

# Pupil premium strategy statement – Comberton Primary School

This statement details our school's use of pupil premium (and recovery 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	Comberton Primary School
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Deena Frost, Headteacher
Pupil premium lead	Deena Frost, Headteacher
Governor / Trustee leads	Fran Oborski

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,820
Recovery premium funding allocation this academic year	£3,733.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£165,553.75

# Part A: Pupil premium strategy plan

## Statement of intent

**Our Intent: *Our role at Comberton is to spark curiosity, creating a world of opportunity, awe and wonder for our children and staff. We aim to equip our children with the knowledge, skills and values to lead productive, healthy and inspired lives in modern day Britain.***

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 is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and includes the use of specific interventions. 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 strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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're set and support any gaps through targeted interventions;
- act early to intervene at the point need is identified;
- use progress meetings to review and track the progress of disadvantaged pupils and then adapt our approaches as necessary;
- 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	<p>The ongoing impact of the historical partial school closures has had a more significant effect on some disadvantaged pupils and the gaps between themselves and their peers have widened – core skills/knowledge needs revisiting (many did not engage with remote learning as well as their non-disadvantaged peers). This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p>Evaluations also evidence that the well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p>
2	<p>Internal and statutory assessments indicate that attainment among disadvantaged pupils in most year groups (excluding y6 July 2023) is significantly below that of non-disadvantaged pupils in reading, writing and maths.</p> <p>Lower ability (including SEN) disadvantaged pupils make less progress than other pupils in reading, writing and maths.</p>
3	<p>Assessments and observations indicate underdeveloped oral language skills among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p>Disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Outcomes for year 1 phonics screening closed the gap for disadvantaged pupils (July 2023) but application into reading and writing remains a focus.</p>
5	<p>Our evaluations, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of engagement in educational activities, family challenges or access to enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Many of our disadvantaged pupils require additional support with social and emotional needs and the social and emotional issues for an identified group of disadvantaged pupils is having a detrimental effect on their academic progress.</p>
6	<p>Attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils (-1.9% in 2022/23 and this has been the case historically)</p> <p>Absence (including persistent absenteeism) rates are higher compared with non-disadvantaged. Our data and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
7	<p>Our reflections and family support work evidence that home learning environments and family engagement for some disadvantaged pupils is not as strong as non-disadvantaged pupils.</p>

## 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 attainment (in reading, writing and maths) among disadvantaged pupils so that the gap between the attainment of disadvantaged and non-disadvantaged pupils narrows by the end of 2023/24.	The gap between the attainment of disadvantaged and non-disadvantaged pupils' narrows and a greater proportion of disadvantaged pupils meet national expectations.				
	The current and historic data evidences that the proportion of disadvantaged pupils who attained the expected standard was:				
	<b>EYGS GLD</b>	<b>2019</b>	<b>2021 (internal)</b>	<b>2022</b>	<b>2023</b>
		58% (Non: 72%) - <b>14%gap</b>	30% (Non: 62%) - <b>32%gap</b>	31% (Non: 54%) - <b>23%gap</b>	25% (Non: 59%) <b>34%gap</b>
	<b>Y1 Phonics Screening</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
		67% (Non: 94%) - <b>27%gap</b>	33% (Non: 74%) - <b>41%gap</b>	82% (Non: 83%) <b>+1%gap</b>	77% (Non: 85%) <b>8% gap</b>
	<b>KS1 Outcomes</b>	<b>2019</b>	<b>2021 (internal)</b>	<b>2022</b>	<b>2023</b>
	<b>RWM</b>	60% (Non: 71%) - <b>11%gap</b>	29% (Non: 54%) - <b>25%gap</b>	26% (Non: 51%) - <b>25%gap</b>	36% (Non: 60%) - <b>24%gap</b>
	<b>Reading</b>	71% (Non: 82%) - <b>11%gap</b>	36% (Non: 62%) - <b>26%gap</b>	42% (Non: 54%) - <b>12%gap</b>	45% (Non: 72%) - <b>27%gap</b>
	<b>Writing</b>	86% (Non: 73%) - <b>7%gap</b>	43% (Non: 59%) - <b>16%gap</b>	26% (Non: 51%) - <b>25%gap</b>	45% (Non: 66%) - <b>21%gap</b>
<b>Maths</b>	79% (Non: 80%) - <b>1%gap</b>	57% (Non: 69%) - <b>12%gap</b>	53% (Non: 59%) - <b>6%gap</b>	64% (Non: 77%) - <b>13%gap</b>	
<b>KS2 Outcomes</b>	<b>2019</b>	<b>2021 (internal)</b>	<b>2022</b>	<b>2023</b>	
<b>RWM</b>	73% (Non: 81%) - <b>9%gap</b>	33% (Non: 72%) - <b>39%gap</b>	53% (Non: 67%) - <b>14%gap</b>	70% (Non: 70%) - <b>0%gap</b>	
<b>Reading</b>	87% (Non: 86%) <b>+1%gap</b>	44% (Non: 82%) - <b>38%gap</b>	77% (Non: 91%) - <b>14%gap</b>	75% (Non: 82%) - <b>7%gap</b>	

