Pupil premium strategy statement – St Joseph's Catholic Voluntary Academy.

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	93
Proportion (%) of pupil premium eligible pupils	69% (64 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026/27 2027/28 2028/29
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Gemma Ellis
Pupil premium lead	Gemma Ellis
Governor / Trustee lead	Karen McCluskey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 99,200
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
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*	£ 99,200

Part A: Pupil premium strategy plan

Statement of intent

At St Joseph's Catholic Voluntary Academy, we believe that every child, regardless of background or circumstance, deserves an excellent education and the opportunity to flourish academically, socially and emotionally. We recognise that many of our pupils face significant barriers to success, including high levels of disadvantage, SEND, persistent absence and wider social and emotional challenges. A significant proportion of our disadvantaged pupils also have identified special educational needs and/or disabilities (SEND). We recognise that these pupils may face additional and overlapping barriers to learning. Our approach is designed to address barriers associated with disadvantage whilst ensuring that pupil premium funding supplements, rather than replaces, the support and provision required through SEND funding. We carefully consider both sets of needs when planning provision so that pupils receive the most effective support to improve outcomes and participation.

Our ambition is that disadvantaged pupils achieve as highly as their peers nationally, develop the knowledge, skills and cultural capital needed for future success, and leave St Joseph's exceptionally well prepared for the next stage of their education and life.

Our ultimate objective is to diminish the difference between the attainment, attendance and life chances of disadvantaged pupils and their peers. We aim to ensure that all disadvantaged pupils:

- Achieve well in reading, writing and mathematics from their starting points.
- Develop secure foundations in language, literacy and numeracy.
- Attend school regularly and engage positively with learning.
- Benefit from a rich range of wider opportunities and experiences.
- Develop resilience, confidence and aspiration.
- Are fully included in all aspects of school life and feel a strong sense of belonging within our school community.

Our current pupil premium strategy is rooted in evidence from the EEF and informed by analysis of our school context. Leaders use a combination of attainment, attendance, behaviour, pastoral and inclusion data to identify barriers and target support effectively. The strategy prioritises high-quality teaching for all, recognising that this has the greatest impact on outcomes, particularly for disadvantaged pupils. Targeted academic interventions, responsive pastoral support and attendance improvement work are used to supplement, rather than replace, excellent classroom teaching.

The three main principles underpinning the strategy:

Quality First Teaching
Professional development, instructional coaching and evidence-informed practice to ensure all pupils, particularly those who are disadvantaged, benefit from ambitious, inclusive and highly effective teaching. Adaptation, retrieval practice, vocabulary development, reading and formative assessment are central features of our approach.

Remove barriers to learning and participation
We recognise that for many pupils, barriers extend beyond the classroom. Therefore, our

strategy integrates attendance, behaviour, pastoral care and SEND provision to ensure pupils are ready to learn and able to access the full curriculum. We work proactively with families and external agencies to address persistent barriers and improve engagement.

Use evidence and evaluation to maximise impact
We rigorously monitor the impact of all pupil premium spending through ongoing assessment, attendance analysis, pupil voice, case studies and leadership evaluation. Decisions are informed by evidence rather than assumptions, ensuring resources are directed towards strategies that have the greatest impact on improving outcomes and life chances for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	**Low Communication and Language and Literacy skills on entry** Assessments, observations and analysis of data shows that Reception baseline assessments frequently highlight that, although children can verbally construct simple sentences, many lack the ability to use these in a range of contexts. This impacts their adult and peer interactions which are vital for language and cognitive development. This impacts personal development, thus causing them to have the most difficulties with friendships; behaviour; thinking and learning as they progress through the school. It impacts their ability to reason, problem solve and communicate in maths, to acquire reading comprehension fluency and to articulate themselves in writing tasks. On entry to Reception class in 2026: • 43% of our pupils arrived below age-related expectations in communication and language • 86% arriving below age related expectations in literacy • 55% of our DA pupils arrived below age-related expectations in these areas.
2	**Underdeveloped Social, Emotional and Self-Regulation skills** Children's social and emotional development plays an important role in their ability to engage positively with school, manage their emotions and behaviour, build relationships and respond effectively to challenges. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional skills than their peers, which can affect their relationships, self-regulation, attitudes to learning and academic attainment (EEF) As a result, developing social and emotional skills is an important part of improving outcomes for disadvantaged pupils. This requires more than targeted support for individual children; it requires a consistent, whole-school approach in which skills such as self-awareness, self-regulation, social awareness, relationship skills and responsible decision-making are explicitly

