



Blessed Dominic Catholic Primary School



Pupil Premium Policy

Date of policy: April 2024

Next Review: April 2025



MISSION STATEMENT

At Blessed Dominic Catholic Primary School, we pride ourselves on being a culturally diverse family. We seek to instill, in every child that we nurture, the joy and wonder of learning.

As we journey together with Christ, we develop children's resilience, intellectual curiosity and creativity through our positive learning behaviours. We nurture and cherish the unique talents of all, empowering them to flourish and grow into life-long learners.

Our mission is to show love, promote learning and belief in God our Father.

LOVE – LEARN- BELIEVE

Statement of intent

At Blessed Dominic Catholic Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for two separate policies:

- Raising the attainment of disadvantaged pupils
- Supporting pupils with parents in the armed forces

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

School

Blessed Dominic Catholic Primary is a popular and expanding school in the London Borough of Barnet and in the Diocese of Westminster. The school serves the Parish of St. Margaret Clitherow. The school is situated in a housing estate which is in one of the most deprived areas nationally. The deprivation indicator on ROL is in the top end of the highest percentile. This estate is currently undergoing major regeneration and many of our families are in temporary accommodation. Mobility continues to be high as families are being rehoused in other areas of London and in the country. At Blessed Dominic Catholic Primary, we moved to our new school premises in September 2019.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs. *'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'* However, we are accountable for the use of this additional funding.



The Pupil Premium

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. The Pupil Premium is worth £1,385 per eligible pupil. Children of service personnel receive a lower amount. From the 1st April 2023, the rates for FSM6 pupils will be £1,455 for primary pupils.

Purpose of the Pupil Premium Policy

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium. It is important to be mindful of the ongoing negative impact caused by the COVID-19 pandemic, on all children, but in particular children from disadvantaged families. With this in mind, the government have allocated additional funding to support the recovery of vulnerable children's education and the details of this can be found in our Pupil Premium Strategy.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be to be published on a school's website.

Section 9 of this regulation requires schools to publish *'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year:*

- *details of how it is intended that the allocation will be spent*
- *details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'.*

Through this policy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

How we will make Decisions Regarding the use of the Pupil

Premium In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.



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- Use the latest evidence based research¹ on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups.

¹Such as The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit <http://educationendowmentfoundation.org.uk/toolkit/> which is regularly updated & The Institute of Effective Education at University of York, <https://www.york.ac.uk/iee/>, which researches 'what works' in teaching and learning and promotes the use of evidence in education policy and practice. The two Ofsted reports – 'Pupil Premium', 20th September 2012, <http://www.ofsted.gov.uk/resources/pupil-premium> and the latest 11th February 2013, 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement are examples of the research evidence and case studies of best practice which we use.

Roles and Responsibilities

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

The Headteacher and Senior Leadership Team

The Head and the Senior Leadership Team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through regular Pupil Progress Meetings they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Headteacher to include the following information in the annual report for Governors:

- the progress made towards narrowing the gap, by year group, for disadvantaged pupils
- an outline of the provision that has been made since the last annual report



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- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The Headteacher is responsible for:

- Ensuring the day-to-day implementation of this policy.
- Appointing an appropriately experienced and knowledgeable pupil premium lead at the school.
- Liaising with the governing board to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.
- Working with the pupil premium lead to ensure the school spends the PPG funding effectively and in a way which aligns with the school's overall pupil premium strategy.
- Ensuring the school publishes its Pupil Premium Impact Statement, as required.
- Ensuring the school meets the requirements to publish information regarding the PPG on the school website, as required.
- Ensuring the school census is completed accurately.
- Ensuring personal data of pupils eligible for the PPG is stored, processed and shared in line with the school's Records Management Policy.

The pupil premium lead is responsible for:

- Undertaking the day-to-day implementation of this policy.
- Ensuring the school spends its PPG funding to provide support to all eligible pupils.
- Working with the Headteacher and other relevant staff members to draw up the Pupil Premium Impact Statement.
- Liaising with parents regarding any questions or concerns about the PPG.
- Monitoring the effectiveness of the school's PPG strategy as it operates on a day-to-day basis.
- Working with the Headteacher and other relevant staff members to implement suitable, effective and evidence-based interventions for eligible pupils to support their academic and personal progress at school.
- In combination with the Headteacher, conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.

The School Business Manager will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding.

