

Pupil premium strategy statement

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	Annie Lennard Primary School
Number of pupils in school	204 (225 including nursery)
Proportion (%) of pupil premium eligible pupils	74 pupils = 36.2% in school
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Natalie Crozier
Governor	Alison Pemberton-Smith/ Haydn Moss

Funding overview

Funding rates for 2023 to 2024

The announced per pupil amounts for each element of the premium are:

Disadvantaged pupils	Pupil premium per pupil
Pupils in Year Groups R to 6 recorded as Ever 6 FSM (Deprivation Allowance)	£1,455
Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM	
Looked After Children (LAC)	£2,530
Post-LAC: Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£2,530
Service children	
Pupils in Year Groups R to 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence	£320

There are currently 74 pupils on the pupil premium register, this equates to £104315 of funding.

- 5 pupils (Post-LAC) receive the higher rate of £2530 = £12650
- 63 pupils receive (Deprivation Allowance) the lower amount of £1455 = £91665
- Grand total = £104315
- 6 pupils (LAC) receive the higher rate of £2530 – this comes direct form the LA they from through their PEP meetings.

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Detail	Amount
Pupil premium funding allocation this academic year	£104315
Recovery premium funding allocation this academic year	£4423
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	£108230

Pupil premium strategy statement

Part A: Pupil premium strategy plan

Statement of intent

Staff and Governors at Annie Lennard Primary School are committed to meeting the pastoral, social and academic needs of all our pupils in a nurturing environment. As with every child in our care, a child who is entitled to free school meals, and consequently the Pupil Premium Grant, is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage. We also consider those pupils who are not eligible to FSM but may at any point need additional support and intervention – for example we have some cases in school where 1 sibling is entitled and younger ones may not be. When decisions are made about how the funding is to be used we look at the challenges the school is facing and the barriers we need to overcome. These barriers/ challenges are referenced below.

Our aims for our pupil premium

- Accelerate the progress of disadvantaged pupils so that this is in line with national/ school non-disadvantaged pupil data.
- By the end of Year 6, the percentage of disadvantaged pupils attaining expected levels in maths, reading and writing overall is at least in line with national disadvantaged, non and school non-disadvantaged.
- Pupils eligible for funding make progress that is least in line with non-premium funding pupils.
- Structured intervention programmes to increase the rates of progress for disadvantaged pupils
- Attendance of pupil premium pupils is in line with non-premium pupils.
- Disadvantaged pupils are offered enrichment activities subsidised by funding.
- Additional Support for all pupils
- Facilitate small group/ 1:1 work
- Provide interventions that accelerate progress
- Provide resources for intervention
- Provide pastoral support for children
- Further develop good learning behaviours
- Support children in coming to school on time

Challenges

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

Challenge number	Detail of challenge														
1	Attendance A large proportion of our pupil premium pupils has poor attendance.														
			No. of Pupil Enrolments	Authorised Absence %			% Unauthorised Absence			% Attendance			% Persistent Absence		
	School		School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 21/22 (HT1-6)	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 21/22 (HT1-6)	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 21/22 (HT1-6)	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 21/22 (HT1-6)	
	All Pupils		189	4.94	4.22	4.80	1.82	2.38	1.46	93.24	93.40	92.82	20.11	20.33	17.70
	Gender	Girls	92	4.76	4.12	4.70	1.96	2.40	1.45	93.29	93.48	92.95	19.57	20.29	17.30
		Boys	97	5.11	4.32	4.89	1.70	2.35	1.47	93.19	93.33	92.71	20.62	20.37	18.10
	FSM*	Not Eligible for FSM	115	4.68	3.79	4.45	1.15	1.64	1.07	94.18	94.57	93.63	14.78	13.65	13.10
		Eligible for FSM	64	5.34	4.97	5.86	2.59	3.63	2.65	92.08	91.40	90.37	25.00	30.18	30.70
	Disadvant'd Pupil	Not Deprivation Pupil Premium	116	4.72	3.82	NA	1.15	1.66	NA	94.13	94.53	NA	15.52	13.90	NA
		Deprivation Pupil Premium	63	5.26	4.93	NA	2.59	3.62	NA	92.15	91.45	NA	23.81	29.88	NA
2	Punctuality 22% are also often late into school on a morning this impacts upon phonics, as they either miss some or all.														
3	Language Skills Year on year we find that pupils enter our Early Years setting with language skills that are below their chronological age.														
4	Low Baseline in Early Years Year on year we find that children enter our early years working below age related expectation.														