	taught, modelled and reinforced through everyday classroom practice and whole-school routines. By strengthening pupils' confidence, emotional regulation, relationships and ability to respond positively to challenge, we aim to improve their engagement in learning, behaviour and sense of belonging, enabling disadvantaged pupils to overcome barriers and achieve more successfully over time. EEF evidence indicates that well-implemented social and emotional learning approaches can have positive effects on pupils' attitudes, behaviour, relationships and academic outcomes. This challenge is preventative and developmental, different to challenge 4 since we are helping pupils to develop positive skills such as building relationships, communicating effectively, developing confidence and understanding emotions.
3	**Low value of the importance of foundational skills** Nationally, there is growing concern that some disadvantaged pupils place a lower value on reading and writing, often linked to reduced exposure to high-quality language, fewer reading opportunities at home, and limited access to books and literacy-rich experiences. National evidence from Ofsted's Strong Foundations report highlights that disadvantaged pupils are most dependent on high-quality teaching of foundational knowledge, language and literacy. However, inspectors found that children who need the most help do not always receive the teaching and practice required to secure firm learning foundations. Where these foundations are not prioritised, pupils find it harder to access the wider curriculum at Key Stage 2 and beyond. This can lead to weaker engagement with reading for pleasure and less motivation to develop writing skills, particularly where pupils do not see these as relevant or achievable. Over time, this contributes to a widening gap in vocabulary, comprehension, and written expression, which in turn impacts attainment across the curriculum. In the end of KS2 outcomes 2026, only 25% of disadvantaged pupils at the school met the expected standard for reading, writing and maths and none of the disadvantaged pupils met the higher standard. In 2026, 27% of disadvantaged pupils in Year 1 did not pass the Phonics Screening Check. In 2026, 11% of disadvantaged pupils achieved full marks (25/25) in the Year 4 MTC. Although this compares positively with the performance of non-disadvantaged pupils within the cohort, 0%, attainment remains well below the estimated national benchmark of 43%. Improving pupils' automatic recall of multiplication facts will be a key priority in ensuring that all pupils, particularly those who are disadvantaged, are equipped with the foundational mathematical knowledge required to be successful across the Key Stage 2 curriculum
4	**Parental Engagement** At St Joseph's there is very low parental engagement with events where key information about curriculum, achievement, and attainment is shared. The

	uptake for disadvantaged pupils at parents evening is very low. For example, most recently: • 2 parents out of a possible 14 attended the Reception new starters meeting in July 2026. None were parents of disadvantaged pupils. • 3 parents out of a possible 14 attended the EYFS curriculum and Phonics meeting in September 2026. None were parents of disadvantaged pupils. • 55% of disadvantaged pupils had a parent attend parents evening in October 2026 Additionally, the school has very low uptake at school events like class assemblies which would support social and emotional growth of pupils. Effective parental engagement is a key driver of improved outcomes for disadvantaged pupils. Evidence from the EEF shows that engaging parents in their children's learning can lead to up to four months' additional progress, while DfE research highlights the positive impact of strong home-school partnerships on academic achievement, particularly for disadvantaged learners.
5.	**Attendance/ Punctuality** Overall attendance for 2025/26 for Pupil Premium pupils was 92% and in 2024–25 it was 94.23%. Although broadly in line with the rest of the pupils, it is still below the national target of 97% and persistent absenteeism continues to disproportionately affect Pupil Premium pupils, with 20 % PA recorded in 25-26 compared to 18% of non-DA pupils. Lateness remains a significant challenge, with 62.03% of Pupil Premium pupils receiving late marks compared to 52.82% of all pupils a difference of 9.21%. These attendance and punctuality issues result in Pupil Premium pupils missing substantial amounts of learning, breaking the cycle of teaching and progress and contributing to lower attainment. Addressing these gaps continues to be a key priority within our Pupil Premium strategy.