Teaching and Support Staff will:

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability',
- promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive,
- plan and deliver the curriculum to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind,



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- keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

Governing body

The governing board is responsible for:

- Ensuring the effectiveness of this policy.
- Ensuring the school meets its statutory duties with regards to the use of the pupil premium grant (PPG).
- Maintaining robust oversight of the school’s financial affairs.
- Liaising with the Headteacher to ensure the school’s strategies and activities regarding pupil premium align with the school’s wider School Development Plan.
- Scrutinising the school’s plans for, and use of, its pupil premium funding, including reading and reviewing the school’s Pupil Premium Impact Statement.

PPG allocation

The school adopts the following definitions PPG eligibility, in line with government expectations:

- **Ever 6 FSM:** pupils recorded in the October 2020 census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible during October 2020.
- **NRPF:** pupils with no resource to public funds (NRPF) who are eligible for FSM under the temporary coronavirus (COVID-19) extension to FSM eligibility, even if not recorded on the school census as eligible for FSM
- **LAC and PLAC:** pupils recorded in the October 2020 census who are in the care of an English LA, or pupils recorded as having been looked after by an English or Welsh LA immediately prior to adoption, a special guardianship order or child arrangements order
- **Ever 6 service children:** pupils recorded in the October 2020 school census who have been eligible for the service child premium at any point since the January 2015 census, as well as those recorded as a service child for the first time in the October 2020 census.

For the financial year 2022 to 2023, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 who are recorded as ‘Ever 6 FSM’, including those who are eligible NRPF pupils	£1,385
Pupils in Year 7 to Year 11 who are recorded as ‘Ever 6 FSM’, including those who are eligible NRPF pupils	£985



LAC as defined in the Children Act 1989 – children who are in the care of, or provided accommodation by, an English LA	£2,410
PLAC, who have ceased to be looked after by an LA in England or Wales because of adoption, a special guardianship order or a child arrangements order	£2,410
Service children	SPP amount per pupil
Any pupil in Reception to Year 11 recorded as an ‘Ever 6 service child’ or in receipt of a child pension from the MoD	£320

- The school will receive its PPG funding from the LA.
- Funding will be based on October 2020 census data instead of using the January census as was the case in previous years.
- There will be no change to the allocations process.
- The census change brings pupil premium allocations in line with how the rest of the core schools’ budget is calculated.
- The change also provides earlier clarity for the school on their allocations. In this transitional year, pupil premium allocations have been confirmed within the usual timeline in June 2021. From 2022, the annual pupil premium allocations for mainstream and special schools will be published in March.
- Alongside the pupil premium, pupils who are eligible for FSM, or have been at any point in the last six years, also attract funding through the schools national funding formula.

Objectives

The school has the following objectives with regards to its use of the PPG:

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG
- To narrow the gap between the educational achievement of these pupils and their peers
- To address underlying inequalities between pupils, as far as possible
- To ensure that the PPG reaches the pupils who are eligible for it
- To make a significant impact on the education and lives of these pupils
- To work in partnership with the parents of pupil to collectively ensure pupils’ success

How PPG is spent

Under the ESFA’s terms of the PPG, the school only spends the funding in the following ways:

- For the purposes of the school, i.e. for the educational benefit of pupils registered at the school
- For the benefit of pupils registered at other maintained schools or academies
- On community facilities whose provision furthers any benefit for pupils at the school

If the school has not spent the PPG within the financial year in which it was allocated, the school will carry the remainder forward to the following financial year. When the school carries PPG funding forward, it continues to only spend the funding in line with the above criteria.



Long-term strategy for success

The school has a long-term strategy to ensure it maximises the use of PGG funding. The school has also adopted a long-term strategic plan, aligned to the school's wider School Development Plan, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff deployment

As part of its strategy, the school maximises the use of the PPG by:

- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funding and spending can be identified within the school's budget.
- Consulting, as necessary and as appropriate, the pupil premium lead, governors, staff and parents when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the PPG.

The school conducts lighter-touch annual reviews to inform the strategic plan and form the school's Pupil Premium Impact Statement.

The school explores evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. The school consults the EEF's Families of Schools Database to learn about effective practice in similar schools. The school makes decisions about PPG spending that demonstrably illustrates its use of evidence-based research.

