

Pupil Premium Strategy Statement 2023/24

Gunthorpe Primary School

This statement details our school's use of Pupil Premium funding to remove barriers to success and 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 - as part of a three-year plan - and the impact that last year's Pupil Premium grant funding has had within our school.

School overview

Detail	Data
School name	Gunthorpe Primary School
Number of pupils in school	380
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2023 / 2024 (third year)
Date this statement was published	December 23
Date on which it will be reviewed	December 24
Statement authorised by	Christopher Scales
Pupil Premium lead	Charlotte Brattan
Governor / Trustee lead	Karen Armstrong

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,160.00
Recovery premium funding allocation this academic year	£22,330.00
Pupil premium funding carried forward from previous years.	£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	£252,490.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

Ensuring that every child reaches their full potential is of paramount importance at Gunthorpe Primary School. This encompasses social, moral, spiritual and cultural growth and we believe in maintaining an environment in which every member of the school is able to achieve success and fulfilment. High expectations and consistency of progress and achievement for all pupils is embedded throughout our school, irrespective of gender, race, culture or socio-economic background.

Our main priority for our disadvantaged children is that they succeed and to do this they are entitled to strong, quality-first teaching as a key, underpinning feature of our offer. Our knowledge-rich curriculum and our consistent approach to linked, key skills and knowledge support our pupils to 'know more and remember more'. At Gunthorpe Primary School our strong ethos and culture is based upon inclusion and nurture and included in our strategy are wider approaches aimed at supporting our pupils' mental well-being, and to build their resilience and self-confidence.

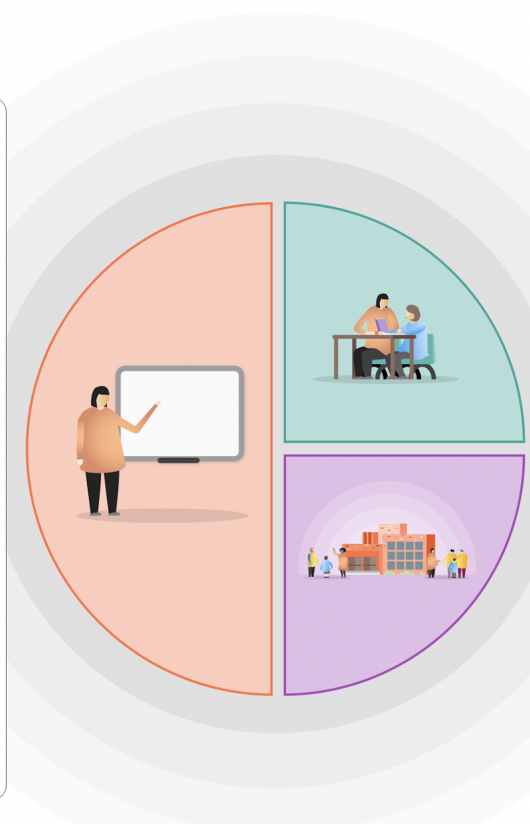
At Gunthorpe Primary School the current strategy plan is formulated based on the Education Endowment Foundation recommendations to focus on the 3-tiered approach. This 3-tiered whole school planning model to Recovery Premium and Pupil Premium spending focuses on strategies which will have the greatest impact:

EEF GUIDE TO SUPPORTING SCHOOL PLANNING – TIERED MODEL: Gunthorpe Primary School



1 Teaching

Improving the quality of teaching and providing professional development opportunities is at the forefront of our approach. Evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key to ensuring high quality provision for all. Using the Pupil Premium funding to improve the quality of teaching benefits all students not just those who are disadvantaged.



2 Targeted academic support

We use a variety of one-to-one or small group interventions linked to effective classroom teaching and learning. Evidence consistently demonstrates the positive impact targeted academic support can have.

