

# Pupil premium strategy statement 2024-25

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   | Hunslet Moor Primary School |
| Number of pupils in school  | 440 Pupils                  |
| Proportion (%) of pupil premium eligible pupils                         | 131 pupils (30%)            |
| Academic year/years that our current pupil premium strategy plan covers | 2024- 2025                  |
| Date this statement was published                                       | December 2024               |
| Date on which it will be reviewed                                       | September 2025              |
| Statement authorised by   | Hannah Darley               |
| Pupil premium lead  | Rachel Chandler             |
| Governor / Trustee lead   | Jason Waddington            |

## Funding overview

| Detail  | Amount      |
|---|-------------|
| Pupil premium funding allocation this academic year   | £288,369.00 |
| Recovery premium funding allocation this academic year  | £6,888      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | 0           |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £295,257.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Hunslet Moor we believe that all children should be given the opportunity to achieve their full potential, taking into account the importance of meeting the needs of each individual child's learning, and their social and emotional needs. We have high expectations for all pupils in our school, and believe that with good quality teaching and learning, access to a broad balanced curriculum and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially.

The Pupil Premium funding that our school receives will be used effectively to implement the necessary provision to support identified 'disadvantaged' pupils to facilitate access to education; access to a rich and varied curriculum, including enriching experiences and specific interventions that are outlined within this Pupil Premium Strategy Plan. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or Recovery funding. This has been informed by the latest research, guidance and regular evaluation, to meet the children's pastoral, social and academic needs. Our strategies target the individualised needs of our children identified as 'disadvantaged', with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium funding.

Staff at Hunslet Moor Primary School are committed to ensuring that High-quality teaching 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. We are committed to ensuring that disadvantaged pupils, including those who are SEND, receive targeted support through effective teaching and learning and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent, targeted intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables our school to plan appropriate interventions and support programmes year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating Pupil Premium Funding, a thorough analysis of data has been conducted and a range of research, such as the Education Endowment Foundation and The Sutton Trust has been considered. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <b>Closing the gap in learning</b><br>Our assessments, discussions and observations demonstrated lower levels of attainment and slower progress rates for Disadvantaged pupils. Upon returning to school, after a number of previous closures, pupils displayed significant gaps in Reading, Writing and Maths and found it difficult to retain or recall prior learning. The impact of the pandemic demonstrated a further increased the gap in learning for a number of pupils, most specifically our disadvantaged learners. |
| 2                | <b>Pupil SEMH need and supporting vulnerable families</b>   |

|   |   |
|---|---|
|   | Pupils emotional well-being, social and behavioural needs are affecting children being in a position to be 'ready' to learn and make progress in line with their peers. Some pupils display a weakness in learning behaviours. These pupils physically and emotionally lack self- belief, resilience and readiness to learn. The lack of self-motivation and independence in disadvantaged pupils has impacted upon attainment levels of these pupils across school from EYFS to KS2.   |
| 3 | <b>Communication and language skills and the development of Early Reading.</b><br>There are a significant number of pupils who join the school that have little or no English. Our reports show an increase in speech and language difficulties and limited vocabulary skills from EYFS to KS2. This is a barrier to pupils reaching the standards expected of their age. Typically, more pupils than average are from minority ethnic groups and the proportion of pupils who speak English as an additional language is well above average. Our assessments and reports demonstrate that pupils are below the national average in phonics and reading. Read write inc on entry assessments show that there are currently 56 children accessing phonics in KS2 (Autumn 2022) |
| 4 | <b>All children have access to a broad balanced curriculum</b><br>Our reports and discussions identify that historically low attainment levels upon entry into EYFS, mobility of pupils and the impact of a reduced curriculum (due to COVID-19) have reduced the opportunities to access a broad balanced curriculum for the majority of our disadvantaged pupils.   |
| 5 | <b>Enriching experiences</b><br>Our observations and discussions with children and families show that some disadvantaged pupils lack opportunities to engage in activities beyond their home or the local community.  |