When researching and implementing PPG use, the school focuses on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as tutoring
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based.
- Are focused on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements, e.g. via pupil's personal education plans (PEPs).
- Support pupils' transitions through the stages of education, e.g. from primary school to secondary school.
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.



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- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

The school also chooses approaches that emphasise:

- Relationship-building, both with appropriate adults and with pupils' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and makes success matter to them.
- A joined-up approach involving the pupil's social worker, carer, virtual school head (VSH) and other relevant professionals.
- A child-centered approach to assessment for learning.

A tiered approach to PPG spending

There are four main areas to which we allocate Pupil Premium Funding:

- Educational provision: Aims to catch up or keep up children at risk of underachieving. Children are discussed at each pupil progress meeting, **three times per year** and targets are planned in their pupil passports.
- Extended school provision: clubs, music lessons, trips and other experiences that would otherwise be unlikely to be accessible to children at the school.
- Pastoral provision: including provisions that develop social skills, emotional literacy and overall health and wellbeing. This includes the breakfast club.
- Family support: activities that support families of children at our school and help families to support learning at home more effectively.

Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, the school spends the PPG in the following ways:

- Professional development
- Recruitment and retention
- Supporting early career teachers

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. The school spends the PPG on targeted support in the following ways:

- Structured interventions
- Small group tuition



- One-to-one support
- Support for pupils pastoral development:
- Counselling
- Therapy

Wider strategies are used to overcome non-academic barriers to success. The school spends the PPG on the following wider strategies:

- School trips and visits
- The breakfast club
- Providing uniform

Use of the LAC (looked After Children) and PLAC (Previously Looked After Children) premiums

The LAC premium is managed by the Local Authority's designated Virtual School Head.

The premium will be used to benefit a pupil's educational needs as described in their PEP. To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.

The LAC premium is used to facilitate a wide range of educational support for LAC. The designated teacher and carers work with the VSH to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively. The designated teacher works with the VSH to ensure that all available funding is spent.

PLAC premium is allocated directly to the school. LAC premium and PLAC premium is not treated as personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

Accountability

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium-eligible cohort.

The school publishes its strategy for using the PPG on the school website by the 31 December 2021 utilising the DfE template.

The school uses its recovery premium alongside its pupil premium funding and reports on the use of them as a single sum in their strategy statement.



Governor Monitoring and Reviewing the Policy

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy will be regularly reviewed in line with new legislation and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using.

The Headteacher and SBM are responsible for reviewing this policy annually. Any changes to this policy will be communicated to all relevant stakeholders.

Disseminating the Policy

This Pupil Premium policy along with the details of actions will be published:

- on our website (with paper copies available on request in the school office)
- as part of induction for new staff

Headteacher:		Date:	
Chair of Governing Body:		Date:	

Pupil Premium Review Self-Evaluation Form

1. Summary information					
Staff member completing this form:		Signature:		Date:	
Year:		Total PPG budget:		Date of most recent PPG review:	
Total number of pupils:		Number of pupils eligible for PPG:		Date for next internal strategy review:	
2. Current attainment					



EYFS Outcomes

In 2022/2023, 75% of disadvantaged children in EYFS **achieved a GLD**. This is an increase from 50% in 2021-2022.

In 2022-2023, 57% of pupil premium children achieved a GLD in Reading, Writing and Maths **combined**. This is an improvement on the figure for year 2020-2021 of 35% (63% in 2021-2022).

Yr1 Phonics Outcomes

2022

82% of pupil premium children passed the phonics screening check in summer 2022

2023

100% of disadvantaged pupils passed their phonics screening check in 2023. This was due to the introduction of the Little Wandle phonics scheme and the purchase of all its supporting materials.

KS1 Outcomes disadvantaged pupils

	2021-2022		2022-2023	
	% ARE+	%GDS	% ARE+	%GDS
Reading	71%	14%	80%	20%
Writing	70%	30%	70%	20%
Maths	57%	0%	70%	20%
Combined	57%	0%	70%	10%

KS2 Outcomes disadvantaged pupils

	2021-2022		2022-2023	
	% ARE+	%GDS	% ARE+	%GDS
Reading	82%	47%	86%	13%
Writing	82%	29%	93%	20%
Maths	88%	35%	87%	27%
Combined	76%	24%	80%	7%



3. Barriers to future attainment

Data sources that can help you identify barriers to attainment in your school include: Get Information About Schools (GIAS); the Education Endowment Fund (EEF) Families of Schools Database; FFT Aspire; staff and pupil consultation; attendance records; recent Ofsted reports and guidance.

