

Pupil premium strategy statement

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	Spring Lane Primary School
Number of pupils in school	355 pupils
Proportion (%) of pupil premium eligible pupils	29.8% (106 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Sarah Jones Executive Head
Pupil premium lead	Lindsay Harper Head of School
Governor / Trustee lead	Rob Goldring

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Pupil Premium £161,200.00 Post LAC £5,380.00
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	Total £166,580.00

Part A: Pupil premium strategy plan

Statement of intent

At Spring Lane Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background. Improve outcomes for disadvantaged pupils both within school, locally and nationally
- Ensure ALL pupils are able to read and write fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.

Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge (July 2024)
1	Significant gaps in attainment in all core subjects There is a significant attainment gap between disadvantaged and non-disadvantaged pupils in the school: Reading: Only 63% of Year 1 disadvantaged pupils passed their phonics screening test (71% non-disadvantaged pupils). 38% of Y2 disadvantaged pupils and 38% of Year 6 disadvantaged pupils achieved the expected standard in reading (Compared to 85% Year 2 and 70% Year 6 non-disadvantaged pupils) Writing: 13% of Year 2 disadvantaged pupils made the expected standard (48% non-disadvantaged), and 50% of Year 6 (61% non-disadvantaged pupils). Maths: 25% of Year 2 disadvantaged pupils made the expected standard (46% non-disadvantaged), and 44% of Year 6 (compared to 68% non-disadvantaged pupils).
2	Special Education Needs 18.8% of our PP cohort have additional needs which gives a further barrier to learning (Compared to 14.1% nationally). 9.8% of these pupils have an EHCP (compared to 3% nationally). The needs are predominately social and emotional difficulties and speech, language and communication.
3	Behaviour Behaviour reporting tools (although currently not accurate enough) as well as observations, indicate that a disproportionate number of disadvantaged pupils are not meeting behaviour expectations which therefore impacts on their own and other's learning.
4	Access to wider opportunities Currently our school offers limited opportunities to improve well-being and cultural capital which are two needs in our community. It is crucial that we address this gap to improve well-being and cultural capital. We need to continue building school wide opportunities for our disadvantaged children with access to rich, quality experiences that enhance their learning from first-hand experiences to improve outcomes.
5	Attendance Disadvantaged pupils at Spring Lane currently do not attend well. Attendance is significantly below the national average, with an absence rate of 9.7% (5.9% national). Persistent absence of disadvantaged pupils is almost double the national figure (30.1% compared to 16.2%).

Intended outcomes

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

Intended outcome	Success criteria
Improved SEND provision in the school through an inclusive culture where pupils with additional needs are supported effectively.	Improvements in provision will be evidenced by: • Qualitative data from pupil voice, parent surveys and teacher observations. • Appropriate SEND learning plans are consistently implemented in the classrooms (evidenced in learning walks) and SEND analysis indicate that pupils are making progress in their targets. • Observations that show specific pupils demonstrating self-regulation and are using taught strategies to manage. (/behaviour monitoring tools) • At least 20% of disadvantaged pupils engage in additional nurture activities in extra-curricular activities, particularly among disadvantaged pupils
Improved attainment among disadvantaged pupils.	By July 2027: • In the Year 1 Phonics screening test, 60% or more disadvantaged pupils meet the expected standard. • Reading outcomes in KS1 and KS2, show that at least 50% of disadvantaged pupils meet the expected standard (increase from 38% 2023-24) • Writing outcomes in KS1 and KS2, show that at least 40% of disadvantaged pupils meet the expected standard (increase from 13% 2023-24) • Maths outcomes in KS1 and KS2, show that at least 50% of disadvantaged pupils meet the expected standard (increase from 25% 2023-24)
Improved standard of behaviour, particularly with our disadvantaged pupils	• All pupils understand the school values and are able to show this through their behaviour (Evidenced through learn walks, pupil/staff/parent surveys) • Data analysis shows that negative behaviour incidences reduce over time. • With pupils that require individual behaviour plans, staff appropriately support pupils to achieve their targets.
Improved and sustained good attendance for all, particularly our disadvantaged pupils.	Sustained high attendance by the end of the academic year demonstrated by: • the overall absence attendance rate for all pupils being at least 95% • Reduce persistent absentees with disadvantaged pupils from 30.1% to 15%

