

Pupil premium strategy statement (2024/2025)

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Nightingale Primary School
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	175 (45.4%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Hannah Beckett
Pupil premium lead	Emma Saunders
Governor / Trustee lead	Bob West

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259,000 FSM = £259,00 (based on 175 children at £1480 per child) Post LAC = £5,140 (2 pupils)
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Financial year: 2024-25 → £244,120

Part A: Pupil premium strategy plan

Statement of intent

Nightingale is a safe and nurturing school community where the whole child is at the heart of all that we do. As respectful and respected individuals, all those at Nightingale, will promote and set high expectations around the development of life-long learning skills such as resilience, self-belief and adaptability.

Throughout their Nightingale journey, each child, regardless of starting point, will be given the tools to succeed and the inspiration to meet every challenge head on. Our pupils will be valued, confident, recognise their own value and will be empowered to make a positive impact upon the world in which they reside.

Nightingale has 45.4% (175) Pupil Premium of which 33.7% (53) have a Special Educational Need. We aim for these pupils to have access to a wide range of interventions in addition to quality first teaching. At the end of last academic year, we saw a 1.6% difference in the attendance of our Pupil Premium children (94.6%) compared to their peers (96.2%). We will concentrate the efforts of our Inclusion team to embed this gap enabling them to experience the full learning experience at Nightingale.

We will focus on raising the attainment of disadvantaged pupils with the aspiration that we improve their life choices and chances. This intervention will take place at the earliest possible stage in their school career. We will place emphasis not only on their academics but their Social and emotional mental health alongside enrichment opportunities.

Our ultimate objectives are:

Priority 1: To embed school culture and expectations of Pupil Premium children.

Priority 2: To reduce the gap between attainment in PP and non-PP children in reading across the school.

Priority 3: Ensure that feedback given to pupils, over time and across the school, consistently enables them to achieve the aims of the curriculum. (SIP Target)

Priority 4: To provide opportunities where school and families can work together to support children's learning . (SIP target for developing parental engagement)

Challenges

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

Challenge number	Detail of challenge
1	Developing a cohesive Whole School Leadership approach surrounding narrowing the gap with the aim to raise awareness of all leaders and staff of Pupil Premium students and their individual needs to ensure that all children meet their full potential.
2	Low level literacy skills on entry, including limited vocabulary acquisition, impacts on their understanding, knowledge of the world and subsequently their reading and writing.
3	Outcomes and progress of the children in receipt of Pupil Premium funding is significantly affected by parental engagement in their child's education.
4	Social and emotional development and attachment needs impact on their social skills, the forming of positive relationships and their readiness to learn.
5	Nearly a third of our Pupil Premium children have a Special Educational Need placing them at a significant disadvantage.
6	The attendance of our Pupil Premium children as a group is lower than that of the whole school.
7	To improve the effectiveness of ensuring pupils understand how they learn best and how to learn more, using "fast feedback".

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
Priority 1: To embed school culture and expectations of Pupil Premium children.	<ul style="list-style-type: none"> All staff foster high attainment expectations for Pupil Premium children and feel equipped with the skills to ensure that all children meet their full potential. Leaders and teachers use data to identify learning needs embedding any underperformance swiftly. Every decision around meeting learning needs is driven by robust analysis of core subject domain data.

	<ul style="list-style-type: none"> • The school is an outward looking school on a journey to self – improvement of CPD where leaders actively seek opportunities to champion best practice and engage in collaborative working. • The School Improvement Priorities and Performance Management targets are both intrinsically linked to aspirational outcomes for all. • Governors work strategically with school leaders to embed the attainment gap. Leaders welcome outside challenge and support to ensure that the school does everything it can to embed the disadvantage gap and ensure equity for all.
<p>Priority 2: To reduce the gap between attainment in PP and non-PP children in reading in across the school.</p>	<ul style="list-style-type: none"> • Pupil Premium children to achieve at least in line with Pupil Premium children nationally. • The gap between Pupil Premium and non-Pupil Premium in school is reducing compared to national • A tailored programme of support ensures that staff make effective use of routine opportunities of rehearsal of key skills and identified domain gaps. • Greater consistency will be seen in the application of key skills. • Teachers subject knowledge and pedagogy in reading is embedded through a targeted CPD programme of regular professional dialogue and reflection. • CPD will focus on giving feedback to pupils, over time and across the school, consistently enables them to achieve the aims of the curriculum. See SIP.

