

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Dunstan's RC Primary School
Number of pupils in school	263 (Yrs 1-6) 318 Nursery- Yr 6
Proportion (%) of pupil premium eligible pupils	46.49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	Sept 2023 and annually
Statement authorised by	Gabrielle Eccles
Pupil premium lead	Karen Riley
Governor / Trustee lead	Leonie Painter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,210
Recovery premium funding allocation this academic year	£22,862
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	£225,072

School Census:		2019	2022	2023
Figures are from the January school census in the years shown				
School	Number on Roll	360	318	329
	Number of Girls	177	166	157
	Number of Boys	183	152	172
	FSM Eligible	115	151	152
	% FSM Eligible	31.9%	47.5%	46.2%
	Disadvantaged	132	145	139
	% Disadvantaged	36.7%	45.6%	42.2%
	SEN Support	12	18	18
	% SEN Support	3.3%	5.7%	5.5%
	EHC Plan	6	10	11
	% EHC Plan	1.7%	3.1%	3.3%
	Non White British	251	240	260
	% Non White British	69.7%	75.5%	79.0%
	EAL	98	87	90
% EAL	27.2%	27.4%	27.4%	
Manchester Primary Schools	% FSM Eligible	27.7%	40.6%	42.2%
	% Disadvantaged	35.6%	38.0%	38.7%
	% SEN Support	13.2%	14.0%	14.5%
	% EHC Plan	1.7%	2.5%	3.1%
	% Non White British	64.4%	66.6%	67.8%
National Primary Schools	% EAL	41.8%	43.2%	44.0%
	% FSM Eligible	15.8%	23.1%	23.8%
	% SEN Support	12.1%	12.6%	13.0%
	% EHC Plan	1.6%	2.3%	4.2%
	% Non White British	33.5%	34.8%	37.4%
% EAL	21.2%	21.2%	20.2%	

Part A: Pupil premium strategy plan

Statement of intent

At St Dunstan's, our aim is to provide a first-class education in order to develop and fulfil the potential of all pupils in our care. The faith development of our pupils is of paramount importance and we aim to ensure opportunity for the development of religious belief and religious literacy to ensure the foundations of faith in all our pupils.

We recognise that not all pupils who are eligible for the Pupil Premium are underachieving and that others may be underachieving and not eligible for Pupil Premium funding. It is our intention to plan, adapt and prepare for any individual, or group, in which any area of underperformance is evident. Our school is full-committed to ensuring the progress of all pupils and especially those that are disadvantaged.

We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Challenges

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

Challenge number	Detail of challenge
1	<p>Communication and language in EYFS and throughout the school</p> <p>School recognise that children arrive in EYFS with different experiences from others, in their speech and language, learning and play. On entry to Nursery and Reception attainment is significantly below the national average. Pupils entering the EYFS with language and listening skills well below their developmental age and stage. Many pupils have a very limited vocabulary and poor speech and communication skills. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting.</p> <p>Appendix 1 - 2023 Statutory results and baseline</p>
2	<p>Academic Attainment Literacy and Numeracy throughout school</p> <p>Gaps in reading, writing, maths and phonics. Low levels of presentation quality in books and homework completion for PP when compared to non-disadvantaged. Lack of motivation and education aspiration to engage in independent study outside of the classroom environment e.g. homework. Pupils often lack metacognitive approaches and the ability to recognise their strengths and weaknesses and how to motivate themselves with learning and further ambition. Poor memory skills and the inability to transfer knowledge to long term memory impacts on pupil progression and attainment. Children lack the experiences and vocabulary required of the current curriculum. The pandemic has caused some technology poverty.</p> <p>Appendix 1- KS1 Statutory results 2023, including PP / Non PP Appendix 1 KS2 Statutory results 2023, including PP / Non PP</p>
3	<p>Emotional wellbeing and behaviour</p> <p>Some pupils require support regarding their emotional well-being and the social aspects of school life. For example, low self-esteem, difficulties with emotional regulation and poor emotional literacy can prove to be a significant barrier to learning in all areas. Pupils unable to self-regulate and manage emotions in an age appropriate way. Families with complex needs have fewer strategies for maintaining positive mental and physical health. Some pupils show emotional barriers to learning as they suffer from anxiety, poor behaviour and issues with friendships</p> <p>Appendix 2 - Summary of referrals Non PP / PP 2023 Appendix 3 - Summary of behaviour (PEX, Suspensions etc) Non PP / PP 2023</p>