3 Wider strategies

Providing support in tackling the most significant, non-academic, barriers to success at school is the final, important tier. Such support includes addressing attendance issues and providing behaviour and social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	We continue to target providing consistently-secure 'good and better' quality of teaching across the whole school to ensure 'good and better' outcomes and progress for all learners, and particularly for disadvantaged pupils and for boys.
2	Internal assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This impacts their development as readers, when then has a further impact on learning and achievement across the curriculum.
3	Internal assessments and question level analysis, book looks and pupil voice indicates that many disadvantaged children in Lower Key Stage 2 have gaps in their GPS knowledge and skills, and poor comprehension skills which is impacting on slower writing progress.
4	Our observations and assessments (question level analysis) indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to disadvantaged pupils falling further behind age-related expectations, especially in maths.
5	Internal observation, learning walks and discussions with pupils suggest that disadvantaged pupils have less metacognitive and self-regulatory skills which impacts on these pupils' rates of progress across the curriculum.
6	Our analysis of the PASS Survey, observations and discussions with pupils and families have identified social and emotional issues with many of our disadvantaged families.
7	Analysis of groupings suggest that many of our disadvantaged children have multiple vulnerability indicators.

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
1. All pupils have access to high quality teaching and learning in core and foundation subjects.	<ul style="list-style-type: none"> By 2023/24 all teaching in core and foundation subjects is consistently good or better. Evidence from our robust monitoring cycle and external reports will demonstrate that all pupils succeed, and the gap between PP and non-PP narrows. Early Career Framework CPD and in-school coaching, supports ECTs to deliver good or better teaching.
2. Improved attainment and progress in Phonics at KS1 and reading across the school.	<ul style="list-style-type: none"> Improved outcomes for Phonics and reading at KS1. KS2 reading outcomes (attainment and progress) in 2023/2024 are at least in line with national averages for disadvantaged pupils meeting the expected standard. Transition between phases is pivotal in supporting year-on-year improved progress and attainment.

<p>Improved writing attainment and progress at the end of KS2.</p>	<ul style="list-style-type: none"> ● KS2 writing outcomes (attainment and progress) in 2023/2024 are at least in line with national averages for disadvantaged pupils meeting the expected standard. ● Transition between phases is pivotal in supporting year on year improved progress and attainment.
<p>3. Improved maths attainment and progress at the end of KS2.</p>	<ul style="list-style-type: none"> ● KS2 maths outcomes (attainment and progress) in 2023/2024 are at least in line with national averages for disadvantaged pupils meeting the expected standard. ● Transition between phases is pivotal in supporting year on year improved progress and attainment.
<p>4. Metacognitive and self-regulatory strategies are embedded across the curriculum.</p>	<ul style="list-style-type: none"> ● Pupils demonstrate metacognitive and self-regulatory skills in lessons. ● Children can confidently articulate the strategies that have helped them to 'know more and remember more'.
<p>5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> ● Sustained high levels of wellbeing are evident from monitoring activity, including qualitative data from PASS Survey, pupil voice, parent surveys and teacher observations. ● All disadvantaged pupils have access to at least one extra-curricular club/ visit each term. ● All disadvantaged pupils participate in wider curriculum, school trips, extra-curricular clubs and residential visits. ● Curriculum planning and development from focuses on cultural capital, for all pupils, especially disadvantaged pupils, with impact evident. ● Our therapeutic approach to supporting positive behaviour, through the application of our Cambridgeshire-STEPs-informed Behaviour and Anti-Bullying Policy, results in improved behaviours both within and outside of the classroom. ● All pupils receive 'Magic Breakfast' daily, ensuring that hunger does not impact on learning and achievement.
<p>6. Pupils with an identified vulnerability have additional provision and targeted support to reduce barriers for learning.</p>	<ul style="list-style-type: none"> ● Robust tracking of all vulnerable pupils used so concerns are flagged and acted upon promptly and appropriately ● Collaborative working with Pupil Premium Leader, Welfare and Safeguarding Lead and SENCO. ● SENCO aware of children with Pupil Premium and prioritises their assessments. ● Wider experiences are supported and particular family-based challenges are overcome.

Activity in this academic year (2023-24)

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: £133,104

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To secure consistently 'good and better' quality of teaching across the whole school to ensure 'good and better' outcomes and progress for all learners, and particularly for disadvantaged pupils and for boys.</p> <p>Improving quality-first teaching- We will continue to: Deliver quality first teaching CPD as part of regular staff meetings. Access Trust CPD. Access CPD through The National College. Support ECTs through the ECF CPD and in school coaching. Rosenshine's Principles will become a CPD focus in staff meetings - February 22 and ongoing.</p> <p>*Ensure that children have the best possible start to their time in school in the EYFS from their individual starting points.</p>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school-based factor (EEF)</p>	<p>1, 2, 3, 4, 7</p>
<p>To use summative assessment materials in a formative manner. Using tests to identify gaps in learning and plan to address these in teaching sequences. Purchase of PiXL and Salford Reading Tests as well as the full application of Accelerated Reader*.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial</p>	<p>1, 2, 3, 4</p>
<p>Ensure that all classroom staff have an understanding of strategies to support phonic development.</p> <p>Provide regular non-contact time for our English SL & EYFS SL to</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. (EEF: Phonics T & L Toolkit).</p>	<p>2</p>