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 83,290.00

Activity	Evidence that supports this approach	Challenge number addressed
Quality First Teaching CPD and Teaching Assistant CPD 3 x INSETs and weekly staff meetings focusing on QFT. Core subject leaders supported through coaching and significant dedicated PPA time (half termly) to drive improvement in their subjects. Teaching Assistants CPD linked to SEND and Behaviour support	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF suggests Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.	1, 2
Talk for Writing Training Talk for Writing training tailored to the school's needs, including 1 x INSET for KS1 and KS2 staff and school to school partnership working. Funding for new teachers to attend the baseline T4W training. 1x day full training and follow up training for EYFS (Nursery and Reception), using EYFS PP funding.	There is a strong evidence base from EEF that pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Talk for Writing embraces this and through appropriate training and resources children will be able to thrive as writers. Talk for Writing also maximises vocabulary exposure to support reading as a reader and reading as a writer. There is extensive evidence through EEF that high quality vocabulary enrichment children develop as readers and writers.	1, 2
Read Write Inc Training CPD provided by RWI consultant (1 full training day) supporting with teaching and learning in phonics. This will be supplemented by ongoing weekly CPD for all staff delivering phonics to pupils.	The EEF findings show that the average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).	1, 2
Learning Partnership Training (School Cost per CPD session) Following monitoring and evaluation cycles, CPD will be bought to support with staff (teachers and TA's)where needed, specifically focusing on core subjects.	EEF evidence details that supporting high quality teaching is pivotal in improving children's outcomes. Learning Partnership offers the 4 key mechanisms evidenced to be very effective in developing high quality teaching. Learning Partnership gives staff access to a huge range of courses that allow them to build knowledge, generate motivation, develop teaching techniques	1, 2
Specialist Support for SEND Pupils linked to SEMH Jogo Behaviour Support CPD 3 x year linked to SEMH and de-escalation strategies.	EEF notes that behaviour interventions can improve attainment by improving classroom management and pupils' self-regulation. Interventions are most effective when focused on teacher training in effective behaviour management strategies — exactly what Jogo offers. Consistency and clarity in how behaviour is managed across the school is key — supported by whole-school CPD like Jogo's. "Teacher training in behaviour management can have a moderate positive impact on attainment, especially when combined with a consistent whole-school approach." — <i>EEF Teaching and Learning Toolkit</i>	1, 2

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

Budgeted cost: 16,658.00

Activity	Evidence that supports this approach	Challenge number addressed
Additional Phonics Support Additional phonics sessions (daily) targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
School Led Tutoring Daily before and after-school booster group sessions run by Teaching Assistants/Teachers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.	1, 2

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

Budgeted cost: 66,632.00

Activity	Evidence that supports this approach	Challenge number addressed
Social and Emotional Support Social and emotional support to be further embedded into routine educational practices and supported by professional development and training for staff. SDQs are used to monitor and assess targeted pupils to help identify areas of concern and direct appropriate support. Range of support strategies implemented such as Lego therapy, transition groups and nurture groups.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SE skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SE skills are linked with poorer mental health and lower academic attainment. SE interventions in education are shown to improve SE skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	1, 2, 3
Recruitment of SEND Support Teaching Assistant Lead TA to support the development of inclusion and Speech and Language for SEND pupils across the school		1, 2, 3