4	<p>Access to wider opportunities</p> <p>Pupil premium children often have fewer experiential opportunities outside school and less experiences of further/higher education which then impacts on their aspirations.</p> <p>Appendix 4 - Attendance at after school clubs 2023</p>
5	<p>Attendance and punctuality</p> <p>Pupils' attendance is not in line with national and persistent absence is above national data for PP children. Attendance not in line with non-disadvantaged peers.</p> <p>Appendix 5– Att and Punc figures PP/Non PP 2022</p>
6	<p>Parental engagement</p> <p>Limited parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition</p> <p>Appendix 6 - Narrative</p>
7	<p>Staff awareness of PP learners and strategies for success</p> <p>The attainment and progress of disadvantaged children is a priority. Ensure consistencies in high quality teaching for writing, reading and maths across school.</p> <p>Appendix 2 - Non PP / PP Results 2023</p>

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
<p>Improving the teaching and acquisition of communication and language across all subject areas.</p> <p>Early identification and intervention prevents significant difficulties with reading and writing.</p>	<p>All children can access the ambitious school curriculum</p> <p>Monitoring shows quality early language provision in all settings.</p> <p>All staff understand the features of a communication-friendly setting or classroom.</p> <p>Parental engagement and support is secured</p> <p>September 2023 Review</p> <p>The use of the SaLT professional to target specific children has been positive this year. 75+% of her caseload are PP children - needs have been identified, strategies shared with teachers and monitored. Relevant class teachers and TAs have been trained in Colourful Semantics which has allowed these children to access the school curriculum at an appropriate level. This was rolled out school wide in September 2022 and has had impact across the whole school.</p>
<p>Improving pupil's attainment across the curriculum with specific emphasis on recovering lost learning and the Covid recovery plan.</p> <p>Pupil Premium learners achieving at least in line with, or above national attainment and progress</p>	<p>Assessments show a reduced gap between PP and non-disadvantaged learners' attainment and progress.</p> <p>Rigorous testing process in place to quickly identify any needs for intervention.</p> <p>In-class support and small group tutoring plans and resources will show individual progress.</p> <p>Half termly pupil progress reviews will show individual progress.</p> <p>Moderation sessions will show individual progress.</p> <p>Pupil voice shows increased confidence and enjoyment in lessons.</p> <p>Feedback is of a high quality: All teachers effectively plan for next steps and children can articulate how to improve and have the opportunity to do so.</p> <p>September 2023 Review</p> <p><i>The gap in achievement between poor primary school pupils in England and their more advantaged peers has reached a 10-year high. The disadvantage disparity index reached 3.21 this year, up from 2.91 when exams last took place in 2019 and its highest level since 2012 (DfE 2022)</i></p> <p>End of EYFS</p> <p>Disadvantaged children are in line with advantaged children and performed better than national.</p> <p>Phonics Year 1</p> <p>Disadvantaged children's achievement is within 10% of advantaged children.</p> <p>End of KS1</p> <p>Disadvantaged children achieved between 10% - 15% less well than advantaged children.</p> <p>End of KS2</p> <p>The gap between disadvantaged and advantaged children in RWM combined has decreased but remains at 15%, roughly in line with national.</p>