<p>work with class teachers, TAs and external consultants. Support from the New Wave English Hub.</p>		
<p>To secure consistently 'good and better' quality of teaching across the school to ensure 'good and better' outcomes and progress for all learners in writing and particularly for disadvantaged and boys.</p> <p>Secure the teaching of SPAG within the writing cycle to ensure that skills are taught, then applied as part of a unit of writing.</p> <p>Secure teachers' judgements of writing against the writing assessment frameworks, ensuring that teachers accurately assess writing and use this information to inform future planning</p> <p>To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents.</p> <p>Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</p>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school-based factor (EEF)</p>	<p>3</p>
<p>To continue to improve our whole school approach to the teaching of Maths focusing on fluency, reasoning and problem solving.</p> <p>To continue to improve our whole school focus to maths vocabulary.</p> <p>Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants.</p>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)</p> <p>Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy (EEF)</p>	<p>4</p>
<p>*Redevelop our wider curriculum in a structured manner, ensuring that there is a clear vision, with macro and micro concepts clearly mapped for schematic progression, and in-built assessment opportunities that allow teachers to understand how well knowledge has been retained and how to best support learning in future.</p>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)</p> <p>Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. EEF evidence draws on: relevant topics from the EEF Teaching and Learning Toolkit and findings from the EEF-funded projects that directly relate to feedback and monitoring pupil progress.</p>	<p>1, 4, 5</p>

Teachers effectively use metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, by teaching them specific strategies for planning, monitoring, and evaluating their learning.	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) EEF Toolkit. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.	5
Children in Years 1-6 taught by a specialist Music Teacher.	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school-based factor (EEF).	1

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

Budgeted cost: £22,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>1:1 academic tutoring effectiveness: approximately 5 additional months progress on average (high impact, high cost). (Teaching & Learning Toolkit: EEF)</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>(Teaching & Learning Toolkit: EEF)</p> <p>Same day interventions are based on the children's current needs to ensure there are no misconceptions or gaps in their current learning. Allowing children to access the full curriculum every day.</p>	2
Additional reading sessions targeted at disadvantaged pupils who require further reading support, particularly for the lowest 20% of readers, including through the Herts for Learning Reading Fluency Project (for Key Stage 2).	<p>1:1 academic tutoring effectiveness: approximately 5 additional months progress on average (high impact, high cost). (Teaching & Learning Toolkit: EEF)</p> <p>Herts for Learning/EEF - https://www.hfleducation.org/reading-fluency#:~:text=In%20May%202022%2C%20the%20Education,developing%20their%20pupils'%20reading%20fluency</p>	2, 3, 7

Additional writing sessions targeted at disadvantaged pupils who require further writing support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: £97,056

Activity	Evidence that supports this approach	Challenge number(s) addressed
To retain the services of the Welfare and Safeguarding Lead.	Early intervention with attendance secures better outcomes as does working closely with families. Barriers such as poor housing, lack of opportunity, poor nutrition etc. all can lead to children not performing at their best in school. EEF research shows parental engagement has a positive impact of +4 months.	6, 7
*Continue to work closely with families to promote strong school attendance for all.	Early intervention with attendance secures better outcomes as does working closely with families. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment EEF research shows parental engagement has a positive impact of +4 months.	6, 7
Additional adults to support targeted pupils who are at a 'crisis' point with their social and emotional needs- Learning Mentor. ELSA support for identified children.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5, 6, 7
Supporting the social, emotional, mental health of pupils, particularly due to Covid-19 pandemic.	Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching (EEF improving social and Emotional Learning) Research has found that disadvantaged pupils have been worst affected by partial school closures.	5, 7