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 by July 2029
1. To improve communication, language and oracy development	• At least 75% of disadvantaged pupils achieve age-related expectations in Communication and Language at the end of EYFS. • Evidence from Voice 21 benchmarks demonstrates improved speaking and listening across all year groups. • Teachers regularly assess and record improvements in vocabulary acquisition, verbal reasoning and discussion skills. • Disadvantaged pupils confidently explain thinking, reasoning and learning across the curriculum. • Achievement gaps in reading, writing and mathematics narrow across the school.
2. Improve social, emotional and behavioural readiness to learn	• Behaviour incidents involving disadvantaged pupils reduce at least by at least 30% from the 2026 baseline. • Fixed-term suspensions remain rare and reduce further over the life of the strategy. • At least 80% of disadvantaged pupils demonstrate positive PASS outcomes in identified target areas. • Pupil voice demonstrates that disadvantaged pupils can identify and use strategies to regulate emotions and overcome challenges. • Increased lesson engagement is evident through learning walks, observations and pupil work.
3. To improve parental engagement in learning	• Attendance at curriculum and achievement events increases from 45% to 65%. • Attendance by parents of disadvantaged pupils increases by at least 15% • Parent questionnaires show that at least 90% of attendees understand how reading, writing and mathematics are taught.

	• At least 85% of parents report that they feel informed about their child's achievement and progress. • Participation of disadvantaged families in reading events and curriculum workshops increases year on year.

4. mprove attendance and punctuality	• Attendance of disadvantaged pupils improves from 92% to at least 96%. • Persistent absence among disadvantaged pupils reduces from 20% to below 10%. • The attendance gap between disadvantaged and non-disadvantaged pupils narrows. • The proportion of disadvantaged pupils receiving late marks reduces by at least 20% • Attendance monitoring demonstrates improved engagement amongst previously vulnerable families.
5. To develop secure foundational literacy and numeracy skills	• At least 90% of disadvantaged pupils pass the Year 1 Phonics Screening Check. • At least 35% of disadvantaged pupils achieve full marks in the Multiplication Tables Check. • Reading and writing attainment gaps reduce across all year groups. • The proportion of disadvantaged pupils requiring significant literacy intervention reduces over the lifetime of the strategy. • Disadvantaged pupils' attainment in reading and writing is broadly in line with non-disadvantaged pupils within school. •
6. To improve end of Key Stage 2 attainment	• At least 60% of disadvantaged pupils achieve the expected standard in reading, writing and mathematics combined. • The proportion of disadvantaged pupils achieving higher standards increases from 0% to at least 10%. • Progress measures for disadvantaged pupils are positive in reading, writing and mathematics. • The attainment gap between disadvantaged pupils and national outcomes narrows significantly.

Monitoring and Evaluation

The impact of this strategy will be reviewed termly by senior leaders and governors through:

- Attainment and progress reviews.
- Phonics Screening Check outcomes.
- Multiplication Tables Check outcomes.
- Reading, writing and mathematics assessment outcomes.
- Attendance and persistent absence analysis.
- Behaviour and suspension monitoring.
- PASS survey outcomes.
- Pupil voice activities.
- Parent engagement data.
- Learning walks and lesson visits.
- Book scrutiny.
- Intervention impact reviews.

Governors will receive termly Headteacher reports evaluating implementation, impact and value for money. Activities that are not demonstrating sufficient impact will be reviewed and adapted accordingly.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £72,858

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching focusing support for pupil premium children through scaffolding and explicit teaching. TA support in mixed year group classes to allow teacher to focus on quality first teaching for disadvantaged pupils CPD on effective feedback CPD on effective scaffolding.	New scheme for Maths, White Rose, requires teacher input and whole class interactions. Feedback is listed in the EEF as one of the most effective strategies to improve pupils learning and the school is moving to live feedback in marking meaning that staff are needed to provide this high-quality feedback for all pupils. Providing TA in class that are mixed will allow staff to specifically target Pupil Premium children in their feedback. Focus on the explicit instruction and scaffolding from the EEF's five a day approach to supporting children in their learning. Although this was designed for children with SEND needs the principles	1, 3

