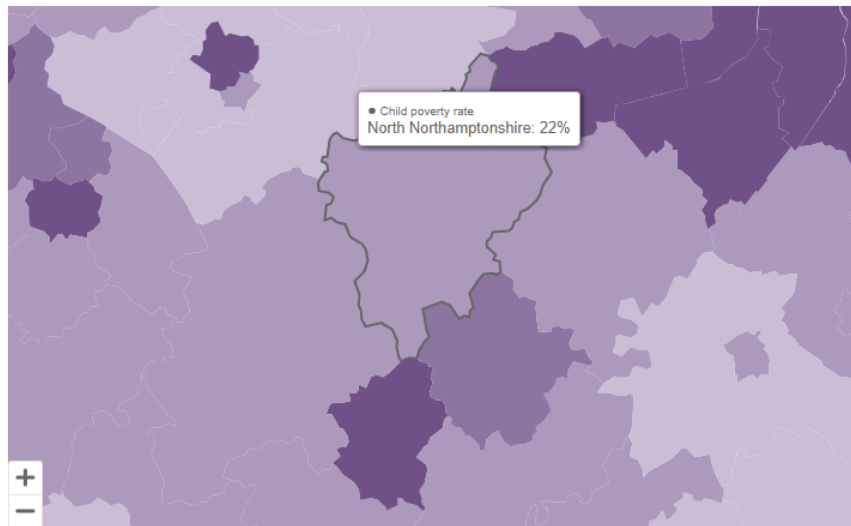
Whilst our school sits in a neighbourhood that is ranked 27,429,407 out of 32,844, which is among the 20% least deprived in the country, 39 out of 42 of our disadvantaged pupils live in areas surrounding the school which are classed as being in the 1st – 5th decile.



- Pink Pin - RPA
- Orange Pins = 1st – 5th decile (most deprived)
- Blue Pins = 9th & 10th decile (least deprived)

The Joseph Rowntree Foundation indicates that 22% of children in North Northants are living in poverty.

Child poverty rate estimates by local authority, 2020–21



Child Poverty Rate

- 10 – 15%
- 15 – 20%
- 20 – 25%
- 25 – 30%
- 30 – 40%
- Greater than 40%

Other key statistics:

2025 - 2026 Academic Year (September)

For this data, a disadvantaged filter has been used which includes PPG, Ever 6, LAC, and PP+. (It also includes

60% of children are male and 40% are female. Of the 60% which are male, 33% (9/27) also have SEND. There are a further 2 boys on the pathway which would bring this to 40%. Of the 40% which are female, 18% (3/17) also have SEND.

In total, amongst our disadvantaged children, we have 9% of children who are Disadvantaged and SEND. This group continue to track below all other groups.

Disadvantaged Pupil Entry 2025

Pupils who are disadvantaged

		2025-2026				
		Entry				
		Reading	Writing	Maths	Reading/Writing/Maths	
		# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Main Assessment	All Pupils	44	57%	45%	50%	39%
	EAL	6	67%	67%	67%	67%
	Not EAL	38	55%	42%	47%	34%
	Boys	27	56%	41%	52%	37%
	Girls	17	59%	53%	47%	41%
	Pupils with SEND	11	9%	0%	9%	0%
	Pupils without SEND	33	73%	61%	64%	52%

This year's strategy will focus on raising attendance and the combined level (R,W,M) for all pupil groups as attainment is low in all 3 core subjects.

EYFS GLD 2024

EYFS GLD

Pupils (from 2024-2025) in Reception

		2024-2025		
		Summer 2		
		# pupils	% of pupils Expected or higher	
EYFS GLD	Main Assessment	All Pupils	47	68%
		Disadvantaged	4	50%
		Not Disadvantaged	43	70%

The table below represents the disadvantaged pupils in EYFS in 2024-25. Attendance continues to be a priority for 2025-26.

Gender	SEND broad area of need	2024/25 Summer Attendance percentage
Female	None	91.4%
Male	None	71.6%
Male	None	90.5%
Male	Communication and Interaction	87.1%

Pupils (from 2024-2025) in Year 1

		2024-2025	
		Summer 2	
		Reading	
		# pupils	% of pupils Expected or higher
Phonics Score	All Pupils	55	80%
	Disadvantaged	5	100%
	Not Disadvantaged	50	78%

Phonics – Y1 2025 – Dis pupils outperformed non-dis pupils last year, showing a positive impact of this strategy.