## 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  |
|---|---|
| Good quality teaching and learning for all pupils-To ensure that all disadvantaged pupils are accessing a curriculum that meets their needs and enables them to make progress in line with their peers.   | Gap analysis, moderation of assessments and use of pupil tracking grids by class teachers and subject leaders are used to identify pupils who have fallen behind their peers.<br>Assessment of pupils demonstrates a reduction in attainment gap between disadvantaged and their peers in R,W,M.<br>Robust assessment, data analysis and evaluation supports planning for targeted intervention.<br>The use of tutoring programmes and cohort interventions are proven effective.   |
| Staff to ensure that the emotional well-being of vulnerable children and their families are met in an inclusive and nurturing way. This is also to ensure that attendance increases-especially those who are classified as persistently absent. | Senior Inclusion Support workers are proactive in their role of supporting pupils to be 'ready' to learn.<br>Family support workers support the most vulnerable families with appropriate services including; counselling services, school uniform and offering core therapeutics to meet the SEMH need of pupils.<br>Attendance support officer ensures that attendance of whole school meets national average 95%.<br>Breakfast club supervisor supports to deliver a healthy whole school breakfast- offering breakfast to all pupils daily.<br>All pupils feel safe and happy in school, maintaining a positive attitude towards their learning, and build positive relationships with their peers and staff members. |

|  |  |
|--|--|
| <p>Improved oral language, vocabulary and an increase in reading attainment for all pupils at Hunslet Moor Primary School.</p> | <p>Read, Write Inc is adopted as a whole school approach and is effective in ensuring that pupils are making progress in phonics and early reading.</p> <p>There are a wide range of books/ resources available to develop the love of reading within school and these are accessed regularly by pupils at home and in school.</p> <p>Staff are confident and competent to deliver an effective phonics lessons and develop early reading strategies.</p> <p>There is an increased percentage of pupils who pass their phonics check from previous years.</p> <p>Impact of phonic intervention show that children have made progress in phonics across the programme.</p> <p>Children meet ARE in Reading at KS1 and KS2.</p>  |
| <p>All children have access to a broad balance curriculum that is tailored to the local school community.</p>                  | <p>Subject leaders and curriculum leaders work to develop a broad balanced curriculum for pupils in school.</p> <p>Ensuring that there is a clear focus for every subject within the curriculum. There is a subject policy that aligns with the Hunslet Moor curriculum policy. LTPs and MTPs have been reviewed for: NC coverage for each year group; progression year on year; relevance and pitch. Resource audits have been completed and order completed for renewed resources in school.</p> <p>Work scrutiny and conversations with children has taken place for each subject and developments acted upon swiftly.</p> <p>Subject leaders have engaged in at least 1 CPD event and can demonstrate application of this within their subject.</p> <p>Subject leaders have provided support for the teaching of the subject eg. Sharing of good practice. Reviewing LTP, modelling a lesson, subject 'drop in' session/ briefing, sharing of resources, subject knowledge.</p> <p>All children are accessing a range of lessons which promote their creative skills and develop their curiosity.</p> <p>All pupils are offered a free PE kit to enable them to access P.E lessons &amp; after school clubs.</p> |
| <p>All children are exposed to a breath of experiences that enable them to contextualise their learning.</p>                   | <p>All year groups have a long term plan for enriching experiences.</p> <p>Teachers and support staff will plan a wide range of visits, events and experiences to inspire and enhance learning to make it memorable.</p> <p>Holiday clubs are run free of charge of parents and there is a clear uptake of these.</p>  |