Team teaching in core subjects Success will be measured through learning walks, lesson visits, work scrutiny and pupil outcomes demonstrating improved consistency of evidence-informed practice across classrooms.	are effective in supporting children in their learning Dylan William states “A bad curriculum well taught is invariably a better experience for students than a good curriculum badly taught; pedagogy trumps curriculum.” Therefore, ensuring clear and effective pedagogy is essential in ensuring disadvantaged pupils are supported in closing learning gaps. Establishing effective feedback routines from all teachers and support staff will improve outcomes for disadvantaged pupils ensuring that they are given timely and effective feedback with which to improve their understanding.	
1:1 feedback assessment of tier 2 and tier 3 vocabulary choice intervention to be embedded in school’s Feedforward policy. CPD to be implemented. 1x 15 minutes per week for y1 upwards Feedforward to make the most of worked examples and Wagolls and Wabolls Focus on vocabulary in classroom. Embedding of Little Wandle Scheme of reading in Ks1 and Early Years. Restructured English sequence to focus on front loading and explicitly teaching new language.	Book scrutiny shows the following strengths: Pupil Premium children are completing work in line with peers at the appropriate ARE. There is clear evidence of their understanding in their independent work. Quantity and quality is maintained to a high standard throughout and children are demonstrating clear commitment to their own learning. Again this links closely to the EEFs findings that 1:1 short, focused feedback supports good learning development. Drawing children’s attention to tier 2 and 3 language as outlined by Alex Quigley in ‘Closing the gap’ is key in exposing children to high level vocabulary in their writing.	1,3
Investigate and introduce Maths strategy to support staff subject knowledge and add structure to long term planning and develop greater reasoning skills.	Developing reasoning and problem solving through a deeper understanding of maths to extend vocabulary and confidence is essential following QLA carried out for that cohort. Rosenshine’s principles outline that learning must be revisited in order to embed knowledge into long term memory. Sweller supports this in identifying that children need the chance to revisit and embed learning in smaller steps to develop effective schema.	3

	Selecting a scheme to support teachers in planning effective small steps for learning and embedding learning through regular opportunities for retrieval is essential.	
Targeted support for subject leaders to monitor and establish high level vocabulary and retrieval opportunities within their subjects across the school. Subject leads to develop clearer sequences of learning with greater opportunities for retrieval. Clear structure for retrieval and whole class feedback to be embedded. Front loaded vocabulary in lessons to ex pose children to high level vocabulary and apply it in their learning. Implementation of talk for writing to support pupils in language development All subject leader actions plans to have targets focused on inclusion for SEND and Disadvantaged.	Quality first teaching to be established in all foundation subjects with resources and expertise in place to support staff in their pedagogy and subject knowledge. Making use of Oliver Cavaglioli's work on using dual coding to ensure that pupils are able to use multiple strategies to decode learning and embed in longer term memory. Lee Northern also explains how Cumulative dysfluency can be reduced and avoided through effective use of planned retrieval. Using more open questions with some prompts encourages engagement and more opportunity for assessment. Developing clear smaller steps for success in learning and planning to identify component knowledge will enable leaders to ensure that teachers reduce the stress and cognitive load on working short term memory as outlined in Rosenshine's principles.	1,3
ELSA qualification gained by 1 member of support staff Team teach training is completed by all staff All support staff are trained in sensory circuits.	Training two members of staff as ELSAs will increase the school's capacity to provide targeted support for disadvantaged pupils experiencing SEMH barriers. Evidence indicates that ELSA interventions can improve emotional literacy, emotional regulation, communication skills and positive engagement with school, thereby supporting pupils' readiness to learn. Whole-staff Team Teach training will develop a consistent trauma-informed and de-escalatory approach to behaviour support. This will strengthen relationships, improve pupils' sense of safety and belonging, reduce learning	2