KS1 performance data 2024-25

Dis pupils in KS1 did not perform as well as non-dis pupils. This

Pupils (from 2024-2025) in Year 2

		2024-2025				
		Summer 2				
			Reading	Writing	Maths	Reading/Writing/Maths
		# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Main Assessment	All Pupils	52	71%	69%	81%	63%
	Disadvantaged	6	33%	17%	50%	17%
	Not Disadvantaged	46	76%	76%	85%	70%

Male	SEMH	98.3%
Male	None	97.4%
Male	Communication and Interaction	97.4%
Male	None	96.5%
Female	None	98.3%
Male	None	96.6%

KS2 performance data 2025

In 2024-25, the gap narrowed significantly by the end of KS2, with particularly strong results in Maths and Writing.

Pupils (from 2024-2025) in Year 6

		2024-2025				
		Summer 2				
			Reading	Writing	Maths	Reading/Writing/Maths
		# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Main Assessment	All Pupils	57	75%	84%	81%	63%
	Disadvantaged	10	70%	90%	80%	60%
	Not Disadvantaged	47	77%	83%	81%	64%

In year 6, (2024-25 cohort) there were 10 dis pupils. 6 girls, and 4 boys.

Male	None	96.4%
Female	None	91.1%
Male	None	91.1%
Female	None	90.2%
Female	None	75.0%
Female	None	97.3%
Male	None	94.6%
Male	SEMH	96.4%
Female	None	96.4%
Female	None	96.4%

Pupils (from 2024-2025) in Year 6

		2024-2025					
		Summer 2					
			Reading	Writing	Maths	Reading/Writing/Maths	
		# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	
Main Assessment	All Pupils	Boys	27	89%	89%	96%	78%
		Girls	30	63%	80%	67%	50%
	Disadvantaged	Boys	4	75%	100%	100%	75%
		Girls	6	67%	83%	67%	50%
	Not Disadvantaged	Boys	23	91%	87%	96%	78%
		Girls	24	63%	79%	67%	50%

Pupils (from 2024-2025) in Years 1–6, who are disadvantaged

			2024-2025				
			Summer 2				
			Reading	Writing	Maths	Reading/Writing/Maths	
			# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	
Main Assessment	Year 1	All Pupils	5	80%	40%	60%	40%
	Year 2	All Pupils	6	33%	17%	50%	17%
		Boys	5	40%	20%	60%	20%
		Girls	1	0%	0%	0%	0%
	Year 3	All Pupils	8	75%	50%	63%	50%
		Boys	5	80%	60%	60%	60%
		Girls	3	67%	33%	67%	33%
	Year 4	All Pupils	8	88%	63%	63%	50%
		Boys	4	100%	75%	100%	75%
		Girls	4	75%	50%	25%	25%
	Year 5	All Pupils	11	55%	45%	55%	45%
		Boys	3	0%	0%	0%	0%
		Girls	8	75%	63%	75%	63%
	Year 6	All Pupils	10	70%	90%	80%	60%
		Boys	4	75%	100%	100%	75%
		Girls	6	67%	83%	67%	50%

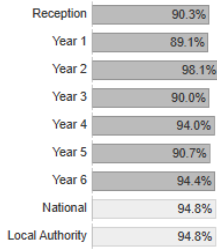
Pupils (from 2023-2024) in Years 1–6, who are disadvantaged

			2023-2024				
			Summer 2				
			Reading	Writing	Maths	Reading/Writing/Maths	
			# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	
Main Assessment	Year 1	All Pupils	2	0%	0%	0%	0%
	Year 2	All Pupils	6	50%	50%	83%	50%
		Boys	3	67%	67%	100%	67%
		Girls	3	33%	33%	67%	33%
	Year 3	All Pupils	6	67%	67%	50%	50%
		Boys	4	100%	100%	75%	75%
		Girls	2	0%	0%	0%	0%
	Year 4	All Pupils	10	60%	60%	40%	40%
		Boys	4	25%	25%	25%	25%
		Girls	6	83%	83%	50%	50%
	Year 5	All Pupils	9	67%	89%	44%	44%
		Boys	4	75%	100%	50%	50%
		Girls	5	60%	80%	40%	40%
	Year 6	All Pupils	13	62%	69%	77%	46%
		Boys	5	20%	40%	80%	20%
		Girls	8	88%	88%	75%	63%

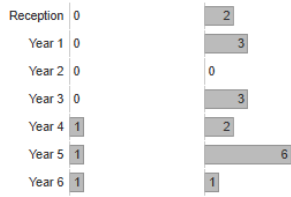
Due to low pupil numbers and impact on data, PP children will have personalised, targeted intervention to close gaps in the appropriate subjects.