## 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)

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| TRL RWI subject leadership £4,139                                      | Government guidance on using recovery premium funding: schools should spend this premium on evidence-based approaches to supporting pupils. In line with the Education Endowment Foundation's pupil premium guide, activities should include those that provide targeted academic support, such as tutoring. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  | 1,3                           |
| TLR Read, Write Inc tuition, implementation & monitoring<br>£17,442.00 |   | 1,3                           |
| RWI support externally<br>£1,020.00                                    | See EEF Toolkit : High Quality Teaching <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> '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.' | 1,3                           |
| RWI Early reading/ tutoring<br>£19,715                                 |   |                               |
| Subject leadership & curriculum budgets<br>£2700                       | To begin to tackle the challenge of the attainment gap requires us first to understand it – both the scale and nature of the gap, as well as the factors most likely to help close it.<br><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/EEF_Attainment_Gap_Report_2018_-_print.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/EEF_Attainment_Gap_Report_2018_-_print.pdf</a>   | 4,1<br>4,3,1                  |
| Music service<br>£14,257   | Studies find that found that musical experiences in childhood can actually accelerate brain development, particularly in the areas of language acquisition and reading skills.<br><a href="https://www.brighthorizons.com/family-resources/music-and-children-rhythm-meets-child-development">https://www.brighthorizons.com/family-resources/music-and-children-rhythm-meets-child-development</a>   | 4,5                           |

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

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

|   |  |                   |
|---|--|-------------------|
| <p>Rosetta Stone communication<br/>£3,375</p> <p>EAL, Communication &amp; Language<br/>£38,529.00</p>   | <p>Government guidance on using recovery premium funding: schools should spend this premium on evidence-based approaches to supporting pupils. In line with the Education Endowment Foundation's pupil premium guide, activities should include those that provide targeted academic support, such as tutoring.<br/><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.<br/><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> | <p>1</p> <p>1</p> |
| <p>Resources to support phonics/ Early reading &amp; key texts books £4000<br/>Providing every pupil with a book bag £420</p> <p>Speech and language support<br/>£6,506</p> <p>Chatterbugs- S&amp;L support £16,930</p> <p>Maths subscriptions &amp; TTRS<br/>£255 &amp; £95</p> <p>Testbase subscriptions<br/>£375</p> | <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.<br/><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>1,3</p>        |

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

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Inclusion support<br/>£34,592</p> <p>Attendance &amp; Family spend<br/>£62,306</p> <p>Behaviour support<br/>£23,461.00</p> <p>Attendance &amp; Behaviour Budget</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.<br/><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>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.<br/><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p>EEF Guidance about Wider strategies focusing on SEL, Well-being and Mental Health.</p> | <p>2</p> <p>2</p> <p>2</p>    |

|  |  |                  |
|--|--|------------------|
| £1,500   | <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>  |                  |
| Behaviour and Well-being Core Therapeutics £10,500<br>Team teach training for staff & subscription £705<br>Safe space- Autism Silver Birch £900<br>Online safety UK £ £1,299 | Schools need the tools and resources to make effective mental health support a critical plank in education catch-up<br><a href="https://www.eif.org.uk/blog/schools-need-the-tools-and-resources-to-make-effective-mental-health-support-a-critical-plank-in-education-catch-up">https://www.eif.org.uk/blog/schools-need-the-tools-and-resources-to-make-effective-mental-health-support-a-critical-plank-in-education-catch-up</a><br>Mental health and behaviour in schools: Departmental advice for school staff. <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf</a><br><br>Research and evidence is vital to inform the promotion of a safer online environment for children.<br><a href="https://saferinternet.org.uk/research">https://saferinternet.org.uk/research</a> | 2                |
| Healthy school package<br>3 yearly subscription<br>£890  | A healthy and positive school environment is fundamental to student success and effective learning<br><a href="https://healthyschoolscampaign.org/about/our-vision-what-is-a-healthy-school/">https://healthyschoolscampaign.org/about/our-vision-what-is-a-healthy-school/</a><br><a href="https://www.mentallyhealthyschools.org.uk/">https://www.mentallyhealthyschools.org.uk/</a><br><a href="#">The lives of children and young people behind the statistics   Magic Breakfast</a>   | 2                |
| Thrive training £2,700<br>Jigsaw PHSE £1,255<br>subscription £200  | EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.<br><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>  | 2, 4             |
| Widget £1000<br>Language Line £1500<br>School website translation £1000  | The school caters for over 400 pupils, whose families speak up to 40+ languages within the community.<br>Resources such as Language Line, Widget online subscription & website translation help to support families of children within the school community break down barriers to communication and language.<br><a href="https://www.bell-foundation.org.uk/app/uploads/2017/05/2014-cambs-Full-Report-FV.pdf">https://www.bell-foundation.org.uk/app/uploads/2017/05/2014-cambs-Full-Report-FV.pdf</a>  | 1,2,3            |
| Enriching experiences & educational visits<br>EYFS- £1,500.00<br>KS1- £2,190.00<br>LKS2- £1,700.00<br>UPKS2- £1,700.00<br>Yr 6 overnight residential £2,020                  | Research shows too many young people from disadvantaged backgrounds never get the chance to engage with extra-curricular activities.<br><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a>  | 2,5              |
| After school club budget £500<br>PE kits for pupils £6,000   | This research highlights the importance of after school clubs for increasing disadvantaged children's access to activities and explore what it is about how these clubs are structured and delivered that helps to engage less affluent families.<br><a href="https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01F-ED0C672C21C6.pdf">https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01F-ED0C672C21C6.pdf</a>   | 2,4,5<br><br>2,4 |