	disruption and support disadvantaged pupils to remain engaged in learning. Occupational Therapy guidance highlights the importance of sensory approaches in enabling children with sensory processing differences to participate successfully in school and everyday activity. Training will support staff to deliver sensory circuits will improve pupils' self-regulation, attention and readiness for learning. This will particularly benefit disadvantaged pupils with SEMH, SEND or sensory needs who require additional support to access learning successfully.	
Ensure all staff understand the challenges of educational disadvantage, how they may manifest themselves in school and in the classroom and how to meet them in their role. We will provide regular training, so all staff understand the challenges and the school's strategy.	Evidence from the EEF Implementation Guidance Report suggests underlying values and beliefs need changing to make sustained changes to human behaviour, in this case to teachers' practice in the classroom. A School's Guide to Implementation | EEF Jackson (2018) found that "teachers' impact on motivation, behaviour and self-control was ten times more likely to impact on pupils' long-term success than test scores" Teachers' impact on student behaviour matters more for student success than the	1,2,3,4,5

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

Budgeted cost: £ 16,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional book talk opportunities for each PP child. Y2 onwards to read to an adult three times per week. Priority support given to staff to timetable and staff this.	EEF research states that reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction. Jean Gross highlights the 'word gap' and that disadvantaged pupils are often placed in 'low ability groups' with a lack of good language models.	1,3

Reading corners to be developed and maintained and valued by all members of the community. Focus on development of the metacognitive approaches to reading focusing specifically on the 'During reading section of the EEF reading comprehension guidance. - Monitors understanding. - Makes connections within and beyond the text. - Makes mental models of the text. - Updates and makes new predictions. 1:1 sessions to make use of re-read, making connections and keeping focus on the text. Accelerated reader scheme is purchased and implemented	Book talk will focus on the clarifying and summarising aspects of the EEF's comprehension strategies to ensure that pupil premium children are encouraged to make sense of new vocabulary and build accurate understanding of the text. Children to be exposed to quality language as much as possible through reading. Accelerated reader to be purchased and implemented to allow teachers to accurately diagnose reading gaps in KS2 and ensure pupils develop a love of reading through checking on their comprehension and fluency.	
Nurture groups to run termly. ELSA provision to be maintained and maximised. Chaplaincy provision to be maintained and maximised. KS2 outside environments to be continued to be developed as outdoor learning facilities to support emotional regulation.	The EEF outlines teaching self-regulation explicitly Nurture and ELSA support makes use of the EEFs 6 summary recommendations for teaching effective self-regulation. Some are outlined as a key focus below: Self-awareness: expand children's emotional vocabulary and support them to express emotions Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others' emotions and perspectives. Relationship skills: role play good communication and listening skills. Responsible decision-making: teach and practise problem solving strategies. Use simple ground-rules in groupwork and classroom discussion to reinforce SEL skills	2

	Evidence for the impact of these actions is gained through leader observation of personal development of participants and verified by the overall Pass Survey results over the course of the year	

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

Budgeted cost: £ *9,612*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of aspiration, belonging and cultural capital through community engagement, pupil leadership opportunities, Catholic Social Teaching, enrichment activities and structured opportunities to contribute positively to local and global communities.	The EEF outlines the application of 'teaching behaviours to reduce the need to manage misbehaviours' and to 'provide conditions for these behaviours to be developed.' Focusing on Charity will encourage children to consider how they treat others with care and compassion and to 'Be Respectful and to 'Be Kind' linked to our school values. This work will enable children to develop and hone these behaviours. Class charities project to ensure children are aware, proactive and supportive of the wider needs of others around the world and in our local community. Children will learn the importance of caring for others and a broader knowledge of society around them and the issues different communities face. Catholic social teaching developed within the curriculum to further establish them in the children's minds that all we do in every subject/walk of life can have a positive and meaningful impact on others	3 and 4
Develop targeted strategies to focus on individuals and families in the promotion of good attendance. **Develop the role of Mental Health Lead.** **Offer a variety of opportunities for**	There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014) There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,	3,4,5

