



Halling Primary School: Pupil Premium Strategy Statement 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	396 (July 24)
Proportion (%) of pupil premium eligible pupils	18% (July 24) (71pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 2023/2024 2024/2025 (Year 3 of 3)
Date this statement was published	July 2024 (Year 3 of 3)
Date on which it will be reviewed	July 2025
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	£88,800 Based on 60 pupils
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£88,800

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.

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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.

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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"> - Improved EXS and GDS writing attainment for disadvantaged pupils at the end of KS1 and KS2. - Improved GPaS outcomes for disadvantaged pupils, narrowing the gap in all year groups. - Improved EXS and GDS maths attainment for disadvantaged pupils at the end of KS1 and KS2. 	<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"> - qualitative data from pupil voice, pupil and parent/carer surveys and staff surveys - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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 (2024-2025)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,100

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." (<i>EEF: 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." (<i>Kagan Online</i>)</p>	2, 3 and 4
Little Wandle: DFE approved, systematic, synthetic phonic program, will continue to be developed 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." (<i>Phonics - Toolkit Strand, EEF</i>)	1 and 2

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

Budgeted cost: £35,700

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 Clubs: Teaching pupils explicit skills and strategies to develop their social and emotional wellbeing:</p> <ul style="list-style-type: none"> • Halling Hangout • Time for Toast 	<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 (During Years 1 and 2 of 3)</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: £ 8,000

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 and as part of Aletheia Academies Trust, Attendance Best Practice Team, to continue to support and improve attendance:</p> <ul style="list-style-type: none"> • Attendance Officer • Pastoral Lead 	<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: £88,800

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 2025</th></tr> </thead> <tbody> <tr> <td>Number of Children (59)</td><td>47</td></tr> <tr> <td>% All</td><td>80</td></tr> <tr> <td>% Boys (33)</td><td>77</td></tr> <tr> <td>% Girls (26)</td><td>82</td></tr> <tr> <td>% Disadvantaged (12)</td><td>58</td></tr> <tr> <td>% EAL (6)</td><td>83</td></tr> <tr> <td>% SEND (7)</td><td>29</td></tr> <tr> <td>% National 2024</td><td>80</td></tr> <tr> <td>% Disadvantaged National 2024</td><td>66</td></tr> <tr> <td>% Halling 2024</td><td>90</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 (52)</td><td>49</td></tr> <tr> <td>% All</td><td>94</td></tr> <tr> <td>% Boys (28)</td><td>93</td></tr> <tr> <td>% Girls (24)</td><td>96</td></tr> <tr> <td>% Disadvantaged (7)</td><td>86</td></tr> <tr> <td>% EAL (3)</td><td>100</td></tr> <tr> <td>% SEND (2)</td><td>100</td></tr> <tr> <td>% National 2024</td><td>89</td></tr> <tr> <td>% Halling 2024</td><td>91</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, seven out of twelve disadvantaged pupils achieved the expected standard. When comparing the disadvantaged group with 'All', there remains a clear disadvantage gap -22% which has decreased by 8% from 2023-2024 (was 30%). This is largely due to attendance and SEND.</p> <p>In Year 2, six out of seven disadvantaged pupils achieved the expected standard. When comparing the disadvantaged group with 'All', there remains a small disadvantage gap -8%. This has significantly decreased by 16% from 2023-2024 (was 24%).</p>	Phonics (Year 1):	Met the Required Standard 2025	Number of Children (59)	47	% All	80	% Boys (33)	77	% Girls (26)	82	% Disadvantaged (12)	58	% EAL (6)	83	% SEND (7)	29	% National 2024	80	% Disadvantaged National 2024	66	% Halling 2024	90	Phonics (Year 2):	*Met the Required Standard 2024	Number of Children (52)	49	% All	94	% Boys (28)	93	% Girls (24)	96	% Disadvantaged (7)	86	% EAL (3)	100	% SEND (2)	100	% National 2024	89	% Halling 2024	91
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To narrow the attainment gap between the disadvantaged and non-	<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>																																										