<p>Priority 3: Ensure that feedback given to pupils, over time and across the school, consistently enables them to achieve the aims of the curriculum.</p>	<ul style="list-style-type: none"> • Staff's increasing understanding of metacognition and feedback will mean that children understand their own learning journeys. • Staff CPD on Adaptive Teaching to support effective feedback. • Trained practitioners deliver therapeutic interventions to improve motivation and resilience for learning. • De-escalation techniques will be evident in classroom practice. • Children with the most complex needs have planned opportunities in and out of class which supports their metacognition and self-regulation. • Our feedback policy has recently been changed and two teaching sprints have been developed to work on feedback mechanisms. Through monitoring we will be able to monitor the impact.
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	<ul style="list-style-type: none"> • Training and communication ensures that everybody has an understanding of the reasonable adjustments that need to be made to ensure that children are successful in school. • Places in Breakfast club will be offered to children who require additional support with self-regulation strategies when transitioning from home to school.
Priority 4: To provide opportunities where school and families can work together to support children's learning	<ul style="list-style-type: none"> • The Inclusion Team support families, through systems and processes, to be better informed resulting in them being better equipped to support their children's learning. • There will be more opportunities for parents to engage with their children's learning with wider aspects of the curriculum other than maths and literacy. • Increased engagement of PP parents at school events. • Increased engagement of PP parents in parent's evening, including the continuation out of Year 6 Parent Consultations delivered by the children themselves. • Attendance of PP student to be in line with national average

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to embed the challenges listed above.

Teaching

Budgeted cost: £21,269

Activity	Evidence that supports this approach	Challenge number(s) embedded
<u>Leadership</u>		

<p>Maintain capacity within the leadership team to enable a focused approach to developing a cohesive and whole school approach surrounding narrowing the gap with the aim to</p>	<p>Successful schools 'have clear, responsive leadership.' <i>DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice'</i></p>	<p>Challenge 1 Priority 1, 2</p>
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<p>raise awareness of all leaders and staff. For example a Curriculum Lead and two Assistant Heads who all focus on developing teaching and learning across the school.</p> <p>Create the Assistant Head Inclusion Lead post to emphasise and monitor the provision for PP students. Half termly meetings to discuss the needs of pupils.</p> <p>Our SIP and all subject leader action plans will have Pupil Premium considered throughout.</p> <p>Monitoring schedule in place focusing on the PP children.</p> <p>First progress meeting to discuss the needs of the PP pupils and complete action planning.</p> <p>Senior staff completing NPQs (NPBC, NPQSL, NPQEL)</p> <p>Y6 teacher completing “Supporting Year 6 to improved outcomes at the EoKS2”</p>	<p>EEF Implementation Guide states that ‘school leaders play a central role in improving education practices through high-quality implementation’ by ‘defining both a vision for, and standards of, desirable implementation’.</p>	
<p><u>Recruitment/Retention</u></p> <p>Training and retention of Forest School teacher</p>	<p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>“Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning</p>	<p>Challenge 3,4,7 Priority 3,4</p>

	<p>interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes”</p>	
<p>CPD Jonathan Hannam whole staff training on Adaptive Teaching.</p> <p>Jonathan Hannam Leadership training of SLT and of Phase Leads in raising standards</p> <p>Pedagogical Lead to lead development of the 6 areas of pupil leadership with our Future Leaders</p> <p>ERA (Equalities and Rights Advocate) pupil group supported by HB and ES</p> <p>SENDCo to deliver weekly training sessions to Learning Coaches based on MITA guidance with the ultimate aim of promoting independence in confident learners.</p> <p>Jo Castro to deliver coaching training to all staff.</p>	<p>“Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Developing pupils’ metacognitive knowledge of how they learn – their knowledge of themselves as a learner, of strategies, and of tasks – is an effective way of improving pupil outcomes”. 7+ months Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes. Training and supporting highly qualified teachers deliver targeted support.</p> <p>The EEF reports that ‘a fluent reading style supports comprehension because pupils’ limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.’ Understanding leads to fluency which leads to further understanding.</p>	<p>Challenge 4 Priority 2</p> <p>Challenge 1,2,3 Priority 2</p> <p>Challenge 2,3 Priority 2</p> <p>Challenge 2,3 Priority 2</p>

