

St Andrew's CE Primary School
Barton Lane, Eccles, M30 0FL
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"For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29:11

To strive for respect, enjoyment and excellence for all!

School report



Inspection of St Andrew's CofE Primary School

Barton Lane, Eccles, Manchester M30 0FL

Inspection dates: 10 and 11 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	St Andrews Church of England Primary School, Eccles
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	43
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	05.09.25
Date on which it will be reviewed	01.07.26
Statement authorised by	Mrs Bladen-Kay
Pupil premium lead	Mrs J Simpson
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127923
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£127923

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent (please see SDP)

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker.

High-quality teaching and learning 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Key Priorities from the School Development Plan

1. Leaders at all levels have the progress and attainment of Maths in Key Stage 2 and identified vulnerable groups as their main priority for 2025-2026
2. Over time, the difference between the attainment rate of the school's disadvantaged pupils and those of all non-disadvantaged pupils nationally is broadly in line with the difference between the attainment rates of all disadvantaged pupils and those of non-disadvantaged pupils nationally, particularly Maths in KS2.
3. Attendance for all groups is in line with National and LA figures.
4. Our wider school offer is expertly designed and balanced; it is well suited to the school's context and pupils' needs, ambitions and aspirations

Challenges

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

Challenge number	Detail of challenge																																																																																																																																		
1	<p>School Context Overview Dashboard Data used in this section has been produced using the January 2025 Census.</p> <div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p style="text-align: center;">Disadvantaged pupils by NC year</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Rec</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Pupils on roll</td> <td>30</td> <td>28</td> <td>30</td> <td>28</td> <td>29</td> <td>29</td> <td>28</td> </tr> <tr> <td>Disadvantaged pupils</td> <td>8</td> <td>11</td> <td>14</td> <td>12</td> <td>11</td> <td>15</td> <td>13</td> </tr> </tbody> </table> </div> <div style="width: 45%;"> <p style="text-align: center;">Sex by NC year</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Rec</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td>17</td> <td>17</td> <td>17</td> <td>15</td> <td>14</td> <td>15</td> <td>16</td> </tr> <tr> <td>Girls</td> <td>13</td> <td>11</td> <td>13</td> <td>13</td> <td>15</td> <td>14</td> <td>12</td> </tr> </tbody> </table> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="width: 45%;"> <p style="text-align: center;">SEN pupils by NC year</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Rec</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>SEN Support (K)</td> <td>8</td> <td>7</td> <td>3</td> <td>4</td> <td>6</td> <td>7</td> <td>7</td> </tr> <tr> <td>EHCIP (E)</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> </div> <div style="width: 45%;"> <p style="text-align: center;">EAL pupils by NC year</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Rec</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Pupils on roll</td> <td>30</td> <td>28</td> <td>30</td> <td>28</td> <td>29</td> <td>29</td> <td>28</td> </tr> <tr> <td>EAL pupils</td> <td>17</td> <td>14</td> <td>17</td> <td>20</td> <td>16</td> <td>21</td> <td>12</td> </tr> </tbody> </table> </div> </div> <p style="margin-top: 20px;">EEF finds “significantly lower achievement”, with a “large and concerning gap” for disadvantaged pupils Jan 2021</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. 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>		Rec	Y1	Y2	Y3	Y4	Y5	Y6	Pupils on roll	30	28	30	28	29	29	28	Disadvantaged pupils	8	11	14	12	11	15	13		Rec	Y1	Y2	Y3	Y4	Y5	Y6	Boys	17	17	17	15	14	15	16	Girls	13	11	13	13	15	14	12		Rec	Y1	Y2	Y3	Y4	Y5	Y6	SEN Support (K)	8	7	3	4	6	7	7	EHCIP (E)	0	1	0	0	1	1	1		Rec	Y1	Y2	Y3	Y4	Y5	Y6	Pupils on roll	30	28	30	28	29	29	28	EAL pupils	17	14	17	20	16	21	12																																		
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Year 2 (4 Mobile)	25	25	25	25	25	25	25	50	50	25	25
Year 2 (8 Valuables)	38	38	25	25	25	25	25	25	25	25	25
Year 3 (21 Legacy)	53	53	64	50	50	59	59	86	86	48	48
Year 3 (9 Mobile)	38	38	43	0	0	43	43	56	56	11	11
Year 3 (7 Valuables)	0	0	0	0	0	38	38	28	28	0	0
Year 4 (Legacy)	72	72	64	84	84	68	68	82	73	68	57
Year 4 (Mobile) 5 arrivals, 1 leavers	40	40	40	40	40	20	20	40	40	20	20
Year 4 (Valuables)	25	25	25	25	25	0	0	25	25	5	4
Year 5 (Legacy)	65	65	61	74	74	57	57	73	73	57	57
Year 5 (Mobile) 15 arrivals 3 leavers	14	14	14	14	14	28	28	28	28	14	14
Year 5 (Valuables)	20	20	20	20	20	20	20	20	20	20	20
Year 6 (Legacy 22 pupils) SATS		77	77		68		73	90	78		68
Year 6 (Mobile 5 pupils) 9 arrivals 9 leavers		40	40		40		40	80	80		40
Year 6 (Valuables 7 pupils)		43	57		43		43	71	71		33

