



BREWOD CE MIDDLE ACADEMY

Pupil Premium Strategy Statement 2025-2026

Our core values are – Respect, faith and resilience

Our key biblical underpinning is – 'Let all that you do be done in love'

1 Corinthians 16:14

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Brewood CE Middle Academy
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	95 = 23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	Sept 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	LAC – Spring 2026
Pupil premium lead	Mrs L Guy
Governor / Trustee lead	Rev S Douglas

Funding overview

Detail	Amount 2023-234	Amount 2024-25	Projected Amount 25-26
Pupil premium funding allocation this academic year	£94,164	£92, 866	£101,012
Recovery premium funding allocation this academic year	£14,487	£15, 468	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-	-	-



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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	£108,651	£108,334	£101,012
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Part A: Pupil premium strategy plan

Statement of intent

The pupil premium grant is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential.

The Government have used pupils entitled to Free School Meals (FSM) and Looked After Children (LAC), as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil based on the number of pupils registered for Free School Meals and LAC. This fixed amount of money is expected to increase every year of the course of this current Parliament. At Brewood CE Middle Academy we will be using an indicator of those eligible for Free School Meals and Looked After Children as our target children to 'narrow the gap' regarding attainment.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'. Schools will be accountable for narrowing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil premium compared with their peers. The government are requesting that schools submit online, how they have spent the Pupil Premium and the impact it has on attainment.

KEY PRINCIPLES

- Every child in our care has individual needs.
- Every child in our care is valued, respected and entitled to develop to his / her full potential, irrespective of need
- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure 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.
- In 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.

Challenges

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

Challenge number	Detail of challenge
1	➤ The capacity to access 'remote learning' at home



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	<ul style="list-style-type: none"> ➤ The development of study skills in order to complete homework tasks & remote learning
2	<ul style="list-style-type: none"> ➤ Some pupils with emotional difficulties, mental health worries (post COVID 19) and low self esteem. ➤ Low aspirations of some pupils at some points in the academic year and lack of enrichment opportunities for these vulnerable pupils
3	<ul style="list-style-type: none"> ➤ Many PP are SEN or previous low attainers and have gaps in their Maths and Literacy skills. ➤ Some pupils may not be working at an age related level and have gaps in knowledge or simple misconceptions ➤ Some Pupil Premium pupils fall into the lowest 20% of readers in their year group
4	<ul style="list-style-type: none"> ➤ Lower attendance rates of PP and prior lower attaining pupils. ➤ Lack of engagement with parents in terms of parent's evenings etc. ➤ In some cases, PP pupils have poor access to resources and wider life experiences preventing them from showing their full potential.

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
Through the provision of homework club: <ul style="list-style-type: none"> • All PP children completing homework and regularly reading which should lead to raised standards of attainment and progress. • Children can access this independently. Introduction and implementation of a Reading Scheme at KS2. • Development of improved study skills • Star Reader will be used to measure progress. 	<ul style="list-style-type: none"> • Reduced behaviour points on Class-Charts for PP children for homework by 50% • Increased attendance of PP pupils at homework club from 50% (2022-23) to 55% this year • PP – increased access to Star Reader (100% of pupils to access this) • Timetable Rock Stars – increased fluency for times tables. Increased engagement of MyMaths ⇒ all pupils to be involved. • Battle of the Bands involvement for all PP pupils.
To increase aspiration and raise self-esteem: <ul style="list-style-type: none"> • PP have extra- curricular activities, responsibilities, aspirational targets and Quality First Teaching by all staff. 	<ul style="list-style-type: none"> • Attendance at Clubs: e.g. 50% of PP children to attend at least one lunchtime / after-school club ⇒ information gained from



