



Ashford Park Primary School

Pupil Premium Strategy Statement 21-24

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had on disadvantaged pupil outcomes.

School overview

Detail	Data
School name	Ashford Park
Number of pupils in school	644
Proportion (%) of pupil premium eligible pupils	25% (161 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021 -2022 2022 - 2023 2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Pete Boulton Head Teacher
Pupil Premium Lead	Lucy Allen Deputy Head Teacher
Chair of Governors	Margaret Bird

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	231,265
Recovery premium funding allocation this academic year	27,464
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	258,729



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Part A: Pupil premium strategy plan

Statement of intent

At Ashford Park, we pride ourselves on being a research-informed educational setting. To support us in our endeavour for every child to meet their potential, we have sought to work with and learn from a number of respected educational colleagues including Mary Myatt, Marc Rowland, Alex Quigley and Tom Sherrington.

We encourage a breadth and depth of professional reading and disseminate new learning regularly during Professional Learning and Development meetings.

We have whole school membership to Mary Myatt's online CPD forum and encourage colleagues to participate and complete professional qualifications to improve their own knowledge and practice and that of our colleagues. We are members of the Chartered College of Teaching and all teaching colleagues have access to their resources.

In order to make informed decisions about the allocation of Pupil Premium spending, we have referred to the [EEF's Guide to a tiered approach](#). The three focus areas closely reflects the needs of the children in our school and therefore create the basis for our strategy.

The APPS philosophy is that with every decision we make, we ask the question: what impact will this have on the children?

As research evidences, and in the words of Professor Becky Francis, "the most powerful tool we have to combat educational inequality is to support great teaching in every classroom".

To achieve this, is our goal.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language Assessments, observations, and discussions with pupils indicate underdeveloped speech and language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception throughout KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Phonics



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	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>Gaps in knowledge due to lesser engagement during partial school closures due to covid lockdowns</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge and skills gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and maths.</p>
4	<p>Percentage of disadvantaged pupils with additional needs is higher than the % of non-disadvantaged pupils with SEN</p> <p>34% of our disadvantaged pupils have identified SEN needs. 12% of our disadvantaged pupils have an EHCP.</p>
5	<p>Percentage of disadvantaged pupils with social and emotional issues is higher than that of non-disadvantaged peers</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>In 2022/23, 1 referral was made to CAMHs for specific mental health support (rather than diagnosis of ADHD/Autism). In 2022/23, 4 referrals were made to the Children’s Wellbeing Practitioner for mental health support.</p> <p>Numbers of children receiving Thrive support in school has risen from 27 individual pupils in 21/22 to 41 pupils in 22/23.</p>
6	<p>Attendance of disadvantaged pupils is lower than that of non-disadvantaged pupils</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.4 – 2.05% lower than that of non-disadvantaged pupils.</p>



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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
<p>Challenge 1: Speech and language</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Challenge 2: Phonics</p> <p>Improved phonics screening attainment among disadvantaged pupils in KS1</p>	<p>KS1 phonics screening outcomes in 2024/25 show that more than 92% of disadvantaged pupils met the expected standard by Yr 2.</p>
<p>Challenge 3: Gaps in knowledge due to covid lockdowns</p> <p>Improved reading, writing and maths attainment among disadvantaged pupils.</p>	<p>KS2 reading, writing and maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.</p>
<p>Challenge 4: Disadvantaged pupils with SEND</p> <p>Improved achievement for disadvantaged pupils' with SEND.</p>	<p>KS2 reading/writing and maths outcomes in 2024/25 show that 75% of pupils who are disadvantaged and have SEND make at least expected progress from their starting point.</p>
<p>Challenge 5: Social and emotional wellbeing</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Reduction in CAMHs referrals • Reduced number of pupil's requiring 1:1 Thrive intervention for SEMH needs
<p>Challenge 6: Attendance</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3.6%, (whole school attendance of 96.4%) and the



