



# Halling Primary School: Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Halling Primary School
Number of Pupils in School	388 (Sept 23)
Proportion (%) of pupil premium eligible pupils	17% (Sept 23) (66 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022/2023 <b>2023/2024 (Year 2 of 3)</b> 2024/2025
Date this statement was published	September 2023 ( <b>Year 2 of 3</b> )
Date on which it will be reviewed	July 2024
Statement Authorised by	Lisa Taylor Headteacher
Pupil Premium Lead	Shona Eakins Assistant Headteacher
Governor / Trustee Lead	Ethos and Welfare Committee

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,390 Based on 58 pupils
Recovery premium funding allocation this academic year	£9,135
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,617
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£103,142

# 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 and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and learning 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 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 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 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 pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their progress and development as readers where reading attainment (EXS) among disadvantaged pupils moves from below that of non-disadvantaged pupils at KS1 to significantly below at KS2.
2	Assessments indicate that writing attainment (EXS) among disadvantaged pupils is below that of non-disadvantaged pupils at both KS1 and KS2. Maths attainment (EXS) among disadvantaged pupils is below that of non-disadvantaged pupils at KS1 and significantly below at KS2.

3

Our assessments, observations, discussions and Wellbeing Surveys with pupils and their families have identified social and emotional issues for many pupils, notably due to anxiety. These challenges particularly affect disadvantaged pupils and have a notable impact on their attainment.

In 2021-2022, there were 16 requests to the SEND Team for emotional and wellbeing support. 56% of these pertained to disadvantaged pupils.

4

2021-2022 attendance data shows that attendance among disadvantaged pupils was 4% lower than for non-disadvantaged pupils.

2021 – 2022: Whole School Attendance – Groups						
National FFT Primary: 92.8% (2021-2022)	% All	% Year R	% KS1	% KS2	% Disadvantaged	% Non – Disadvantaged
Term 1	95.1 (324)	93.9 (47)	95.5 (101)	95.1 (176)	94.1 (44)	95.2 (280)
Term 2	95.3 (325)	95.9 (48)	94.5 (101)	95.6 (176)	90.5 (46)	96.1 (279)
Term 3	94.8 (326)	95.6 (49)	94.6 (101)	94.5 (176)	91.8 (46)	95.3 (280)
Term 4	93.9 (332)	95.6 (49)	92.2 (101)	94.3 (182)	89.2 (50)	94.7 (282)
Term 5	93.1 (332)	90.9 (49)	92.5 (100)	94.0 (183)	91.3 (49)	93.4 (283)
Term 6	91.7 (339)	92.9 (51)	89.9 (102)	92.5 (186)	87.5 (52)	92.5 (287)
Terms 1 - 6	94.0	94.2	93.2	94.3	90.6	94.5

Attendance for disadvantaged pupils in 2021-22 was 90.6% compared to 94.5% for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attainment over time.

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2021-2025)**, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
<p>Children in receipt of Pupil Premium will achieve the expected standard in the phonics screening check in Year 1.</p> <p>Year 2 children in receipt of Pupil Premium will achieve the expected standard in their phonics screening recheck.</p>	<p>Attainment of pupil premium learners in phonics in Years 1 and 2 will be broadly in line with other learners.</p>
<p>To narrow the attainment gap between the disadvantaged and non-disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>- Improved EXS and GDS writing attainment for disadvantaged pupils at the end of KS1 and KS2.</li> <li>- Improved GPaS outcomes for disadvantaged pupils, narrowing the gap in all year groups.</li> <li>- Improved EXS and GDS maths attainment for disadvantaged pupils at the end of KS1 and KS2.</li> </ul>	<p>Pupils make at least expected progress in reading, writing and maths and narrow the attainment gap between the disadvantaged and non-disadvantaged.</p> <p>A greater percentage of disadvantaged pupils attain EXS and GDS in reading, writing and maths at the end of KS1 and KS2.</p>

- Improved EXS and GDS reading attainment for disadvantaged pupils at the end of KS1 and KS2.	
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 pupil voice, pupil and parent/carer surveys and staff surveys</li> <li>- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The attendance gap between disadvantaged pupils and their non-disadvantaged peers is narrowed.

## Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2022-2023)** to address the challenges listed above.

