

Pupil Premium Strategy Statement – Moss Valley Primary Academy 2024 - 2027

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers	2024-27 Year 1: 2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	David Nightingale
Pupil premium lead	David Nightingale
Governor lead	Jenny Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,800
Pupil premium funding carried forward from previous years (enter	£0
Total budget for this academic year	£125,800

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium at Moss Valley Primary Academy

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The objectives for our disadvantage pupils:

- All children can communicate effectively and have the speaking and listening skills achieve in all areas of the curriculum.
- Progress by the end of each key stage is equitable for all children.
- All children are able to regulate their behaviours so that disruption to learning is minimal.
- All children have a wide range of experiences and opportunities to develop cultural capital.
- All children are meeting our attendance target of 96.5%.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Over 50% of children in socially deprived areas may start school with impoverished speech, language and communication skills. On average children from the poorest 20% of the population are over 17 months behind a child in the highest income group in language development at age three.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils including SEND. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers including SEND. This negatively impacts their development as readers.
4	Internal and external (where available) assessments indicate that attainment in reading, writing and mathematics in KS1 among disadvantaged pupils, including SEND and prior higher attainers, is below that of non-disadvantaged pupils.
5	Internal and external (where available) assessments indicate that attainment in reading, writing, mathematics and GPS in KS2 is too low.
6	To address issues associated with mental health and disadvantage . Our assessments (including wellbeing survey and pupil voice), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to self-esteem, and a lack of enrichment opportunities as well as first hand experiences during school closure. These challenges particularly affect disadvantaged pupils, including SEND, including their attainment.
7	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1 - 4% lower than for non-disadvantaged pupils. 7% of disadvantaged pupils have been 'persistently absent' compared to 0% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Intended Outcomes

Activity in this academic year

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

Green – What we currently offer.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <ul style="list-style-type: none"> High Quality CPD/staff training supports the development of teaching and learning. Flexible PPA supports the development of planning within all curriculum areas in all year groups. LSAs have access to planning time. Team teaching e.g. RWInc and peer observations enable teachers to develop their own pedagogy, e.g. Philosophy/Oracy. Moderation activities across Partnership; Cluster and wider LA. Opportunity to develop this further within Cluster and through networks, e.g. Maths Hub/ TRGs. Opportunities for shared practice 	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches 	<p>1, 2, 3 & 4</p>

<p>within phases and paired/team teaching.</p> <ul style="list-style-type: none"> • NFER resources used for assessment; QLAs and targeted interventions. • 121 phonics; tutoring; precision teaching; fresh start and targeted tutoring. • School priorities are written to ensure development of high quality teaching for all learners. 	<p>in the Classroom: A Review of the Evidence summarises the evidence for teachers.</p> <p>Strong Foundations in the first years of school - GOV.UK.</p>	
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<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p> <ul style="list-style-type: none"> • Oracy and Philosophy training remains a high priority for all staff. • Maths mastery training delivered through Maths Hub; cluster events and in-house support. • RWInc phonics training supports teachers and LSAs to deliver exactly what the pupils need. • Philosophy training in place for all new teachers and LSAs to support oracy. • Staff attend Cluster meetings across all subjects to share key messages and approaches. • TRGs to share and improve practice within the Partnership. 	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit and guidance reports. • The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. • The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design'. 	<p>1, 2, 3, 4 & 5</p>
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<p>Mentoring and coaching</p> <ul style="list-style-type: none"> Coaching - planned programme of coaching – Part 1; 2 and 3. ECTs have a trained mentor with regular weekly meetings scheduled and termly progress reviews where coaching conversations are used to reflect on practice and develop further. Ensure all ECT mentors have completed coaching Part 1 and 2 when applicable. Continue to ensure that the ECTs have coaching opportunities built within these sessions when applicable. Implementation of Leadership Residency Programme through Challenge Partners. 	<p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:</p> <ul style="list-style-type: none"> The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective. 	<p>1, 2, 3, 4, 5 & 6</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy, and numeracy</p> <ul style="list-style-type: none"> LSAs/teachers support with targeted interventions that feed into next steps in learning from QFT. QLAs used effectively to identify target groups and foci. Precision teaching takes place based on forensic assessment. HLTAS have an area where they lead – Well-Comm; Speech & Language (EYFS); RWI phonic catch up. Phonics groups are assessed and streamed according to stage; groups delivered daily by class teachers and LSAs; groups changed half-termly. 	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources:</p> <ul style="list-style-type: none"> The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. The EEF has dedicated web pages on effective approaches to support literacy and numeracy. <p>Strong Foundations in the first years of school - GOV.UK.</p>	1