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5	SEN We currently have 34 pupils on the SEN list, 12 of those are also PPG this equates to 35%. We have 9 EHCP in school at present with another 3 pending, 1 is PPG.
6	Retention of basic skills in Maths and Writing Covid has impacted greatly on this across all year groups.
7	Deprivation that limits the wider experiences children have outside of school and impacts on their academic achievement

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
Improvement in attendance	Increase attendance rates of disadvantaged pupils so they are at least 96%
Improvement in punctuality	Decrease in the number of pupils arriving to school late and attending lessons
Progress in writing and maths	<ul style="list-style-type: none"> Achieve a positive progress score in KS2 testing Progress rates are higher than non-premium pupils in all year groups
Improvement in phonics attainment	Achieve in line with national expectations in phonic screening check (applies to retakes in year 2).
Improvement in attainment in reading. Writing and maths.	The attainment gap between the 2 groups reduces in all year groups.

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £81091

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support LSP's to support disadvantaged children within lessons and also to deliver targeted interventions to include <ul style="list-style-type: none"> Pre-teaching sessions Same day catch-up to ensure misconceptions 	'Teaching assistant interventions have an impact through providing additional support for pupils that is targeted to their needs. Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils (+4 months).'	5 & 6

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<p>are immediately addressed</p> <ul style="list-style-type: none"> • Reading interventions • Phonic intervention • Maths intervention on specific areas <p>£73060</p>	<p>This approach typically involves a teaching assistant providing additional or intensive support to small groups or individual pupils in a particular area of the curriculum (such as literacy or mathematics), usually in the form of structured interventions. In all studies, teaching assistants received additional training and support to deliver the interventions.</p> <p>The impact of is typically much higher than deployment in everyday classroom environments. The average months' progress is 5 months.</p> <p>Targeted deployment has been more extensively researched than general deployment, but the security of the evidence for this approach is limited due to the number of studies and the limited proportion of independent evaluations.</p> <p>54% of pupils on the SEN register are also in receipt of premium funding; therefore, a proportion of the funding will contribute to learning support salaries.</p>	
<p>Support disadvantaged children through the delivery of structured interventions that support language development in the EYFS (NELI, Early Talk Boost, Big Book of ideas)</p> <p>NELI intervention for Reception</p> <p>NELI is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. A member of school staff (usually a teaching assistant or early years educator) delivers three small group sessions and two individual sessions to a targeted group of around 3-6 pupils for 20 weeks. Training is in autumn term with intervention starting in the spring term.</p> <p>£2331 for the 20 week block for 6 pupils</p>	<p>EEF states:</p> <p>'Given that oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers (+6 months).'</p> <p>They also state:</p> <p>'Teaching assistant interventions have an impact through providing additional support for pupils that is targeted to their needs. Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils (+4 months).'</p>	<p>3, 4, 5</p>
<p>Speech and Language therapist time</p>	<p>EEF states:</p>	<p>3, 4, 5</p>

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<p>Speech and language interventions are necessary as children typically enter school scoring below their chronological age on the Wellcomm screening test.</p> <p>We have the therapist in twice a week.</p> <p>This will enable pupils to catch up on what they need in this area, this will then also have impact on other curriculum areas.</p> <p>£150 per session x 38 weeks = £5700</p>	<p>'Given that oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers (+6 months).'</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27139

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Family Support worker</u></p> <p>Our family support worker supports parents and families, covers attendance, home visits, parenting courses to support parents raising attendance and challenging punctuality issues. She also supports children where behaviour is a barrier to learning. She is also overseeing activities to promote parental engagement</p> <p>£22,139</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Behaviour Interventions: Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required</p> <ul style="list-style-type: none"> • Pupil Premium children make up 36.6% of our Persistent Absence. 55% have poor attendance overall. • Pupil Premium children make up 43% of pupils that receive family support through Early Help, Child in need, Child protection plans and previously looked after. • 22% of PPG are also often late into school on a morning this 	1 & 2

