

Pupil Premium Strategy statement

Park Hall Infant Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. The Pupil Premium Grant is not a personal budget for individual pupils and schools do not have to spend pupil premium solely to benefit those who meet the funding criteria. (DfE Pupil Premium Overview)

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
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs Khan (Chair of Finance)
Pupil premium leads	Mrs Healy (Executive Head Teacher)
Governor / Trustee lead	Mr Deakin (Chair of Trustees)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,075
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£37,075

Part A: Pupil premium strategy plan - statement of intent

At Park Hall Infant Academy, we have the highest of expectations of all children, irrespective of background and recognise that prior attainment should not set limits on our ambitions for our children. We want to support children to be the best that they can be.

We have high aspirations and ambition for all the children whatever their starting points. Academic success is shaped by a number of external and internal factors and we strongly believe that it is not a family's financial situation but the opportunities provided that builds a child's resilience and determination to learn.

We also recognise that not all pupils who are disadvantaged are registered for or qualify for free school meals. Accordingly, we allocate pupil premium funding to support *any pupil, or groups of pupils that the school has identified as being disadvantaged*.

We recognise the importance on addressing gaps at the earliest opportunity to avoid the widening over time. Early Years Pupil Premium funding is very limited, so school budget share is used to provide early intervention supporting children and families upon entry to school to provide a solid foundation on which to build.

Quality first teaching is a non-negotiable element of our approach, with a focus on the personal starting points from which our children can build from the feeling of belonging.

Our aim is to develop the tools that children need to enable them to thrive.

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. 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 ultimate objectives are to:

- Address gaps in learning with a particular focus on English and Maths so that attainment and progress of our disadvantaged children is brought in line with their peers.
- Further enhance professional development for teachers and support staff in developing their own pedagogy and practice so that all children receive quality first teaching.
- Develop children's understanding of number, vocabulary, reading and writing skills in order to give them the knowledge and skills to access the curriculum through different key stages.
- Further enable the child's teacher to best understand their children; to work with the assessment data provided and to use ongoing formative assessments to adapt interventions and meet needs.
- Further enable class teachers to work closely with and model training for teaching assistants to support the delivery of identified external programmes for effective interventions.
- Support the emotional wellbeing of some children.
- Improve the attendance of disadvantaged children so that it is in line with that of their peers.
- Increase the range and access to educational experiences to enhance learning across the curriculum and develop social and emotional skills.
- Provide resources where needed to support learning at home.

We will work towards achieving these objectives by:

- Ensuring every teacher is supported in delivering high-quality teaching in order to achieve the best outcomes for all pupils, particularly the most disadvantaged among them. 'The best available

evidence indicates that great teaching is the most important lever schools have to improve pupil attainment' (Education Endowment Fund).

- Planned interventions in English and Maths on a one-to-one basis, or in small groups, so that gaps in learning can be quickly and effectively addressed.
- Supporting subject leaders to use carefully planned progression maps and support teachers to ensure that lesson sequencing is planned appropriately, so that knowledge, skills and understanding are taught coherently and build on prior knowledge.
- Continued professional development and quality assurance in the 'Read Write Inc.' phonics scheme, for all staff, so that all children access a high quality and consistent scheme from which to build their reading skills. Interventions, for those who need further support to address gaps in phonics after the point of assessment in Year 1, will be provided with appropriate intervention using the same scheme to support them in becoming proficient readers.
- Developing and embedding the Reading and Writing provision through the Reading Framework.
- Developing the role of the school therapists, mental health lead and well-being ambassadors to support children with emotional wellbeing needs. In addition, social and emotional skills will also be taught through our PSHE Jigsaw scheme of work.
- Supporting families of disadvantaged children through subsidised resources, trips, extra-curricular activities and other enrichment opportunities.