	<p>Actions: outcomes for our disadvantaged pupils in the national tests suggest that the whole school, high quality teaching and intervention approach is essential and needs to continue.</p> <p>Testing and assessment of children has been rigorous; targeted teaching and learning based on analysis of results and gaps less so</p> <p>Action: there will be increased emphasis on on-going, regular and systemic diagnostic assessment practices rather than summative performance results.</p> <p>Action: Pupil Progress meetings to follow on from testing to ensure that pupil and teacher voice, books and data are triangulated to ensure the most effective approaches are sought.</p>
Pupil emotional health and well-being is at the forefront of all pastoral care in school.	<p>A broad range of evidence to show how well-being is addressed within school.</p> <p>Pupils are quickly identified and support for given in a timely manner for their mental health</p> <p>Pupil voice questionnaire will highlight the impact for pupils and show their knowledge of healthy living.</p> <p>September 2023 Review</p> <p>Staff undertook Boxall Profile training – a resource for the assessment of children and young people’s social, emotional and behavioural development to positively impact learning, behaviour, attendance and wellbeing. The two-part checklist, was completed by staff who know the child and young person best: this identified the levels of skills the children and young people possess to access learning. Interventions and activities were successfully put in place to support in areas identified for all children.</p> <p>Action: This resource has been the primary form of assessment this year.</p>
Curriculum design is relevant and engaging and provides opportunities for the children to have high aspirations. Pupil Premium learners are fully engaged and participating in the school’s extracurricular offer.	<p>PP children have clear high aspirations for their future education and lifestyle.</p> <p>PP children have access to a range of enrichment experiences (creative, the arts, sports) throughout their time at St Dunstan’s</p> <p>Monitoring of extra -curricular activity attendance to show that at least 50% of attendees are PP.</p> <p>September 2023 Review</p> <p>Pupil attendance at extra -curricular clubs remained stable; pupil premium children were targeted to attend sports tournaments and competitions</p> <p>There was a reluctance for parents to allow attendance for their PP children at after school clubs, despite persuasive attempts</p> <p>Action: PP children are targeted to attend lunchtime extra-curricular activities and sporting events during the school day.</p>
Pupil premium children’s attendance and punctuality significantly improves. PP attendance meets the school’s attendance target of 97%. Pupil Premium learners are punctual, equipped and ready for school	<p>PP attendance meets the school’s attendance target of 97% Attendance and Persistent absence matches that or is lower than non PP</p> <p>Staff are aware of difficulties that may impact PP learners and have plans in place to support these.</p> <p>September 2023 Review</p> <p>Pupil premium attendance figures showed a reduced gap of 2.07% between disadvantaged and non-disadvantaged children. PP children’s attendance was at 94.4 % (Non PP 96.2%)</p> <p>There are currently 20 families persistently absent: 13 Pupil Premium and 7 non Pupil Premium. Action taken included 10 warning letters and 10 penalty notices issued.</p> <p>Action: Close monitoring of attendance and punctuality to continue. The Attendance Admin Officer will report weekly to SLT during VCT meetings and monthly to the HT.</p>
Parents/carers of PP pupils are engaged in school, aware of their child’s learning and understand how to support their child	<p>The attendance of PP parents/carers at Parents’ Evenings is at or above that of non -disadvantaged learners.</p> <p>Parent /carers surveys show engagement and satisfaction with school and school life.</p> <p>The school website will be user friendly and accessible, and parents/carers directed towards this for support.</p> <p>September 2023 Review</p> <p>Parent attendance at parents’ evenings (Years EYFS 1, 3,4 and 5) improved in comparison to Years 2 and 6 earlier in the school year. However, 44% more parents of non -disadvantaged children attended than disadvantaged children.</p> <p>Action: reissuing of parent/carer surveys</p> <p>Action: Update of website</p>
All staff are clear and understanding about the needs of disadvantaged children in their classes. Sustained high quality first teaching in reading, writing and maths to improve outcomes for disadvantaged children	<p>Teachers and TA will be able to describe the attainment and progress of disadvantaged children in their class.</p> <p>Subject leaders will be able to describe the attainment and progress of disadvantaged children in their subject area.</p> <p>September 2023 Review</p>

	<p>Class teachers and TAs are aware of PP children in their class / key phase. However, more robust focus is needed in terms of the identification of individual needs (in classes and in particular subjects), the implementation of strategies to support and ensure progress, and the monitoring by SLT.</p> <p>Action: Class teachers and Subject leaders to monitor progress of PP children</p>
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Activity Academic Years 2021/ 2024

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: £19,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bought in Speech and Language provision and staff CPD £13,500</p> <p>CPD / Resources Think Equal costs KS1 Colourful Semantics Language in the Environment Boxall £565</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p> <p>Underpinning the reforms to the Early Years Foundation Stage is the aim of reducing the language gap between children from language-rich homes and others. The progress of these children depends on adults engaging them in high-quality dialogue and direct teaching</p> <p>Oral Language Interventions EEF; https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://news.mit.edu/2018/conversation-boost-childrens-brain-response-language-0214</p> <p>Early Years Toolkit: C&L approaches https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2, 3, 7
<p>Internal provision of staff CPD In-house training provided by SLT</p> <p>SLT costs £5000</p>	<p>Internal CPD focuses on 3 recommendations:</p> <ol style="list-style-type: none"> 1. When designing and selecting professional development, focus on revisiting prior learning, goal setting, providing feedback, and action planning. 2. Ensuring *that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. 3. Implementing professional development programmes with care, taking into consideration the context and needs of the school. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>EEF reports highlight the impact on leadership on the quality of teaching across their Toolkit of approaches. The SLT are focussed on developing teachers and removing administrative and non-teaching tasks whilst providing high-quality support and CPD.</p>	1,2,7