Despite our ‘School of Sanctuary’ status, school readiness – either at the start of the year in EYFS or mid year arrivals from other schools or abroad - independence, self-care, social skills, communication and language, resilience.

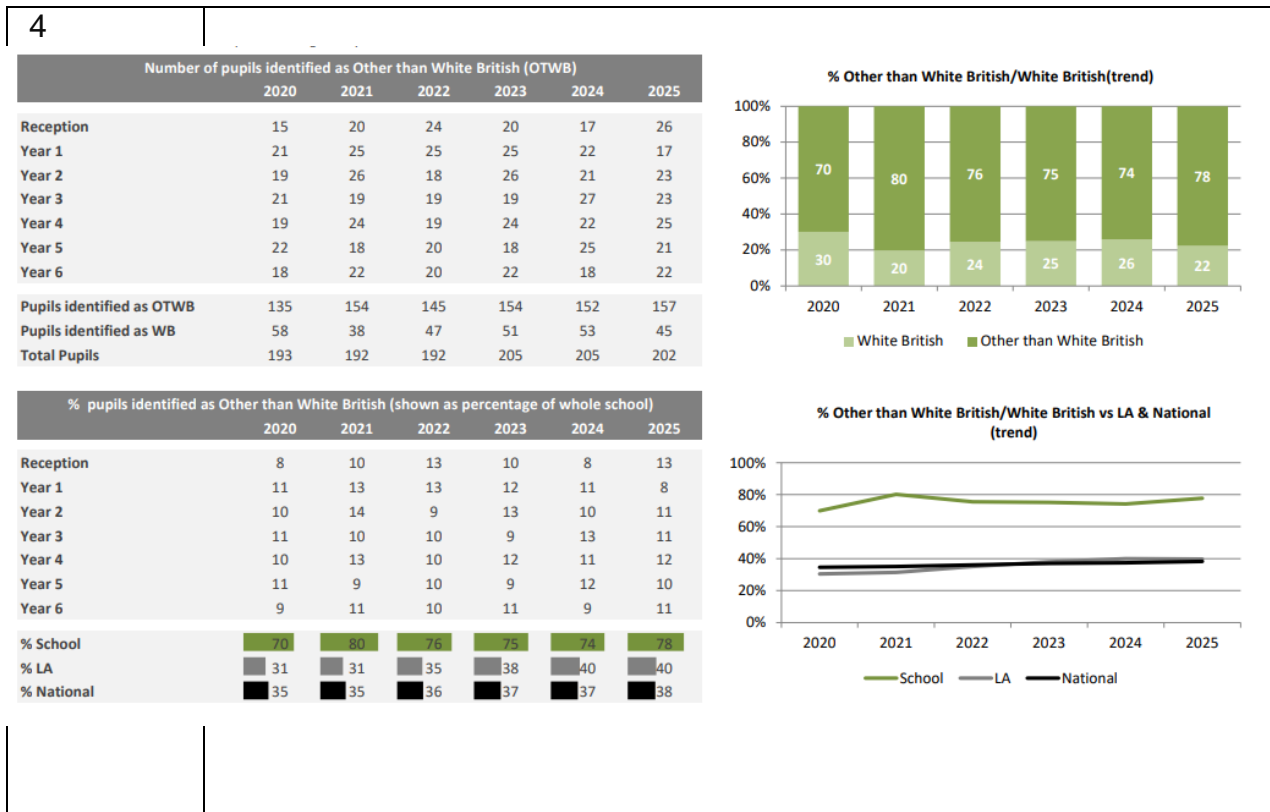
On entry to Reception class in the last 2 years, between 60-68% of our disadvantaged pupils arrive below age-related expectations compared to other pupils.

