



FRANCES OLIVE ANDERSON

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## Pupil Premium Strategy Statement – reviewed September 2023

This statement details our school's use of all pupil premium (and recovery premium for the 2021 to 2022 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	Frances Olive Anderson C of E Primary School
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022



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	September 2023
Statement authorised by	
Pupil premium lead	Sarah Woolley
Governor / Trustee lead	David Allsop

### Funding overview

Detail	Amount in budget for 2023-2024
<b>Funding is based on the October 2022 Census for the financial year April 2023-March 2024.</b> <b>The review is on the spending 2022-23.</b>	
Pupil premium funding allocation this academic year	£82,055
Recovery premium funding allocation this academic year	£4,526
Pupil premium funding carried forward from previous years	£10,861
<b>Total budget for this academic year</b>	<b>£97,442</b>



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## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

Ensuring that teaching and learning opportunities meet the needs of all the pupils



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Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would include but not be restricted to:

Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.

Investment in quality TA support in all classes. Allowing for on the spot intervention and challenge, thus improving opportunities for effective teaching and accelerating progress

Small group and 1:1 interventions based on need following Pupil Progress reviews (6 times a year)

Additional teaching and learning opportunities to be enhanced by providing WOW experiences and enabling all pupils to access trips and additional experiences bought in for the pupils.



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Funding to provide high quality cover to allow subject leaders to have non-contact time to ensure the monitoring and evaluation schedule can be implemented and actions taken in light of this to ensure impact is positive for all learners, including disadvantaged learners.

Investment in tablets for every KS 2 pupil and the use of Learning by Questions as a teaching and learning aid to support assessment, identification of gaps in learning and provides immediate feedback to all pupils and disadvantaged learners to inform next steps in teaching.

Investment in a strong pastoral team with a mental health TA for all pupils, especially disadvantaged, to overcome any barriers to learning which may also impact on the class.

Investment in The Specialist Teaching Team to provide detailed assessments and identify needs to be addressed on an individual basis if progress is not being made as expected. Priority given to disadvantaged pupils who have additional barriers such as SEND or are Children in Care or previously Children in Care.

**Challenges**

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We also asked for pupil voice to ascertain needs.

Challenge number	Detail of challenge
1	Wellbeing and self-belief and impact of trauma due to COVID restrictions/personal experiences
2	Lack of parental support with home learning and homework due to time, confidence and subject knowledge
3	Pupils who have a special educational need or an emotional wellbeing need, in addition to PP tend to be below ARE.



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4	<p>No significant differences in attainment gap across Reading, Writing, Maths and Science to be associated with being disadvantaged, but emphasis on ALL making at least appropriate progress</p> <p>July 2023 internal data:</p> <div><p>Summer 2 2023</p><table><tr><th colspan="8">Performance of Groups across Years 1-6</th></tr><tr><th rowspan="2"></th><th colspan="2">Reading %</th><th colspan="2">Writing %</th><th colspan="2">Mathematics %</th><th rowspan="2"></th></tr><tr><th>Exp+ Prog</th><th>Exp+ Attmt</th><th>Exp+ Prog</th><th>Exp+ Attmt</th><th>Exp+ Prog</th><th>Exp+ Attmt</th></tr><tr><td colspan="8">Disadvantaged Vs non Disadvantaged</td></tr><tr><td>Year 1</td><td>100% 41%</td><td>67% 53%</td><td>100% 59%</td><td>67% 71%</td><td>100% 59%</td><td>67% 71%</td><td></td></tr><tr><td>Year 2</td><td>80% 60%</td><td>60% 47%</td><td>80% 47%</td><td>70% 73%</td><td>80% 73%</td><td>80% 60%</td><td></td></tr><tr><td>Year 3</td><td>89% 83%</td><td>50% 50%</td><td>78% 92%</td><td>30% 42%</td><td>89% 83%</td><td>50% 58%</td><td></td></tr><tr><td>Year 4</td><td>88% 52%</td><td>44% 43%</td><td>88% 52%</td><td>56% 62%</td><td>88% 62%</td><td>44% 67%</td><td></td></tr><tr><td>Year 5</td><td>100% 56%</td><td>71% 67%</td><td>100% 50%</td><td>71% 44%</td><td>100% 67%</td><td>71% 56%</td><td></td></tr><tr><td>Year 6</td><td>62% 24%</td><td>38% 18%</td><td>100% 29%</td><td>38% 82%</td><td>100% 47%</td><td>50% 41%</td><td></td></tr></table></div>	Performance of Groups across Years 1-6									Reading %		Writing %		Mathematics %			Exp+ Prog	Exp+ Attmt	Exp+ Prog	Exp+ Attmt	Exp+ Prog	Exp+ Attmt	Disadvantaged Vs non Disadvantaged								Year 1	100% 41%	67% 53%	100% 59%	67% 71%	100% 59%	67% 71%		Year 2	80% 60%	60% 47%	80% 47%	70% 73%	80% 73%	80% 60%		Year 3	89% 83%	50% 50%	78% 92%	30% 42%	89% 83%	50% 58%		Year 4	88% 52%	44% 43%	88% 52%	56% 62%	88% 62%	44% 67%		Year 5	100% 56%	71% 67%	100% 50%	71% 44%	100% 67%	71% 56%		Year 6	62% 24%	38% 18%	100% 29%	38% 82%	100% 47%	50% 41%	
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5	<p>Attainment gap in early reading is apparent from latest data point</p> <p>July 2023 data indicates that this gap has closed for current co-horts moving through school.</p>																																																																														
6	<p>Attendance and Punctuality issues with a very small number of families</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
Attainment and Progress in Reading, writing and mathematics	<p><b>2021-22</b></p> <p><b>Autumn 2</b> 50% at ARE 50% at least expected progress 10% accelerated progress</p> <p><b>Spring 2</b> 60% ARE 60% at least expected progress 20% accelerated progress</p> <p><b>Summer 2</b> 70% ARE 70% at least expected progress 30% accelerated progress</p> <p>There is no significant gap between disadvantaged pupils and non-disadvantaged pupils in terms of progress made from baseline and eventually attainment.</p> <p><b>2022-23</b></p>