Challenges

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

Challenge number	Detail of challenge
1	We have identified ongoing gaps with motor skills which impact upon writing that will continue to be monitored for impact. We aim to develop automaticity in motor skills (pencil grip) and letter formation and application of skills for extensive and purposeful practise.
2	To further support teachers and ancillary staff with high quality continuous professional development, with a particular focus on pedagogy. Ensuring that the quality of coherent sequencing identifies the components that pupils need to know and demonstrates understanding prior to moving onto composite knowledge.
3	Whilst developing, Leaders should ensure that the teaching of phonics is fully effective and supports all pupils to read with good fluency. The teaching of phonics is not consistently enabling a small number of lower-attaining pupils to progress as well as they might, resulting in a slower pace of achieving full fluency when reading.
4	Staff to continue to develop continuous provision opportunities to deliver the EYFS curriculum in a way that successfully engages and challenges children and develops their vocabulary across the seven areas of the curriculum.
5	To increase the offer of wider opportunities and enrichment activities e.g. afterschool clubs and school trips and resources to support learning at home.
6	Attendance Attendance headlines are positive and reflect the depth of work that has gone on to achieve this.

	Summer Term 2024/25 overall attendance is 95.3, which is 0.5% higher than National Averages. Persistent Absence, at 8.1% is 4.5% less than National Averages. Monitoring of all pupils with attendance below 90% is continuing. Attendance for pupils designated as receiving pupil premium was very slightly lower, than for all pupils, at 93.3%. This continues to be higher than National at 92.4%.
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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
Emphasising the importance of correct formation (letters and numbers) fluency, neatness and speed in writing across the curriculum	Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Pencil grips and other supportive aids are regularly in use. Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.
Subject leaders identified the key building blocks for knowledge from Nursery to Year 2 so that teachers can deliver the intended curriculum in a structured, well-sequenced and consistent manner.	Develop Subject Leaders ability to intensely challenge and support all teachers to consistently deliver high quality knowledge to develop the skills and understanding for all learners (...<i>know more and remember more</i>....). To support teachers and support staff with high quality continuous professional development, with a particular focus on pedagogy. Monitor more closely the impact of support staff on the progress of our disadvantaged and identified vulnerable groups and build on successful practice consequently further improving the progress outcomes for these pupils. Maintain and improve the progress made for all pupils, building on from their personal starting points and attainment on entry.
To continue to embed the EYFS framework	To continue to embed a fit for purpose curriculum that successfully challenges and engages pupils and that develops their vocabulary across the 7 areas of the curriculum. To enhance opportunities for good quality child initiated activities.
Pupils to remember important curriculum content to develop a greater depth of understanding.	Curriculum design – sequential and consistently building on prior knowledge and learning.

	To implement Barak Rosenshine's Principles of Learning – review / breakdown into specific teaching points / modelling / scaffolding / differentiated / guided practice prior to independent practice / high quality questioning to check understanding
An improved reading and phonics offer in school, which leads to better attainment and progress. Pupils can read fluently by the end of Y1. Fluency levels are maintained in Y2.	Clear sequenced phonics programme is in place and taught consistently by staff at all levels. Pupils at risk of falling behind are quickly identified and receive appropriate targeted intervention. Secure accelerated progress for all children in phonics and particularly for the lowest 20%. Raise the attainment of the lowest 20% of readers. All pupils pass phonics unless an identified cognition and learning need means progress may be slower. Where this is the case pupils still show progress in sounds learnt over time. Reading in school is in line with the latest Reading Framework guidance and attainment is above 90% for phonics, for all children including those entitled to Pupil Premium Grant, which is significantly above National.
All children eligible for pupil premium are given the opportunity to access extra-curricular activities, clubs and trips to ensure they are to experience the full provision on offer	Children will have access to a wider variety and further enriched cultural capital experiences. Through supported extra-curricular activities and school trips, visits and visitors. Personalised support for children, eligible for PPG, will be assessed on an individual basis. 'Treehouse' before/after school club places offered to pupil premium children where required.
To achieve and sustain improved attendance for all pupils in our school, particularly our disadvantaged pupils. Attendance of not less than 97%	Sustained high attendance demonstrated by: Proactive support in place to support and challenge attendance issues before they reach the level of EWO intervention. Persistent absence is reduced to below or well below that of non-disadvantaged pupils and in-line with national comparators