3

RegGrp	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Nursery	26	89.8	8.1	2.1
Reception	33	91.5	6.9	1.6
Year 1	30	93.2	6.2	0.6
Year 2	32	94.5	3.5	2.0
Year 3	31	94.3	4.8	0.9
Year 4	32	95.5	3.4	1.2
Year 5	32	93.7	4.8	1.5
Year 6	31	94.6	3.9	1.5
Totals	247	93.4	5.2	1.4

disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.

Despite receiving LPPA, there are low (but improving) levels of parental engagement with some of our disadvantaged pupils



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
Improved and extended Cultural Capital offer	Strategic, broad and balanced plan for cultural capital opportunities Each year group has a number of experiences that support and enhance the curriculum, building on 2024-5 Cultural Capital offer
Rapid progress and improved attainment for our disadvantaged and vulnerable pupils	All pupils make rapid progress and at least 85% meet age related expectations (see SDP)
2025 new starters make an effective start to their education in our Nursery and Reception	All new starters (including mid year arrivals) make an effective start in Nursery and EYFS 85% meet age related targets by the end of the academic year (see SDP 2023 GLD 70%)

<p>Effective parental engagement that impacts positively on outcomes</p>	<p>Attendance and punctuality is in line with National figures. Increasing numbers of parents attend all parent support sessions offered by subject leaders. A higher % engagement with Parent View. (see SDP)</p>
<p>Good acquisition of language and vocabulary</p>	<p>85% of all disadvantaged children meet age related targets (see SDP) by the end of the academic year 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>

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: £ 33256 (+ Forest School grant, Speech Bubbles funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oracy interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3

attendance/support officers to improve attendance.		
Contingency fund for acute issues.	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.	All
Embed and enhance Read, Write, In phonics programme, focusing on applying spelling and grammar to independent writing	Validated systematic synthetic phonics programme <i>'By ensuring high-quality phonics teaching the government wants to improve literacy levels to:</i> <i>give all children a solid base upon which to build as they progress through school</i> <i>help children to develop the habit of reading widely and often, for both pleasure and information'</i> DFE July 2021 HLTAs to deliver an hour session per day	1, 2, 4
Focus on speech, language and communication interventions – WELCOMM and Forest School	WELCOMM The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children. Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention. Extend Forest School scheme to EYFS and Y1 <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to 	1, 2, 4

learn and demonstrate independence

- **Social skills:** children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play
- **Communication:** language development was prompted by the children's sensory experiences
- **Motivation:** the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time
- **Physical skills:** these improvements were characterised by the development of physical stamina and gross and fine motor skills
- **Knowledge and understanding:** the children developed an interest in the natural surroundings and respect for the environment