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**Autumn 2**

KS 2 writing attainment 60% ARE

KS 2 combined R, W, M 50% ARE

KS 1 combined R, W, M 60% ARE

**Spring 2**

KS 2 writing attainment 65% ARE

KS 2 combined R, W, M 55% ARE

KS 1 combined R, W, M 66% ARE

**Summer 2**

KS 2 writing attainment 70% ARE

KS 2 combined R, W, M 60% ARE

KS 1 combined R, W, M 70% ARE

**2023-24**

80% of all pupils (and 80% of disadvantaged pupil) make at least expected progress from their baseline July 2023.

10-15% make accelerated progress (10-15% of disadvantaged pupils) from their baseline July 2023.

By the end of reception at least 65% reach GLD (above last year's national data)

There are no KS1 SATS this year, but by the end of year 2 our assessments show:

At least 68% expected and 19% GDS in reading (including disadvantaged pupils)



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	<p>At least 60% expected and 8% GDS in writing (including disadvantaged pupils).</p> <p>At least 70% expected and 16% GDS in maths (including disadvantaged pupils)</p> <p>By the end of KS2:</p> <p>At least 73% expected and 29% GDS in reading (including disadvantaged pupils)</p> <p>At least 72% expected and 13% GDS in writing (including disadvantaged pupils).</p> <p>At least 73% expected and 24% GDS in maths (including disadvantaged pupils)</p>
Specific additional needs recognised and support accessed	<p>Barriers to learning due to emotional wellbeing needs are limited as much as possible.</p> <p>Learning difficulties are quickly identified and appropriate provision in place to allow for at least expected progress</p>
Attendance and punctuality	<p>Ensure attendance of disadvantaged pupils is above 96%</p> <p>No families are continuously late.</p>



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Improved support for homework	Majority of pupils are completing homework set with the support required from parents
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**Activity in this academic year – 2023-2024**

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

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Training	<p>EEF (+4)</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Schools should carefully consider how targeted approaches are</p>	1, 3



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	deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.	
Whole staff training  ADHD	Being able to support all learners to access learning will have a positive impact on outcomes. An understanding of the behaviours encountered and how best to support and reduce the negative impact on learning time will support all in making progress. Being aware that different learners have different needs is clearly going to impact on all.	1,3
TA investment and deployment to enable team teaching approach, addressing misconceptions and move learning on at the point of learning.	EEF (+6)  There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	1,2,3,4,5



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<p>LBQ investment including hiring tablets for each pupil in KS 2</p>	<p>EEF (there is a full report on LBQ website)</p> <p>Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching. However, how teachers use the information from assessments, and how pupils act on feedback, matter more than the way in which it is collected and delivered.</p> <p>Using technology can increase the accuracy of assessment, or the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload.</p> <p>Technology can be used to provide feedback directly to pupils via programmes or interventions</p>	<p>2, 4</p>
<p>Peer review – Kyra Alliance</p> <p>Focus early reading and disadvantaged pupils</p>	<p>The power and potential of peer review: Maggie Farrar, Lead Associate, SPP John Cronin, Programme Manager, SPP Education Development Trust.</p> <p><a href="https://www.educationdevelopmenttrust.com/our-research-and-insights/commentary/the-power-and-potential-of-peer-review">https://www.educationdevelopmenttrust.com/our-research-and-insights/commentary/the-power-and-potential-of-peer-review</a></p>	<p>5,3,4</p>
<p>Investment in Read Write Inc portal and training, including an audit and the purchase upper KS2 intervention for</p>	<p>There is a large body of evidence, including in the Teaching and Learning Toolkit, that suggests that systematic synthetic phonics approaches have a positive impact on the development of early</p>	<p>2,3,4,5</p>