Attendance Lead Attendance Lead is to be recruited to support with capacity in implementing the whole school attendance policy.	Parental engagement approaches have an average impact of +4 months' progress. The EEF identifies effective communication with families as key to improving attendance and engagement. A designated Attendance Lead would support the consistency and frequency of communication with families—especially those with disadvantaged pupils at risk of persistent absence. Proactive relationship-building and structured systems for follow-up (e.g. meetings, letters, home visits) are aligned with EEF strategies for parental engagement. “Communicating with parents about attendance, punctuality and routines can help develop shared expectations and tackle persistent absenteeism.” — <i>EEF Guidance: Working with Parents</i> (2018) Successful implementation requires clear roles, responsibilities, and adequate time and resources.” — EEF Implementation Guidance Report (2019) “Effective practice involves a dedicated attendance champion, with the authority to lead change and maintain a culture of high expectations.” — EEF Review on Attendance, 2022	1, 2, 3
Zones of Regulation development to support positive behaviours The PSHE curriculum will be developed to include explicit teaching of the Zones of Regulation in all year groups, enabling children to continually build self-regulation strategies that support their readiness to learn.	The EEF Toolkit shows that SEL programmes—like Zones of Regulation—have a moderate, positive impact on both academic outcomes and behaviour. These approaches are particularly effective when taught explicitly and integrated into the curriculum across all year groups. Key elements include helping pupils understand and manage emotions, develop self-awareness, and improve social interaction—core aims of the Zones of Regulation. “SEL approaches that explicitly teach pupils strategies for self-regulation and emotional understanding are particularly beneficial.” — EEF Teaching & Learning Toolkit: Social and Emotional Learning	1, 2, 3, 5
Extra-curricular activities Costs of extracurricular activities/trips/residential are subsidised for families who require financial support. Examples include music lessons, day trips, residential trips in Y3,4 and 6, swimming lessons, sports clubs, arts clubs etc. Activities are selected to meet the needs/aspirations of individual children. Music tuition for 12 disadvantaged pupils, who have a SEMH need, will be implemented weekly.	Disadvantaged children have less access to extra-curricular activities and cultural experiences. Children with access to these opportunities often have higher motivation, confidence and the skill to work in a team. (EEF) We want to give all our disadvantaged children the opportunity to have access to all our extra-curricular clubs and experiences provided by the school and our local community to close the gap between the experiences our advantage children have compared to our disadvantaged children	1, 4, 5
Attendance Strategy Develop and implement a strategy with robust attendance monitoring cycles. Use attendance incentives with targeted pupils. Address persistent absentees, building positive relationships with their families through processes set out in the school attendance policy, focusing on pupils with <90% attendance.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). Attendance for our disadvantaged children is lower than our non-disadvantaged children and below national average. SLT to liaise with families and external professionals to improve attendance	1, 3, 5

Total budgeted cost: 173,655

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Progress and impact against intended outcomes:

Intended outcome 1: Improved SEND provision in the school through an inclusive culture where pupils with additional needs are supported effectively.

Impact

- SEND learning plans are being consistently implemented in 12/14 classrooms evidenced in learning walks.
- 36/40 disadvantaged children with SEND are making progress in their targets. 5 children who are not making the expected improvement last year has been a focus and due to further interventions that has been put in place this year through nurture provisions and adapted curriculum provisions has enabled these children to thrive.
- In 12/14 (86%) classrooms, observations that show disadvantaged pupils with SEND are demonstrating self-regulation and are using taught strategies to manage. This has increased from 65% last academic year.
- 100% of Pupil Premium pupils with SEND access enriched opportunities through targeted support and an enhanced curriculum offer, including Nurture PE, Saints Values programmes, competitive interschool sport, Art enrichment, OAA, residential and risk-taking sports. These experiences have built confidence, resilience, self-esteem and a belief in their own abilities, while developing teamwork, independence and social skills. As a result, pupils demonstrate improved wellbeing, stronger relationships, greater engagement in school life and a stronger sense of belonging.

Intended outcome 2: Improved attainment among disadvantaged pupils.

Impact

Recent data indicates significant improvements in reading, phonics, and maths outcomes for disadvantaged pupils. However, progress in writing remains limited. The decline in EYFS Good Level of Development (GLD) also highlights the need for focused attention. As a result, writing and EYFS GLD will be key priorities for improvement in the coming year.

Detailed Analysis

EYFS

- EYFS PP GLD has increased from 30% to 44%. Although there were higher numbers of SEND last academic year, the increase is not as a result of SEND, as only 43% NON-SEND achieved GLD last year, whereas this year 57% NON SEND achieved GLD.

Phonics

- In the Year 1 Phonics screening test, 85% disadvantaged pupils meet the expected standard which was in line with 85% non-disadvantaged. This is compared to 38% in 2024 and 80% in 2025.

Reading

- In Year 2, 60% of disadvantaged pupils met the expected standard in reading, compared to 53% non-Pupil premium.
- In Year 6, 72% of disadvantaged pupils met the expected standard in reading, compared to 83% non-Pupil premium.