To support individual pupils social and emotional needs by providing 1-1 play and family therapy and Oak Behaviour Support.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Equal access to enrichment and extra-curricular opportunities.	To ensure that pupils have the same access to the cultural capital of non-PP children. This is in the form of trips, visits and music tuition. To ensure that all PP pupils have the same resources and feel equal to non-pp pupils through uniforms and learning equipment.	6, 7
*Engage with the PCC 'Raising Boys' Attainment' Project from spring 2024 onwards led by Gary Wilson.	https://committees.parliament.uk/writtenevidence/45950/html/ https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap	1, 2, 3, 4, 5, 6, 7
*Engage with the OPAL approach for positive, planned and well-resourced play opportunities across school.	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning https://outdoorplayandlearning.org.uk/research-and-evidence/	4, 5, 6, 7

Total budgeted cost: £252,490

Part B: Review of Pupil Premium Strategy outcomes in the previous academic year.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Teaching

Activity:	Outcomes/Impact:
<p>To secure consistently 'good and better' quality of teaching across the whole school to ensure 'good and better' outcomes and progress for all learners, and particularly for disadvantaged pupils and for boys.</p> <p>Improving quality first teaching-</p> <p>We will continue to:</p> <p>Deliver quality first teaching CPD as part of regular staff meetings.</p> <p>Access Trust CPD.</p> <p>Access CPD through The National College.</p> <p>Support ECT through the ECF CPD and in school coaching.</p> <p>Rosenshine's Principles will become a CPD focus in staff meetings - February 22 and ongoing.</p>	<p>All ECTs have completed the relevant ECT induction periods successfully across the 2022-23 academic year.</p> <p>Our new Teaching and Learning Expectations document, alongside updated approaches to teaching Phonics, Reading, Writing and Mathematics in school are all having an impact on the overall quality of teaching and learning provided in school.</p> <p>Our structured CPD calendar as well as our monitoring schedule and Operational Plan ensure that key school improvement priorities are driven forwards.</p>
<p>To use summative assessment materials in a formative manner. Using tests to identify gaps in learning and plan to address these in teaching sequences. Purchase of PiXL and Salford Reading Tests.</p>	<p>PiXL testing and QLA analysis, with formative assessment information taken forward, is now a key feature of assessment periods and pupil progress meetings.</p>
<p>Ensure that all classroom staff have an understanding of strategies to support phonic development.</p> <p>Provide regular non-contact time for our English SL & EYFS SL to work with class teachers, TAs and external consultants.</p> <p>Support from the New Wave English Hub.</p>	<p>Regular phonics coaching for all staff teaching phonics has been provided on a weekly basis.</p> <p>Timetabled visits from New Wave Hub specialists have taken place across the year, with positive feedback received.</p> <p>84% of PP children passed the Year 1 Phonics Screen Check. Overall, 77% of children (whole cohort) passed the Year 1 Phonics Screen Check, meaning that Pupil Premium children outperformed Non-Pupil Premium children.</p>
<p>To secure consistently 'good and better' quality of teaching across the school to ensure 'good and better' outcomes and progress for all learners in writing and particularly for disadvantaged and boys.</p> <p>Secure the teaching of SPAG within the writing cycle to ensure that skills are taught, then applied as part of a unit of writing.</p> <p>Secure teachers' judgements of writing against the writing assessment frameworks, ensuring that teachers</p>	<p>An updated, phased approach to writing unit plans has been introduced. Writing continues to be a key area of challenge in terms of outcomes and will continue to be a priority across the 2023-24 academic year.</p> <p>Regular time has been provided on a bi-weekly basis for the English Subject Leader to complete key activities and meet with and support staff.</p>

<p>accurately assess writing and use this information to inform future planning</p> <p>To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents.</p> <p>Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</p>	
<p>To continue to improve our whole school approach to the teaching of Maths focusing on fluency, reasoning and problem solving.</p> <p>To continue to improve our whole school focus on Maths vocabulary.</p> <p>Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants.</p>	<p>The Mathematics Subject Leader has led staff CPD, including modelled teaching sessions, to support and embed our Mastery-based approach to teaching mathematics. This has been followed-up by key monitoring activity and a further programme of CPD planned for the 2023-24 academic year.</p> <p>Regular time has been provided on a bi-weekly basis for the Mathematics Subject Leader to complete key activities and meet with and support staff.</p>
<p>Teachers effectively use metacognition and self-regulation approaches to teaching to support pupils to think about their own learning more explicitly, by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p>	<p>Metacognition and self-regulation strategies will need to continue to be a focus next year due to limited progress being made in this area over the course of the 2022-23 academic year.</p>
<p>Children in Years 1-6 taught by a specialist Music Teacher.</p>	<p>Across the 2022-23 academic year, each class in school benefitted from specialist teaching provided through the Cambridgeshire Music Hub.*</p>