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	impacts upon phonics, as they either miss some or all.	
<p><u>D746 Subsidies for transport costs, residential visits and day visits</u></p> <p>Subsidies for transport costs and residential visits.</p> <p>£5000</p>	<p>Outdoor Adventure Learning might 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 application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome.</p> <p>As an area of deprivation, we find that families are living on the bread line. Without help from school many children would not be able to share the experiences that their peers do. This little subsidy contributes to them accessing the same as their peers.</p>	7

Total budgeted cost: £108230

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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Impact of funding

Priorities 2022 - 23

Challenge number	Detail of challenge
1	Attendance A large proportion of our pupil premium pupils has poor attendance, currently 35.85% are on the PA list.
2	Punctuality 22% are also often late into school on a morning this impacts upon phonics, as they either miss some or all.
3	Language Skills Year on year we find that pupils enter our Early Years setting with language skills that are below their chronological age.
4	Low Baseline in Early Years Year on year we find that children enter our early years working below age related expectation.
5	SEN We currently have 25 pupils on the SEN list, 13 of those are also PPG this equates to 52%. We have 7 EHCP in school, 3 are PPG this equates to 43%
6	Retention of basic skills in Maths and English Covid has impacted greatly on this across all year groups.
7	Deprivation that limits the wider experiences children have outside of school and impacts on their academic achievement

		No. of Pupil Enrolments	Authorised Absence %			% Unauthorised Absence			% Attendance			% Persistent Absence		
		School	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 21/22 (HT1-6)	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 21/22 (HT1-6)	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 21/22 (HT1-6)	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 21/22 (HT1-6)
All Pupils		189	4.94	4.22	4.80	1.82	2.38	1.46	93.24	93.40	92.82	20.11	20.33	17.70
Gender	Girls	92	4.76	4.12	4.70	1.96	2.40	1.45	93.29	93.48	92.95	19.57	20.29	17.30
	Boys	97	5.11	4.32	4.89	1.70	2.35	1.47	93.19	93.33	92.71	20.62	20.37	18.10
FSM*	Not Eligible for FSM	115	4.68	3.79	4.45	1.15	1.64	1.07	94.18	94.57	93.63	14.78	13.65	13.10
	Eligible for FSM	64	5.34	4.97	5.86	2.59	3.63	2.65	92.08	91.40	90.37	25.00	30.18	30.70
Disadvant'd Pupil	Not Deprivation Pupil Premium	116	4.72	3.82	NA	1.15	1.66	NA	94.13	94.53	NA	15.52	13.90	NA
	Deprivation Pupil Premium	63	5.26	4.93	NA	2.59	3.62	NA	92.15	91.45	NA	23.81	29.88	NA

The above table shows the data for the whole of last academic year and how disadvantaged pupils performed compared to non for attendance. 20.11% of the pupils were classed as PA, out of this 20.11% 23.81% were PPG compared to 15.52% non. School overall attendance was 93.24, PPG was 92.15 V Non-PPG 94.53

Has there been any improvement when compared to the previous academic year?

		No. of Pupil Enrolments	Authorised Absence %			% Unauthorised Absence			% Attendance			% Persistent Absence		
		School	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 18/19 (HT1-6)	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 18/19 (HT1-6)	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 18/19 (HT1-6)	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 18/19 (HT1-6)
All Pupils		178	4.28	4.53	3.00	1.61	2.15	1.20	94.11	93.32	95.80	19.10	21.12	8.20
Gender	Girls	89	4.23	4.42	2.80	1.86	2.18	1.10	93.92	93.39	96.10	21.35	21.08	7.90
	Boys	89	4.34	4.64	3.00	1.36	2.12	1.20	94.30	93.24	95.80	16.85	21.16	8.60
FSM*	Not Eligible for FSM	121	3.65	4.11	2.70	1.27	1.43	1.00	95.08	94.45	96.30	13.22	14.24	5.40
	Eligible for FSM	54	5.68	5.37	3.90	2.39	3.49	2.10	91.93	91.14	94.00	31.48	32.20	16.10
Disadvant'd Pupil	Not Deprivation Pupil Premium	121	3.72	4.14	NA	1.25	1.46	NA	95.03	94.40	NA	13.22	14.47	NA
	Deprivation Pupil Premium	54	5.51	5.28	NA	2.44	3.37	NA	92.05	91.35	NA	31.48	31.19	NA

Yes, last year 31.48% of the PA list were disadvantageded students, this year its 23.81%. Overall attendance for them was 92.05, this also increased but only to 92.15.