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

Budgeted cost: £ 73118

Activity	Evidence that supports this approach	Challenge number(s) addressed
Haven	<p>Early identification and impact on outcomes</p> <p>Flexible, individualised provision driven by careful assessment and monitoring</p> <p>A strong inclusive ethos among staff</p> <p>Adaptive teaching strategies that respond to the needs of specific students</p> <p>Effective systems also include clear progress indicators—such as narrowing attainment gaps, maintaining access to the curriculum, improving social or self-help skills—and structured review processes involving teachers, SENCo, and leadership.</p> <p><u><i>Provision and Practice for pupils with SEND Outstanding Leaders</i></u></p> <p><u><i>Supporting SEND Gov.UK</i></u></p>	1, 2, 4
Use of pre and post teaching interventions, 121 sessions	<p>EEF Guidance Report on 1-2-1 or small group interventions:</p> <p><i>“Research... targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3).”</i></p>	1, 2, 4
Inclusion Manager/SENDCO	<p>‘Leading On Inclusion: The Role of the SENDCO’ 2021 Kay & Middleton</p> <ul style="list-style-type: none"> • <i>Reduces barriers</i> • <i>Increases participation and access to learning</i> <p><i>Supports diversity</i></p>	all

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

Budgeted cost: £ 53500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Officer	<p>EEF ' Working With Parents To Support Children's Learning' (2018)</p> <p>DFE 'Working Together To Improve School Attendance' 2024</p> <p>https://educationhub.blog.gov.uk/2025/08/why-school-attendance-matters-and-what-were-doing-to-improve-it/</p>	1, 3
Breakfast Club	<p><i>'to improve concentration and behaviour in class and to improve punctuality for some pupils'</i></p> <p>Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017 DFE</p>	all
Hardship Fund	<p>This supports families in crisis, e.g. free uniform, Breakfast Club/School meals provision. This reflects our school ethos and the ethos of Salford Authority 'Spirit of Salford'</p>	all
Cultural Capital/Educational Visits subsidy	<p>p31 Ofsted EY Inspection Handbook</p> <p>"the essential knowledge that children need to be educated citizens... Cultural capital is the essential knowledge that children need to prepare them for their future success"</p>	all
Thrive Programme and Thrive Family Club	<p>Thrive helps to develop resilience in young people (Hart and Heaver 2015)</p> <p>Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support more vulnerable children (Office for Public Management 2013)</p> <p>Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015)</p> <p>The Department for Education is focused on supporting schools to build whole school</p>	all

	environments and develop approaches within which all students can achieve their full potential. A 2018 review of published policies and information - Mental health and wellbeing provision in schools - was commissioned in response to the Green Paper 'Transforming children and young people's mental health provision'. This review included Thrive as an initiative that supports and promotes positive mental health. (DfE 2018).	
CPOMs	CPOMS is an efficient tool to enable staff to swiftly act on safeguarding and well being. This is monitored 'in real time' by DSLs which leads to timely actions and Thrive support for children.	1, 3

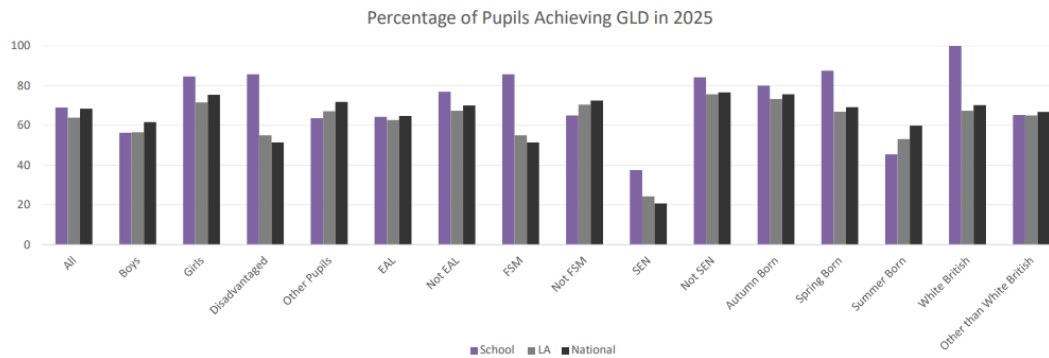
Total budgeted cost: £ 159874

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 2024 to 2025 academic year.