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

**Budgeted cost: £42,400**

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Quality First Teaching in all classes and year groups.	EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact on pupil outcomes.	1, 2 and 4
<p>Use of Kagan Structures will continue to be developed and embedded in all classes and year groups.</p> <p>Kagan Ambassadors in place to share good practice across the school.</p>	<p>"The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year." (EEF: <i>Collaborative Learning Approaches</i>)</p> <p>"Kagan structures have proven themselves to be effective teaching and learning tools for cooperative learning, multiple intelligences, character education, language learning, and emotional intelligence." (Kagan Online)</p>	2, 3 and 4
Little Wandle: DFE approved, systematic, synthetic phonic program, will continue to be embedded across the 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." (Phonics - Toolkit Strand, EEF)	1 and 2

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

**Budgeted cost: £47,600**

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<p>Purchase of standardised diagnostic assessment: National Test Style Standardised Assessments (NTS).</p> <p>Training for new 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.” (<i>Standardised Tests - Assessing and Monitoring Pupil Progress, EEF</i>)</p>	1 and 2
<p>Additional Little Wandle phonics sessions targeted 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.” (<i>Phonics - Toolkit Strand, EEF</i>)</p>	1 and 2
<p>Nurture Club: Teaching pupils explicit skills and strategies to develop their social and emotional wellbeing.</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.” (<i>Social and Emotional learning pdf, EEF</i>)</p>	3 and 4
<p>National Tutoring Programme <b>(During Years 1 and 2 of 3)</b></p>	<p>“Strong evidence suggests that the model of targeted, academic support, through highly trained tutors working with small groups and individuals, can make a difference to academic progress that can be expressed in months.” (<i>National Tutoring Programme: guidance for schools, 2022 to 2023</i>)</p>	2 and 4

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

**Budgeted cost: £ 13,142**

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<p>'Time for Toast': Breakfast Club specifically aimed at supporting the transition into school for disadvantaged/anxious pupils.</p>	<p>"The EEF funded project (Magic Breakfast) that supported schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. Although an impact on attainment was not seen for Key Stage 2 pupils, schools that provided a Breakfast Club also saw an improvement in pupil behaviour and attendance. Breakfast Club is also considered to effectively prepare pupils for learning." (<i>Magic Breakfast Report, EEF</i>)</p>	<p>3 and 4</p>
<p>A range of extra-curricular clubs available to all pupils throughout the academic year.</p> <p>School trips and year group enrichment activities.</p> <p>Additional enrichment opportunities to develop skills and talents e.g. music lessons (1-1 tuition), Young Voices etc.</p>	<p>"The EEF suggests that outdoor learning may have positive impacts on outcomes such as self-efficacy, motivation and teamwork. In addition, the EEF states that outdoor learning can also provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation."</p> <p>"The EEF also states that enriching education has intrinsic benefits. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Overall, the average impact of arts participation on other areas of academic learning is on average an additional three months' progress. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Wider benefits include a more positive attitude to learning and increased wellbeing." (<i>EEF - Arts Participation</i>)</p>	<p>3 and 4</p>



<p>Embedding principles of good practice set out in the DfE's Improving School Attendance Advice.</p> <p>Key members of staff will be appointed to work together to continue to support and 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>4</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>1, 2, 3 and 4</p>