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<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>attendance of disadvantaged pupils is in line with pupils who are not disadvantaged.</p>
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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

Budgeted cost: £143,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The WalkThrus Implementation Project with Tom Sherrington to hone and refine high-quality teaching and adaptive teaching skills.</p> <p>https://walkthrus.co.uk/how-does-it-work</p>	<p>Research-informed teaching and assessment strategies with a focus on reducing cognitive overload, enabling all pupils to know more, remember more and to be able to do more.</p> <p>WalkThrus is a selection of 150 evidence-based teaching strategies rooted in a deep understanding of how learning works. Each WalkThru breaks teaching techniques down into five clear steps.</p> <p>WalkThrus are organized in six series behaviour and relationships, curriculum planning, explaining and modelling, questioning and feedback, practice and retrieval and what we call Mode B Teaching.</p> <p>EEF: Cognitive Science Approaches in The Classroom</p>	<p>3 and 4</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme "Little Wandle" to secure stronger phonics teaching for all pupils.</p> <p>Little Wandle Letters and Sounds</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>



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<p>2022/23 – Purchase of Little Wandle SEND resources and KS2 Rapid Catch Up materials</p> <p>2022/23 – Recovery Teacher to enable teacher/LSA release time in order to facilitate Little Wandle Interventions</p> <p>2023/24 - further investment in Little Wandle books for children to take home and the implementation of the fluency programme.</p>	<p>Little Wandle SEND programme, resources are adapted to suit the pace to the needs of the children. Children who need a slower pace to support retention difficulties and/or challenges following one-and two-step instructions and a set routine are more ready to learn phonics therefore accelerate at greater speed through the programme.</p> <p>Further investment in phonically decodable books to take home addresses a previously identified barrier to disadvantaged families reading at home. Reading a book and chatting about it has a positive impact on children’s ability to:</p> <ul style="list-style-type: none"> •understand words and sentences •use a wide range of vocabulary •develop listening comprehension skills <p>Parental involvement in the development of children’s reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J.</p> <p>Investment in the fluency programme for those children who have exited the phonics programme provides explicit instruction of reading fluency. For disadvantaged pupils this can improve confidence, competence and engagement with reading. Rasinski (Why reading fluency should be hot! 2012) identifies fluency instruction as the bridge between word recognition and comprehension. He cites two elements to this: automaticity and prosody both of which are prioritised in the fluency programme.</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the</p>	<p>3</p>



