

Wyre Forest School Pupil Premium Strategy Statement



This statement details our school's use of pupil premium funding (and recovery premium when available) 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	Wyre Forest School
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	July 2023
Date on which it will be reviewed	Spr 2 2024, Sum 2 2024 Aut 2 2024, Spr 2 2025, Sum 2 2025 Aut 2 2025, Spr 2 2026, Sum 2 2026
Statement authorised by	Rebecca Garratt Headteacher
Pupil premium lead	Alison Hopkins
Governor / Trustee lead	Kelly Yapp

Funding overview – updated April 2024 for new financial year

Detail	Amount
Pupil premium funding allocation 2024/25	£137,910
Recovery premium estimate	£25893
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	£163803

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Communication skills
- Attendance and parental involvement
- Social opportunities
- Behaviour
- Mental health

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need (using EHCP, WFS Assessment Tracker and Evidence for Learning), and helping pupils to access the appropriate Curriculum Pathway.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and life after WFS guidance is available to all.

Our strategy is integral to wider school plans for education recovery. Our strategy will be driven by the needs and strengths of each young person, based on forensic observations, annual reviews and assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our data shows that there is an increased amount of 'Positive Handling' since school returned following lockdown, particularly for our disadvantaged pupils. Through conversations with families, they are struggling with challenging behaviours at home too, particularly younger and/or pupils with more complex needs (Pathway 1 and 2 learners)
2	Our data shows that since the pandemic our attendance reduced and the persistent absenteeism increased, especially for out disadvantaged pupils
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. This in turn has an impact on all areas of their learning.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school which in turn has an impact on social confidence and independence and through our own self-evaluation, due to various reasons, after school clubs is not an option for most of our learners.
5	Through observations, conversations with families, pupils and staff and through CPOMS recording, we have identified a larger number of pupils experiencing anxiety, suicidal thoughts and mental health struggles following the return to school after the national lockdown.

6	With the increased diversity of our school population, both with such varying SEND but also culturally, our own self-assessment has highlighted the lack of resources for pupils to identify with, and thus increasing their sense of well-being, inclusion, and a sense of belonging.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To decrease the amount of 'Positive Handling' across the school.	A decrease of 'Positive Handling' for individual pupils following a review of the curriculum and behaviour policy and culture.
To improve whole school attendance levels, especially for the disadvantaged pupils and younger pupils and to decrease persistent absenteeism.	To be above National for Special schools for attendance and Persistent Absenteeism.
<p>Pupils use their preferred mode of communication systems to aid their understanding and to develop expressive communication skills.</p> <p>Progress data for both Curriculum Pathway and EHCP targets shows good progress from their baseline starting points because of improved communication.</p>	<p>Through achievement of EHC plan termly outcomes.</p> <p>WFS Tracker (SONAR) data shows that pupils are making progress and where they are not a personalised raising attainment plan is in place.</p> <p>See positive handling success criteria above.</p>
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood. The curriculum Pathways provide real life experiences and opportunities.	<p>Through observations and discussions with pupils and their families.</p> <p>Wyre Forest Progress steps – WFS Tracker (SONAR) shows that pupils are making progress, independence, mental health & well-being, physical well-being & development.</p>
Pupils and staff have a range of tools to support their mental health & well-being and external agencies are used to support.	Through observations and discussions with pupils and their families.

Staff are well trained to support pupils and where appropriate families	CPOMS data shows relevant actions and positive impact of support where appropriate.
The resources pupils are surrounded by not only enhances their learning but reflects the changing school population.	<p>Learning walks show relevant, high-quality resources being used within the learning to demonstrate our changing school population.</p> <p>Pupils engage with different resources reflective of themselves and their peers in a positive way.</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: **£41,910**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide Whole School, Pathway specific CPD to meet individual pupil need and develop staff confidence & knowledge and have the resources to enable this to happen, including resources to reflect the population of WFS.</p> <p>£7,938 population specific resources</p>	<p>Education Endowment Fund: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1, 3, 4, 6

<p>To increase the communication team in order for them to support staff in classrooms and with CPD.</p> <p>£31,728</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	2, 3
<p>To continue to develop reading to support communication and raising standards</p> <p>£2,244</p>	<p>Read Write Inc. Phonics has had a massive impact on our phonic results, raising them from 56% to 96%. All of our staff enjoy using the programme, including our teaching assistants, who feel it has empowered them. We are all amazed and delighted at the difference it has made to teaching and learning in our school. - Joan Cullen, Head Teacher, Sacred Heart Catholic Primary School, Luton</p> <p>https://global.oup.com/education/product/9780198374312/?region=uk</p>	3