CPD to improve phonics teaching and reading. This includes buying RWI resources and the subscription to the

<p>RWI online training and development day to improve standards.</p> <p>Ensure all staff (including new staff) have received training to deliver the RWI. Out of class Pedagogical Lead for weekly phonics coaching.</p>		<p>Challenge 3,5 Priority 1,2,3</p>
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Targeted academic support

Budgeted cost: £120,499.00

Activity	Evidence that supports this approach	Challenge number(s) embedded
<p><u>Tracking the data in order to intervene early</u></p> <p>Data team will ensure robust tracking systems are in place so that domain level analysis can be provided to year teams ahead of Pupil Progress meetings. Action plans then put together for the most vulnerable pupils. SIMS is now utilized to support data.</p>	<p>The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building teams such as "data teams" to improve leadership capacity and deliver school improvement</p> <p>Wider educational literature e.g. Lemov (2010) & Sherrington, (2019)</p>	<p>Challenge 1 Priority 1,2,</p>

<p>Tracking of combined score/GLD for PP children</p> <p>Year teams will carry out regular assessments to identify under- performing students and to signpost interventions.</p> <p>New NFER assessments in place across the school to track progress.</p> <p>Teachers and subject leaders will be released to join SLT in conducting regular Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. Pupil Progress meeting will include all teachers and Learning Coaches to support consistency of knowledge. Extra pay for LC to come to Pupil Progress meetings.</p>	<p>highlights importance of effective assessment improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e..+7 months impact</p> <p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children’s progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.</p>	
<p><u>Tutoring</u></p> <p>Implementation of IDL reading and maths intervention after school.</p> <p>Two members of staff are trained using ELKLAN and then deliver speech and language interventions focusing on the development of vocabulary. We are part of the Hampshire SLCN project and this helps to train staff. (JB)</p>	<p>EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 month</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>Challenge 2, 5 Priority 2</p>

<p><u>Quality First Teaching/Quality Interventions</u></p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (Fresh Start)</p> <p>Implementation of IDL reading and maths intervention.</p> <p>Establish small group interventions for disadvantaged pupils falling behind age-related expectations in Reading, Writing and Maths. This will include Pre-teaching same day/ specific skill based interventions as well as over learning.</p> <p>Annual purchase of dyslexia workbooks and overlays.</p> <p>Full time Speech and Language Assistant to support the development of language acquisition and our children in need of SALT intervention.</p> <p>We are part of the Hampshire SALT project which has focused on PP/SEN pupils.</p> <p>Language Link subscription for assessment, intervention and parent support.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>IDL Learning has undertaken independent research studies to determine the efficacy of its online reading and spelling programs. Behind the Scenes: The Story of IDL (idlsgroup.com)</p> <p>EEF Toolkit – Oral language interventions- +6 months impact Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>Challenge 2, 5 Priority 2</p> <p>Challenge 2, 5 Priority 2</p> <p>Challenge 2, 5 Priority 2</p> <p>Challenge 2, 5 Priority 2</p>
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Wider strategies

Budgeted cost: £151,842.00

Activity	Evidence that supports this approach	Challenge number(s) embedded
<p><u>Parental engagement in learning</u></p> <p>Target parental engagement resulting in them being better equipped to support their children's learning.</p> <p>Inclusion team building solid relationships with families.</p> <p>Raise the profile of attending parents' evenings with our PP parents. Teachers and leaders will take a collected responsibility for encouraging participation. Early opening of bookings, emails, phone calls to book appointments and the offerings of face-to-face on phone consultations will all be offered.</p> <p>Making changes to parent meetings to ensure they are more accessible.</p> <p>Delivery of Year 6 Parent Consultations delivered by the children themselves.</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>Challenge 3,5 Priority 1,4</p>