<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p> <ul style="list-style-type: none"> • SENDCo provides support/advice to all staff, parents/carers. • A4A meetings allow achievement and progress of these pupils to be discussed and next steps to be identified. • SALT assessment and intervention supported by Speech Therapists. • Play therapy for targeted pupils. • Timetabled access to Sensory room for children across all year groups as required. • Intervention support from Primary Inclusion Team. • Access to advice and support from EP. • Continue to liaise with specialist teachers and agencies and explore further support available. • Explore use of technology to support SEND children. 	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:</p> <p>The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND.</p>	<p>1, 2, 3, 4, 5 & 6</p>
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<p>Teaching assistant deployment and interventions</p> <ul style="list-style-type: none">• LSAs have timetables that support all learners within the class/identified groups.• 'Booster' groups for targeted support from January.• Phase 1 LSA focusing on SALT and Phonics interventions with support from Speech and Language Therapists.• Continued training and coaching for LSA's, supporting within precision teaching and RWInc.	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:</p> <ul style="list-style-type: none">• The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.• The EEF Toolkit has a strand on teaching assistant interventions.	<p>1, 2, 3, 4, 5 & 6</p>
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs</p> <ul style="list-style-type: none"> • Whole school CPD – attachment training; emotion coaching; trauma informed practice and behaviour (PIT Team). • Access to PlaceBe and CAMHs I-Reach. • Updated behaviour policy • Embed behaviour approach with regular reviews and staff/pupil voice. 	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. • The EEF Toolkit has a strand on social and emotional learning and behaviour interventions 	6



<p>Supporting attendance</p> <ul style="list-style-type: none"> • FSW in place and works closely with Attendance Officer on attendance and doorstep visits. • Further develop parent workshops led by the FSW with a link to life skills. • Process for escalation in place. • Support/interventions for parents/carers. • Attendance and Punctuality rewards celebrated, e.g. weekly assembly trophies; End of term events; whole school and class displays. • Discussed as part of A4A meetings. • Consider new evidenced based initiatives to promote improved attendance. 	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>Supporting resources:</p> <p>The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ includes a focus on offering more intensive support, which can include approaches to support attendance.</p> <p>Working Together to Improve School Attendance - GOV.UK</p>	<p>7</p>
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<p>Extra-curricular activities, including sports, outdoor activities, arts, culture and trips</p> <ul style="list-style-type: none"> • Range of after school clubs take place Mon-Fri offering wellbeing, arts, music and reading. • Continually monitor clubs on offer – ensuring a range on other than sports and that children would like. • Trips and visitors planned in to enhance the curriculum. • Continue to explore new visits and visitors. All to visit a museum/music venue during primary school years. • Residential in place for UPKS2 – Lledr Hall. • Minibus to support sporting fixtures and competitions, and local area visits. • MAPAS events and WCIT lessons. • Sporting Competitions. • Fundraising /charity events e.g. Discos; Bingo; Harvest; global charities and fairs. 	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on arts participation. 	<p>1, 2, 3, 4, 5 & 6</p>
<p>Communicating with and supporting parents</p> <ul style="list-style-type: none"> • Leaders and FSW on school gates in the morning. • All teachers are available at the end of the day to speak to families. • Website; Seesaw; ParentApp; letters; newsletters and emails. • Learner review days twice per year. • Annual Report for parents. • Stay and play sessions 	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on parental engagement. • The EEF guidance report on ‘Working with Parents 	<p>1, 2 & 6</p>

<p>for new to EYFS.</p> <ul style="list-style-type: none"> • Family learning sessions with FSW. • Parent curriculum workshops – e.g. ESafety and Philosophy. • Charity/fundraisers – coffee mornings. • Opportunities to work with Place2Be for parents/carers, e.g. PIPT. 	<p>to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents.</p>	
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Total budgeted cost: £126,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Overall Comment:

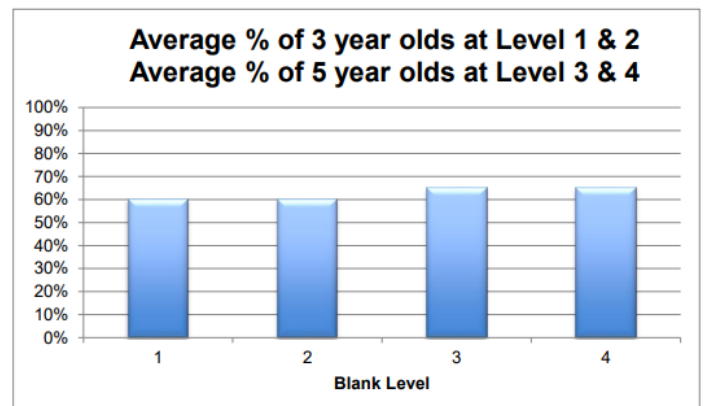
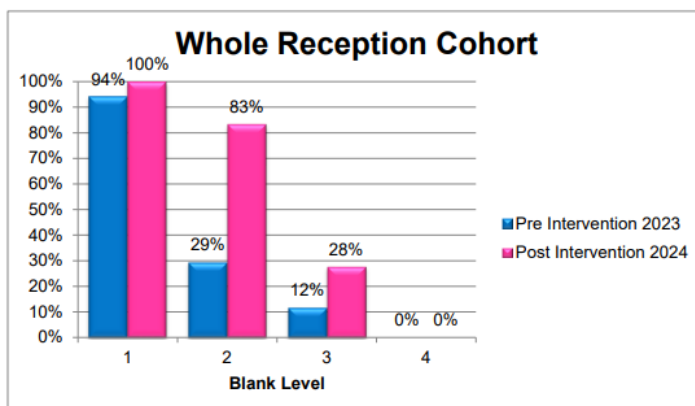
Progress has been made in improving speech, language and communication skills among disadvantaged pupils by the end of Nursery, Reception and Year 1, but further work is needed. Targeted interventions, including WellComm and TALC along with regular assessments have helped narrow the gap. However, a number of pupils are still working at a level lower than their peers.

Successes:

- Additional resources and structured interventions boosted attainment for many pupils.
- Teacher training and monitoring have ensured consistent phonics instruction.

TALC RESULTS – Moss Valley Academy Primary School Reception Cohort

The following graphs show the percentage of Moss Valley Academy Primary School Reception pupils that passed each level of the TALC when first screened in Autumn 2023 compared to the percentage of pupils that passed each level of the TALC when re-screened in Summer 2024 and the overall progress made by the cohort. This graph is presented alongside the graph showing the average performance on the TALC.



Areas for Further Focus:

- Children in Year 1 who did not pass Blank Level 3 and 4 at the end of Reception.
- A teacher/LSA will be in place for 4 afternoons per week to teach and support speech and language groups.
- Develop resources and provision in EYFS to develop C & L skills.

Next Steps:

- **Nursery Priority:** Regular WellComm session ensure all children, Early Words implemented by Nursery Teachers.
- **Reception Priority:** TALC screener completed for all children, intervention groups delivered consistently
- **Sustained Focus:** Speech and language will remain a priority in the next Pupil Premium Strategy, with a focus on addressing remaining gaps and engaging families.

Challenge 2: Improved phonic attainment for disadvantaged pupils at the end of Year 1 and ensure gap is closed by end of Year 2 so as not to negatively impact on development as readers.

Overall Comment:

Progress has been made throughout school in developing pupils' reading skills and this remains a continued focus. Targeted interventions and focused assessments help prioritise pupils' next steps and consequently improves their confidence levels in reading.

Percentages represent those who are 'working at', calculated from a total of all students with marks for the Phonics Assessment.