Targeted academic support

Activity:	Outcomes/Impact:
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Focused programmes of intervention were delivered by staff. 84% of PP children passed the Year 1 Phonics Screen Check. Overall, 77% of children (whole cohort) passed the Year 1 Phonics Screen Check, meaning that Pupil Premium children outperformed non-Pupil Premium children.</p>
<p>Additional reading sessions targeted at disadvantaged pupils who require further reading support.</p>	<p>Focused programmes of National Tutoring Programme intervention was provided by a qualified teacher across Years 4 and 5 throughout the 2022-23 academic year, with children making progress from their starting points.*</p> <p>Additional interventions were provided for children in Year 6 by a qualified teacher, with Key Stage 2 outcomes reflecting the progress made from baseline assessments.</p>
<p>Additional writing sessions targeted at disadvantaged pupils who require further writing support.</p>	<p>Focused programmes of National Tutoring Programme intervention was provided by a qualified teacher across Years 4 and 5 throughout the 2022-23 academic year, with children making progress from their starting points.*</p>

	Additional interventions were provided for children in Year 6 by a qualified teacher, with Key Stage 2 outcomes reflecting the progress made from baseline assessments.
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	<p>Focused programmes of National Tutoring Programme intervention was provided by a qualified teacher across Years 4 and 5 throughout the 2022-23 academic year, with children making progress from their starting points.*</p> <p>Additional interventions were provided for children in Year 6 by a qualified teacher, with Key Stage 2 outcomes reflecting the progress made from baseline assessments.</p>

Wider strategies

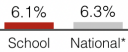
Activity:	Outcomes/Impact:
To retain the services of the Welfare and Safeguarding Leader.	<p>Welfare and Safeguarding Lead role was crucial in maintaining a high level of support with key children and their families across the school.</p> <ul style="list-style-type: none"> - 21 families were supported through engagement through the Early Help system. - Across the 2022-23 academic year, more than 500 safeguarding concerns were raised, triaged and managed within our MyConcern system.
<p>Additional adults to support targeted pupils who are at a 'crisis' point with their social and emotional needs- Learning Mentor.</p> <p>ELSA support for identified children.</p>	<p>Social and emotional support through gardening, drawing and talking therapy and circle of friends groups was provided throughout the year.</p> <p>ELSA support provided to 12 children. Young Carers support group for 5 children. Bereavement group support for 3 children. Social Skills group support for 5 children. Self esteem group support for 8 children. Transition to secondary support group for 6 children.</p>
<p>Supporting the social, emotional, mental health of pupils, particularly due to Covid-19 pandemic.</p> <p>To support individual pupils' social and emotional needs by providing 1-1 play and family therapy and Oak Behaviour Support.</p>	<p>6 families attended weekly family therapy sessions over a 12 week period.</p> <p>9 children received 1-1 play therapy for a 12 week period.</p> <p>Personalised provision, provided by Oak Activities and Crofts Corner for 8 children.</p>
Equal access to enrichment and extra-curricular opportunities.	<p>All of our children had equal opportunities to attend day visits and residentials, therefore building the pupils' Cultural Capital opportunities alongside, supporting learning.</p> <p>Robust monitoring ensured that PP children had equal opportunities to access extra curricular activities. Pupil voices confirmed that those pupils' that attended these activities enjoyed themselves and developed new skills such as playing cricket or being part of the Eco Club.</p>

PP Absence Rates 2022/2023

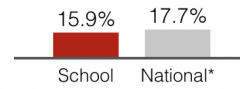
Persistent Absence

Absence Rates

	School	National*
Overall absence rate	6.1%	6.3%
- Authorised absence rate	4.3%	4.8%
- Unauthorised absence rate	1.8%	1.5%



i School absence figures only include pupils in Y1 to Y6. This is to be inline with national reporting.



i Percentage of Y1 to Y6 pupils who miss 10% or more sessions

Externally provided programmes

Programme	Provider
Primary PiXL	PiXL
ELSA (Emotional Literacy Support Assistant)	Peterborough City Council
Accelerated Reader	Renaissance Learning