<p>disadvantaged pupils:</p> <ul style="list-style-type: none"> - Improved EXS and GDS writing attainment for disadvantaged pupils at the end of KS1 and KS2. - Improved GPaS outcomes for disadvantaged pupils, narrowing the gap in all year groups. - Improved EXS and GDS maths attainment for disadvantaged pupils at the end of KS1 and KS2. - Improved EXS and GDS reading attainment for disadvantaged pupils at the end of KS1 and KS2. 	<p>July 2025 Outcomes for Year 2:</p> <p>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.</p> <p>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.</p> <p>In July 2025, there is a 5% difference in reading, 26% in writing and 19% in maths at EXS between the disadvantaged and all pupils.</p> <p>In July 2023, there was a 22% difference in reading, 8% in writing and 6% in maths at GDS between the disadvantaged and all pupils.</p> <p>In July 2024, there was a 6.8% difference in reading, 4% in writing and 12.4% in maths at GDS between the disadvantaged and all pupils.</p> <p>In July 2025, there is a 26% difference in reading, 22% in writing and 41% in maths at GDS between the disadvantaged and all pupils.</p> <p>At the EXS standard of attainment (year-on-year from July 2024 to July 2025), the disadvantaged gap has narrowed in reading by 7.5% (5%) and increased in writing by 17.6% (26%). In maths, the disadvantaged gap has narrowed by 3.5% (19%).</p> <p>At the GDS standard of attainment (year-on-year from July 2024 to July 2025) the disadvantaged gap has increased in reading by 19.2% (26%), in writing by 18% (22%) and in maths by 28.6% (41%).</p> <p>July 2025 attainment percentages have increased compared to July 2024 percentages for reading (+8.2%), writing (+14.9%) and maths (+8.2%) for 'all' pupils at the end of KS1 at EXS.</p> <p>This is also the case for 'all' pupils for attainment GDS for July 2025 compared with July 2024 in reading (+3.9%), writing (+8.2%) and maths (+12.6%).</p>
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July 2025 Outcomes for Year 6:

Reading Test (R):	Expected (ARE) +	Greater Depth
Number of Children (52)	43	22
% All	83	42
% Boys (24)	67	17
% Girls (28)	96	18
% Disadvantaged (15)	67	27
% EAL (4)	100	75
% SEND (7)	86	43
% National 2025	75	33
% Helling 2024	77	30
Writing Teacher Assessment (W):	Expected (ARE) +	Greater Depth
Number of Children (52)	39	7
% All	75	15
% Boys (24)	63	4
% Girls (28)	86	25
% Disadvantaged (15)	53	13
% EAL (4)	100	50
% SEND (7)	43	0
% National 2025	72	13
% Helling 2024	77	14
Maths Test (M):	Expected (ARE) +	Greater Depth
Number of Children (52)	40	13
% All	77	25
% Boys (24)	67	0
% Girls (28)	86	14
% Disadvantaged (15)	60	20
% EAL (4)	100	50
% SEND (7)	43	0
% National 2025	74	26
% Helling 2024	80	18
Combined (R W M):	Expected (ARE) +	Greater Depth
Number of Children (52)	36	7
% All	69	13
% Boys (24)	50	0
% Girls (28)	86	11
% Disadvantaged (15)	53	7
% EAL (4)	100	50
% SEND (7)	43	0
% National 2025	62	8
% Helling 2024	64	9

In July 2023, there was a 16% difference in reading, 18% in writing and 20% in maths at **EXS** between the disadvantaged and 'all' pupils.

In July 2024, there was a 8% difference in reading, 23% in writing and 18% in maths at **EXS** between the disadvantaged and 'all' pupils.

In July 2025, there was a 16% difference in reading, 22% in writing and 17% in maths at **EXS** between the disadvantaged and 'all' pupils.

In July 2023, there was a 18% difference in reading, 6% in writing and 8% in maths at **GDS** between the disadvantaged and 'all' pupils.