**Total budgeted cost: £292,722.**

# 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 2023 to 2024 academic year.

### Breakdown of Disadvantaged pupils per year group (July 2024)

| NC Year      | Female Male |           | Total<br>(PP & Census) |
|--------------|-------------|-----------|------------------------|
|              | Female      | Male      |                        |
| R            | 11          | 7         | 18                     |
| 1            | 11          | 6         | 17                     |
| 2            | 10          | 17        | 27                     |
| 3            | 16          | 9         | 25                     |
| 4            | 11          | 20        | 31                     |
| 5            | 16          | 9         | 25                     |
| 6            | 17          | 17        | 34                     |
| Other        | 0           | 0         | 0                      |
| Unknown      | 5           | 5         | 10                     |
| <b>Total</b> | <b>97</b>   | <b>90</b> | <b>187</b>             |

187 pupils are classified as disadvantaged in July 2024. 46.3% (100) female pupils are disadvantaged, 17.1% higher than the national of 29.2%. 46.5% (92) male pupils are disadvantaged, 17.3% higher than the national of 29.2%.

23.2% (41) of disadvantaged pupils have a SEN provision, 5.2% lower than the national of 28.4%.

48.6% (86) of disadvantaged pupils have a first language other than English, +27.2% higher than the national of 21.4%.

79.7% (141) of your disadvantaged pupils are minority ethnicity, 42.5% higher than the national of 37.2%

\* Data taken from perspective lite Dec 2024

### Foundation Stage Data- Good Level of Development

| Group                     | HMPS 2023 | Leeds | National |
|---------------------------|-----------|-------|----------|
| School (57)               | 50.9%     | 64.9% | 67.7%    |
| Disadvantaged pupils (17) | 41.2%     | 46.3% | 51.6%    |
| Non Disadvantaged (40)    | 55%       | 68.6% | 70.9%    |

Overall, 50.9% achieved a Good Level of Development at HMPS which is lower than the National average. Further analysis of this data has found that a significant % of pupils classified as EAL was reflected within this cohort outcome of GLD.

41.2% of Disadvantaged pupils achieved a good level of development compared non- disadvantaged pupils. 55%

The gap between Disadvantaged pupils and Leeds is (-5.1%) and National (10.4%). This is lower compared to the Non-Disadvantaged gap (13.6% Leeds & 15.9%)

Communication and Language strands were lower for Disadvantaged pupils (52.9%) compared to Non- Disadvantaged pupils (65%). Alongside Maths strands achieved from Disadvantaged (41.2%) compared to non-disadvantaged (65%).

### Phonics Screening Y1 (July 2024)

| Group                   | 2022  | 2023 | 2024 | Leeds 2024 | National 2024 |
|-------------------------|-------|------|------|------------|---------------|
| Cohort (60)             | 67.8% | 75%  | 75%  | 79%        | 80.2%         |
| Disadvantaged (19)      | 80%   | 67%  | 68.4 | 64.9%      | 68.1%         |
| Non- (41) Disadvantaged | 63.6% | 79%  | 78%  | 83.4%      | 83.8%         |

This year, 68.4% of Disadvantaged pupils passed the phonics screening compared to 64.9% locally and 68.1% nationally. Hunslet Moor disadvantaged pupils were in line with National Disadvantaged pupils and outperformed local pupils by +3.5%. Overall, Non-disadvantaged pupils have scored higher than Disadvantaged pupils (10.4% difference). Attainment of SEND pupils and Attendance of key pupils were a factor in overall pupil outcomes.