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: £15,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
Motor skills development Formation practice Extensive and purposeful writing	Gross and fine motor activities for where / when required to continue the development of automaticity and skills. CPD transcriptional skills Explicit and discrete handwriting session (daily) Implementation of handwriting scheme (Nelson) The EEF's report 'Preparing for Literacy' recommends 'Developing children's motivation and capability to write'. It suggests that we focus on three connected elements of handwriting instruction: ● Practise ● Motivation ● Product and process https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	1
Purchase diagnostic tests	Standardised tests will provide reliable insights into specific strengths and weaknesses in order to support pupils receiving the correct additional support. NFER Standardised Tests https://tinyurl.com/232mxs2b	2,3
CPD for support staff. All support staff will benefit from a regular schedule of training sessions designed to meet support staff specific needs to support learning and ensure a consistent approach in teaching learning, including: • RWI • Language skills • Quality interactions EYFS • EYFS Framework	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. (+4 months) Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. (EEF –Teaching and Learning Toolkit – Teaching Assistant Interventions) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that	1, 2, 3, 4

	explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as 'sustained shared thinking' or 'guided interaction'. Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the approach, working with a small group of children or individually to develop spoken language skills. EEF Early Years Toolkit: Communication and Language Approaches https://tinyurl.com/2vfpdeac	
CPD for teachers planned and delivered regularly through the year • Barak Rosenshine's Principles of learning • EYFS – language and learning • Subject leadership • Metacognition CPD meetings will involve quality pedagogical discussions about learning. Senior leaders design the schedule and plan delivery. Leaders at all levels contribute to these sessions with	High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. (Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students) https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. The average impact of oral language interventions is approximately an additional six months progress over the course of a year. (EEF Teaching and Learning Toolkit – Oral Language Interventions) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3, 4

additional INSET days involving experts from other schools and subject specialists.	Communication and language provide the foundations for learning and thinking, and the development of later literacy skills (EEF, 2018). As the development of children's spoken language underpins all other areas of learning and development within the EYFS statutory framework, staff will receive professional development on supporting children's communication and language development. Support will initially focus on planning and scaffolding opportunities for children's back-and-forth interactions to ensure they have high-quality frequent conversation with adults and peers throughout the day: for example, through conversation, story-telling and role play, supported by appropriate questioning from the teacher. The overall aim is to develop pupils' listening, attention and understanding as well as their speaking.	
Read Write Inc (RWI) online portal subscription for initial training and on-going development for staff. RWI development days with the RWI consultant to sustain the quality first teaching for phonics across the school.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The Read Write Inc approach has been validated by the DFE and has been recognised as having a complete systematic, synthetic phonics programme (SSP). This approach is currently being evaluated by the EEF.	3
RWI subscription and purchase of RWI Book Bag Books to supplement the reading offer. Purchase of additional RWI resources for classes and interventions.	DFE guidance recommends fidelity to a scheme to gain best results. The Reading Framework https://tinyurl.com/bderhcfh Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	3
National College subscription for all staff and governors to raise awareness of the key areas, including 'Maximising your Pupil Premium and Understanding your Ofsted Accountability'	National College has over 600,000 users. Trusted by more than 38,000 education providers. Rated 4.7 stars out of 5. https://thenationalcollege.co.uk/	2