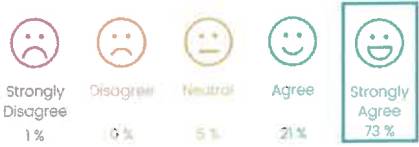
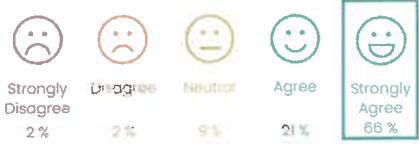
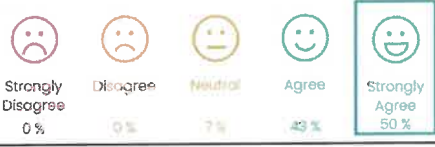


In July 2024, there is a 15% difference in reading, -1% in writing and 10% in maths at **GDS** between the disadvantaged and 'all' pupils.

In July 2025, there is a 15% difference in reading, 2% in writing and 5% in maths at **GDS** between the disadvantaged and 'all' pupils.

At the **EXS** standard of attainment (year-on-year from July 2024 to July 2025), the disadvantaged attainment gap has increased by 8% in reading (16%), narrowed by 1% in maths (17%) and narrowed by 1% in writing (22%).

At the **GDS** standard of attainment (year-on-year from July 2024 to July 2025), the disadvantaged attainment gap has stabilised at 15% in reading, narrowed by 5% in maths (5%) and marginally increased by 3% in writing (2%).

July 2025 attainment percentages have marginally increased in reading (77% to 83%). They have marginally decreased in maths (80% to 77%) and writing (77% to 75%) for all pupils at the end of KS2 at **EXS** for July 2025 compared with July 2024.

	<p>At the GDS standard of attainment for all pupils at the end of KS2, reading has significantly increased (30% to 42%). Writing has marginally increased (14% to 15%) and maths has also increased (18% to 25%) for July 2025 compared with July 2024.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from pupil voice, pupil and parent/carers surveys and staff surveys - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>Pupil Surveys 2024-25 evidence (June 2025):</p> <div> <p>My family and friends want me to do well and achieve. (Pupil Wellbeing)</p>  <p>I have fun with my friends. (Pupil Wellbeing)</p>  </div> <p>Staff Surveys 2024-25 evidence (June 2025):</p> <div> <p>I would recommend Halling Primary School as a great place to work.</p>  </div> <p>Parent/Carer Surveys 2024-25 evidence (June 2025):</p> <div> <p>I would recommend Halling Primary School to another parent/carers. (School Leadership)</p>  <p>Halling has an open door policy where I can speak to the class teacher regarding any worries/concerns. (School Leadership)</p>  </div> <p>Enrichment Activities Participation:</p> <p>98% of disadvantaged pupils participated in Halling House Cup competitions in 2024-25, this is all but one pupil.</p> <p>96% of disadvantaged pupils participated in Halling House Cup competitions in 2023-24.</p> <p>97% of disadvantaged pupils participated in Halling House Cup competitions in 2022-23.</p> <p>64% of disadvantaged pupils participated in clubs in 2024-25.</p> <p>64% of disadvantaged pupils participated in clubs in 2023-24.</p> <p>69% of disadvantaged pupils participated in clubs in 2022-23.</p> <p>Continuing to run clubs at lunchtime ensured there was a greater percentage. Of the 36% of disadvantaged pupils who did not attend a club, 2% had a year's worth of Ukulele tuition.</p> <p>Additionally, a number of enrichment activities have been successfully introduced/continued and supported for disadvantaged pupils at Halling</p>

this academic year, for example, Piano, Rocksteady, Young Voices, Swimming, Drama, Art, Trips, Geography and History Workshops, a Song Writing Workshop, Cookery Sessions, Kickboxing Tasters, Bridge Building Competition at the Royal Engineers Museum, Sports Leaders Course, Mini Youth Games Sporting Events, AAT Sporting Events, AAT Leaver's Service, 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.

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.

2024-2025 attendance data (to the end of Term 5) shows that attendance among disadvantaged pupils was approximately 5.4% lower than for non-disadvantaged pupils (was 5.6% 2023-2024).