## Phonics Screening- End of Y2

| Group                     | 2022  | 2023 | 2024           | Local 2024 | National 2024 |
|---------------------------|-------|------|----------------|------------|---------------|
| <b>Cohort (17)</b>        | 59.1% | 58%  | 58.8%          | 50.5%      | 54.6%         |
| <b>Disadvantaged (10)</b> | 77.8% | 50%  | 50%<br>(5/10)  | 45.3%      | 48.4%         |
| <b>Other (7)</b>          | 46.2% | 50%  | 71.4%<br>(5/7) | 54.2%      | 58.3%         |

58.8% of Yr2 pupils passed the re-take phonics test. This is higher than Leeds (+8.3%) and National (4.2%)

This year, 17 children took the PSC, 10 pupils (58%) passed.

5/ 10 disadvantaged pupils achieved the phonics retake in Y2 (50%). Overall figures continue to be above (4.7%) Local and National (1.6%)

Early reading & phonics focuses continue to significantly support the children who have not passed the phonics Y2 recheck as they move into Y3. Staff for RWI tutoring focus heavily on these pupils.

## End of Key Stage 1 Attainment Data (EXS+)

| Subject  | All pupils (59) |          | Disadvantaged (29) |          | (30) Non-Disadvantaged |          |
|----------|-----------------|----------|--------------------|----------|------------------------|----------|
|          | School          | National | School             | National | School                 | National |
| Reading  | 61%<br>(36)     | 71%      | 55%<br>(16)        | /        | 63.4%<br>(19)          | /        |
| Writing  | 49.5%<br>(29)   | 63%      | 48.3%<br>(14)      | /        | 46.7%<br>(14)          | /        |
| Maths    | 70%<br>(41)     | 68%      | 55.1%<br>(16)      | /        | 80%<br>(24)            | /        |
| Combined | 49.5%<br>(29)   | 55%      | /                  | /        | /                      | /        |

When comparing cohort data to National, the overall school percentage of pupil attainment data in Maths was higher than National (+2%), but lower in Reading (-10%) and Writing (-13.5%) compared to National.

When comparing Disadvantaged pupils to Non Disadvantaged pupils, Disadvantaged pupils attained higher in Writing (+1.6%). But scored lower than their peers in Reading & Maths.

There continues to be a priority to identify disadvantaged pupils who have the potential to reach the combined standards by the end of y3 and moving forward to the end of KS2. Which is in line with the school target setting and assessment protocols.

From reviewing predicted data for pupils in Yr3 between vulnerable groups (including pupil premium children), there is not trend between PP and Non- PP in Maths. (Data taken from FFT Aspire)

## End of Key Stage 2 Attainment Data (July 2024)

| Subject  | All Cohort (60) |     |          |     | Disadvantaged (33) |     |          |     | Non Disadvantaged (27) |     |          |     |
|----------|-----------------|-----|----------|-----|--------------------|-----|----------|-----|------------------------|-----|----------|-----|
|          | School          |     | National |     | School             |     | National |     | School                 |     | National |     |
|          | EXS+            | GDS | EXS+     | GDS | EXS+               | GDS | EXS+     | GDS | EXS+                   | GDS | EXS+     | GDS |
| Reading  | 53%             | 12% | 75%      | 29% | 49%                | 9%  | 63%      | 18% | 52%                    | 7%  | 80%      | 33% |
| Writing  | 55%             | 3%  | 72%      | 13% | 55%                | 0%  | 59%      | 7%  | 59%                    | 15% | 78%      | 16% |
| Maths    | 57%             | 12% | 73%      | 24% | 52%                | 12% | 60%      | 13% | 56%                    | 7%  | 79%      | 29% |
| Combined | 45%             | 3%  | 61%      | 8%  | 39%                | 0%  | 46%      | 3%  | 63%                    | 11% | 67%      | 10% |

The Disadvantaged group made up 55% of the cohort (33 pupils), 15 pupils were classified as pupil premium. When comparing disadvantaged pupils to Non- Disadvantaged pupils, the pattern for this group indicate that their pass-rates were slightly lower in Reading (-3%) Writing (-4%) and Maths (-4%) However, this was not of significant difference. Both groups attained equally lower than National attainment.