Percentage achieving GLD in 2025		
School	LA	National
69	64	68



Year 1

EYF5 Summary	
Reading	76
Writing	73
Number	73
GLD	70

	All Pupils			EAL			Boys /Girls			Dis			SEN			PMAP	PHAP
	Expected & Exceeding	Exceeding	Met	Expected & Exceeding	Exceeding	Met	Expected & Exceeding	Exceeding	Met	Expected & Exceeding	Exceeding	Met	Expected & Exceeding	Exceeding	Met	On track	
R	86	36	72	77	15	50	88/82	29/45	72/73	82	9	60	50	33	57		
W	72	0	n/a	64	0	n/a	72/73	0	n/a	64	0	n/a	50	0	n/a		
M	93	39	90	92	23	86	100/82	41/36	83/90	100	27	91	83	0	83		
Sc	86	0	79	81	0	71	85/100	0	78/82	86	0	73	56	0	43		
Combined	72	0	72														

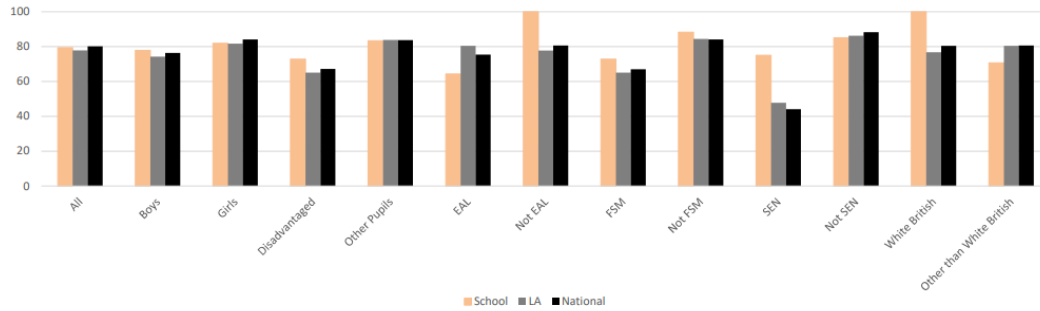
Year 2

EYF5 Summary	
Reading	66
Writing	66
Number	66
GLD	63

	All Pupils			EAL			Boys /Girls			Dis			SEN			PMAP	PHAP
	Expected & Exceeding	Exceeding	Met	Expected & Exceeding	Exceeding	Met	Expected & Exceeding	Exceeding	Met	Expected & Exceeding	Exceeding	Met	Expected & Exceeding	Exceeding	Met	On track	
R	80	35	62	75	22	67	73/89	45/22	56/69	71	43	55	75	28	39		
W	72	7	n/a	90	0	n/a	92/64	8/9	n/a	75	0	n/a	43	0	n/a		
M	64	5	57	70	0	58	73/55	9/0	56/61	50	0	55	29	0	38		
Sc	85	34	83	85	38	85	81/90	38/38	81/85	79	45	72	69	0	63		
Combined	52	4	45														

Percentage meeting the expected standard in 2025			
	School	LA	National
Year 1	79	78	80