Whole School Attendance								
National FFT Primary: 94.3% (2023-2024)	% All		% All (Excluding YR)		% All Authorised Absence		% All Unauthorised Absence	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
Term 1	95.3	95.4	95.2	95.3	3.6	3.1	1.1	1.4
Term 2	91.7	93.6	91.7	93.4	6.2	5.1	2.1	1.2
Term 3	95.2	94.1	95.0	94.4	3.2	4.5	1.6	1.5
Term 4	95.6	93.1	95.9	93.5	3.1	5.9	1.4	1.0
Term 5	94.8	94.1	94.9	94.3	3.2	4.0	2.0	1.9
Term 6			93.9		3.8		3.0	
Terms 1 - 6	94.1	94.4	94.2	93.7	4.0	4.4	1.9	1.2

2024 – 2025: Whole School Attendance – Groups						
National FFT Primary: 94.3% (2023-2024)	% All	% Year R	% KS1	% KS2	% Disadvantaged	% Non – Disadvantaged
Term 1	95.4 (399)	96.1 (59)	95.2 (116)	95.4 (224)	88.8 (69)	96.9 (330)
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Term 3	94.1 (398)	92.2 (59)	93.8 (116)	94.7 (223)	87.7 (69)	95.4 (329)
Term 4	93.1 (391)	91.3 (58)	92.1 (113)	94.2 (220)	89.8 (64)	93.8 (327)
Term 5	94.1 (394)	92.8 (59)	93.5 (113)	94.8 (222)	89.1 (65)	95.1 (329)
Term 6						
Terms 1 - 6	94.4	93.7	93.7	95.0	89.9	95.3

Additionally, PA (<90%) for the disadvantaged pupils (to the end of Term 5) in 2024-25 was 81.2% compared to 85.2% for the non-disadvantaged pupils, a difference of 4.0% (was 5.2% 2023-2024).

2024 – 2025: Persistent Absence: <90%						
	% All	% Year R	% KS1	% KS2	% Disadvantaged	% Non – Disadvantaged
Term 1	80.1 (53)	82.3 (7)	77.7 (13)	80.5 (33)	75.0 (25)	84.6 (28)
Term 2	80.8 (90)	80.5 (8)	81.4 (40)	80.4 (42)	77.6 (34)	82.8 (56)
Term 3	80.2 (93)	79.6 (19)	81.6 (29)	79.4 (45)	76.9 (33)	81.9 (60)
Term 4	82.6 (119)	82.8 (24)	81.8 (41)	83.2 (54)	82.3 (32)	82.7 (87)
Term 5	77.6 (76)	78.9 (16)	77.8 (26)	76.9 (34)	73.2 (21)	79.3 (55)
Term 6						
Terms 1 - 6	83.5	84.6	85.1	81.1	81.2	85.2

Our assessments and observations indicate that absenteeism continues to negatively impact on 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 (6th - 7th June 2023) recommended that the 90-95% PA group is closely monitored.

PA (90-95%) for the disadvantaged pupils (to the end of Term 5) in 2024-25 was 92.8% compared to 92.9% for the non-disadvantaged pupils: a 0.1% gap.

2024 – 2025: Persistent Absence: 90-95%						
	% All	% Year R	% KS1	% KS2	% Disadvantaged	% Non – Disadvantaged
Term 1	92.9 (76)	92.7 (8)	92.9 (29)	92.9 (39)	92.4 (14)	93.0 (62)
Term 2	92.8 (76)	92.6 (10)	92.5 (24)	93.0 (42)	93.2 (12)	92.7 (64)
Term 3	93.1 (47)	93.1 (7)	93.3 (16)	93.0 (24)	92.9 (7)	93.1 (40)
Term 4	93.1 (53)	93.1 (11)	93.0 (12)	93.1 (30)	92.7 (9)	93.1 (44)
Term 5	91.7 (40)	91.3 (6)	92.0 (9)	91.6 (25)	91.5 (12)	91.8 (28)
Term 6						
Terms 1 - 6	92.9	92.9	93.0	92.9	92.8	92.9

Externally Provided Programmes

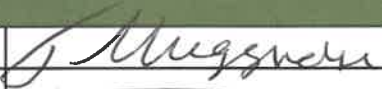

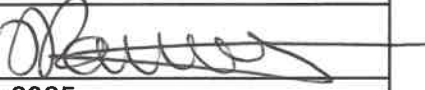
Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
none	none

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:		
Executive Headteacher:	Tim Muggridge	
Pupil Premium Lead: (Maternity Cover)	Lisa Taylor Headteacher	
Governor:	Julie Rattenbury Chair of Governors	
Date:	14 th July 2025	