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

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide Coaching to support pupils in dealing with their emotions, life stories, and being ready for learning. £50 per session (recommended 18 sessions) = £900 and Mentors from Mentor Link</p> <p>£20,000</p>	<p>Coaching is about encouraging the individual to find their own solutions, through viewing their thoughts and behaviour from different perspectives. It is a fantastic way of allowing the individual to grow in resilience and self confidence – to make their life and education more manageable. We work with students to expand their mindset, achieving positive wellbeing and clarity of the world around them. Greater emotional intelligence, self regulation, empathy and critical thinking are all benefits your students will gain from their coaching experiences.</p> <p>https://cluedupcoaching.co.uk</p>	5

Thrive trained practitioner TA to work across school supporting pupils with challenging behaviour. £33,976	Pre schools, primary schools, secondary schools and specialist units have all successfully used Thrive to help children to become more emotionally resilient so that they are better equipped to deal with life's ups and downs. We have successfully used the Thrive approach prior to the national lockdown. https://www.thriveapproach.com/about-thrive/impact-of-thrive/	4: Funding reduced.
To take specific pupils to Country Treks to undergo a series of horse-riding lessons/experiences to develop communication, confidence, well-being and self esteem £20,000	Children and Horses: Equine Activities Improve Lives Psychology Today There is a whole host of evidence of children with SEND and animals and in particular horses.	1, 2, 3, 4 & 5

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

Budgeted cost: **£56,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
G4 Family support worker -to support families to improve attendance & PA. £50,000	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	2
G4 Family support worker—to support families with pupils	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that	4 Funding reduced.

displaying challenging behaviours. £27,132	effective parental engagement can lead to learning gains of +3 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	
Mental Health Working Party to complete Mental Health First Aid Training £1000	Working with the Anna Freud Centre provides us with a wealth or support and information. It also has a huge evidence base to support the ongoing work. https://www.annafreud.org/schools-and-colleges/research-and-practice/	5
Activities to develop cultural capital, social skills, communication and discovering hidden talents. £5000	How does music help those with disabilities? Seashell (seashelltrust.org.uk) Advantages of Dance for special needs children - Progressive Sports - South East London & Kent (progressive-sports.co.uk)	2, 3, 4, 5

Total budgeted cost: £137,910







Part B: Review

Pupil premium strategy outcomes review 2023/24

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Success criteria	Mid-Year Review
To decrease the amount of 'Positive Handling' across the school.	A decrease of 'Positive Handling' for individual pupils following a review of the	Data is showing a slight improvement in positive handling. We will require review of Team Teach and follow up as well as the overall behaviour policy and procedures in order for the school to remain at outstanding for behaviour.