<p>Continued use of Class Dojo/ Tapestry platforms to provide positive feedback and to provide insights into the children's</p> <p>Use of systems such as Edukey, Widget and CPOMs.</p>		
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<p>learning and achievements in school.</p> <p>Subject leads will run parent workshops targeted at parents of PP children that are not at ARE which will support parents in supporting at home within core subject areas.</p> <p>Reading café/ reading volunteers for parents to be able to read with their parent.</p> <p>Half-termly Inclusion Coffee Morning for parents of vulnerable children to meet with different professional and learn different strategies to be used at home.</p> <p>Family links Nurturing Parenting Programme delivered weekly for ten sessions to support parents to develop better family relationships. (Each family has the cost of a book to support this)</p>		
<p><u>Attendance</u></p>		

<p>We will concentrate the efforts of our Inclusion team to embed the current gap in PP attendance enabling them to experience the full learning experience at Nightingale.</p> <p>Welfare Leader works closely with attendance officer,</p>	<p>At the end of last academic year, we saw a 1.6% difference in the attendance of our Pupil Premium children (93.7%) compared to their peers (95.3%).</p> <p>Attendance of FSM students nationally (2023/2024) is 88.6%</p> <p>Pupils with the highest attendance make the most progress due to increased opportunities for overlearning and access to a personalised curriculum.</p>	<p>Challenge 6 Priority 4</p>
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<p>pupils below 96% are identified and protocols followed.</p> <p>Welfare Leader will pick up child from home if required.</p> <p>Attendance is promoted and celebrated weekly with certificates and prizes given.</p> <p>If behaviour, mental health or parental concerns are identified as a barrier to attendance then referrals for PP children are prioritised.</p> <p>If punctuality or separation anxiety is a barrier then Breakfast club is offered free of charge.</p>	<p>A dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p>	
<p><u>Ready to Learn</u></p> <p>Skilling up staff to support our children who struggle to access their learning due to social and emotional barriers. Use of THRIVE and Mental Health Curriculum.</p>	<p>EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning. +4 months Impact</p> <p>The EEF confirm that behaviour systems are unlikely to meet the needs of all students and that, for children with more challenging behaviour, the approach should be tailored to meet individual needs Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>Challenge 4 Priority 3</p>

<p>Training/subscription for THRIVE. Assessments and activities used to support vulnerable pupils.</p> <p>Mental Health Lead training undertaken by Welfare Lead.</p> <p>Delivery of The Zones of Regulation and delivery by the ELSA</p> <p>Sensory Circuits delivered twice a day for emotional and sensory regulation.</p>		
<p><u>Therapeutic Interventions</u></p> <p>Improve the quality of social and emotional (SEL) learning.</p> <p>ELSA sessions</p> <p>Drawing and Talking training and delivery of sessions</p> <p>Thrive</p> <p>Lego Therapy</p> <p>Nurture Provision has been set up to give an alternative curriculum to some high needs pupils.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>Challenge 4 Priority 4</p>

Sensory Room at the pavilion.		
Sensory Room at NPS		
<p><u>Enrichment</u></p> <p>Lunchtime provision to be developed to ensure that we are maximising the learning opportunities</p> <p>Life Skills and Nurture group planned visitors and trips.</p>		<p>Challenge 2 Priority 4</p>

<p>on offer and to impact on the transition from free time back into the classroom ensuring the climate for learning is optimum.</p> <p>Life Skills Curriculum to give more children opportunities to be part of the community and have a sense of belonging.</p> <p>Reduction in cost of trips for PP</p> <p>Residential trip cost is greatly reduced for PP. This could be up to 10 pupils.</p> <p>Sports events promoted to PP are encouraged to attend</p> <p>Children carefully considered when picking those for the Sports premium strands.</p> <p>After school clubs subsidised and we give funded places.</p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p>	
<p><u>Basic needs</u></p> <p>Proactive approach in maintaining school uniform policy whilst supporting those parents who need it.</p> <p>School pantry to support those families that need it.</p>		

Total budgeted cost: £272,341.00

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.