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<ul style="list-style-type: none"> Increased attendance of PP pupils at clubs. Development of further enrichment opportunities for PP pupils ⇒ EKO club, author visits, leadership roles for the school Ready 2 Learn intervention ⇒ priority given to PP pupils Music provision ⇒ SF to contact PP pupils parents and advertise music tuition to them and the benefits of this. Annual visit to curriculum rich environments ⇒ 1 allocated to each year group (2022) Visit to Young Voices, Theatre Show, Harry Potter world ⇒ rewards for effort and persistently good work throughout the year Provision of resources to support those PP pupils whose mental wellbeing has suffered due to the COVID pandemic ⇒ use of BASE 25, iHeart sessions 	<p>PP questionnaire and attendance lists kept by MD and pupil conferencing.</p> <ul style="list-style-type: none"> PP pupils are active members of the school community representing the school as prefects, house captain, school ambassadors R2L ⇒ opportunities for 1:1 mentoring from EC Pupils involved in music lessons perform at the End of Year music show in school. Pupil conferencing about their views on these visits identify memorable learning experiences for pupils. Pupils attendance improves and they reintegrate back into school life ⇒ pupils feel more confident in themselves and this directly impacts on their confidence when learning.
<p>Through the provision of an Intervention Tutor:</p> <ul style="list-style-type: none"> Targeted TA support in lessons and withdrawal groups – follow up work with FSM & PP pupils. All PP pupils from different prior learning points making at least good progress through expert teaching; providing stretch and challenge for the most able disadvantaged and differentiation that effectively scaffolds the work for the less able and special needs pupils, whilst still exposing them to ARE related work. Lesson observations, learning walks, book trawls and Star Reader assessment. 	<ul style="list-style-type: none"> Half termly tests and online assessments show that PP pupils are making the same or better progress than their non-PP peers. Lesson observations – intervention tutor(s) tells us that vulnerable groups are closing the gap in terms of their skills / progress in core subjects. Timetable of the intervention tutor is built to meet the needs of specific pupils ⇒ LG / JS to liaise with TA's re.intervention groups Pupil voice – PP pupils tells us that they feel that they are challenged in lessons and are prepared well for the next phase of their education. PP pupils' assessment of their 'love of learning' and memorable learning has improved from their baseline in Sept 2025.
<p>Support for Reading</p>	



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- Improvement in all PP pupils' ZPD scores across the school year
- Aim to close the gap between PP pupils reading age and their chronological age ⇒ star reader testing (half termly)
- Aim to reinforce all pupils' love of reading both in and out of school through support from pupil librarians and new library area.
- Aim to better meet the needs of all pupils by using a Reading Scheme along with reading intervention sessions

Support for Writing

- Pupils are supported in their writing process and are offered lots of models of good writing → learners given timely feedback.
- Pupils develop their 3 stages of writing – planning, writing, and revision → these are made explicit.

Support for Maths

- Maths software to be used in small groups to support and extend PPG pupil's learning regardless of their ability level.
- Freckle Maths programme continuously adapts for pupils allowing teachers to spend less time manually differentiating lessons and more time helping students develop and progress.
Pupils are given rewards for achievement in a balance of fun and learning.

- Baseline testing carried out in Sept 24 establishes current reading age ⇒ pupils to close the gap during the year between Chronological Age & Current Age
- Accelerated Reader & new library ⇒ pupils to focus on the % of quiz questions answered corrected. PP to maintain a minimum of 85% pass rate for the quizzes taken during the year.
- PP pupils' ZPD to develop and improve during the school year ⇒ targeted pupils to be supported through intervention with Pupil Mentors, TA's and pupil librarians each week.
- Gap between pupils reading age and chronological age begins to narrow through the year.
- Pupils feel more confident at reading and can access more materials with this transferable skill
- Pupils in Year 5 & Year 6 complete a programme of intervention to support their writing skills (Switch On & Twinkl).
- Progress measured from an initial baseline on Star Reader – 3 x 1:1 sessions each week.
- Use of YARC to identify further interventions needed.
- PP pupils' confidence in Maths improves as they reinforce key skills and build on previous knowledge.
- Attainment in End of Unit tests improves along in milestone testing across the year ⇒ progress from starting points is better when compared to non-pp pupils.
- Attainment in White Rose Unit testing improves across the year ⇒ progress from starting points is better when compared to non-pp pupils.