	curriculum and behaviour policy and culture.													
To improve whole school attendance levels, especially for the disadvantaged pupils and younger pupils and to decrease persistent absenteeism.	To be above National for Special schools for attendance and Persistent Absenteeism.	<p>Data as presented at half termly Full Governing Body meetings show that we are above national for special schools for both attendance and persistent absenteeism. We are continuing to ensure that this remains so and looking more specifically at severe absenteeism. PP slightly below but not significantly – however will continue to target all attendance for all groups.</p> <div><p>Groups Attendance ↕</p><p>■ School □ Compared with null</p><table><tr><th>Group</th><th>School Attendance (%)</th></tr><tr><td>Overall</td><td>89.8%</td></tr><tr><td>Male</td><td>89.9%</td></tr><tr><td>Female</td><td>89.7%</td></tr><tr><td>PP</td><td>87.8%</td></tr><tr><td>FSM Ever6</td><td>87.3%</td></tr></table></div> <p>Persistent Absenteeism for Pupil Premium – 38.1% (compared to 43.4% June 2023)</p>	Group	School Attendance (%)	Overall	89.8%	Male	89.9%	Female	89.7%	PP	87.8%	FSM Ever6	87.3%
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<p>Pupils use their preferred mode of communication systems to aid their understanding and to develop expressive communication skills.</p> <p>Progress data for both Curriculum Pathway and EHCP targets shows good progress from their baseline starting points because of improved communication.</p>	<p>Through achievement of EHC plan termly outcomes.</p> <p>WFS Tracker (SONAR) data shows that pupils are making progress and where they are not a personalised raising attainment plan is in place.</p> <p>See positive handling success criteria above.</p>	<p>Pupil Progress Meetings and annual reviews continue to ensure targets are being met.</p> <p>SONAR data: Whole School</p> <table><tr><td></td><td colspan="3">Communication</td></tr><tr><td>Objectives assessed at Achieved or higher</td><td colspan="3">% of 211 objectives from Bands 1, 2, 3</td></tr><tr><td>Name</td><td>Sum2 22-23</td><td>Spr1 23-24</td><td>Progress</td></tr><tr><td>Overall Ave:</td><td>0.0</td><td>39.6</td><td>39.6 </td></tr></table> <p>Pupil Premium</p> <table><tr><td></td><td colspan="3">Communication</td></tr><tr><td>Objectives assessed at Achieved or higher</td><td colspan="3">% of 211 objectives from Bands 1, 2, 3</td></tr><tr><td>Name</td><td>Sum2 22-23</td><td>Spr1 23-24</td><td>Progress</td></tr><tr><td>Overall Ave:</td><td>0.0</td><td>41.0</td><td>41 </td></tr></table> <p>Data shows no gap between whole school and Pupil PREMIUM.</p> <p>Positive handling especially for Pathway 1, 2 and The Forest has not reduced.</p> <p>SONAR data: Whole School until end of Spring 2</p>		Communication			Objectives assessed at Achieved or higher	% of 211 objectives from Bands 1, 2, 3			Name	Sum2 22-23	Spr1 23-24	Progress	Overall Ave:	0.0	39.6	39.6 		Communication			Objectives assessed at Achieved or higher	% of 211 objectives from Bands 1, 2, 3			Name	Sum2 22-23	Spr1 23-24	Progress	Overall Ave:	0.0	41.0	41 
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		Mental Health & Well-Being			
		Objectives assessed at Achieved or higher	% of 303 objectives from Bands 1, 2, 3		
		Name	Sum2 22-23	Spr1 23-24	Progress
		Overall Ave:	0.0	36.6	36.6 
		Physical Wellbeing & Development			
		Objectives assessed at Achieved or higher	% of 302 objectives from Bands 1, 2, 3		
		Name	Sum2 22-23	Spr1 23-24	Progress
		Overall Ave:	0.0	52.8	52.8 
PP Progress					
		Independence			
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		Name	Sum2 22-23	Spr1 23-24	Progress
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Objectives assessed at Achieved or higher

Name

Overall Ave:

Mental Health & Well-Being

% of 303 objectives from Bands 1, 2, 3, 4

Sum2 22-23 Spr2 23-24 Progress

0.0 38.4 38.4 

Objectives assessed at Achieved or higher

Name

Overall Ave:

Physical Wellbeing & Development

% of 302 objectives from Bands 1, 2, 3, 4

Sum2 22-23 Spr2 23-24 Progress

0.0 55.6 55.6 

SONAR data:

Pupil Premium until end of Spring 2

Objectives assessed at Achieved or higher

Name

Overall Ave:

Independence

% of 256 objectives from Bands 1, 2, 3, 4

Sum2 22-23 Spr2 23-24 Progress

0.0 28.3 28.3 

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Pupils and staff have a range of tools to support their mental health & well-being and external agencies are used to support. Staff are well trained to support pupils and where appropriate families	Through observations and discussions with pupils and their families. CPOMS data shows relevant actions and positive impact of support where appropriate.	Impact measures for individual pupils who have received coaching from Alice Westbury show how they have made progress within the Mental Health & Well Being progression steps. CPOMS shows a clear thread of support when required – however the external support is not always readily available despite the tenacity of the supporting families team. Mental Health First Aiders are now trained and accessible to pupils and staff																																
The resources pupils are surrounded by not only	Learning walks show relevant, high-quality	Monies have been given to Pathway Leaders to purchase culturally relevant and at appropriate cognitive level. Many of which is on order.																																

enhances their learning but reflects the school population.	<p>resources being used within the learning to demonstrate our changing school population.</p> <p>Pupils engage with different resources reflective of themselves and their peers in a positive way.</p>	
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Intended outcome	Success criteria	End of 2023– 2024 Review					
To decrease the amount of 'Positive Handling' across the school.	A decrease of 'Positive Handling' for individual pupils following a review of the curriculum and behaviour policy and culture.	The AHT for Behaviour has carried out a significant amount of work on the analysis of restrictive intervention– with just 7.4% of the population being receiving physical intervention and of those some were for a few seconds. Please see below.					
To improve whole school attendance levels, especially for the disadvantaged pupils and younger pupils and to decrease persistent absenteeism.	To be above National for Special schools for attendance and Persistent Absenteeism.	Data as of 18.7.24:					
			2021/2	2022/3	Annual Target 2023/24	Review April 2024	July 2024
		Annual Attendance	88.7%	90.3%	87.5%	89.5%	89.6%