All	77.78	Boys	72.73	Girls	85.71	SEN	40.0	Not SEN	92.31	EAL	100.0	Not EAL	75.0	FSM	80.0	Not FSM	75.0	Pupil Premium	81.82	Not Pupil Premium	71.43	Autumn Born	87.5	Spring Born	100.0	Summer Born	50.0
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Successes:

- The coaching cycle in the teaching of phonics
- Staff CPD
- For existent staff, ongoing regular training, including the introduction of staff phonic packs, has been offered to ensure that approaches to develop reading are fresh, engaging and consistent across school.
- Staff have had tailored support, provided by RWi consultancy, to address challenges they are facing within the classroom.
- Additional resources and structured interventions have boosted attainment for many pupils.

Areas for Further Focus:

- Phonics and phonic attainment to remain a continued focus.
- Continued efforts are needed to develop pupils' reading attainment

Next Steps:

- Tailored tutoring to continue to be monitored on a half termly basis
- Fresh start CPD and monitoring

Challenge 3: To close the gap between disadvantaged and non-disadvantaged in KS1 in reading, writing and Mathematics.

Overall Comment:

Efforts to close the gap between disadvantaged and non-disadvantaged pupils in KS1 reading, writing and mathematics have shown positive results. Interventions and targeted support have improved outcomes and this has closed the gap.

Key stage 1: Teacher Assessment - Disadvantaged

Cohort Size: 16 Disadvantaged: 8 Other: 8	% Working at the expected standard or above											
	Disadvantaged			Other Pupils			School Gap Disadvantaged/Other Pupils			LA Gap Disadvantaged/Other Pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
RWM	63	75	50	50	50	50	13	25	0	-23	-25	-21
Reading	75	75	75	63	50	100	13	25	-25	-22	-22	-21
Writing	88	75	100	50	50	50	38	25	50	-23	-25	-21
Maths	63	75	50	75	83	50	-13	-8	0	-23	-25	-22

	% Working at greater depth within the expected standard											
	Disadvantaged			Other Pupils			School Gap Disadvantaged/Other Pupils			LA Gap Disadvantaged/Other Pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
RWM	0	0	0	0	0	0	0	0	0	-4	-4	-5
Reading	25	25	25	0	0	0	25	25	25	-12	-11	-13
Writing	0	0	0	0	0	0	0	0	0	-6	-5	-7
Maths	25	25	25	25	33	0	0	-8	25	-10	-11	-9

Successes:

- **Reading:** Additional support through guided reading, one-to-one tutoring, and a focus on comprehension has led to improved fluency and understanding.
- **Writing:** Interventions focused on phonics, vocabulary, and sentence structure have supported progress.
- **Mathematics:** Targeted interventions, focused on developing fluency and reasoning skills, have supported pupil confidence and wider mathematical understanding, particularly in Year 2. The introduction of Fluency Bee has supported staff CPD and provides a more robust approach.
- **Individualised Support:** Tailored strategies have been effective in helping pupils below expected levels.

Areas for Further Focus:

- The gap remains in Mathematics as challenges with recall of basic number facts and procedural fluency persist.
- Continued efforts are needed to bring disadvantaged pupils up to the level of their peers in mathematics.

Next Steps:

- **Sustained Priority:** The gap in reading, writing and mathematics will remain a focus in the next Pupil Premium Strategy, with an emphasis on early identification, small group support.
- **Targeted Support:** Writing interventions will focus on vocabulary development and sentence construction, while reading comprehension sessions will be further developed to support greater progress. Mathematical interventions will continue to target basic fluency skills with a focus on ensuring pupils grasp basic foundational knowledge before moving on.

Challenge 4: To raise the attainment and progress of all pupils, disadvantaged and non-disadvantaged in reading, writing, mathematics and GPS by the end of KS2 at both the 'expected' standard and 'greater depth'.

Overall Comment:

In 2024 the % in KS2 for expected + was above national for SPaG and in line with national for writing, reading and combined. The overall difference between school and national continued to narrow. In 2024 the % in KS2 achieving the higher standard was in line with national for reading and maths. In writing we were within one child of national average. The overall difference between school and national continued to narrow.

Data for 2023/2024 was much more in line with National but there is work still to be done in bridging the gap with the number of GDS.