Quality First Teaching outcomes:

Pupil Premium Gap 2023/2024 EOY

	Reading				Writing				Maths				Combined/ELG			
	End of 2020/21	End of 2021/22	End of 2022/23	EOY	End of 2020/21	End of 2021/22	End of 2022/23	EOY	End of 2020/21	End of 2021/22	End of 2022/23	EOY	End of 2020/21	End of 2021/22	End of 2022/23	EOY
Y6	-22%	-11%	-13%	-4%	-21%	-25%	-23%	-12%	-36%	-30%	-27%	-18%	-28%	-15%	-34%	-18%
Y5	-27%	-57%	-13%	-21%	-34%	-35%	-26%	-17%	-19%	-51%	-14%	-20%	-34%	-26%	-21%	-20%
Y4	+6%	-42%	-1%	+3%	-23%	-38%	-6%	+8%	+2%	-47%	-16%	0%	-14%	-33%	-10%	0%
Y3	-28%	-25%	-29%	-25%	-14%	-20%	-37%	-21%	-14%	-29%	-39%	-18%	-11%	-17%	-31%	-21%
Y2		-6%	-46%	-56%		-6%	-50%	-46%		-9%	-33%	-51%		-9%	-46%	-45%
Y1				-1%				+3%				+8%				-2%
EYFS																

The table above shows that the gap is closing between PP and Non PP across the core subjects and each year group.

National figures July 2024 for PP children

- **GLD:** 44% of NPS PP children achieved the ELG compared to 52% nationally.
- **Phonics:** Year 1 PP pupils at NPS (77%) achieve better than Non PP.
- **KS2 SATs:** The gap between NPS and National in reading and RWM is smaller for our disadvantaged pupils than non disadvantaged.
- **KS2 SATs:** NPS Disadvantaged pupils achieve better in writing than national.

Establishment		Cohort	RWM*		READING			WRITING TA		MATHS			GPS					
Estab. No.	School		≥Exp	High	Avg. SS	<Exp	≥Exp	High	≥Exp	GDS	Avg. SS	<Exp	≥Exp	High	SS	<Exp	≥Exp	High
-	NCER National	168,130	45.8%	3.1%	102.8	36.3%	62.6%	18.1%	58.9%	6.4%	101.5	39.4%	59.3%	13.0%	102.4	39.6%	59.3%	20.2%
-	LA	3,661	39.3%	1.9%	102.0	40.8%	57.9%	15.2%	54.0%	4.9%	100.4	45.6%	52.8%	8.4%	100.8	47.2%	51.4%	13.9%
2763	Nightingale Primary School	21	42.9%	0.0%	101.8	38.1%	61.9%	14.3%	61.9%	0.0%	98.5	47.6%	52.4%	4.8%	97.7	52.4%	47.6%	4.8%

Extra intervention outcomes:

Core skills interventions:

Reading and Writing interventions:

Category	Pupils	Average outcome
No pupil premium	61	0.22 As expected
Pupil premium	63	0.18 As expected
Total	124	0.20 As expected

Speech and Language interventions:

Category	Pupils	Average outcome
No pupil premium	28	0.17 As expected
Pupil premium	25	0.21 As expected
Total	53	0.19 As expected

Progress measures from EduKey show:

- Progress score (0 being expected) for interventions between Sept 2023 and July 2024 are: Reading and Writing: +0.18 progress measure and Speech and Language: +0.17 progress measure

All intervention provision:

Category	Pupils	Average outcome
No pupil premium	90	0.30 As expected
Pupil premium	104	0.34 As expected
Total	194	0.32 As expected

Progress measures from EduKey show:

- Progress score (0 being expected) for interventions between Sept 2023 and July 2024. More PP children have interventions than other pupils and on average make 0.34+ progress which is 0.04+ more than Non PP pupils.

Wider school outcomes:

Attendance:

Area	2022 – 2023	2023 – 2024	Difference
Whole school attendance	94.6%	95.5%	+0.9%
PP	93.7%	94.6%	+0.9%
Non-PP	95.3%	96.2%	+0.9%
Difference (PP/Non)	-1.6%	-1.6%	0
FSM	93.6%	94.5%	+0.9%
Non FSM	95.3%	96.2%	+0.9%
Difference (FSM/Non)	-1.7%	-1.7%	0
EHCP	91.9%	95.3%	+3.4%
SEN	94.1%	95.1%	+1.0%
Non SEN	95.0%	95.5%	+0.5%
Difference (SEN/Non)	-0.9%	-0.4%	-0.5%
Below 90%	49	46	-3
Below 85%	18	10	-8
Below 80%	6	4	-2
		(2 are new pupils)	
96% +	182	223	+41
100%	16	40	+24

Overall, the gap has narrowed by 0.9% between 2022-2023 and 2023 – 2024 for PP. However, the overall difference between PP and Non PP is still 1.6%.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding

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