		<table><tr><td>Persistent Absence</td><td>41.4%</td><td>32.9%</td><td>33.0%</td><td>32.6%</td><td>32.6%</td></tr><tr><td>Pupil Premium AA</td><td>87.0%</td><td>88.7%</td><td>87.5%</td><td>87.1%</td><td>87.5%</td></tr><tr><td>Pupil Premium PA</td><td>47.1%</td><td>43.4%</td><td>43.0%</td><td>43.6%</td><td>40.7%</td></tr><tr><td>EAL AA</td><td>83.9%</td><td>91.3%</td><td>87.5%</td><td>87.5%</td><td>86.4%</td></tr><tr><td>EAL PA</td><td>57.1%</td><td>45.5%</td><td>42.5%</td><td>35.3%</td><td>38.5%</td></tr><tr><td>Severe Absence</td><td></td><td></td><td></td><td>4.0%</td><td>3.2%</td></tr></table> <p>Persistent Absence in Reception 2022/23 - 53.8% Persistent Absence in Reception 2023/24 - 41.7%</p> <p>Whole school attendance data has shown a slight decrease this year, although still above National, however the Persistent Absence rate for all groups has improved significantly.</p> <p>National Attendance figures for Sept 2023 – 28th June 2024 = 87.1%</p>	Persistent Absence	41.4%	32.9%	33.0%	32.6%	32.6%	Pupil Premium AA	87.0%	88.7%	87.5%	87.1%	87.5%	Pupil Premium PA	47.1%	43.4%	43.0%	43.6%	40.7%	EAL AA	83.9%	91.3%	87.5%	87.5%	86.4%	EAL PA	57.1%	45.5%	42.5%	35.3%	38.5%	Severe Absence				4.0%	3.2%
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<p>Pupils use their preferred mode of communication systems to aid their understanding and to develop expressive communication skills.</p> <p>Progress data for both Curriculum Pathway and EHCP targets shows good</p>	<p>Through achievement of EHC plan termly outcomes.</p> <p>WFS Tracker (SONAR) data shows that pupils are making progress and where they are not a personalised raising attainment plan is in place.</p>	<table><tr><td>Objectives assessed at Achieved or higher</td><td colspan="3">Communication</td></tr><tr><td>Name</td><td colspan="3">% of 211 objectives from Bands 1, 2, 3, 4</td></tr><tr><td>Overall Ave:</td><td>Sum2 22-23</td><td>Sum2 23-24</td><td>Progress</td></tr><tr><td></td><td>0.0</td><td>40.7</td><td>40.7 ↑</td></tr></table> <p>WHOLE SCHOOL</p>	Objectives assessed at Achieved or higher	Communication			Name	% of 211 objectives from Bands 1, 2, 3, 4			Overall Ave:	Sum2 22-23	Sum2 23-24	Progress		0.0	40.7	40.7 ↑																				
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progress from their baseline starting points because of improved communication.	See positive handling success criteria above.	<table><tr><td>Objectives assessed at Achieved or higher</td><td colspan="3">Communication</td></tr><tr><td>Name</td><td colspan="3">% of 211 objectives from Bands 1, 2, 3, 4</td></tr><tr><td>Overall Ave:</td><td>Sum2 22-23</td><td>Sum2 23-24</td><td>Progress</td></tr><tr><td></td><td>0.0</td><td>43.0</td><td>43 </td></tr></table> <p>PP</p> <p>PP performing very slightly above their peers.</p>	Objectives assessed at Achieved or higher	Communication			Name	% of 211 objectives from Bands 1, 2, 3, 4			Overall Ave:	Sum2 22-23	Sum2 23-24	Progress		0.0	43.0	43																
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	0.0	43.0	43																															
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood. The curriculum Pathways provide real life experiences and opportunities.	Through observations and discussions with pupils and their families. Wyre Forest Progress steps – WFS Tracker (SONAR) shows that pupils are making progress, independence, mental health & well-being, physical well-being & development.	<table><tr><td>Objectives assessed at Achieved or higher</td><td colspan="3">Independence</td></tr><tr><td>Name</td><td colspan="3">% of 256 objectives from Bands 1, 2, 3, 4</td></tr><tr><td>Overall Ave:</td><td>Sum2 22-23</td><td>Sum2 23-24</td><td>Progress</td></tr><tr><td></td><td>0.0</td><td>29.2</td><td>29.2 </td></tr></table> <p>WHOLE SCHOOL</p> <table><tr><td>Objectives assessed at Achieved or higher</td><td colspan="3">Independence</td></tr><tr><td>Name</td><td colspan="3">% of 256 objectives from Bands 1, 2, 3, 4</td></tr><tr><td>Overall Ave:</td><td>Sum2 22-23</td><td>Sum2 23-24</td><td>Progress</td></tr><tr><td></td><td>0.0</td><td>29.5</td><td>29.5 </td></tr></table> <p>PP</p> <p>PP are in line with their peers at WFS.</p>	Objectives assessed at Achieved or higher	Independence			Name	% of 256 objectives from Bands 1, 2, 3, 4			Overall Ave:	Sum2 22-23	Sum2 23-24	Progress		0.0	29.2	29.2	Objectives assessed at Achieved or higher	Independence			Name	% of 256 objectives from Bands 1, 2, 3, 4			Overall Ave:	Sum2 22-23	Sum2 23-24	Progress		0.0	29.5	29.5
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<p>Pupils and staff have a range of tools to support their mental health & well-being and external agencies are used to support. Staff are well trained to support pupils and where appropriate families</p>	<p>Through observations and discussions with pupils and their families. CPOMS data shows relevant actions and positive impact of support where appropriate.</p>	<div> <div> <div>Objectives assessed at Achieved or higher</div> <div>Name</div> <div>Overall Ave:</div> </div> <div> <div>WHOLE SCHOOL</div> </div> </div> <div> <div>Mental Health & Well-Being</div> <div>% of 303 objectives from Bands 1, 2, 3, 4</div> <table> <tr> <th>Sum2 22-23</th><th>Sum2 23-24</th><th>Progress</th></tr> <tr> <td>0.0</td><td>37.7</td><td>37.7 </td></tr> </table> </div>	Sum2 22-23	Sum2 23-24	Progress	0.0	37.7	37.7
Sum2 22-23	Sum2 23-24	Progress						
0.0	37.7	37.7						