Summary of 52 Pupils ((from 2024-2025) who are disadvantaged)

Attendance percentage



15-18 days missed 19+ days missed



Absences

- 7.6% overall absence
 - 5.4% authorised
 - 2.2% unauthorised
- 32.7% persistent absence
- 2 pupils unauthorised absent for 10+ days

Absence Patterns

- 6 pupils have been repeatedly late or absent on the same day
- 22 pupils have been absent before or after a school holiday

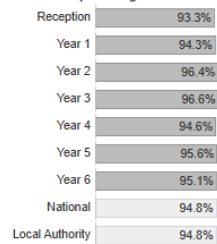
DfE penalty notice consideration threshold

(10+ unauthorised absences in 10 rolling school weeks)

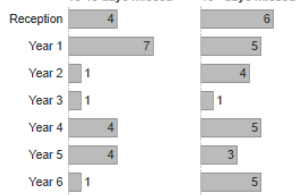
- 8 pupils previously met the threshold between 04/09/2024 and 18/07/2025

Summary of 331 Pupils ((from 2024-2025) who aren't disadvantaged)

Attendance percentage



15-18 days missed 19+ days missed



Absences

- 4.8% overall absence
 - 3.4% authorised
 - 1.4% unauthorised
- 10.0% persistent absence
- 1 pupil unauthorised absent for 10+ days

Absence Patterns

- 10 pupils have been repeatedly late or absent on the same day
- 158 pupils have been absent before or after a school holiday

DfE penalty notice consideration threshold

(10+ unauthorised absences in 10 rolling school weeks)

- 51 pupils previously met the threshold between 04/09/2024 and 18/07/2025

Pupil Feedback

In 2023-24, less disadvantaged pupils accessed the wider opportunities offered at the school than non-disadvantaged. In 2024-25, a significant part of the strategy will be to raise pupil engagement in extra-curricular sports clubs and music lessons. Disadvantaged pupils places will be subsidised and their allocation will be prioritised.

24-25

All Dis pupils have priority access to and subsidised access to music lessons, extra-curricular sports clubs and after school clubs.

Breakfast club is offered to all Dis pupils where punctuality and/or absence is a concern.

Pupil voice A study funded by the Nuffield Foundation, conducted by conducted by NatCen Social Research, conducted a study to research the impact on wider engagement and attainment. It states: 'Taking part in after school clubs was thought to have a range of positive benefits. These included providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities for relaxation and enjoyment.'

Challenges

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

Challenge number	Detail of challenge
1	Baseline in EYFS is significantly lower since 2019. Disadvantaged pupils are presenting with underdeveloped oracy and social skills. EYFS attendance data was less than in Y1-6. Research has found that disadvantaged pupils have been the worst affected by partial school closures, and the attainment gap has grown due to lockdowns. EEF research evidence .
2	Analysis of disadvantaged pupils' data and discussions with teachers shows that PPG and SEND children require additional support and intervention – gaps are widest for these pupils although gains are being made and these pupils are now making the fastest progress.
3	Analysis of disadvantaged pupils' data and discussions with teachers shows that there is no concrete trend for PPG and gender. Both girls and boys track lower than non-ppg, depending on the year group or class.
4	Analysis of disadvantaged children's attendance shows that some families need additional support to secure and sustain punctuality and attendance. In most cases, where PPG attendance is low, attainment is also low.
5	Engagement with extra-curricular clubs is lower across the school with disadvantaged children. The value of after school clubs for disadvantaged children

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
1	To reduce the difference in progress and attainment for pupils who are disadvantaged compared to non-disadvantaged pupils through quality first teaching.	PIXL analysis will show over the course of the year there is a reduction in learning gaps between disadvantaged and non-disadvantaged pupils.
2	To improve the attainment of children who are both PPG and SEND.	Suitable assessment analysis is used to focus interventions for children with PPG and SEND to meet their specific needs. SENDCo co-ordinates specific support for teachers and teaching assistants to provide suitable resources and intervention for identified children. SENDCo monitors and quality assures provision for pupils. Target early intervention into the EYFS and KS1 to prevent gaps from opening.
3	To improve the attainment of key PPG groups across core subjects	PiXL QLA analysis used to target pupils for quality interventions.