	<b>Writing</b>	87% (Non: 91%) - 4%gap	44% (Non: 74%) - 30%gap	53% (Non: 89%) - 36%gap	75% (Non: 73%) - -2%gap
	<b>Maths</b>	87% (Non: 93%) - 6%gap	33% (Non: 78%) - 45%gap	65% (Non: 91%) - 26%gap	82% (Non: 80%) - -2%gap
Improved oral language skills and vocabulary among disadvantaged pupils (particular focus EYFS disadvantaged pupils).	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, learning journeys, ongoing formative assessment, and summative Wellcomm assessments.				
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and school provides effective targeted support for any causing concern.	Sustained high levels of wellbeing by 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>vulnerability meeting minutes 'capturing' and demonstrating planned actions and support;</li> <li>qualitative data from student voice, student and parent surveys and teacher observations;</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils;</li> <li>Evidence from curriculum planning of the golden thread of wellbeing</li> </ul>				
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.  To decrease the number of disadvantaged children with attendance below 90%.	Sustained higher attendance by 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>improved overall absence rate for all pupils and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced, being no more than 1.5%</li> <li>the attendance of disadvantaged pupils is at least in line with the national comparative figure;</li> <li>the number of disadvantaged pupils classed as persistent absentees (less than 90%) decreases;</li> <li>the gap between the percentage of disadvantaged and non-disadvantaged pupils' deemed persistent absentees narrows to less than 2%</li> </ul>				

## 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: £73,286

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure CPD for teachers and staff is aligned with the curriculum so that it	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	1 2

<p>develops teachers' pedagogical knowledge and teaching content knowledge over time.</p> <p>Focus: sequences of learning across the curriculum (building knowledge and progression) (release time, CPD: £12,000)</p>	<p>outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	
<p>Quality First teaching - small group teaching for Phase 2 pupils in the Learning Hub every morning. This includes a significant focus on social and emotional learning.</p> <p>(£29,391)</p>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 2 3 4 5</p>
<p>Participation in 'Metacognition Project' with soft federation school. Year 2 of 2 year project with external consultant through 'Thinking Matters.'</p> <p>£1350 project cost Teacher release time for the Drive Team training and staff CPD £2880 + £3565</p>	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils, when applied effectively in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 2</p>
<p>To engage in work with GLOW maths hub with a focus on mastery in maths</p> <p>Maths Lead &amp; support release time to access Glow Maths Hub, resources and CPD (including teaching for mastery)</p> <p>CPD for all Staff in implementation (£4000)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> <a href="https://educationendowmentfoundation.org.uk">Improving Mathematics in the</a></p> <p>Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. A clear whole school approach to calculation will support this.</p> <p><a href="https://educationendowmentfoundation.org.uk">Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 2</p>

	<p><a href="https://educationendowmentfoundation.org.uk">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>To hold progress meetings (termly) with each staff member to review the progress of pupils (specific focus disadvantaged) to then address and adapt provision as required.</p> <p>(Release time: £3600)</p>	<p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching. Teachers should be mindful of the differing needs within their classes – it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	1 2
<p>English Lead monitoring the 'bottom 20%' readers to ensure appropriate provision is in place to accelerate progress.</p> <p>Work with St John Bosco and LA literacy specialist to develop teaching of reading across the school</p> <p>£8000 release time and CPD attendance</p>	<p>Clear assessment of need and tracking of progress can help to ensure appropriate provision. 'Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.' (EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	2 4
<p>Phonics Lead coaching staff 30 mins 4x week for delivery of high quality phonics £2500</p> <p>Subscription to Read, Write Inc portal and CPD for all staff £8000</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	2 4