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

Budgeted cost: £165,936

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutor - 4 days a week £31,616</p> <p>Teaching Assistants: support from teaching assistants supplements teaching from teachers. Delivering targeted interventions to individual pupils or small groups £63,015</p> <p>Reading support Above + Training £1000 <i>Particular focus on small group children in receipt of pupil premium funding not making progress in reading</i></p> <p>Ensure that pupils have access to quality first teaching at all points of the school day, particularly during PPA. In KS1 and KS2 PPA will be covered by staff with QTS. £67,305</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school through drop ins, book trawls, data analysis and team teaching to support new staff TS costs out of class – CPD and monitoring £3000</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups: Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF Improving Literacy in KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Use high quality targeted support to help all children learn mathematics https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1671181694</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading</p> <p>Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension</p> <p>Improving the quality of teaching and having an 'outstanding' teacher in every classroom. All teaching staff are confident in the delivery and planning of the curriculum which meets the needs of all pupils, including those who are disadvantaged</p> <p>All teaching staff are confident in the delivery and planning of their maths curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school.</p>	<p>1, 2, 7</p>

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

Budgeted cost: £41,321

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Social and Emotional learning strategies</i></p> <p>Ed Psych and SALT professional services</p> <p>Bridgelea support costs £9150</p> <p>Additional staffing costs for engagement and attendance admin responsibilities £28,145</p> <p>Additional wellbeing support (breakfast bagels, KS2 fruit, Magic Breakfast support + staffing £4026</p>	<p>SEL EYFS and primary toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve our pastoral support team developing and implementing procedures.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-Children</p>	<p>1,2,3,4, 5</p>

Total budgeted cost: £226,322

Appendix 1

Statutory results 2023

EYFS - Communication and Language

School Summary:

School Context:	School			Manchester		National	
	2019	2022	2023	2023	2023		
Number on roll	360	319	320				
% FSM	31.9%	47.4%	46.2%	42.2%	23.8%		
% EAL	27.2%	27.4%	27.4%	44.0%	20.2%		
% non White British	69.7%	75.5%	75.0%	69.4%	37.4%		
% SEND	3.0%	6.8%	8.6%	17.6%	17.1%		
% EHC Plan	1.7%	3.1%	3.9%	3.1%	4.2%		

Early Years Foundation Stage:

	School			Manchester		National	
	2019	2022	2023	2023	2023		
Good Level of Development	72.7%	85.7%	81.6%	68.0%	87%		
Prime Early Learning Goals	72.7%	46.4%	70.0%	65.0%	75%		
Specific Learning Goals	72.7%	39.7%	39.6%	36.4%	67%		
Average PFM Score	30.9	28.1	30.2	29.6			

Year 1 Phonics:

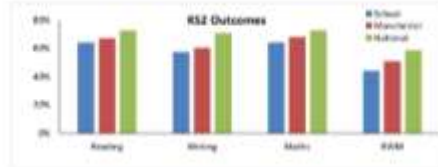
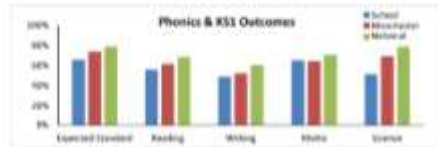
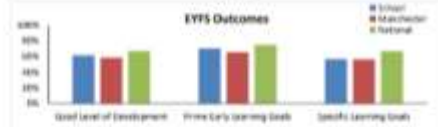
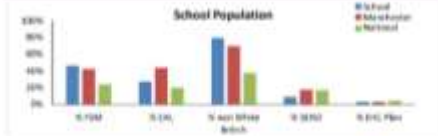
Expected Standard	School			Manchester		National	
	2019	2022	2023	2023	2023		
Expected Standard	77.2%	43.2%	63.7%	73.0%	79%		

KS1:

	School			Manchester		National	
	2019	2022	2023	2023	2023		
Reading	60.0%	44.2%	55.6%	61.4%	68%		
Writing	75.6%	23.3%	46.6%	52.0%	60%		
Maths	77.6%	23.3%	60.1%	64.1%	70%		
Science	80.0%	16.1%	31.2%	69.3%	78%		

KS2:

	School			Manchester		National	
	2019	2022	2023	2023	2023		
Reading	61.4%	67.4%	64.6%	67.3%	73%		
Writing	83.8%	39.5%	57.8%	60.8%	71%		
Maths	77.3%	65.8%	64.6%	68.3%	73%		
GSAT	66.8%	31.4%	44.4%	61.0%	69%		



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Results by group	Cohort	Prime Learning Goals			Specific Learning Goals			Good Level of Development			National - 2023		Average Points Score		
		2019	2022	2023	2019	2022	2023	2019	2022	2023	Same	Comp.	2019	2022	2023
All Pupils	46	72.7%	46.4%	70.0%	72.7%	33.7%	68.8%	72.7%	68.7%	61.4%	67.2%	67.2%	28.4	28.1	30.3
Boys	20	75.0%	30.0%	54.3%	75.0%	13.3%	60.0%	75.0%	75.0%	67.1%	60.8%	60.8%	30.8	28.4	28.7
Girls	16	70.0%	70.0%	81.3%	70.0%	51.3%	68.8%	70.0%	61.0%	68.3%	74.2%	74.2%	31.1	31.3	31.3
FSM	15	64.3%	62.0%	73.3%	64.3%	23.0%	53.3%	64.3%	37.0%	60.0%	61.6%	61.6%	28.1	28.3	30.8
FSM Ever 6	13	64.3%	62.0%	76.9%	64.3%	25.0%	53.8%	64.3%	37.8%	61.0%	62.0%	62.0%	28.7	28.9	31.2
CLA	1										45.8%	45.8%			
SEN Support	4		0.0%	25.0%		0.0%	0.0%		0.0%	25.0%	24.4%	24.4%	17.0	21.0	
EHC Plan	2										3.8%	3.8%			
No SEN	30	74.4%	52.0%	76.3%	74.4%	40.0%	69.2%	74.4%	40.0%	65.8%	74.2%	74.2%	31.2	29.2	31.4
EAL	12	57.1%	67.0%	73.3%	57.1%	16.7%	60.0%	57.1%	50.0%	68.3%	63.4%	63.4%	28.0	28.3	30.9

Appendix 2

KS2: % Achieving Expected standard, by pupil group

	School			National 2023	
	2019	2022	2023	Score	Comp.
All Pupils	81.4%	87.4%	88.6%	73.2%	73.2%
Boys	80.0%	86.0%	86.6%	70.0%	70.0%
Girls	79.2%	78.0%	80.2%	70.0%	70.0%
Disadvantaged	47.6%	60.0%	62.0%	40.0%	38.0%
Free School Meals (FSM)	73.0%	78.0%	80.7%	70.0%	70.0%
FSM Disadvantaged	53.0%	70.0%	69.2%	50.0%	50.0%
ESOL	-	-	-	-	-
SEN Support	0.0%	0.0%	0.0%	45.0%	45.0%
Look After	-	-	-	10.0%	10.0%
Non-SEN	89.2%	78.4%	86.3%	82.0%	82.0%
ESOL	80.0%	71.4%	81.0%	80.0%	80.0%
Male	82.3%	86.0%	86.0%	-	-
Non-Male	81.4%	71.1%	80.0%	-	-

KS2: % Achieving Expected standard, by pupil group

	School			National 2023	
	2019	2022	2023	Score	Comp.
All Pupils	77.3%	82.8%	84.4%	70.0%	70.0%
Boys	75.0%	80.8%	80.2%	70.0%	70.0%
Girls	82.3%	85.4%	87.0%	72.0%	72.0%
Disadvantaged	71.4%	82.2%	84.2%	60.0%	70.0%
Free School Meals (FSM)	82.4%	78.0%	78.2%	70.0%	70.0%
FSM Disadvantaged	73.3%	82.8%	82.2%	50.0%	77.0%
ESOL	-	-	-	-	-
SEN Support	80.0%	0.0%	0.0%	40.0%	70.0%
Look After	-	-	-	10.0%	10.0%
Non-SEN	78.0%	73.2%	79.7%	80.0%	80.0%
ESOL	88.7%	87.1%	78.0%	77.0%	71.0%
Male	80.7%	80.0%	82.0%	-	-
Non-Male	79.0%	80.8%	87.8%	-	-