		<p>PiXL analysis over the course of the year shows a reduction in learning gaps.</p> <p>Interventions planned to provide quality first teaching to raise attainment and improve progress in maths and writing for PPG key groups.</p>
4	To improve attendance and punctuality rates for PPG children.	<p>Engagement with support by the Attendance Lead. Update to Attendance policy and procedure.</p> <p>Swift response to those children who are absent or regularly late.</p> <p>To offer free access to breakfast and afterschool club to support good attendance for targeted families.</p> <p>5-10% increase in pupil attendance from previous year.</p>
5	To raise engagement with extra-curricular activities	<p>Engagement increases due to parental engagement, subsidised access to paid clubs and prioritised access for disadvantaged pupils.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Hold teacher conferencing/audits to understand pupil need</i>	This will ensure that PPG lead and teaching staff know what strategies are needed to improve PPG attainment and progress. PPG leader, together with senior leaders, to monitor and evaluate the provision of QFT and the effective application of CPD to ensure teachers' provision is meeting PPG pupils' needs. Where needed, PPG leader, together with senior leaders, provide coaching support to teachers where needed.	1,2,3
<i>Quality first teaching</i>	CPD will be provided throughout the academic year to ensure all children, including PPG pupils receive QFT to ensure accelerated progress and improved attainment.	1,2,3
<i>Speech and Language support</i>	EYFS and KS1 speech and language intervention & staff to deliver	1,2

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted, high-quality intervention</i>	Learning mentor will have a focus on nurture and behaviour of PPG children as well as providing disadvantaged children with additional interventions to support their learning.	1,2,3,4,5
<i>Ready to learn</i>	Dedicated staff to provide meet and greets, sensory circuits and morning nurture for PPG children at risk of becoming persistent absent/late	4

<i>Parent Support</i>	Attendance Lead to monitor attendance and make parent contact for early intervention	4
<i>Plan appropriate interventions to meet needs of PPG pupils</i>	Teachers to be fully aware of the need of pupils within their class and prepare suitable interventions and deliver QFT as needed to meet the need of the PPG pupils.	1,2,3
<i>Engagement with online platforms</i>	IPads & laptops provided on long-term loan for home use to encourage engagement with home learning	1,2,3,4

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

Budgeted cost: £ 12,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improve attendance figures of PPG pupils</i>	<p>Swift action is taken for those children whose attendance is a concern. Letters sent and 'first day response' phone calls made by Attendance Lead if any further support is needed.</p> <p>PPG children who are identified as being regularly late or repeatedly absent will be invited to attend breakfast club for free.</p> <p>Meetings held with parents/carers to support them so there is improved attendance.</p>	4
<i>Offer breakfast club to PPG pupils where appropriate</i>	PPG children who are identified as being regularly late or repeatedly absent will be invited to attend breakfast club for free.	4,5
<i>Payment for PPG children enrichment trips inc. Year 6 residential</i>	<p>All PPG pupils are allocated £100 to spend on trips, uniform and items from the School Book Fair (Max £20).</p> <p>Full or part funding at Principal's discretion for trips, visits, clubs and support in purchasing additional resources as required.</p>	5

<i>Health & wellbeing</i>	Targeted sports club access for PPG children PPG lunchtime provision	5
<i>Music lessons</i>	Supplemented music lessons for PPG children	5

Total budgeted cost: £ 62,160

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 2024 to 2025 academic year.