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

Budgeted cost: £63,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions on a 1-1 or small group basis (delivered by TAs during pm sessions) Cost: £36,023 (4 hours per week x 12 adults)</p>	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p> <p>2</p>
<p>Develop the role of SLCN TA to address need in EYFS and identified groups across the school to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (£20,177)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (£4000)</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:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>4</p>
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for identified disadvantaged pupils, including those who are high attainers.</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the</p>	<p>1</p> <p>2</p> <p>4</p>



£3000	<p>meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25,334

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Designated family support worker/well-being mentor to work alongside pupils and families, including the development of wellbeing champions</p> <p>(£25,334)</p>	<p>Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Both community-based and school-based approaches can be successful:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>5</p> <p>7</p>
<p>Embedding principles of good practice set out in the DfE's <a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK</a> (<a href="http://www.gov.uk">www.gov.uk</a>)</p> <p>This will involve training and time for staff to develop</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps:</p>	<p>6</p>

and implement new procedures including bespoke work with hard to reach families (proportion of above cost from work by FSW)	<a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	
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**Total budgeted cost: £161,820**

## 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 2022 to 2023 academic year.

#### **Attainment and Progress**

Statutory assessments for EYFS and KS1 during 2022-23 evidence that the performance of disadvantaged pupils remains significantly lower than their non-disadvantaged peers and than in pre covid years. The gap has narrowed in some areas and was particularly pleasing in our phonics screening and end of Key Stage 2 outcomes (where there was no gap) showing progress towards our 3 year strategy plan.

2022 Phonics screening results shows the impact of the quality first teaching and targeted provision in phonics which has resulted in maintaining just a narrow gap. (1% 2022, 7% 2023)

The impact of the low starting points for children in the Early Years is reflected in 2023 outcomes, where gap closing will be cumulative across this strategy.

Our evaluations of the reasons for these outcomes points primarily to ongoing Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. Quality First Teaching and targeted interventions in phonics, reading and maths are beginning to support gap closing. Application of taught skills and language and vocabulary remain the barrier in writing especially.

EYGS GLD	2019	2021	2022	2023
	58% (Non:72%)	30% (Non:62%)	31% (Non:54%)	25% (Non:59%)

Y1 Phonics Screening	2019	2021	2022	2023
	67% (Non: 94%)	33% (Non: 74%)	82% (Non: 83%)	77% (Non: 85%)

KS1 Outcomes	2019	2021 (internal)	2022	2023
RWM	60% (Non:71%)	29% (Non: 54%)	26% (Non:51%)	36% (Non: 60%)
Reading	71% (Non:82%)	36% (Non: 62%)	42% (Non:54%)	45% (Non: 72%)
Writing	86% (Non:73%)	43% (Non: 59%)	26% (Non:51%)	45% (Non: 66%)
Maths	79% (Non: 80%)	57% (Non: 69%)	53% (Non:59%)	64% (Non: 77%)

KS2 Outcomes	2019	2021 (internal)	2022	2023
RWM	73% (Non:81%)	33% (Non: 72%)	53% (Non:67%)	70% (Non:70%)
Reading	87% (Non:86%)	44% (Non: 82%)	77% (Non:91%)	75% (Non: 82%)
Writing	87% (Non:91%)	44% (Non: 74%)	53% (Non:89%)	75% (Non:73%)
Maths	87% (Non: 93%)	33% (Non: 78%)	65% (Non:91%)	82% (Non: 80%)

### **Attendance**

In 2018/19 (the last full year of attendance data pre covid), whole school attendance was at 95% and 92.5% for our pupil premium pupils. In 2021/22, whole school attendance was at 92.9 % (92.8% National) and 91.4% for our pupils premium pupils (90.5% National). In 2022/23 whole school attendance was at 93.5 % (93.8% National) and 91.4% for our pupils premium pupils (91.3% National). Although school attendance for our disadvantaged pupils was just above National last year and the year previously, showing the positive impact of our work to date, we still need to increase overall attendance for this group and continue to close the gap between disadvantaged pupils and their non-disadvantaged peers. Persistent absence rates also remained higher, which is why attendance is a continued focus of our current plan.

### **Well-being**

Our evaluations, vulnerability meetings and observations indicate that pupil behaviour, wellbeing and mental health remain significantly impacted due to ongoing COVID-19-related issues as well as current external pressures within families from the cost of living crisis. The impact is particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on that approach with the activities detailed in this plan.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
N/A	N/A
N/A	N/A

## **Service pupil premium funding (optional)**

<b>Measure</b>	<b>Details</b>
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