Objectives assessed at Achieved or higher

Name










Overall Ave:

WHOLE SCHOOL


Mental Health & Well-Being

% of 303 objectives from Bands 1, 2, 3, 4

Sum2 22-23	Sum2 23-24	Progress
0.0	39.4	39.4

		<table><tr><td>Objectives assessed at Achieved or higher</td><td colspan="3">Cognition & Learning</td></tr><tr><td>Name</td><td colspan="3">% of 265 objectives from Bands 1, 2, 3, 4</td></tr><tr><td>Overall Ave:</td><td>Sum2 22-23</td><td>Sum2 23-24</td><td>Progress</td></tr><tr><td></td><td>0.0</td><td>54.7</td><td>54.7 </td></tr></table> <p>PP</p> <table><tr><td>Objectives assessed at Achieved or higher</td><td colspan="3">Cognition & Learning</td></tr><tr><td>Name</td><td colspan="3">% of 265 objectives from Bands 1, 2, 3, 4</td></tr><tr><td>Overall Ave:</td><td>Sum2 22-23</td><td>Sum2 23-24</td><td>Progress</td></tr><tr><td></td><td>0.0</td><td>40.3</td><td>40.3 </td></tr></table> <p>EAL</p> <table><tr><td>Objectives assessed at Achieved or higher</td><td colspan="3">Cognition & Learning</td></tr><tr><td>Name</td><td colspan="3">% of 265 objectives from Bands 1, 2, 3, 4</td></tr><tr><td>Overall Ave:</td><td>Sum2 22-23</td><td>Sum2 23-24</td><td>Progress</td></tr><tr><td></td><td>0.0</td><td>48.7</td><td>48.7 </td></tr></table> <p>EAL & PP</p> <p>EAL pupils are working below their peers, below PP peers and below EAL & PP peers.</p>	Objectives assessed at Achieved or higher	Cognition & Learning			Name	% of 265 objectives from Bands 1, 2, 3, 4			Overall Ave:	Sum2 22-23	Sum2 23-24	Progress		0.0	54.7	54.7 	Objectives assessed at Achieved or higher	Cognition & Learning			Name	% of 265 objectives from Bands 1, 2, 3, 4			Overall Ave:	Sum2 22-23	Sum2 23-24	Progress		0.0	40.3	40.3 	Objectives assessed at Achieved or higher	Cognition & Learning			Name	% of 265 objectives from Bands 1, 2, 3, 4			Overall Ave:	Sum2 22-23	Sum2 23-24	Progress		0.0	48.7	48.7 
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		EAL																

			Communication		
		Objectives assessed at Achieved or higher	% of 211 objectives from Bands 1, 2, 3, 4		
		Name	Sum2 22-23	Sum2 23-24	Progress
		Overall Ave:	0.0	32.2	32.2 
		EAL & PP	This shows that EAL children are performing significantly below their peers in communication and EAL & PP pupils even further below this will need to be a higher priority in 2024/25		

EAL & PP

Physical Intervention Data

[illegible]