Academic barriers

[Identify barriers that need to be addressed in-school, as well as external factors such as home learning environment and low attendance.]

1 Low starting points	On entry to school, pupils from disadvantaged backgrounds have lower starting points, weaker language skills and a limited range of vocabulary when compared to other pupils. This is particularly evident in most areas of the Early Years Foundation Stage Curriculum, particularly Communication and Language.
2 Limited experiences	Pupils from disadvantaged backgrounds have limited experiences beyond their home life and local community, as well as access to IT devices and the internet at home compared to pupils from non-disadvantaged backgrounds. As a result, they have greater difficulty accessing home learning activities (e.g. through google classroom and online learning platforms).
3 Outcomes	The number of disadvantaged pupils achieving the standard, in particular the higher standard.
4 Parental engagement	Individual barriers to learning because of family circumstances, lack of parental support, social or emotional wellbeing difficulties. Addressing low self-belief and confidence levels in children eligible for pp funding.
5 Impact of missed learning on outcomes	The impact of the COVID-19 pandemic on pupils in receipt of PP (in particular KS2 pupils) in achieving expected standard or higher.
6 Attendance	Lower attendance and persistent absenteeism of PP/disadvantaged children.

4. Intended outcomes

Intended outcome	Success criteria
Increase the attainment of PP children across Key Stage One and Key Stage Two, in particular those capable of achieving the higher standard.	<p>Pupils will make good progress from their starting points. Gaps will be narrowed through quality teaching, targeted intervention where necessary and using assessment for learning effectively to fill gaps.</p> <p>More disadvantaged pupils will have targeted support to achieve the higher standard through adapted tasks, intervention and targeted support, scaffolds and challenge.</p> <p>Use of a mastery approach will be embedded and research data will demonstrate impact.</p>



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	<p>INSIGHT database used to monitor and track children’s assessments. Children identified at risk of not making expected progress will be discussed at termly pupil progress meetings and discussion with their parents during parent consultation meetings.</p>
<p>The parental engagement of families will increase through early intervention, close working with all agencies and additional in-school support.</p>	<p>Increased emotional and social support for disadvantaged children to narrow attainment gaps with peers. Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence impact on attainment. Support for parents through workshops, or specific support through agencies, will have a positive impact on the support given at home.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p> <p>To support children eligible for pp funding that also have SEND needs through targeted specialised support, in order to make at least expected progress in reading, writing and mathematics.</p>	<p>The Inclusion lead to support families and children to alleviate barriers to learning. To support PP children that also have SEND needs through targeted support e.g, Ed Psych, SALT and other external agencies. Children identified are provided with a range of supportive interventions e.g. Lego Therapy, speech and language sessions delivered by trained support staff.</p>
<p>Pupils from disadvantaged backgrounds have similar levels of language and vocabulary as non-disadvantaged children.</p> <p>In the Early Years Foundation Stage, disadvantaged pupils achieve as well as their non-disadvantaged peers particularly in Communication and Language.</p>	<p>Focus on vocabulary in lessons to support children’s speaking and listening skills. Interventions such as ‘Talk Boost’ to support targeted children.</p> <p>Prioritising the development of communication and language in the Early Years Foundation Stage. EYFS provision includes child lead responses to further develop communication and language skills. EYFS lead/SLT to engage parents in the development of language skills through targeted workshops, open mornings etc.</p> <p>The curriculum for literacy in KS1 provides further opportunities for children that are eligible for pupil premium funding to develop speaking and listening skills and the wider understanding of language - activities which extend pupils’ spoken and receptive vocabulary.</p>
<p>Rates of attendance for disadvantaged children and non-disadvantaged pupils show no gaps</p>	<p>Disadvantaged pupils’ attendance is in line with or exceeds the national average for non-disadvantaged pupils (93.2%) Rigorous and regular monitoring of attendance by the</p>



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and are in line or exceed national figures.

Attendance officer and Inclusion lead brings about an increase in the percentage of attendance for pupils that are eligible for pupil premium funding. This leads to a decrease in persistent absence for those children.

The school's attendance policy ensures that instances of persistent absence is tackled swiftly and working in collaboration with outside agencies and the EWO.