Writing: % achieving Expected Standard

	School			National 2023	
	2019	2022	2023	Score	Comp.
All Pupils	81.8%	88.5%	87.8%	71.2%	71.2%
Boys	79.0%	79.4%	80.2%	60.0%	60.0%
Girls	81.7%	88.2%	73.7%	70.0%	70.0%
Disadvantaged	81.0%	85.1%	80.0%	60.0%	77.0%
Free School Meals (FSM)	82.2%	88.0%	86.7%	77.0%	77.0%
FSM Disadvantaged	88.7%	83.8%	87.8%	80.0%	77.0%
ESOL	-	-	-	-	-
SEN Support	80.0%	0.0%	0.0%	34.0%	71.0%
Look After	-	-	-	12.2%	71.0%
Non-SEN	85.0%	88.5%	85.4%	80.0%	83.0%
ESOL	86.7%	83.8%	88.2%	71.0%	71.0%
Male	100.0%	80.0%	80.0%	-	-
Non-Male	80.0%	88.5%	89.0%	-	-

Writing: % achieving Expected Standard

	School			National 2023	
	2019	2022	2023	Score	Comp.
All Pupils	86.8%	82.8%	84.4%	80.0%	80.0%
Boys	85.0%	77.8%	82.3%	80.0%	80.0%
Girls	79.0%	83.2%	87.4%	80.0%	80.0%
Disadvantaged	82.0%	77.4%	77.0%	64.0%	80.0%
Free School Meals (FSM)	88.4%	80.0%	82.4%	80.0%	80.0%
FSM Disadvantaged	86.7%	77.8%	88.1%	80.0%	80.0%
ESOL	-	-	-	-	-
SEN Support	0.0%	0.0%	0.0%	24.0%	80.0%
Look After	-	-	-	0.0%	80.0%
Non-SEN	88.8%	87.8%	84.8%	80.0%	80.0%
ESOL	80.0%	82.8%	88.0%	80.0%	80.0%
Male	85.0%	80.0%	82.0%	-	-
Non-Male	88.8%	81.8%	87.8%	-	-

Appendix 3 Behaviour

Exclusions:

	School			Manchester	National
	2019	2022	2023	2023	2022
Permanent Exclusions:					
Number	0	0	1	23	
% of school population	0.00%	0.00%	0.30%	0.04%	0.02%
Fixed Term Exclusions:					
Number	12	31	8	784	
% of school population	3.33%	9.75%	2.43%	1.43%	0.67%

1 x permanent exclusion - Pupil Premium
 8 x suspensions 7 x Pupil Premium children 0 x Non PP children

Appendix 4 Attendance at After School clubs

Appendix 5 Attendance and Punctuality

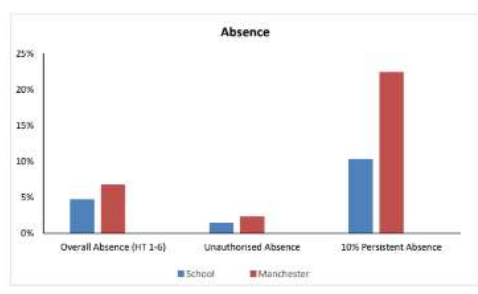
3439 St Dunstan's RC Primary School

Absence:

	School			Manchester	National
	2019	2022	2023	2023	HT1-4 2022/23
Overall Absence (HT 1-6)	3.10%	4.29%	4.74%	6.81%	6.19%
Unauthorised Absence	0.86%	1.20%	1.50%	2.37%	1.17%
10% Persistent Absence	6.27%	12.50%	10.34%	22.41%	18.21%

Exclusions:

	School			Manchester	National
	2019	2022	2023	2023	2022
Permanent Exclusions:					
Number	0	0	1	23	
% of school population	0.00%	0.00%	0.30%	0.04%	0.02%
Fixed Term Exclusions:					
Number	12	31	8	784	
% of school population	3.33%	9.75%	2.43%	1.43%	0.67%



In-house data:

Attendance: PP children 94.4% Non PP children 96.2%

Persistent absence: 20 PP children 13 non PP children

Punctuality: PP children 2.86% Non PP children 0.83%

Appendix 6 Attendance at parents' evenings

PP - 39.5%

NON PP - 62%