Percentage of Pupils Meeting the Expected Standard in Year 1



Year 3

KS1 Summary	Exp
Reading	88 20
Writing	64 8
Maths	88 28
Combined	60 0

	All Pupils			EAL			Boys /Girls			Dis			SEN			PMAP	PHAP
	Expected & Exceeding	Exceeding	Met	Expected & Exceeding	Exceeding	Met	Expected & Exceeding	Exceeding	Met	Expected & Exceeding	Exceeding	Met	Expected & Exceeding	Exceeding	Met	On track	
R	89	48	53	88	41	44	86/92	36/62	44/64	92	42	36	60	20	14		
W	63	7	n/a	65	0	n/a	50/0	79/14	n/a	64	0	n/a	29	0	n/a		
M	93	40	57	90	35	45	94/93	44/36	69/57	93	36	36	86	14	28		
SC	85	0	70	81	0	75	79/91	0	50/79	81	0	57	59	0	29		
Combined	63	7	43														

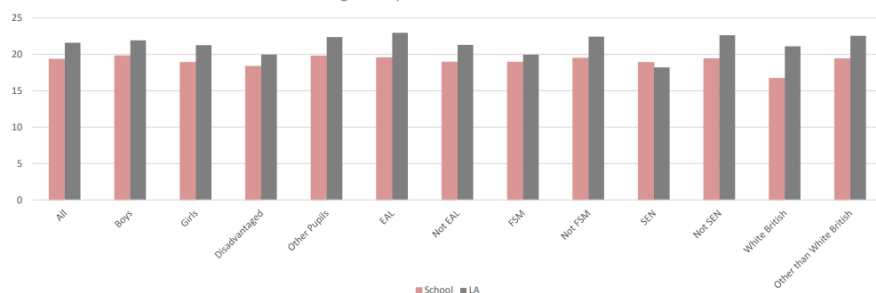
Year 4

KS1 Summary	Exp
Reading	79 21
Writing	63 13
Maths	88 8
Combined	63 8

	All Pupils			EAL			Boys /Girls			Dis			SEN			PMAP	PHAP
	Expected & Exceeding	Exceeding	Met	Expected & Exceeding	Exceeding	Met	Expected & Exceeding	Exceeding	Met	Expected & Exceeding	Exceeding	Met	Expected & Exceeding	Exceeding	Met	On track	
R	96	40	63	93	50	65	100/92	38/42	79/69	100	27	57	86	14	38	100	100
W	68	4	n/a	81	6	n/a	61/75	0/7	n/a	73	0	n/a	45	0	n/a	70	25
M	92	23	67	83	33	68	93/92	36/8	85/50	83	33	44	86	29	38	100	67
SC	85	37	76	87	50	82	86/84	43/50	75/75	84	44	80	66	13	50	92	100
Combined	68	0	60														

Average Score in 2025	
School	LA
19.3	21.6

Average Multiplication Tables Check Score



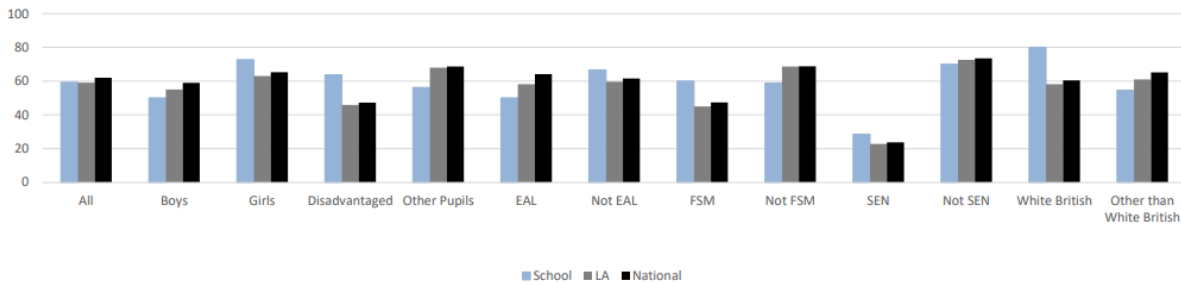
KS1		
Reading	79	13
Writing	43	9
Maths	87	9
Combined	43	4