Writing

- In Year 2, 47% of disadvantaged pupils met the expected standard in writing, compared to 40% non-Pupil premium.
- In Year 6, 56% of disadvantaged pupils met the expected standard in writing, compared to 73% non-Pupil premium.

Maths

- In Year 2, 60% of disadvantaged pupils met the expected standard in maths, compared to 63% non-Pupil premium.
- In Year 6, 64% of disadvantaged pupils met the expected standard in maths, compared to 80% non-Pupil premium.

Combined

- In Year 2, 47% of disadvantaged pupils met the expected standard in maths, compared to 40% non-Pupil premium.
- In Year 6, 52% of disadvantaged pupils met the expected standard in maths, compared to 73% non-Pupil premium.

Note: Year 6 Pupil Premium Cohort (26) has 42% SEND. 26% of these have an EHCP (7 pupils).

Year of Strategy	2023-24	2024-25	2025-26	2026-27 Target
EYFS GLD	56% (60% Non-PP) (8 PP Pupils)	30% (67% Non-PP) (13 PP pupils)	44% (71% Non-PP) (9 PP Pupils)	75%
Year 1 Phonics	38% (58% Non PP)	80% (79% Non PP)	85% (85% Non-PP)	87%
End of Key Stage outcomes: Reading	44% (62% Non PP)	53% (62% Non PP)	72% (83% Non-PP)	75%
End of Key Stage outcomes: Writing	37% (54% Non PP)	34% (75% Non PP)	56% (73% Non PP)	65%
End of Key Stage outcomes: Maths	37% (56% Non PP)	53% (57% Non PP)	64% (80 % Non PP)	70%

Intended outcome 3: Improved standard of behaviour, particularly with our disadvantaged pupils**Impact**

- All children at Spring Lane, including those who are disadvantaged, know and understand the school values. The phrase 'The Spring Lane Way' is consistently used across the school and is understood by all pupils as a shared language and expectation.
- Behaviour data over the academic year shows fluctuations in the number of negative incidents. However, analysis is affected by a small number of pupils with a high number of recorded incidents, which skews the overall picture. The permanent exclusion of three pupils resulted in placements that were better aligned to their individual needs and circumstances. This has supported improved outcomes for those pupils, while also contributing to a calmer and more purposeful learning environment across the school.

Furthermore, four Pupil Premium Pupils have had a placement at an alternative provision, with a therapeutic, trauma-informed approach and has had a significant positive impact on targeted pupils, included marked improvements in attendance, self-regulation and increased engagement with learning.

- Pastoral support and a wide range of targeted interventions have been accessed by 100% disadvantaged pupils this year. These include: success cards, social skills interventions, art therapy club, drawing and talking, bucket therapy, Mental Health Support Team involvement, New Leaf SEMH provision, after-school nurture club, nurture lunch sessions, nurture PE sessions, Time to Talk, grief programmes, and Zones of Regulation. These strategies have shown a positive impact, as evidenced by staff observations.
- Building on the therapeutic approach trial, the use of consistent language around 'expected' and 'unexpected' behaviour has strengthened the school's behaviour culture. Pupils across the school demonstrate a greater understanding of behavioural expectations and are able to discuss the choices they make using this shared language. The consistent use of agreed scripts by staff has reduced variability in behaviour management approaches, helping pupils to feel secure and supported. Consequently, classroom environments are calmer, pupils remain engaged in learning for longer periods, and staff report improvements in pupils' ability to self-regulate and recover more quickly following incidents. This has been an important factor in the overall reduction of disruptive behaviour seen across the school.

Intended outcome 4: Improved and sustained good attendance for all, particularly our disadvantaged pupils.