Successes:

- Two experienced teachers- Quality first teaching
- Effective, well-planned boosters from Spring 2
- Small groups with key adults during the SATs assessments
- Small focused teaching groups

Areas for Further Focus:

- Although improved, our GDS numbers are not in line with national and we will still continue to work on raising this standard

Challenge 6: To address children's emotional, behavioural and mental health needs at an early stage in order to remove barriers to learning and lay the foundations for making healthy life choices in teenage and adult years.

Overall Comment:

Progress has been made in improving emotional, behavioural and mental health needs for pupils. We continue to work closely with the Primary Inclusion Team. A staff member has been identified for training in

Successes:

- 1 LSA has completed ELSA training (through Salford Educational Psychology Service).
- The green space and Wild area has continued to be developed to provide an area where outdoor therapeutic interventions can be delivered (Growing Outdoors).
- All EPR pupils from The Acorn also benefit from weekly interventions.
- 2 staff have completed the Senior Mental Health Training.
- 2 children have been referred to CAMHS-IReach to support them with anxiety or low mood.

Areas for Further Focus:

- Continue to develop the green space so that it can be used for more outdoor learning and physical activities.

Next Steps:

- All staff to receive Active Connections training.
- Organise Wild Tribe intervention for Summer working with EQE trainer for Year 3 children and train 2 staff.

Challenge 6: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Overall Comment

The National Attendance figures for year end 2023/2024 are 92.8% (97.5% with authorised absence), so

although we are below that of our school target of 95% for actual attendance, are in line with national figures for attendance for 23/24.

We saw a substantial increase in term-time holidays in the last week of term (22.07.24-24.07.24), whereby 10 pupils received G codes, equating to a total of 53 sessions missed. When we look at the attendance from the beginning of the year to 19.07.2024, we see actual attendance of 94% and 97.2% with authorised absence, bringing us closer to our target school attendance figure of 95%, and in line with the last academic year for actual attendance.

We have seen an increased amount of school emotional barriers to school attendance this school year. The trust has employed a Family Support Worker that is supporting those families where attendance is low. This is done by referring into services such as Early Help, EBSA, bereavement and Place2Be to offer a holistic package to support our pupils in attending school regularly. We have also seen issued a number of Holiday Penalty Notices due to an increasing amount of families taking holidays within term time. We have also faced the challenge of pupils in receipt of an EHCP having Moss Valley Primary Academy named as their place of education. We have introduced another layer to our attendance support that involves a positive approach in the form of a text message when pupils reach milestones in their attendance, we have had good feedback from parents who have received such texts. Teachers are also contacting families who have not given a reason for absences, and challenging those pupils who are starting to show a dip in their attendance, the idea being more to prevent than react to attendance issues.

Pupils on roll in each of these years were-

21/22- 146

22/23- 146

23/24- 176

Main school sees a slightly more positive attendance percentage for Non PP pupils, by 1%. The attendance sits around the same for Whole School for both PP and Non PP pupils. PP pupils attendance is significantly higher for those with PP than that of non-PP pupils within the ERP.

Successes:

- A small reduction in PAs.
- The whole school approach to attendance – all staff understand their responsibility to attendance and have been very supportive of the FSW.
- The addition of the Attendance Administration Clerk to support the FSW.
- Allocated a new Attendance Officer
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Areas for Further Focus:

- SEND pupils have been identified as the Identified Vulnerable cohort with the school's Attendance Advisor.
- Improve the attendance of Reception children.
- Reduce Persistent Absence/Severe Absence.

Next Steps:

- Work closely with SENDCO to improve the attendance of children with SEND/EHCPs.
- In addition to Attendance Panels with the Attendance Officer, FSW and Phase Leads to meet with parents/carers to promote good school attendance in order to reduce PA/SA at an earlier stage.
- Monitoring needs for a medical plan to support low absence where appropriate.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Place2Be 121 Counselling	Place2Be
Children's Shakespeare Project	North West Drama
TALC (Test of Abstract Language Comprehension)	Enhanced Salford NHS
SDQ Assessments	Salford EPS
Educational Psychology Additional Hours	Salford EPS
Curriculum Music	MAPAS (Music and Performing Arts Service)
Oracy Project	Topsy Page

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.