	Intended outcome	Impact																																																																																																																																																
1	To reduce the difference in progress and attainment for pupils who are disadvantaged compared to non-disadvantaged pupils through quality first teaching.	<p>Gaps are closing</p> <p>Disadvantaged Tracking Pupils (from 2024-2025) who are disadvantaged</p> <table border="1"> <thead> <tr> <th colspan="5">2023-2024</th> <th colspan="5">2024-2025</th> </tr> <tr> <th colspan="5">Summer 2</th> <th colspan="5">Summer 2</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading/Writing/Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading/Writing/Maths</th> </tr> <tr> <th>Main Assessment</th> <th># pupils</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>4</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Year 1</td> <td>5</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>60%</td> <td>60%</td> <td>20%</td> <td>60%</td> </tr> <tr> <td>Year 2</td> <td>6</td> <td>33%</td> <td>17%</td> <td>33%</td> <td>67%</td> <td>17%</td> <td>17%</td> <td>67%</td> </tr> <tr> <td>Year 3</td> <td>8</td> <td>50%</td> <td>50%</td> <td>75%</td> <td>50%</td> <td>50%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Year 4</td> <td>8</td> <td>50%</td> <td>50%</td> <td>38%</td> <td>50%</td> <td>38%</td> <td>38%</td> <td>50%</td> </tr> <tr> <td>Year 5</td> <td>11</td> <td>45%</td> <td>45%</td> <td>27%</td> <td>55%</td> <td>45%</td> <td>45%</td> <td>55%</td> </tr> <tr> <td>Year 6</td> <td>10</td> <td>70%</td> <td>80%</td> <td>50%</td> <td>70%</td> <td>80%</td> <td>50%</td> <td>70%</td> </tr> </tbody> </table> <p>Gaps are closing for Dis pupils. BY Y6, dis pupils perform as well as non-dis.</p> <p>Disadvantaged Tracking - dis v non Pupils (from 2024-2025) in Year 6</p> <table border="1"> <thead> <tr> <th colspan="6">2024-2025</th> </tr> <tr> <th colspan="6">Summer 2</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading/Writing/Maths</th> </tr> <tr> <th>Main Assessment</th> <th># pupils</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>All Pupils</td> <td>57</td> <td>75%</td> <td>84%</td> <td>81%</td> <td>63%</td> </tr> <tr> <td></td> <td>Disadvantaged</td> <td>10</td> <td>70%</td> <td>90%</td> <td>80%</td> <td>60%</td> </tr> <tr> <td></td> <td>Not Disadvantaged</td> <td>47</td> <td>77%</td> <td>83%</td> <td>81%</td> <td>64%</td> </tr> </tbody> </table>	2023-2024					2024-2025					Summer 2					Summer 2						Reading	Writing	Maths	Reading/Writing/Maths	Reading	Writing	Maths	Reading/Writing/Maths	Main Assessment	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	Reception	4	0%	0%	0%	0%	0%	0%	0%	Year 1	5	0%	0%	0%	60%	60%	20%	60%	Year 2	6	33%	17%	33%	67%	17%	17%	67%	Year 3	8	50%	50%	75%	50%	50%	50%	50%	Year 4	8	50%	50%	38%	50%	38%	38%	50%	Year 5	11	45%	45%	27%	55%	45%	45%	55%	Year 6	10	70%	80%	50%	70%	80%	50%	70%	2024-2025						Summer 2							Reading	Writing	Maths	Reading/Writing/Maths	Main Assessment	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	Year 6	All Pupils	57	75%	84%	81%	63%		Disadvantaged	10	70%	90%	80%	60%		Not Disadvantaged	47	77%	83%	81%	64%
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3	To improve the attainment of key PPG groups across core subjects	<p>Targeted interventions have helped to close gaps. Gender gaps are closing, but sustained work is needed in this area.</p>																																																																																																																																																
4	To improve attendance and punctuality rates for PPG children.	<p>Target not met. Attendance remains lower than non-pp. New families to the school have had an impact. Term-time holidays and Lates continue to be a factor. Further work needed to ensure all PP children attend every day and on time.</p> <p>Attendance percentage</p> <table border="1"> <tr> <td>Disadvantaged</td> <td>92.4%</td> </tr> <tr> <td>Not Disadvantaged</td> <td>95.2%</td> </tr> <tr> <td>National</td> <td>94.8%</td> </tr> <tr> <td>Local Authority</td> <td>94.8%</td> </tr> </table> <p>15-18 days missed: Disadvantaged 3, Not Disadvantaged 22</p> <p>19+ days missed: Disadvantaged 17, Not Disadvantaged 26</p> <p>Absences</p> <ul style="list-style-type: none"> 5.2% overall absence 3.7% authorised 1.5% unauthorised 13.1% persistent absence 3 pupils unauthorised absent for 10+ days <p>Absence Patterns</p> <ul style="list-style-type: none"> 16 pupils have been repeatedly late or absent on the same day 180 pupils have been absent before or after a school holiday <p>DfE penalty notice consideration threshold (10+ unauthorised absences in 10 rolling school weeks)</p> <ul style="list-style-type: none"> 59 pupils previously met the threshold between 04/09/2024 and 19/07/2025 	Disadvantaged	92.4%	Not Disadvantaged	95.2%	National	94.8%	Local Authority	94.8%																																																																																																																																								
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5	To raise engagement with extra-curricular activities	<p>Engagement increased due to parental engagement, subsidised access to paid clubs and prioritised access for disadvantaged pupils.</p> <p>Uptake for this has been strong. All children access their Pupil Passport to engage with extra-curricular clubs.</p> <p>Recruiting PP parents as volunteers has improved some children's attendance.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
IDL	IDL
Accelerated Reader	Renaissance
Atom	
Little Wandle	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A