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<p>* Implement the White Rose 3.0 Curriculum 2022/23</p> <p>*To embed the NCETM Mastering Number Programme in Reception, Year 1 and Year 2. 2022/23</p> <p>2022/23 – Recovery Teacher to enable teacher release time to embed key elements of Maths guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>2023/24 - Introduction of Number Sense Times Table Fluency Programme in Year 3</p>	<p>National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: EEF-Improving Mathematics in Key Stages 2 and 3 2022</p> <p>Improving Maths across Key Stages 2 and 3 Summary Poster Summary Recommendations Poster</p> <p>This programme is a highly visual, research informed programme to provide the structure and depth to times tables teaching that children need to achieve fluency in essential multiplication and division facts and concepts. The aim of this programme is to achieve fluency for every child without exception and will be implemented in Year 3 from Spring 2023 and rolled out in subsequent years up to Year 6.</p> <p>The programme is informed by research into the mathematical development of young children, particularly how children achieve automaticity in multiplication facts.</p> <p>The programme develops recall of 36 core multiplication facts. Fluency in these facts provides the foundation for all written and mental multiplication and division. New facts are introduced and taught visually through the conceptual lessons, and aurally through the chanting of verbal sound patterns. Facts are learned to gain fluency through daily practice sessions and targeted support provided where needed.</p>	
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<p>Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Whole school implementation of a Literary Curriculum – Literacy Tree.</p> <p>Literacy Tree</p> <p>*Investment in high-quality texts across the school for the delivery of the Literacy Curriculum and to embed a 'love of reading for pleasure'.</p> <p>2022/23 – recovery teacher to enable teacher release time for professional learning and development with a Literacy Tree consultant and AHT English Lead.</p> <p>Purchase of the Library Pod.</p> <p>2023/24 - purchase of books to stock the Reading for Pleasure Pod to encourage all teachers, families and pupils to share books, discuss and recommend books to further embed the culture of 'reading for Pleasure'.</p>	<p>Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>The EEF guidance is based on a range of the best available evidence.</p> <p>Improving Literacy in KS1</p> <p>Improving Literacy in KS2</p> <p>A cornerstone of our reading provision is that we build knowledge of children's literature over time building schema. Building schema helps children to deepen learning and improve retention of knowledge. (Fiorella and Meyer (2015)). Carefully selected texts encourage pupils to make deep, meaningful connections between reading experiences, the wider curriculum and beyond. Texts are carefully selected to promote interdisciplinary reading. The texts selected, from picture books to novels are chosen because of their quality language, rich themes and diverse characters. By selecting texts pitched at the interest level, rather than just the reading level of the children, we can ensure engagement for all.</p> <p>Investment in core texts so that every child has a copy of the text to read alongside the teacher ensures every child can directly interact with the text. Pupils explore new language in depth and expert reading is modelled.</p> <p>Texts chosen to fill the Library Pod have been chosen to engage all pupil groups. Families are encouraged to select books together, articulate their choices. Comics, information books, magazines, story books, picture books, poems and leaflets are all great for sharing and further embed the culture of 'reading for pleasure'.</p>	<p style="text-align: center;">3</p>
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<p>2023/24 - further CPD of teachers and LSAs to ensure high-quality teaching if the Literary Curriculum.</p> <p>2023/24 - further investment in quality texts e.g. whole class sets of books so that every child has direct access to the text.</p>	<p>Further CPD for teachers and LSAs focusing on adaptive teaching. Ensuring every pupil is given the opportunity to reach their full potential through providing quality first teaching, the correct amount of support and setting high expectations for all learners.</p>	
<p>Following Professional Development training with with Marc Rowland and Alex Quigley, we identified the vocabulary gap to be a significant barrier for our disadvantaged pupils.</p> <p>The English Lead continues to work on transforming our approach to teaching and learning with a significant focus on language acquisition.</p>	<p>Grounded in the very best available evidence into reading development and vocabulary acquisition, Closing the Vocabulary Gap sets out to: help teachers understand the vital role of vocabulary in all learning.</p>	3
<p>Focus on high quality teaching, using inclusive practices and effective scaffolding and differentiation. This will ensure the needs of pupils with SEN and needs of pupils with other barriers to learning, are well met within the classroom environment.</p>	<p>The EEF guidance states that Inclusive practices are pivotal to the success of pupils with SEND. The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.</p> <p>EEF Guidance Reports SEND</p>	4
<p>High-quality professional development is one of the</p>	<p>The National Professional Qualifications (NPQs) provide training and support for</p>	



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<p>recommended approaches to improve high-quality teaching and learning in the EEF Menu of Approaches</p> <p>The National Professional Qualifications are also recommended as an approach to improving teacher recruitment and retention by reducing teacher workload.</p> <p>EEF Effective Professional Development</p> <p>DFE's Reducing School Workload Collection</p> <p>2022/23 - Cover funded for teachers completing their NPQLTDs x 2</p> <p>2023/24 - Cover funded for teacher completing NPQLTD x 1</p>	<p>teachers and school leaders at all levels, from those who want to develop expertise in high quality teaching practice, such as behaviour management, to those leading multiple schools across trusts.</p> <p>NPQ programmes are built on the contents of frameworks underpinned by a body of trusted sources of research. In addition to highlighting knowledge and skills that are integral to effective teaching and learning.</p> <p>Professional development is one of the DfE's strategies for improving teacher recruitment and retention via their vision to make sure careers in teaching are attractive, rewarding and sustainable: Gov.uk Teacher Recruitment and Retention Strategy</p>	
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Targeted academic support