	All Pupils			EAL			Boys /Girls			Dis			SEN			PMAP	PHAP
	Expected & Exceeding	Exceeding	Met	Expected & Exceeding	Exceeding	Met	Expected & Exceeding	Exceeding	Met	Expected & Exceeding	Exceeding	Met	Expected & Exceeding	Exceeding	Met	On track	
R	74	30	53	63	25	61	77/71	31/29	50/50	67	27	50	67	0	38	100	100
W	52	3	n/a	35	5	n/a	41/64	6/0	n/a	47	6	n/a	43	0	n/a	76	33
M	78	19	50	67	17	58	79/77	29/8	62/57	71	18	56	100	0	38	100	100
SC	85	3	75	79	0	59	81/89	0/7	56	71	80	53	86	0	50	98	100
Combined	53	3	43														

Percentage achieving the Expected Standard			
	School	LA	National
RWM	59	59	62
Reading	70	73	75
Writing (TA)	74	69	72
Maths	63	72	74
GPS	63	72	73

Percentage achieving a High Score			
	School	LA	National
RWM	7	7	8
Reading	26	30	33
Writing (TA)	7	10	13
Maths	26	25	26
GPS	33	31	29

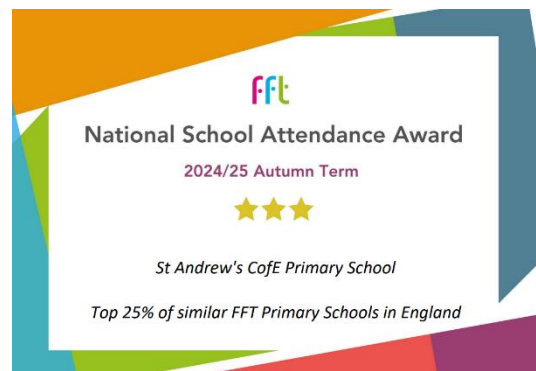
Percentage of Pupils Meeting the Expected Standard in RWM



School Target 96%	All Pupils	EAL	Boys /Girls		Dis (PPG)	SEN	CLA	Mobility		2023-2024 PAs	2024-2025 PAs	Vulnerables <96%, patterns
								Non-mobility	Mobility			
R	93.7%	17/94%	91.5%	93.9%	11/87.7%	8/89%	0	1	1	6	3	
Y1	93.5%	15/93%	94.7%	89.5%	11/94.6%	8/92%	0	0	1	2	3	
Y2	94.7%	14/96%	95%	94.7%	14/95.7%	9/93%	1	1	3	3	2	
Y3	94.4%	20/94%	94.7%	94.8%	15/94.5%	7/93%	0	1	5	3	2	
Y4	95.5%	17/96%	95.1%	96.3%	17/94.7%	8/96%	0	0	2	3	3	
Y5	93.9%	20/94%	94.3%	94.5%	19/92.7%	8/92%	0	1	1	6	4	
Y6	94.6%	18/94%	94.7%	95%	15/94.6%	8/94%	1	1	0	3	1	
Whole School	94.3%	174/94%	93.8%	93.7%	110/93.2%	54/92% EHCP 5/85%	2	5	13	26	18	13



PA numbers are from raw data. PA's includes the following:

- Leavers
- RTN that are now full time
- Unauthorised holidays
- Significant illnesses (operations, hospital stays and ongoing treatment)
- Whole school PA's



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
Speech, Language and Communication	WELCOMM,
Phonics	Read, Write, Inc
Accelerated Reader, MyOn	Renaissance
Maths	White Rose Maths, Mathletics
Computing	Kapow
Online Safety	National College
EYFS	Tapestry
Times Tables	TT Rockstars
French	Primary Language Network
Music	Charanga
Further information (optional)	
<div style="text-align: center;">  SDP 2025 awaiting SEF 2024-2025.doc 3 year priorities.doc</div>	