Disadvantaged pupils achieved in line with the whole cohort in Writing, but slightly lower in Reading (-4%) and Maths (-5%). However, it is important to note that Disadvantaged pupils who achieved GDS in Maths (12%) and Reading (9%) did attain higher than their Non- disadvantaged GDS peers.

Overall, School Non-Disadvantaged pupils overall combined scores (RWM) were in line/ similar with National combined figures. It is important to note that of the 33 pupils are considered Disadvantaged out of this cohort, 24 pupils are also classified as EAL, 11 are also classified as SEND. Given the multiple barriers that pupils face, taking into the consideration that the school is situated in one of the top 10% most deprived areas in Leeds. A greater proportion of children are therefore to be considered at disadvantage irrespective of the category assigned but from where they live. (*Beyond the school gates, 2023*)

## Attainment & Progress Information between PP children and their peers (July 2024)

- Internal attainment data demonstrates that there is no trend between Pupil Premium children and non-pupil premium children across year groups in R/W/M.
- Progress data between these groups also indicate that pupil premium children have made progress that is in line with their peers in the academic year 2023-2024. There are no discrepancies between PP and Non-PP across the year groups.

## Attendance Information

### Attendance & Punctuality – Summer Summary 2023/2024

| Reception - Year 6              |                 |                                    |                                 |  | Year 1 - Year 6                 |                 |                                   |                                 |  |
|---------------------------------|-----------------|------------------------------------|---------------------------------|--|---------------------------------|-----------------|-----------------------------------|---------------------------------|--|
| <b>School attendance</b>        |                 |                                    |                                 |  | <b>School attendance</b>        |                 |                                   |                                 |  |
| 93.7%                           |                 |                                    |                                 |  | 94%                             |                 |                                   |                                 |  |
| <b>Boys attendance</b>          |                 | <b>Girls attendance</b>            |                                 |  | <b>Boys attendance</b>          |                 | <b>Girls attendance</b>           |                                 |  |
| 93%                             |                 | 94.4%                              |                                 |  | 93.3%                           |                 | 94.7%                             |                                 |  |
| <b>Authorised absence (%)</b>   |                 |                                    |                                 |  | <b>Authorised absence (%)</b>   |                 |                                   |                                 |  |
| Illness<br>2.4%                 | Medical<br>0.3% | Authorised<br>circumstances<br>00% | Religious<br>observance<br>0.2% |  | Illness<br>2.3%                 | Medical<br>0.2% | Authorised<br>circumstances<br>0% | Religious<br>observance<br>0.2% |  |
| <b>Unauthorised absence (%)</b> |                 |                                    |                                 |  | <b>Unauthorised absence (%)</b> |                 |                                   |                                 |  |
| Authorised<br>3.1%              |                 | Unauthorised<br>3.2%               |                                 |  | Authorised<br>3%                |                 | Unauthorised<br>3%                |                                 |  |
| <b>School Punctuality</b>       |                 |                                    |                                 |  | <b>School Punctuality</b>       |                 |                                   |                                 |  |
| 98.1%                           |                 |                                    |                                 |  | 98%                             |                 |                                   |                                 |  |

### A breakdown of vulnerable group attendance (Yr. 1 – 6) July (2024)

| Group        | % Attendance |
|--------------|--------------|
| PP (130)     | 91.6%        |
| Non PP (220) | 94.7%        |

Throughout the year, there has been a strategic overview of attendance, which has the following incentives in place to support the whole school target of 96% and 98% for punctuality.