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

Budgeted cost: £12,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support motor skills; grip and control	Gross and fine motor activities across school. Staff meetings on transcriptional skills. Testing a way to improve children's writing composition by improving handwriting – NFER https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/helping-handwriting-shine?utm_source=/projects-and-evaluation/projects/helping-handwriting-shine&utm_medium=search&utm_campaign=site_search&search_term=handwriting	1
Targeted Phonics Intervention We are developing our reading and phonic strategy to ensure all children can learn to read and read to learn so that no child is left behind. Using support from an appointed reading lead and through a robust approach to assessing and teaching in organised RWI groups we will raise achievement for all. TAs will receive training and coaching to follow a structured programme and precision teach to pupil gaps through EYFS-KS1 on a daily basis. Parents will be involved, training and supported.	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. If an older reader is struggling with decoding, phonics approaches will still be appropriate. (EEF Teaching and Learning Toolkit – Phonics) +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=pho (EEF Parental Engagement) + 4 months https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement?utm_source=/education-evidence/early-years-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term	3
Additional 1:1/small group tutoring for pupils including disadvantaged pupils to support reading catch-up e.g. Read Write Inc 1:1 tutoring programme and reading conferences.	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:	2, 3, 4

	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	
Talkboost / NELLI – members of the EYFS and KS1 team have completed training to baseline and deliver the Talkboost / NELLI speech and language programme. Purchase of resources for Nursery, with a focus on small world / speech and language resources to aid communication and language PPG pupils are in the target group to support.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ Talkboost national research has shown that: Early Talk Boost: 72% of children reached expected levels in understanding words and sentences (compared to 28% before)	4

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

Budgeted cost: £8,712

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment/Extracurricular provision • After school clubs • Sports events • Music activities • Access to wraparound / Treehouse provision and Play Schemes	Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. (EEF Teaching and Learning Toolkit – physical activity/extending school time)	5

Further promote enrichment opportunities across the curriculum for disadvantaged pupils to ensure they can access cultural opportunities in line with non-disadvantaged pupils.	EEF Life Skills and Enrichment Arts Participation + 3 months Outdoor and Physical Learning + 4 months https://tinyurl.com/5n86r75n The Benefits of Culturally Enriching Field Trips Greene, Jay P; Kisida, Brian; Bowen, Daniel H. The Education Digest; Ann Arbor Vol. 79, Iss. 8, https://tinyurl.com/4a4kvvd9	
Attendance officer/DSL work with individual families to improve attendance and work closely with agencies such as the EWO, Early Help and Social Workers.	Working together to improve school attendance (publishing.service.gov.uk) The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Total budgeted cost: £ 37,075

Part B: Review of the previous academic year 2024-2025

Outcomes for disadvantaged pupils

Interventions Evaluation 2024/2025

The following provides an overview of the interventions and strategies delivering improved mental health and wellbeing for our children. Not all children require all therapeutic services available and not all services are routinely offered. Trained staff are available to support interventions accordingly.



Drawing & Talking

Drawing and Talking is a gentle, 12-session, one-to-one therapeutic intervention for children (aged 5+) and adults, designed to help process underlying emotional pain or trauma. It uses, [this non-directive technique](#) encourages individuals to draw and talk, accessing the subconscious to build emotional resilience, often serving as a precursor to traditional talking therapies.

This is a safe therapeutic method of working with children who may be suffering from emotional and / or regulatory difficulties or who have suffered from some form of, known or unknown, trauma. It is a highly valued therapeutic approach and has proved a way of breaking down emotional barriers for our children.

Staff delivering the programme are highly trained and maintain the integrity of the interventions required.

Lego Therapy

LEGO®-Based Therapy is a structured, play-based intervention designed to improve social communication, turn-taking, and collaborative problem-solving in children, particularly those with autism spectrum conditions (ASC) or social, emotional, and mental health (SEMH) difficulties. Participants work in small groups (2–4 children) to build models, rotating roles as Engineers, Suppliers, or Builders to foster teamwork.

Sanctuary Club / Nurture Lunch

A targeted provision for children who find lunchtime difficult or a challenge. It provides a quiet area to eat lunch in a small group and also play opportunities to encourage friendships, turn taking and sharing. In addition Nurture lunch is a safe base for children with medical needs

Play Therapy



Some pupils may be identified to require Theraplay Group Intervention.