Budgeted cost: £64,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist employed by the school for half a day per week to improve listening, narrative and vocabulary skills for disadvantaged pupils	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1 and 4



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<p>who have relatively low spoken language skills.</p>		
<p>Purchase of Speech and Language assessments recommended by the Local Authority Inclusion teams</p> <p>*Speech Link and Language Link</p> <p>*Purchase and use of evidenced-based interventions such as Colourful Semantics</p>	<p>Colourful Semantics is a recommended approach by Speech and Language Therapists.</p> <p>Explanation and support of Colourful Semantics at Integrated Treatment Services: https://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/</p> <p>Speech Link and Language Link has enabled us to assess children’s speech and language needs and produce a programme staff can follow to support the development in specific areas.</p> <p>Evidence to support Speech and Language Link: https://speechandlanguage.info/resources/perch/pdf/impactbrochuremar2023onlinepages.pdf</p>	<p>1 and 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This is delivered through the Little Wandle Catch up sessions.</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>2</p>
<p>1:1 or small group Thrive interventions delivered by a Thrive Practitioner for disadvantaged pupils requiring social and emotional support.</p>	<p>Thrive[®] promotes children’s and young people’s positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour. Based on established neuroscience, attachment theory and child development, the Thrive Approach provides training and an online profiling and action-planning tool to equip adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn.</p>	<p>5</p>



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	<u>The Thrive Approach</u>	
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Wider strategies

Budgeted cost: £50,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality continued professional development and learning for teachers and learning support assistants.</p> <p>We design and deliver a comprehensive schedule of high-quality CPD to all teaching colleagues in order to improve and maintain high-quality education for all pupils.</p>	<p>At APPS, we pride ourselves on our research-informed practice and in-line with The EEF's tiered approach one of our priorities in addressing social inequality and striving for high quality education for all is to focus on high-quality continued professional development and learning.</p> <p>The school has memberships to Mary Myatt & Co and The National College to keep abreast of the latest information and training via high-quality online CPD.</p> <p>All members of the teaching staff have full membership with The WalkThrus website and are currently working on a bespoke WalkThrus Implementation project with Tom Sherrington.</p> <p>Teachers and leaders work closely with the Schools Alliance for Excellence (SAfE) so that colleagues can collaborate with other teachers, leaders and SEN specialists. SAfE is an Education Partnership Committed to Building an Education System That is Better for All.</p>	<p>3</p>
<p>Embedding principles of good practice set out in the DfE's Working Together to Improve School Attendance guidance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly</p>	<p>6</p>



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<p>Employment of a Home School Link worker to work collaboratively with the school and parents in order to improve attendance.</p> <p>Effective communication and co-working with Inclusion Officers from Surrey LA.</p>	<p>reduced levels of absence and persistent absence.</p>	
<p>Partnership with Delight Charity</p> <p>Delight is a leading arts-based learning charity, dedicated to creating lasting change for children affected by disadvantage. Our vision is to provide equal opportunity for every child to thrive both in their school years and beyond. Since 2014, we have positively impacted thousands of children through our innovative arts-based learning approach.</p> <p>2021/22 – ‘Delight in Shakespeare’</p> <p>Delight in Shakespeare for Year 5 pupils</p> <p>2022/23 – Delight in Watts for Year 4 pupils</p> <p>2023/24 - Delight in Watts for Year 4 pupils</p>	<p>Delight in Shakespeare is an intensive arts-based learning programme, delivered by Delight in partnership with Guildford Shakespeare Company (GSC). Children gain an understanding of The Tempest ensuring that they have a strong foundation in Shakespeare before moving onto studying Romeo and Juliet in Year 6 and in preparation for moving onto secondary school.</p> <p><i>Delight in art stimulates children’s imaginations exposing them to a bespoke gallery experience challenging them to take risks and increase visual arts confidence. In 2022/23 Year 4 are participated in this experience.</i></p>	3
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £258,729