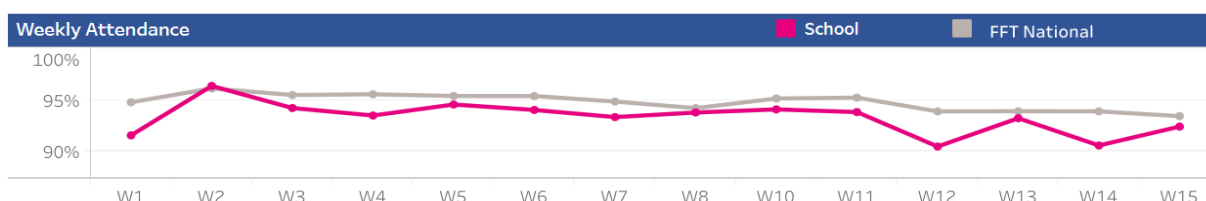
- Weekly reviews of attendance and punctuality are sent to each class.
- Awareness raised with all children through developing an understanding of the impact of attendance on educational success, clarifying what would be a legitimate reason to be absent in terms of mild/serious illness
- Incentives are promoted to try and improve attendance and punctuality.
- Incentives and rewards are given to most improved and 100% pupils for the term and year.
- Weekly rewards are given to the class with the highest attendance.
- At the end of the Summer Term, 26 pupils finished on 100% in Reception to Yr6
- 25 pupils finished on 100% in Yr1-Yr 6.
- Awareness raised with all parents/carers around the impact of poor attendance
- Letters are sent home reminding parents/carers of punctuality.
- Parents/ Carers are challenged when arriving late to school.
- Challenge for poor attendance through meetings with school leaders and involvement of the school local authority attendance officer
- Unauthorised absences are significantly high as numerous holidays have been taken, parents/cares do not provide evidence of illness and appointments. Also many pupils take whole days off for appointments.
- Pupils that are being monitored on Fast Track 1 will only have their absence authorised if evidence is proven.
- Awareness raised with all staff and expectations for all staff to share consistent messages with pupils and parents/carers; challenging where appropriate and celebrating improvements

### Current Attendance and Punctuality Data (September – December 2024)

| Category   | Attendance to date (Sep - Dec 2024) |        |          |          | Punctuality (Sept- Dec 2024) |       |
|------------|-------------------------------------|--------|----------|----------|------------------------------|-------|
|            | R- Y6                               | Y1- Y6 | Regional | National | R- Y1                        | Y1-Y6 |
| Attendance | 93.3%                               | 93.8%  | 94.7%    | 94.8%    | 98.5%                        | 98.5% |

| Group        | % Attendance R-Y6 | % Attendance Yr1-Y6 | Difference from July- Dec |
|--------------|-------------------|---------------------|---------------------------|
| PP (130)     | 92.5%             | 92.5%               | +0.9%                     |
| Non PP (220) | 94.4%             | 94.9%               | +0.2%                     |

Pupil Premium children within school have made 0.9% increase in attendance since July 2024 – December 2024. This is a 0.7% difference between PP children and Non- PP over Autumn term.



Attendance workers, school and individual classroom teachers continue to ensure that pupils attend school regularly through high expectations, challenge and support. This provides a wealth of support to a large majority of individual vulnerable families. As per the data percentages above, there is a continuous interlink across the term between HMPS and National. This shows the success/ impact the strategy is proving upon school attendance. Where there has been dips in individual weeks (below 96% whole school target), there has been significant challenge and support put into place from the school level. School Leaders and the designated attendance worker have individual caseloads for pupils classified as persistently absent and continue to support and challenge them to improve attendance through the actions listed above.

## Externally provided programmes

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

| Programme                          | Provider               |
|------------------------------------|------------------------|
| Jigsaw PSHE package                | Jigsaw Education Group |
| Thrive Online Subscription package | Thrive                 |
| Read, Write, Inc                   | Ruth Miskin            |
| Online Safety UK Subscription      | Online Safety UK       |
| Extended therapeutic support       | Core Therapeutics      |
| White Rose Maths premium resources | White Rose Maths       |
| Lexia                              | Lexia Learning Systems |
| Sonar Assessment tracking tool     | Juniper Education      |

## 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     |