Theraplay is a dyadic child and family therapy that has been recognized by the Association of Play Therapy as one of the **seminal psychotherapies for children**. Developed over 50 years ago, and practiced around the world, Theraplay was developed for any professional working to support healthy child/care-giver attachment.

Strong attachment between the child and the important adults in their life has long been believed to be the basis of lifelong good mental health as well as the mainstay of resilience in the face of adversity. Modern brain research and the field of neuroscience have shown that attachment is the way in which children come to understand, trust and thrive in their world.

These children may have additional challenges and past trauma that requires alternative means of support. This may include additional support to help them build and strengthen relationships with staff and peers, including building of self-esteem and identity.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc Phonics	Oxford University Press
NELI	Nuffield Early language Intervention
Ten Town – EYFS Number	Ten Town Ltd
Insight Assessment	Insight Tracking / Equin
NFER Testing	NFER
Nelson Handwriting	Oxford Owl

Park Hall Infant Academy has consulted a wide range of independent, high-quality reviews of evidence, such as the evidence summaries published by EEF.

https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&utm_medium=search&utm_campaign=site_searchh&search_term

Part B: Review of the previous academic year 2024/2025

Outcomes for disadvantaged pupils

This details the impact that our pupil premium strategy had on pupils in the last academic year. We have analysed the performance of our pupils using school performance data, phonics check results and our own internal assessments.

Pupils on Roll	(up to and including 10/07/2025)
311	
Male	53.53
Female	46.47
SEN	Well below average 3.54
EHCP	Below average 1.61
FSM	Well below average 8.85
Deprivation	Below average
LAC	0.64
PLAC	0.96

Year 1 Phonics Screen Outcomes 2025

All pupils - Phonics expected standard

- There were 9 pupils who are designated in receipt of PPG/FSM
- Of those 75% achieved with a mean average score of 31.4 - this is higher than national at 62%
- There were **89 pupils who were eligible** for the phonics screening check in **Year 1** in 2025; 87 of them sat the check and 2 did not. Of those who sat the check, 5 pupils did not meet the **phonics expected standard**.
- There were **5 pupils** who were eligible for the phonics screening check in **Year 2** in 2025; all of them sat the check and **1 pupil did not meet the phonics expected standard**.

Year	Cohort Y1	% Working At	Average Mark
2025	89	92	37.6
Disadvantaged	8	75	31.6
Non Disadvantaged	81	94	38.2

FSM	7	71	31.1
Non FSM	82	94	38.2

Year	Cohort Y2 Re-Sits	% Working At	Average Mark
Disadvantaged	1	0	12.0
Non Disadvantaged	4	100	36.8
FSM	0	0	0
Non FSM	5	80	31.8

Foundation Stage 2025

Contextual Group	No. of Pupils	% GLD	% All Prime Areas	% All Specific Areas	Average number of ELG's at the Expected Level	% Across All ELGs
Disadvantaged	4	75	100	75	16.0	75.0
Non Disadvantaged	76	78	83	78	15.0	77.6
FSM	6	83	100	83	16.3	83.3
	73	78	84	78	15.1	78.1

Outcomes for under-served children in EYFS in 2025 were broadly in line with outcomes for disadvantaged children nationally.

Targeted academic support has seen 100% of pupils make strong progress from their starting points, measured against individual continua, standardised tests scores and national assessments. Same Day catch up has seen accelerated rates of progress for pupils in Reception, Year One and Year Two leading to excellent phonic and early reading outcomes.

Attendance	2024/2025		
	%	Auth %	Unauth %
All pupils	95.63	2.96	1.41
SEN	92.42	2.69	1.41
Non-SEN	95.88	2.98	1.14
FSM	94.2	3.83	1.98
Disadvantaged	94.38	3.81	1.81