**Total budgeted cost: £103,142**

## Part B: Review of Outcomes

### Pupil Premium Strategy Outcomes

This table details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

Intended Outcome	Success Criteria and Outcome																																								
<p>Children in receipt of Pupil Premium will achieve the expected standard in the phonics screening check in Year 1.</p> <p>Year 2 children in receipt of Pupil Premium will achieve the expected standard in their phonics screening recheck.</p>	<p>Attainment of pupil premium learners in phonics in Years 1 and 2 will be broadly in line with other learners.</p> <table border="1"> <thead> <tr> <th>Phonics (Year 1):</th><th>Met the Required Standard 2024</th></tr> </thead> <tbody> <tr> <td>Number of Children (60)</td><td>54</td></tr> <tr> <td>% All</td><td>90</td></tr> <tr> <td>% Boys (33)</td><td>88</td></tr> <tr> <td>% Girls (27)</td><td>93</td></tr> <tr> <td>% Disadvantaged (10)</td><td>60</td></tr> <tr> <td>% EAL (3)</td><td>100</td></tr> <tr> <td>% SEND (4)</td><td>100</td></tr> <tr> <td>% National 2023</td><td>79</td></tr> <tr> <td>% Halling 2023</td><td>83</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Phonics (Year 2):</th><th>*Met the Required Standard 2024</th></tr> </thead> <tbody> <tr> <td>Number of Children (56)</td><td>51</td></tr> <tr> <td>% All</td><td>91</td></tr> <tr> <td>% Boys (19)</td><td>89</td></tr> <tr> <td>% Girls (37)</td><td>92</td></tr> <tr> <td>% Disadvantaged (9)</td><td>67</td></tr> <tr> <td>% EAL (5)</td><td>100</td></tr> <tr> <td>% SEND (8)</td><td>50</td></tr> <tr> <td>% National 2023</td><td>89</td></tr> <tr> <td>% Halling 2023</td><td>85</td></tr> </tbody> </table> <p>The Phonics Lead has continued to work hard to ensure consistency of approach in quality first teaching and the delivery of Little Wandle for all pupils.</p> <p>In Year 1, six out of ten disadvantaged pupils achieved the expected standard. When comparing the disadvantaged group with 'All', there is a clear disadvantage gap – 30% which has increased by 14% from 2022-2023 (was 16%). This is largely due to attendance.</p> <p>In Year 2, six out of nine disadvantaged pupils achieved the expected standard. When comparing the disadvantaged group with 'All', there remains a clear disadvantage gap – 24% however this has decreased by 18% from 2022-2023 (was 42%).</p> <p>As part of the three-year Pupil Premium Strategy, this will be a continued focus into 2024-25 alongside the school's attendance strategy.</p>	Phonics (Year 1):	Met the Required Standard 2024	Number of Children (60)	54	% All	90	% Boys (33)	88	% Girls (27)	93	% Disadvantaged (10)	60	% EAL (3)	100	% SEND (4)	100	% National 2023	79	% Halling 2023	83	Phonics (Year 2):	*Met the Required Standard 2024	Number of Children (56)	51	% All	91	% Boys (19)	89	% Girls (37)	92	% Disadvantaged (9)	67	% EAL (5)	100	% SEND (8)	50	% National 2023	89	% Halling 2023	85
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### July 2024 Outcomes for Year 2:

In July 2023, there was a 20% difference in reading, 34% in writing and 21% in maths at EXS between the disadvantaged and all pupils.

In July 2024, there was a 12.5% difference in reading, 8.4% in writing and 22.5% in maths at EXS between the disadvantaged and all pupils.

In July 2023, there is a 22% difference in reading, 8% in writing and 6% in maths at GDS between the disadvantaged and all pupils.

In July 2024, there is a 6.8% difference in reading, 4% in writing and 12.4% in maths at GDS between the disadvantaged and all pupils.

At the EXS standard of attainment, the disadvantaged gap has narrowed in reading by 7.5% and in writing by 25.6%. In maths the disadvantaged gap has marginally increased by 1.5%.

At the GDS standard of attainment the disadvantaged gap has narrowed in reading by 15.2% and in writing by 4%. However, the disadvantaged gap has increased in maths by 6.4%.

July 2024 attainment percentages have increased compared to July 2023 percentages for reading (+5.2%), writing (+5.4%) and maths (+4.5%) for 'all' pupils at the end of KS1 at EXS.

This is also the case for 'all' pupils for at attainment GDS for July 2024 compared with July 2023 in reading (+14.8%) and writing (+2%). In maths GDS attainment for 'all' pupils has remained the same, at =20%.

As part of the three-year Pupil Premium Strategy, this will be a continued focus into 2024-25.

### July 2024 Outcomes for Year 6:

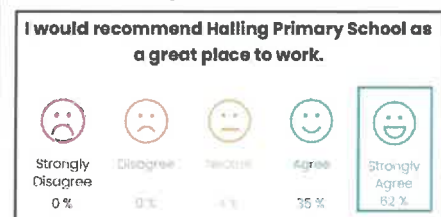
Reading Test (R):	Expected (ARE) +	Greater Depth
Number of Children (56)	43	17
% All	77	30
% Boys (29)	79	14
% Girls (27)	74	48
% Disadvantaged (13)	69	15
% EAL (4)	100	75
% SEND (9)	56	0
% National 2024	74	tbc
% Halling 2023	80	26
Writing Teacher Assessment (W):	Expected (ARE) +	Greater Depth
Number of Children (56)	38	8
% All	77	14
% Boys (29)	69	3
% Girls (27)	85	26
% Disadvantaged (13)	54	15
% EAL (4)	100	50
% SEND (9)	22	0
% National 2024	72	tbc
% Halling 2023	76	14
Maths Test (M):	Expected (ARE) +	Greater Depth
Number of Children (56)	45	10
% All	80	18
% Boys (29)	79	17
% Girls (27)	82	19
% Disadvantaged (13)	62	8
% EAL (4)	100	50
% SEND (9)	33	11
% National 2024	73	tbc
% Halling 2023	82	10
Combined (R+W+M):	Expected (ARE) +	Greater Depth
Number of Children (56)	36	5
% All	64	9
% Boys (29)	59	0
% Girls (27)	70	19
% Disadvantaged (13)	46	8
% EAL (4)	100	50
% SEND (9)	11	0
% National 2024	61	tbc
% Halling 2023	72	6