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	<ul style="list-style-type: none"> Pupils feel more confident with the acquisition of knowledge and the development of their maths skills; this will be evidenced in the progress that they make.
<p>Attendance Support</p> <p>➤ Improved attendance for PP pupils across the year through ECM meetings and the allocation of targeted support.</p>	<ul style="list-style-type: none"> PP attendance is maintained above the school target of 97% ⇒ attendance concerns are dealt with quickly to ensure that PP pupils are engaged in their learning Families of PP pupils are supported by staff, admin team and if required EWO (VIP) – Michelle Smith. The school have referred 7 pupils (4 are PP) to be part of the SCC Emotional Based School Avoidance study programme focussing on supporting the barriers to attendance and developing a 'Working Together' plan to raise % attendance in school. JS & ECM team to meet each week to discuss pupils' attendance → AM / LG to be involved with target pupils and support accordingly. AM to conduct 'back to school' meetings with PP pupils to ensure that pupils are ready to learn on their return to school.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>All PP children completing homework and regularly reading which should lead to raised standards of attainment and progress ⇒ Targeting PP pupils to attend homework club.</p> <p>Development of improved study skills ⇒ Development of homework provision to support pupils.</p>	<p>Sutton Trust evidence (2020) suggests that “disadvantaged pupils miss out on homework help from parents”</p>	1
<p>Gaps are identified and targeted teaching / interventions are put in place to address needs to improve attainment in Reading, Writing and Maths in all year groups.</p>	<p>The Sutton Trust found that ‘the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 year’s worth of learning with very effective teachers.’</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. • EEF - Research – small group tuition • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils’ needs are accurately assessed and targeted. 	3
<p>Pupils access the Freckle Maths programme which continuously adapts for pupils allowing teachers to spend less time manually differentiating lessons and more time helping students develop and progress.</p> <p>Through the programme, pupils are given rewards for achievement in a balance of fun and learning</p>	<p>Freckle for Math ESSA Evidence Level II</p> <p>The LearnPlatform independent study concluded that Freckle for Math has satisfied Level II requirements. Conducted during the 2022–2023 school year, the research included more than 30,000 students. It showed that students who used Freckle for Math had:</p> <ul style="list-style-type: none"> ➤ significantly higher Math scores at the end of the year than students who did not use the program. <p>Freckle for Maths draws from more than 80,000 items covering standards in Algebra to present students with math practice problems that meet their individualised skill levels.</p>	3
<p>Develop basic skills approaches across the academy ⇒ Regular feedback on basic errors in all subjects – NEW feedback policy developed and time allocated for GAP (General Action Point) tasks and retrieval activities</p> <ul style="list-style-type: none"> • Daily SODA activities – spellings/times tables 	<p>‘it is important to promote the basic skills of writing—skills that need to become increasingly automatic so that pupils can concentrate on writing composition... this includes the sentence construction. If these skills are slow or effortful then this will hinder progress in writing composition. High-quality practice is essential to develop fluent transcription skills.’</p> <p>EEF (2021)</p>	3



- Maths – daily mental maths

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Through the provision of an Intervention tutor:</p> <p>Intervention Tutor to support PP pupils in class in maths and English. They will also support pupils out of their normal lessons ⇒ These sessions will focus on aspects of maths, reading, writing and SPaG which have been identified in pupils mock SAT tests.</p>	<p><i>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better (Sutton Trust Toolkit)</i></p>	3
<p>Use of Accelerated Reading Scheme to raise the profile of reading, provide appropriate levelled reading materials and to raise reading levels</p>	<p><i>“The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time.” Education Endowment Foundation (2015)</i></p>	3
<p>Organise ‘Reading Support’ from Pupil Reading Champions / Volunteer Readers to organise pupils’ reading materials and support (key groups) with their comprehension skills.</p>	<p><i>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</i></p> <p><i>EEF (2021)</i></p>	3
<p>‘Learning by Questioning’ English software to be used in small groups to support and extend PPG pupil’s learning regardless of their ability level.</p>	<p><i>“Subject specific assessments might be used to identify particular areas and help close pupils’ gaps in skills and knowledge”</i></p> <p><i>“Materials provide pupils with high quality feedback, building on accurate assessment”</i></p>	3



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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support pupils mental & emotional wellbeing using outside professionals and organisations</p> <p>PP pupils have access to outside support and mentoring to meet the needs of those pupils who are currently experiencing difficulties; this support includes EBSA, iHeart and bereavement support</p> <p>Mental Health award and its audit highlights the current support in place and suggests how best to meet the needs of the school community.</p>	<p><i>"Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. It is important that schools promote good mental wellbeing for all pupils."</i></p> <p><i>"A school's approach to mental health and behaviour should be part of a consistent whole school approach to mental health and wellbeing. This should involve providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems. This should be paired with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities."</i> (Department for Education)</p>	2
<p>To increase aspiration and raise self-esteem:</p> <p>PP have extra-curricular activities, responsibilities, aspirational targets and Quality First Teaching by all staff. ⇒ PP pupils are specifically chosen to attend enrichment visits e.g. author visits whilst others are asked to read in church.</p> <p>⇒ Use of PP pupils as: house captains, prefects, librarians, senior posts and maths & reading mentors.</p>	<p><i>"evidence suggests that most young people actually have high aspirations, implying that much underachievement results not from low aspirations itself but from a gap between the aspirations that do exist and the knowledge and skills that are required to achieve them."</i> EEF Evidence Summary</p>	2
<p>Purchase and use of CPOMs to record pastoral information for pupils allowing central records to quickly identify trends and</p>	<p><i>KCSIE states, 'It is essential that everybody working in a school or college understands their safeguarding responsibilities.'</i> [KCSIE, 2024]</p>	2