Strategy year	2023-24		2024-25		2025-26		2026-27 (Set Target)	
	Attendance	Persistent Absence	Attendance	Persistent Absence	Attendance	Persistent Absence	Attendance	Persistent Absence
Attendance PP	91.2%	25.4%	90.8%	32.4%	89.3%	25.3%	95%	<20%
Attendance Non-PP	93.6%	18.4%	93.4%	24.0%	93.2%	20.1%	95%	<20%
Attendance	92.9%	20.3%	92.6%	26.5%	91.8%	25.3%	95%	<20%

- Due to the unique context of the school, a number of pupils present with attendance circumstances that are significantly different from those of the wider pupil population. These cases can have a disproportionate impact on overall attendance figures and, when considered within whole-school analyses alone, may obscure trends relating to the majority of pupils.
- In order to evaluate the impact of attendance strategies and interventions more accurately, we have established a clearly defined methodology for identifying and analysing exceptional cases separately. This includes pupils whose absence is largely attributable to factors beyond the school's direct influence, such as those recorded as Children Missing Education (CME).
- Alongside headline attendance figures, analysis of this adjusted cohort data provides a more nuanced understanding of attendance culture across the school and enables us to reflect on the effectiveness of actions with greater precision. This approach supports informed decision-making and ensures that strategic interventions are evaluated against the attendance patterns of the school's core pupil population, while maintaining full transparency regarding whole-school attendance outcomes.
- 53 pupils have been removed from the data, including 14 pupils were reported as CME and 9 pupils reduced timetables. (Please see our Attendance Summary Report for more detail on the Exclusion Criteria)
17 Pupils Severely Absent <50%
36 Pupils Permanently Absent <90%

Note:

For historical attendance analyses, where individual case histories could not be reliably reviewed, a standard threshold was applied, with pupils recording attendance below 75% identified as statistical outliers and considered separately. The relatively low number of such cases in previous years reflects the evolving context of the school community. Increased international mobility, together with a growing number of pupils presenting with complex SEND needs, has resulted in a greater requirement for bespoke pastoral support and carefully managed transition programmes, both within and beyond the school.

Adjusted Data Set with the removal of outliers						
Year	2023-24		2024-25		2025-26	
	Raw	Adjusted 9 pupils <75%	Raw	Adjusted 9 pupils <75%	Raw	Adjusted 53 pupils
Whole School	92.9	93.4	92.6	93.1	91.8	94.4
PA	20.3	18.6	26.6	23.3	24.7	14.9
LAC	87.8	94.5	88	90.2	89.4	95.5
PP	91.2	92.6	90.8	91.7	89.4	93.2
No PP	93.6	93.7	93.4	93.8	93.2	95.0
FSM	90.9	92.2	90.8	91.7	89.2	93.2
FSM PA	20.3	18.6	26.5	23.3	36.4	21.2

2025 – 26 National and Local Benchmarking (With adjusted data set)			
	Spring Lane Primary	West Northants	National
FSM			
Attendance	93.2%	91.15%	91.83%
Persistent Absence	21.2%	30.07%	27.08%
Non-FSM			
Attendance	95.2%	95.67%	95.78%
Persistent Absence	11.0%	8.68%	9.07%
SEND Support			
Attendance	93.4%	93.08%	92.66%
Persistent Absence	19.6%	21.53%	22.53%
SEND EHCP			
Attendance	94.3%	89.12%	89.07%
Persistent Absence	10.5%	33.50%	32.42%
Non SEND			
Attendance	94.8%	95.53%	95.43%
Persistent Absence	13.4%	10.41%	11.60%

By removing outliers, and adjusting the school raw data, there is a significant impact on school attendance culture with our

Pupil Premium children, particularly in 25-26 where we are broadly in line with national. (Please see interventions on the Attendance Summary Report to see details of impact of specific interventions).

Adjusted data also shows the impact of our strategy on FSM pupils and SEND pupils with both whole school attendance and persistent absence significantly outperforming against local and national benchmarks.

Data analysed 29/07/25

- A trend of poor attendance has been identified with EYFS pupils in the past three years. Targeted communication has taken place for Nursery and Reception parents to support a shift in culture going into Autumn 2026.
- Data also shows that 50% of disadvantaged pupils have been absent either immediately before or after school holidays. (Down from 54% the previous year. This pattern suggests unauthorised term-time travel, likely linked to flight affordability).
- A dedicated attendance officer has been recruited mid-way through this academic year. The school aims to implement a more robust and rigorous attendance system that enables swift progression through intervention stages, in line with DfE guidance. The use of penalty notices will also be fully embedded to support the attendance policy and drive improvement.