	<p>In July 2023, there was a 16% difference in reading, 18% in writing and 20% in maths at <b>EXS</b> between the disadvantaged and 'all' pupils.</p> <p>In July 2024, there was a 8% difference in reading, 23% in writing and 18% in maths at <b>EXS</b> between the disadvantaged and 'all' pupils.</p> <p>In July 2023, there was a 18% difference in reading, 6% in writing and 8% in maths at <b>GDS</b> between the disadvantaged and 'all' pupils.</p> <p>In July 2024, there is a 15% difference in reading, -1% in writing and 10% in maths at <b>GDS</b> between the disadvantaged and 'all' pupils.</p> <p>At the <b>EXS</b> standard of attainment, the disadvantaged gap has continued to narrow in reading (8%) and maths (2%). In writing the disadvantaged attainment gap has increased by 5%.</p> <p>At the <b>GDS</b> standard of attainment the disadvantaged gap has narrowed in reading by 3% and marginally increased in maths by 2%. In writing, the disadvantaged attainment gap has closed.</p> <p>July 2024 attainment percentages have marginally increased in reading (74% to 77%), in maths (78% to 80%) and in writing (76% to 77%) for all pupils at the end of KS2 at <b>EXS</b>.</p> <p>At the <b>GDS</b> standard of attainment for all pupils at the end of KS2, reading has marginally increased (27% to 30%), as have writing (76% to 77%) and maths (78% to 80%) for July 2024 compared with July 2023.</p> <p>As part of the three-year Pupil Premium Strategy, this will be a continued focus into 2023-24.</p>																								
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p><b>Sustained high levels of wellbeing from 2024/25 demonstrated by:</b></p> <ul style="list-style-type: none"> <li>- qualitative data from pupil voice, pupil and parent/carers surveys and staff surveys</li> <li>- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> <p><b>Pupil Surveys 2023-24 evidence:</b></p> <div data-bbox="504 1420 1390 1812"> <p><b>mySchoolWellbeing</b> Halling Primary School Pupil Voice Report - Jul 4, 2024</p> <p>My family and friends want me to do well and achieve. (Pupil Wellbeing)</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>1%</td> </tr> <tr> <td>Disagree</td> <td>1%</td> </tr> <tr> <td>Neutral</td> <td>3%</td> </tr> <tr> <td>Agree</td> <td>24%</td> </tr> <tr> <td>Strongly Agree</td> <td>71%</td> </tr> </tbody> </table> <p>I have fun with my friends. (Pupil Wellbeing)</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>2%</td> </tr> <tr> <td>Disagree</td> <td>1%</td> </tr> <tr> <td>Neutral</td> <td>8%</td> </tr> <tr> <td>Agree</td> <td>19%</td> </tr> <tr> <td>Strongly Agree</td> <td>70%</td> </tr> </tbody> </table> </div> <p>"This school is great and there are few things that I would tweak AT ALL!"</p> <p>"I think Halling Primary School is a great learning space and the teachers encourage children to learn."</p> <p>"Halling Primary School is a fantastic place to learn and grow. Everyone has a voice so if you disagree on something you can tell a teacher."</p>	Response	Percentage	Strongly Disagree	1%	Disagree	1%	Neutral	3%	Agree	24%	Strongly Agree	71%	Response	Percentage	Strongly Disagree	2%	Disagree	1%	Neutral	8%	Agree	19%	Strongly Agree	70%
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"This school is amazing! I have a massive opportunity to do different things, including clubs I enjoy like dodgeball club."

"Good school - would recommend."

#### Staff Surveys 2023-24 evidence:



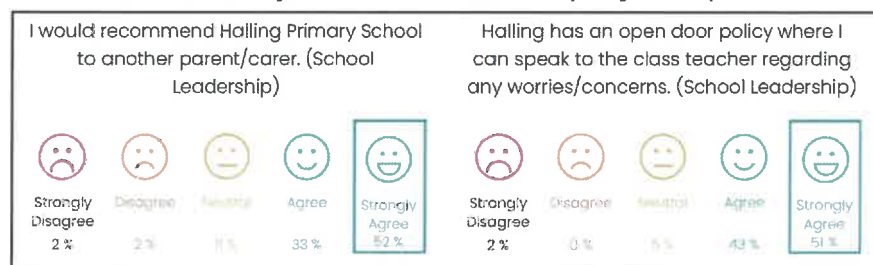
"Halling is a fabulous place to work, it's a real team effort. The senior leadership team are always approachable and supportive."