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needs for Pupil Premium pupils.	<i>Therefore the school must continue to link all behaviour patterns to build a full picture of each and every child and their family within the setting.</i>	
Specialist music tuition to raise self-confidence and team aspirations → weekly lessons	<i>"Music ignites all areas of child development and skills for school readiness, including intellectual, social-emotional, motor, language, and overall literacy. It helps the body and the mind work together."</i>	2
<p>Careers visits</p> <p>Pupils attend 'Skills Show' at the NEC, Birmingham</p> <p>"Big Bang"</p> <p>Barclay's Bank visit to speak to Y8 pupils</p> <p>Author Visits</p> <p>Visits by pupils to author events at Wolverhampton Grammar School to meet authors and help inspire the love of reading and writing & to find out about careers around publishing.</p> <p>Theme Days</p> <p>Pupils are given the opportunity to take part in enrichment days supporting the curriculum and developing their knowledge & skills</p>	<p><i>"students with low expectations of themselves, and low aspirations, will achieve less in their educational lives. This is exactly what we want to avoid happening to our learners."</i></p> <p>Nabil Khattab (2015),</p>	2
<p>The Academy will deliver an engaging, broad and varied curriculum that develops pride and knowledge in the local area and beyond.</p> <p>Subsidy of 1 curriculum visit per year group.</p> <p>Year 5 Weston Park, Staffordshire</p> <p>Year 6 Blists Hill</p>	<p><i>Pupils attend visits/events they would not normally be exposed to within and outside of the school day</i></p> <p><i>1 curriculum visit per year group has been allocated with pp funding – this is in accordance with the school's Charges & Remissions policy</i></p> <ul style="list-style-type: none"> ➤ <i>Survival Skills</i> ➤ <i>WW2 & Evacuation Experience</i> ➤ <i>Shelter building</i> ➤ <i>Historical research skills – Victorian Life</i> ➤ <i>Investigation</i> ➤ <i>Role Play</i> ➤ <i>Comparing then & now</i> 	2



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<p>Year 7 Warwick Castle</p>	<ul style="list-style-type: none">➤ <i>Supports the History curriculum</i>➤ <i>Opportunities for all pupils to experience an environment from the Middle Ages.</i>	
<p>Year 8 Black Country Museum</p>	<ul style="list-style-type: none">➤ <i>Historical research skills</i>➤ <i>Investigation</i>➤ <i>Role Play</i>➤ <i>Comparing then & now</i>	

Total budgeted cost: £ 75,000



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 2025 to 2026 academic year.

	No of pupils	Boys	Girls	SEN
Year 5	25	16	9	8
Year 6	21	11	10	6
Year 7	21	14	7	3
Year 8	32	19	13	6

Pupil premium strategy outcomes 2024-25

Action		Impact / Evaluation
A.	<p>Through the provision of homework club:</p> <ul style="list-style-type: none"> All PP children completing homework and regularly reading which should lead to raised standards of attainment and progress. Children can access this independently. Implementation of the Oxford Reading Scheme in KS2. <i>Star Reader will be used to measure progress.</i> 	<p>COVID has had a massive impact on the way that pupils have been able to access opportunities such as homework club so it has been difficult to assess how many PP pupils have taken up this opportunity ⇒ letters to target pupils to "join" will be given out again in Sept 2025</p> <p>Pupils reading journal regular accessed by class teacher and pupils encouraged to change their book each week ⇒ time in Form at the end of the day is allocated for this purpose with support provided by TA's</p>
B.	To increase aspiration and raise self-esteem:	