Progress

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Year 1

30 pupils		Missing Assessment	On Track or Higher		Progress
Reading	No. (%)	No. (%)	Aut1 22-23	Sum2 22-23	
Pupil Premium	4 (13.3%)	0 (0%)	100%	100%	5.3
Not Pupil Premium	26 (86.7%)	3 (11.5%)	82.6%	60.9%	4.0
Difference (change in difference):			17.4	39.1 (21.7)	

30 pupils		Missing Assessment	On Track or Higher		Progress
Writing	No. (%)	No. (%)	Aut1 22-23	Sum2 22-23	
Pupil Premium	4 (13.3%)	0 (0%)	100%	100%	4.5
Not Pupil Premium	26 (86.7%)	3 (11.5%)	82.6%	65.2%	4.3
Difference (change in difference):			17.4	34.8 (17.4)	

30 pupils		Missing Assessment	On Track or Higher		Progress
Mathematics	No. (%)	No. (%)	Aut1 22-23	Sum2 22-23	
Pupil Premium	4 (13.3%)	0 (0%)	100%	100%	4.0
Not Pupil Premium	26 (86.7%)	3 (11.5%)	82.6%	82.6%	3.5
Difference (change in difference):			17.4	17.4 (0.0)	

Difference Key: Widening Narrowing Unchanged

Year 2

22 pupils		Missing Assessment	On Track or Higher		Progress
Reading	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	
Pupil Premium	9 (40.9%)	0 (0%)	100%	77.8%	4.9
Not Pupil Premium	13 (59.1%)	2 (15.4%)	90.9%	81.8%	5.4
Difference (change in difference):			9.1	4.0 (-5.1)	

22 pupils		Missing Assessment	On Track or Higher		Progress
Writing	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	
Pupil Premium	9 (40.9%)	0 (0%)	100%	77.8%	5.0
Not Pupil Premium	13 (59.1%)	2 (15.4%)	90.9%	81.8%	5.5
Difference (change in difference):			9.1	4.0 (-5.1)	

22 pupils		Missing Assessment	On Track or Higher		Progress
Mathematics	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	
Pupil Premium	9 (40.9%)	0 (0%)	88.9%	66.7%	5.6
Not Pupil Premium	13 (59.1%)	2 (15.4%)	90.9%	72.7%	5.3
Difference (change in difference):			2.0	6.0 (4.0)	

The gap between the 2 groups reduced in reading and writing

Progress for both was at least expected.

PPG made more progress in maths

Year 3

30 pupils		Missing Assessment	On Track or Higher		Progress
Reading	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	
Pupil Premium	13 (43.3%)	1 (7.7%)	41.7%	50.0%	5.4
Not Pupil Premium	17 (56.7%)	0 (0%)	76.5%	76.5%	6.1
Difference (change in difference):			34.8	26.5 (-8.3)	

30 pupils		Missing Assessment	On Track or Higher		Progress
Writing	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	
Pupil Premium	13 (43.3%)	1 (7.7%)	25.0%	33.3%	4.7
Not Pupil Premium	17 (56.7%)	0 (0%)	70.6%	64.7%	5.9
Difference (change in difference):			45.6	31.4 (-14.2)	

30 pupils		Missing Assessment	On Track or Higher		Progress
Mathematics	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	
Pupil Premium	13 (43.3%)	1 (7.7%)	41.7%	33.3%	6.0
Not Pupil Premium	17 (56.7%)	0 (0%)	82.4%	88.2%	6.1
Difference (change in difference):			40.7	54.9 (14.2)	

The gap has decreased in reading and writing. There has been an increase in maths.