"I love it here. I think that the school approach to staff is very balanced and realistic. The children are well supported and happy. Workload is reasonable."

"Really appreciate the level of support with my professional development and the opportunities I have been given. Really appreciate not having staff meetings unnecessarily and if we are required at a school event then this takes the place of a staff meeting."

"The little touches are very thoughtful and very much appreciated! As teachers we have a heavy workload but being given time out to do reports, subject leadership etc. makes the world of difference. I never had this at my previous school."

#### Parent/Carer Surveys 2023-24 evidence (July 2024):



"Very happy with Halling School as a whole. Both of my daughters absolutely love it there! Staff are so friendly and amazing! Couldn't thank everyone enough, all staff play a vital part to make Halling such an amazing school!"

"We are beyond happy with the school. Our daughter has excelled during her time there and we have felt completely included in everything organised by the school and PTA. The school is such a positive part of our community and we cannot recommend it any higher."

"We are incredibly satisfied with both the learning and activities that the school offers which makes our energetic sons enjoy coming to school as they are able to learn and burn steam in the sporting world they so love to be in."

"The attentive nature of staff is wonderful. Thank you so much!"

#### Enrichment Activities Participation:

96% of disadvantaged pupils participated in Halling House Cup competitions in 2023-24.

97% of disadvantaged pupils participated in Halling House Cup competitions in 2022-23.

64% of disadvantaged pupils participated in clubs in 2023-24.  
69% of disadvantaged pupils participated in clubs in 2022-23.  
Having clubs run at lunchtime ensured there was a greater percentage. Of the 36% of disadvantaged pupils who did not attend a club, 8% had a year's worth of Ukulele tuition.

Additionally, a number of enrichment activities have been successfully introduced/continued and supported for disadvantaged pupils at Halling this academic year, for example, Piano, Rocksteady, Young Voices, Swimming, Drama, Art, Trips, More Able Writing and Maths Workshops, Animal Experience and Y5 and Y6 Residentials.

**Emotional and Wellbeing Support:**

Where requests have been received from parents/carers in respect of wider emotional and wellbeing support, these requests have continued to be fully supported.

A number of requested referrals have been made to Early Help and Medway Small Steps.

'Time for Toast' has continued to be a successful in-house intervention and has ensured that a number of anxious pupils transition more confidently into school each morning.

As part of the three-year Pupil Premium Strategy, this will be a continued focus into 2024-25.

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

**The attendance gap between disadvantaged pupils and their non-disadvantaged peers is narrowed.**

2023-2024 attendance data (to the end of Term 5) shows that attendance among disadvantaged pupils was approximately 5.6% lower than for non-disadvantaged pupils (was 5% 2022-2023).

Whole School Attendance								
National FFT Primary: 92.7% (Autumn/Spring 2022-2023)	% All		% All (Excluding YR)		% All Authorised Absence		% All Unauthorised Absence	
	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024
<b>Term 1</b>	94.2	95.3	94.4	95.2	4.8	3.6	1.0	1.1
<b>Term 2</b>	91.8	91.7	91.6	91.7	6.7	6.2	1.5	2.1
<b>Term 3</b>	95.2	95.2	95.4	95.0	3.9	3.2	0.9	1.6
<b>Term 4</b>	95.5	95.6	95.5	95.9	3.3	3.1	1.2	1.4
<b>Term 5</b>	95.7	94.8	95.8	94.9	2.9	3.2	1.4	2.0
<b>Term 6</b>	94.1		94.0		4.0		1.0	
<b>Terms 1 - 6</b>	94.4	94.5	94.4	94.6	4.3	3.9	1.3	1.6