children to regulate and make good choices throughout the day, including implementing the DfE Breakfast club and wellbeing days. **Develop the role of SMILERS to support the Mental Health Lead and their peers around school.**	attitudes, behaviour and relationships with peers) https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	
Attendance reviews will be conducted every half term with identified disadvantaged pupils below 95%, leading to an agreed action plan and reviewed impact. **To monitor, track and respond to low and attendance and persistent absentees.** **To track, monitor and respond to those children who are persistently late for school.** **Improve communication and consistency of communication with parents.**	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Gov.uk blogs states that data shows that in 2019, primary school children in Key Stage 2 who didn't achieve the expected standard in reading, writing and maths missed on average four more days per school year than those whose performance exceeded the expected standard. The University of Strathclyde's research states that absences from school can have negative effects on a child's education, including the loss of teacher-led lessons, peer interactions, and, ultimately, academic achievement. https://pure.strath.ac.uk/ws/portalfiles/portal/155044825/Drager_etal_EdArXiv_2023_The_long_term_consequences_of_early_school_absences_for_educational_attainment.pdf The EEF makes clear links between poor behaviour, poor attendance and poor behaviour. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and 7 15 planning/supporting-attendance/attendance context	4,5

Total budgeted cost: £ 99,200

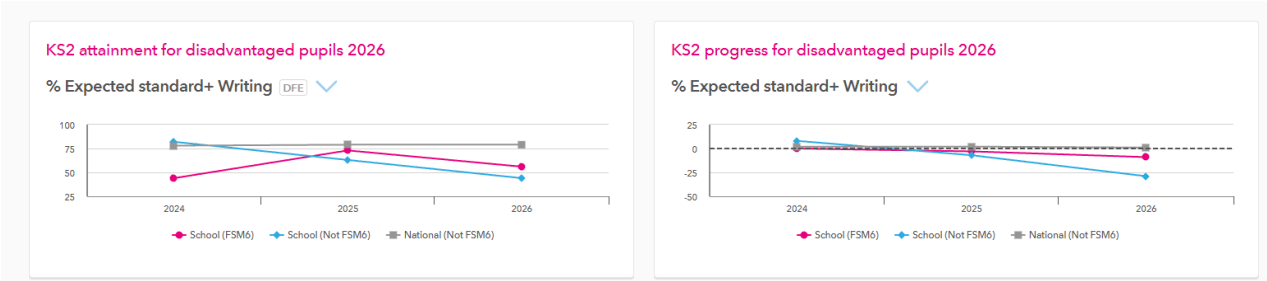
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This we begin a new 3-year strategy and so this is a review of the previous strategy intended outcomes for 2025/26.

1) Improve the emotional regulation, behaviour, and attitudes to learning of disadvantaged pupils enabling them to communicate their emotional needs effectively, build and maintain healthy relationships, and achieve their full academic potential. *2025/26 saw the intended implementation of a new behaviour system, Resilience Reaps Rewards. However, due to the existing headteacher leaving, the programme wasn't fully implemented, and the staff buy in wasn't achieved. The decision was taken to review the behaviour policy and utilise and strengthen existing systems.*

2) Improve writing attitudes and attainment across Years 1–6 by embedding oracy skills to support vocabulary development, idea articulation, and structured writing.3) Improve the quality of adult interactions in EYFS using the ShREC approach*. Although the school has not yet seen the benefit of the oracy curriculum implementation yet, see FFT evaluation below, through the core subject monitoring the quality of talk in classrooms leaders can see a that this is supporting vocabulary development and the quality of talk throughout the curriculum.*



4) Target phonics provision to increase % of Year 1 children passing PSC from 75% to at least 85% *27% of Disadvantaged pupils did not pass the PSC in 2025/26 but all the non-DA pupils did pass. Phonics provision in the Autumn term has been reviewed to ensure that the Keep Up programme is rigorous and timely.*

5) Children should pass their MTC and retain knowledge for further learning. *Pupils continue to significantly underachieve in the MTC. In 2025/26 7% achieved full marks compared to the 43% National result. This has resulted in a review of the Maths curriculum and decisions being made around Fluency in Maths and how we are supporting Disadvantaged pupils to retain key multiplication knowledge.*

6) To achieve and sustain improved attendance and good punctuality for all pupils, particularly our disadvantaged pupils. *This outcome will be continued in the new 3 year strategy*