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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Measure	Reading	Writing	Maths
Disadvantaged Pupils meeting expected standard at KS2 2020 – Teacher assessment from July 2020 * Covid Year	60%	53.3%	53.3%
Disadvantaged Pupils meeting expected standard at KS2 2021 – Teacher assessment from July 2021 * Covid Year	67.5%	56.6%	65.1%
Disadvantaged Pupils meeting expected standard at KS2 2022 – validated assessment data	69.2%	69.2%	69.2%
Disadvantaged Pupils meeting expected standard at KS2 2023 – awaiting validated assessment data	50%	61%	44%

Challenge 1 - Improved oral language skills and vocabulary among disadvantaged pupils.

In 2022/23 twelve disadvantaged children received support at least 3 times per week from the Speech and Language Therapist and/or specially trained Learning Support Assistant. The focus of this support was bespoke to the needs of each child. Speech sound production, good speaking and listening behaviours, confidence when speaking and ability to speak in grammatically correct sentences was taught.

By the end of the year all 12 pupil's demonstrated improved oral language skills in areas in which they had previously struggled. Two of the children no longer needed speech and language support and were discharged.

3/12 pupils were supported with speech sounds. Teachers reported an improvement in the clarity of speech sounds and that the children can now be understood by an unfamiliar ear.



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6/12 children were targeted to increase confidence and develop listening behaviours. Teachers report that 4/5 of these children contribute more in lessons and/or demonstrate longer periods of attention in class.

3/12 children engaged in play scripts. Staff reported that this input has supported the development of the children's social skills and understanding and appear happy during unstructured play times.

Challenge 2 - KS1 phonics screening outcomes in 2024/25 show that more than 92% of disadvantaged pupils met the expected standard by Yr 2.

2022 phonics data – 74.1% of disadvantaged pupils had met the expected standard by year 2.

2023 phonics data – **69.2%** of disadvantaged pupils had met the expected standard by year 2.

Challenge 3 - KS2 reading, writing and maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.

2022 SATs data – 69.2% of disadvantaged pupils met the expected standard in reading, writing and maths.

2023 SATs data – **44%** of disadvantaged pupils met the expected standard in reading, writing and maths.

Challenge 4 - KS2 reading/writing and maths outcomes in 2024/25 show that 75% of pupils who are disadvantaged AND have SEND make at least expected progress from their starting point.

2022 SATs and teacher assessment data – 60% of pupils in reading and writing have made expected progress. 70% of pupils in maths have made expected progress.

2023 SATs and teacher assessment data – **60%** of pupils in reading and writing have made expected progress. **70%** of pupils in maths have made expected progress.

Challenge 5 - Sustained high levels of pupil wellbeing demonstrated in 2024/25

There are rising numbers of pupils who require support with mental health and wellbeing.

In 2022/23, 1 referral was made to CAMHs for specific mental health support (rather than diagnosis of ADHD/Autism). In 2022/23, 4 referrals were made to the Children's Wellbeing Practitioner for mental health support.

Numbers of children receiving Thrive support in school has risen from 27 individual pupils in 21/22 to 41 pupils in 22/23.



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To meet the needs of this rising number of children, Ashford Park is working closely with Surrey NHS Children's Wellbeing Practitioners. The Practitioners work 1:1 with parents to give them strategies to support their children at home. This support will continue in the 2023/24 academic year.

Challenge 6 - The overall absence rate for all pupils being no more than 3.6%, (whole school attendance of 96.4%) and the attendance of disadvantaged pupils is in line with pupils who are not disadvantaged.

For the academic year 2021/22 attendance for the whole school was 93.6% and disadvantaged pupils was at 91.8%.

2022/23 attendance for the whole school was 93.2% with attendance of disadvantaged pupils at 91.6%.

Externally provided programmes

Programme	Provider
N/A	