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	<ul style="list-style-type: none"> • PP have extra- curricular activities, responsibilities, aspirational targets and Quality First Teaching by all staff. • Increased attendance of PP pupils at clubs. • Development of further enrichment opportunities for PP pupils • Ready 2 Learn intervention ⇒ priority given to PP pupils • Music provision ⇒ SF to contact PP pupils parents and advertise music tuition to them and the benefits of this. • Mentoring / Wellbeing → Provision of resources to support those PP pupils whose mental wellbeing has suffered due to the COVID pandemic 	<p>Staff encourage PP pupils to attend the clubs running during the year ⇒ 25% of the PP pupils attended 1 or more of the clubs</p> <p>Sports Premium rather than PP was used to fund these.</p> <p>PP Pupils in Year 6 had the opportunity to take part in a Victorian Day and workshop</p> <p>Visits to Black Country, Weston Park and Warwick castle were funded for PP pupils ⇒ this strategy ensures that pupils do not miss out on enrichment activities and curriculum content.</p> <p>Pupils attending R2L are more focussed in their learning and accumulate more positive points in their classes.</p> <p>Pupils attending R2L show more confidence in lessons as concerns / issues have been dealt with after speaking to Mrs Cornes ⇒ some of the older PP pupils are now taking on a leadership role in the sessions with younger pupils.</p> <p>Music lessons began again in October 2023 ⇒ 4 PP pupils had their lessons subsidised.</p> <p>Base 25 worked with pupils in KS2 and KS2 → support for raising self esteem, anger management & emotional wellbeing</p> <p>i-Heart sessions were also funded for those PP pupils that required them.</p>
C.	<p>Through the provision of an Intervention Tutor:</p> <ul style="list-style-type: none"> • Targeted TA support in lessons and withdrawal groups – follow up work with FSM & PP pupils. • All PP pupils from different prior learning points making at least good progress through expert teaching; providing stretch and challenge for the most able disadvantaged and differentiation that effectively scaffolds the work for the less able and special needs pupils, whilst still exposing them to ARE related work. 	<p>See PP data</p> <p>Pupils report that they feel confident in their learning, are enjoying their lessons and they have enjoyed their time this year.</p> <p>Teaching and Learning was graded as good across the academy (OFSTED 2024) with the impact of</p>



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	<ul style="list-style-type: none"> Lesson observations, learning walks, book trawls and Star Reader assessment. 	<p>the CPD event being seen in lessons across the school → verbal feedback, assessment for learning and good quality first teaching is benefitting all pupils as well as PP pupils.</p>
D	<p>Support for Reading</p> <ul style="list-style-type: none"> ➤ Improvement in all PP pupils' ZPD scores across the school year ➤ Aim to close the gap between PP pupils reading age and their chronological age ⇒ star reader testing (half termly) ➤ Aim to reinforce all pupils' love of reading both in and out of school through: <ul style="list-style-type: none"> • Refurbished library • Adult reading mentors • Pupil reading mentors Y8 supporting Y6, Y7 supporting Y5 ➤ Weekly sessions with the "Reading Doctor" support pupils for whom basic phonics is preventing them from accessing reading materials in class <p>Support for Maths</p> <ul style="list-style-type: none"> ➤ Maths software to be used in small groups to support and extend PPG pupil's learning regardless of their ability level. ➤ In school intervention sessions based on feedback from PP meetings / Key Stage meetings 	<p>Year 5 - 9/14 pupils are regularly getting 85%+ Year 6 - 21/30 pupils are regularly getting 85%+ Year 7 - 14/21 pupils are regularly getting 85%+ Year 8 - 11/21 pupils are regularly getting 85%+</p> <p>Quizzing on each of the books had proved difficult due to COVID but more pupils are now quizzing at home and in SODA sessions allocated to them in school.</p> <p>Those pupils who fall into the lowest 20% readers band have been allocated to a member of staff within the school who listens to them read 3 times each week discussing their comprehension of the story as well and dealing with misconceptions, difficult words etc.</p> <p>Improvement in use of phonics to enable pupils to access reading materials ⇒ progress seen from baseline reading test.</p> <p>Pupils who are currently not on track to achieve EXS by the end of the year have been enrolled in intervention sessions in Maths and reading conducted by external tutors / staff ⇒ these names are updated based on the information discussed at the termly Pupil Progress meetings</p>
E	<p>Attendance Support</p> <ul style="list-style-type: none"> Improved attendance for PP pupils across the year 	<p>The attendance of PP pupils has been monitored throughout the year and is present on the school diary sheet which is issued to staff each Monday morning. Last year this was 89% which is below the target of 96% set at the beginning of the year ⇒ analysis carried out by ECM team to ascertain the reasons for this poor attendance over the year.</p> <p>A number of PP pupils are on the persistent abs list mainly due to issues surrounding anxiety and</p>



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		<p>this has resulted in the poor attendance at school → these concerns have been followed up by key staff at the Every Child Matters meeting whose members convene each week. Actions are then reported upon the following week.</p> <p>All pupils' needs have been supported through the use of outside agencies including: CARE, Base 25, Action for Children, iHeart and CAMHS</p>
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