Year 4

29 pupils		Missing Assessment	On Track or Higher		Progress
Reading	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	
Pupil Premium	10 (34.5%)	2 (20.0%)	50.0%	50.0%	7.4
Not Pupil Premium	19 (65.5%)	4 (21.1%)	66.7%	73.3%	6.3
Difference (change in difference):			16.7	23.3 (6.6)	

29 pupils		Missing Assessment	On Track or Higher		Progress
Writing	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	
Pupil Premium	10 (34.5%)	2 (20.0%)	50.0%	37.5%	5.0
Not Pupil Premium	19 (65.5%)	4 (21.1%)	60.0%	40.0%	3.7
Difference (change in difference):			10.0	2.5 (-7.5)	

29 pupils		Missing Assessment	On Track or Higher		Progress
Mathematics	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	
Pupil Premium	10 (34.5%)	2 (20.0%)	62.5%	50.0%	5.4
Not Pupil Premium	19 (65.5%)	4 (21.1%)	66.7%	46.7%	5.2
Difference (change in difference):			4.2	3.3 (-0.9)	

Reading gap has increased.

Writing gap has decreased due to a drop in PPG working at ARE

Maths gap has decreased due to a drop in NON working at ARE

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Year 5

31 pupils		On Track or Higher		Progress
Reading	No. (%)	Sum2 21-22	Sum2 22-23	
Pupil Premium	6 (19.4%)	50.0%	66.7%	6.3
Not Pupil Premium	25 (80.6%)	80.0%	84.0%	6.8
Difference (change in difference):		30.0	17.3 (-12.7)	

31 pupils		On Track or Higher		Progress
Writing	No. (%)	Sum2 21-22	Sum2 22-23	
Pupil Premium	6 (19.4%)	33.3%	50.0%	6.3
Not Pupil Premium	25 (80.6%)	72.0%	80.0%	6.9
Difference (change in difference):		38.7	30.0 (-8.7)	

31 pupils		On Track or Higher		Progress
Mathematics	No. (%)	Sum2 21-22	Sum2 22-23	
Pupil Premium	6 (19.4%)	50.0%	50.0%	5.7
Not Pupil Premium	25 (80.6%)	84.0%	80.0%	6.6
Difference (change in difference):		34.0	30.0 (-4.0)	

The gap has decreased in all 3 areas.

Year 6

30 pupils		Missing Assessment	On Track or Higher		Progress
Reading	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	
Pupil Premium	10 (33.3%)	2 (20.0%)	75.0%	75.0%	6.5
Not Pupil Premium	20 (66.7%)	0 (0%)	90.0%	95.0%	6.7
Difference (change in difference):			15.0	20.0 (5.0)	

30 pupils		Missing Assessment	On Track or Higher		Progress
Writing	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	
Pupil Premium	10 (33.3%)	2 (20.0%)	62.5%	62.5%	7.0
Not Pupil Premium	20 (66.7%)	0 (0%)	60.0%	70.0%	6.9
Difference (change in difference):			2.5	7.5 (5.0)	

30 pupils		Missing Assessment	On Track or Higher		Progress
Mathematics	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	
Pupil Premium	10 (33.3%)	2 (20.0%)	75.0%	87.5%	6.9
Not Pupil Premium	20 (66.7%)	0 (0%)	90.0%	95.0%	6.8
Difference (change in difference):			15.0	7.5 (-7.5)	

Difference Key: Widening Narrowing Unchanged

Progress was accelerated in all 3 subjects. The gap closed in maths.

Focus for next year

- Accelerate the progress of disadvantaged pupils so that this is in line with national/ school non-disadvantaged pupil data.
- By the end of Year 6, the percentage of disadvantaged pupils attaining expected levels in maths, reading and writing overall is at least in line with national disadvantaged, non and school non-disadvantaged.
- Pupils eligible for funding make progress that is least in line with non-premium funding pupils.
- Structured intervention programmes to increase the rates of progress for disadvantaged pupils
- Attendance of pupil premium pupils is in line with non-premium pupils.
- Disadvantaged pupils are offered enrichment activities subsidised by funding.