2023 – 2024: Whole School Attendance – Groups						
National FFT Primary: 92.7% (Autumn/Spring 2022-2023)	% All	% Year R	% KS1	% KS2	% Disadvantaged	% Non – Disadvantaged
<b>Term 1</b>	95.3 (389)	95.7 (60)	94.9 (113)	95.4 (216)	90.9 (68)	96.2 (321)
<b>Term 2</b>	91.7 (384)	92.1 (60)	91.7 (112)	91.7 (212)	85.6 (65)	93.0 (319)
<b>Term 3</b>	95.2 (388)	95.9 (60)	95.0 (113)	95.1 (215)	88.9 (69)	96.5 (319)
<b>Term 4</b>	95.6 (389)	93.9 (60)	95.1 (114)	96.3 (215)	91.4 (68)	96.4 (321)
<b>Term 5</b>	94.8 (392)	94.7 (60)	94.5 (116)	95.1 (216)	88.3 (70)	96.2 (322)
<b>Term 6</b>						
<b>Terms 1 - 6</b>	94.5	94.1	94.1	94.8	88.9	95.7

Additionally, PA for the disadvantaged pupils in 2023-24 was 78.6% compared to 85.9% for the non-disadvantaged pupils: a 7.3% gap (was 6.5% 2022-2023).

2023 – 2024: Persistent Absence: <90%						
	% All	% Year R	% KS1	% KS2	% Disadvantaged	% Non – Disadvantaged
<b>Term 1</b>	80.6 (58)	81.6 (5)	78.5 (17)	81.4 (36)	73.3 (17)	83.6 (41)
<b>Term 2</b>	80.3 (107)	83.3 (18)	76.8 (26)	80.8 (63)	78.5 (38)	81.2 (69)
<b>Term 3</b>	78.0 (58)	81.3 (9)	77.4 (18)	77.4 (31)	73.8 (25)	81.2 (33)
<b>Term 4</b>	79.5 (56)	78.5 (13)	77.0 (18)	81.7 (25)	77.3 (21)	80.8 (35)
<b>Term 5</b>	80.9 (67)	82.6 (11)	77.9 (19)	81.9 (37)	78.0 (31)	83.4 (36)
<b>Term 6</b>						
<b>Terms 1 - 6</b>	<b>82.1</b>	<b>84.5</b>	<b>75.0</b>	<b>84.1</b>	<b>78.6</b>	<b>85.9</b>

Our assessments and observations indicate that absenteeism continues to negatively impact disadvantaged pupils' progress and attainment over time. There is a clear attendance strategy in place to close the disadvantaged gap.

Halling's most recent Ofsted Inspection (6<sup>th</sup>-7<sup>th</sup> June 2023) recommended that the 90-95% PA group is closely monitored.

2023 – 2024: Persistent Absence: 90-95%						
	% All	% Year R	% KS1	% KS2	% Disadvantaged	% Non – Disadvantaged
<b>Term 1</b>	92.9 (67)	92.3 (13)	93.0 (19)	93.1 (35)	92.7 (19)	93.0 (48)
<b>Term 2</b>	93.2 (121)	93.4 (22)	93.3 (36)	93.1 (63)	93.4 (18)	93.2 (103)
<b>Term 3</b>	92.2 (45)	92.4 (5)	92.2 (11)	92.2 (29)	91.8 (8)	92.3 (37)
<b>Term 4</b>	92.6 (45)	93.2 (9)	91.8 (8)	92.7 (28)	92.8 (9)	92.6 (36)
<b>Term 5</b>	93.3 (69)	93.3 (14)	93.4 (18)	93.3 (37)	93.0 (15)	93.4 (54)
<b>Term 6</b>						
<b>Terms 1 - 6</b>	<b>92.9</b>	<b>93.5</b>	<b>92.5</b>	<b>92.9</b>	<b>92.5</b>	<b>93.0</b>

PA for the disadvantaged pupils in 2023-24 for the 90-95% PA group was 92.5% compared to 93.0% for the non-disadvantaged pupils: a 0.5% gap.

As part of the three-year Pupil Premium Strategy, this will be a continued focus into 2024-25.



## 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
Seesaw (2022-2023)	Seesaw

## 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

Signed Off By:		
Head Teacher:	Lisa Taylor	Lisa Taylor
Pupil Premium Lead:	Shona Eakins Assistant Headteacher	Shona Eakins Assistant Headteacher
Governor:	Julie Rattenbury Chair of Governors	Julie Rattenbury Chair of Governors
Date:	September 2023	16th July 2024



## 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
Seesaw (2022-2023)	Seesaw

## 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

Signed Off By:		
Head Teacher:	Lisa Taylor	Lisa Taylor
Pupil Premium Lead:	Shona Eakins Assistant Headteacher	Shona Eakins Assistant Headteacher
Governor:	Julie Rattenbury Chair of Governors 	Julie Rattenbury Chair of Governors 
Date:	September 2023	16th July 2024