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<p>reading (Freshstart). Investment in staff to deliver.</p> <p>(We have been using read, write, Inc since September 2016)</p>	<p>reading skills. Because of this, the EEF has funded several evaluations of different phonics programmes, including this randomised controlled trial of Read Write Inc. Phonics and Fresh Start.</p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
People First Education consultancy	An understanding of the different types of behaviours, learners and SEND needs in addition to being disadvantaged, support all aspects of teaching and learning. This supports the school in providing the right curriculum and support for our learners.	1, 3
Accessing STAPS assessment for those who require it	Support from outside agencies in identifying specific barriers to learning and advice on strategies to support the learner will enable all to make at least expected progress.	3, 4, 5
TA investment and deployment to enable team teaching approach,	EEF (+5)  Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to	1, 2, 3, 4, 5



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<p>addressing misconceptions and move learning on at the point of learning.</p> <p><b>Pupils withdrawn in afternoons for specialist intervention and or pre teaching for the next day – fluid groups</b></p>	<p>result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with <u>small group</u> <u>tuition</u> show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p>	
<p>Upper pay scale teacher employed on a consultancy basis – support wellbeing of all pupils and staff, which will directly impact on academic achievement.</p>	<p>EEF (+4)</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may</p>	<p>1,3,4,5</p>



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	not correspond to academic progress and should be carefully monitored.	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Health mentor	<p>EEF (+4) Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional</p>	1,2,3



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	needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.	
TA investment and deployment to enable team teaching approach, addressing misconceptions and move learning on at the point of learning.	EEF (+6) There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	1,2,3,4,5
Sports coach	Pupil voice. Impact on the way pupils access learning in classroom. Positive unstructured times leads to readiness to learn.	1, 3, 6
Trips/wow day experiences for all	EEF Outdoor adventure learning (including wow experiences and trips to experience learning first hand*) 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 learning interventions can support children to	1,2,3,4,5,6



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	<p>develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The applications of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. (* added by school, not EEF) No data available yet from EEF</p>	
Cover for staff to enable quality monitoring and evaluation to happen and be followed up to ensure effective impact	Time is essential for monitoring activity to be robust, rigorous and to have an impact on outcomes for all.	4
<p>Upper pay scale teacher employed on a consultancy basis – support wellbeing of all pupils and staff, which will directly impact on academic achievement.</p> <p>Leads pastoral work, mental health strategy and liaises with parents</p> <p>Consultancy ended.</p> <p>Continued with pastoral lead within school – current leader has taken this role on, in addition to her other responsibilities.</p>	<p>EEF (+4)</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may</p>	1,2,3,4

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	not correspond to academic progress and should be carefully monitored.	
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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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. During the last 18 months we have used teacher assessment to inform our teaching and learning across the school. We have end of year data which we will use as a measure for our baseline going into the academic year 2021-22.*

*We were unable to spend all of the allocated funding due to COVID and plans had to be flexible and react to the specific needs at the time of any group or individual. This is noted in our carry forward and planned into expenditure this year.*

2021-22 review

**Intended Outcomes****1) Attainment and Progress in Reading, writing and mathematics:**

Target 70% ARE

Mathematics: met in yr 1, 2, 5 and 6 (nearly in Yr 4)

Reading: met in yr 1, 2, 4, 6

Writing: met in yr 1 only



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Target 70% at least expected progress:

Mathematics: met in yr 1,2,3,4,6

Reading: met in yr 1, 2, 4, 6

Writing: met in yr 1, 2, 4, 5, 6

Target 30% accelerated progress

Mathematics: met in yr 1, 4, 6

Reading: met in yr 1, 2,4,6

Writing: met in yr 1, 4, 5, 6

2022 – 23 data review

2022-23

Autumn 2

KS 2 writing attainment 60% ARE

KS 2 combined R, W, M 50% ARE

KS 1 combined R, W, M 60% ARE

Spring 2

KS 2 writing attainment 65% ARE

KS 2 combined R, W, M 55% ARE

KS 1 combined R, W, M 66% ARE

Summer 2

KS 2 writing attainment 70% ARE achieved yr 6 = 72%, Yr 4/5 slightly below 70%

KS 2 combined R, W, M 60% ARE achieved in yr 5, yr 3,4 and 6 below

KS 1 combined R, W, M 70% ARE achieved yr 1, slightly below yr 2



**Data for disadvantaged pupils:**

Compared in house

	Reading		writing		mathematics	
	disadvantaged	Non disadvantaged	disadvantaged	Non disadvantaged	disadvantaged	Non disadvantaged
Year 1	100%	41%	100%	59%	100%	59%
Year 2	80%	60%	80%	47%	80%	73%
Year 3	89%	83%	78%	92%	89%	83%
Year 4	88%	52%	88%	52%	88%	62%
Year 5	100%	56%	100%	50%	100%	67%
Year 6	62%	24%	100%	29%	100%	47%
	In all year groups disadvantaged pupils made better progress in reading than non disadvantaged		In all year groups disadvantaged pupils made better progress in writing than non disadvantaged, except in yr 3		In all year groups disadvantaged pupils made better progress in maths than non disadvantaged	



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Attainment of disadvantaged pupils Vs national data for all pupils

January 2023 census data: Number of pupils with SEND who are also FSM and/or CLA: 14 (source IDSR) = 8%

	Reading			writing			mathematics		
	disadvantaged	National all	National disad	disadvantaged	National all	National disad	disadvantaged	National all	National disad
Year 1	67%			67%			67%		
Year 2	60%	63%		70%	60%		80%	70%	
Year 3	50%			30%			50%		
Year 4	44%			56%			44%		
Year 5	71%			71%			71%		
Year 6	38%	73%	60%	38%	71.5%	58%	50%	73%	59%

## 2) Specific additional needs recognised and support accessed

Pupil progress meetings happen every 6 weeks, with all teaching staff providing updates and impact of provision. Provision mapping is up to date and available for all teaching staff, interventions/support is reviewed to ensure progress is being made. Individual learning plans for those on the



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SEND register or those receiving support beyond wave 1 are in place and being followed – SEND learning walks and work scrutiny are evidence of this. We have accessed support from STAPS for a number of children to identify specific barriers to learning and these have become part of the Individual learning Plan. We found that during the year, as a result of the mental health interventions, that less children were requiring this support and we could deploy our TAs to carry out more academic based interventions.

**3) Attendance and punctuality**

Attendance and punctuality are tracked well and effectively. The families supported have all shown significant improvement in their attendance and punctuality is being supported for a very small minority of families.

Data for 2021-2022:

	Autumn term 06.09.21 – 17.12 .21	Spring Term 04.01.22 – 31.03.22	Summer term 19.04.22 – 22.07.22	Attendance over the year
Reception	96.25%	92.66%	90.40%	93.05%
Yr 1	95.03%	93.87%	90.85%	93.49%
Yr 2	95.29%	93.94%	92.89%	94.44%
Yr 3	93.79%	92.19%	93.96%	93.45%
Yr 4	93.68%	95.81%	93.66%	94.41%
Yr 5	89.78%	92.76%	90.94%	92.49%



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Yr 6	93.92%	94.85%	96.33%	95.62%
Total: 94.1%				

Attendance academic year 2023-2024

Our school is in percentile 20 when compared to all schools nationally.

	No of students	% attendance for year 2023-24	Gender
Reception	21	95.54	M 95.31 F 95.77
Year 1	23	95.17	M 94.19 F 96.27
Year 2	25	95.45	M 94.31 F 96.31
Year 3	22	95.87	M 95.47 F 96.30
Year 4	30	95.26	M 95.24 F 95.27
Year 5	25	95.20	M 94.13 F 96.37
Year 6	25	95.54	M 94.95 F 96.57
Total	171	95.42	M 94.82 F 96.10
Children with EHCP	5	93.65	1 x pupil on part time timetable
Children with SEN	25	94.18	
No PP pupils	112	95.85	
PP pupils	55	94.66	
FSM pupils	57	94.47	



#### 4) Improved support for homework

Having embedded the use of Seesaw for homework, engagement is much better. The introduction of a reading App for recording reading at home and at school has also had a very positive impact and reading for pleasure and homework completion. Those children who require support to complete homework do so in school.

#### 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
Active English	L.E.A.D Equate
Active Maths	L.E.A.D Equate
Active Spelling	L.E.A.D Equate
Read, Write, Inc	Ruth Miskin
White Rose Maths	White Rose Maths
TT Rockstars	TT Rockstars



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Classroom Secrets	Classroom Secrets
Twinkl	Twinkl
<a href="#">RWI portal and training/resources</a>	

#### Further information

Everything we do at Frances Olive Anderson C of E Primary School is focused on improving outcomes for all pupils academically and emotionally. Support and interventions are fluid for all and whatever group the pupil belongs to, they will receive what they need where we possibly can within our budget restraints and environment.