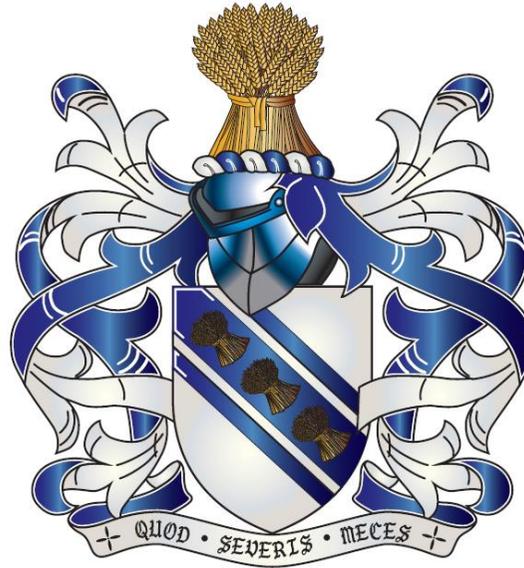


# The Bliss Charity School



*The Bliss Charity School aims to provide a caring, secure and enriching experience;  
each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.*

## **School Improvement: *Pupil Premium Strategy***

2020-2021

## The Bliss Charity School: Pupil Premium Strategy (2020-2021)

The Pupil Premium is an additional grant paid to schools to:

- raise the attainment of disadvantaged pupils of all abilities to reach their potential.
- support children and young people with parents in the regular armed forces.

<b>Summary information</b>					
<b>School</b>	The Bliss Charity School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£43,245	<b>Date of most recent PP review</b>	January 2021
<b>Total number of pupils</b>	192	<b>Number of pupils eligible for the PP</b>	30 (16%)	<b>Date for next internal review of this strategy</b>	July 2021

Disadvantaged pupils are ...

- A.** Children currently entitled to free school meals (FSM) due to the family being on income support – this is not the same as universal infant free school meals. This is £1,345 per child.
- B.** Children who were entitled to free school meals at any point in the last six years (Ever 6 FSM). This is £1,345 per child.
- C.** Children in care (Looked After Children – LAC). This is £2,345 per child and called Pupil Premium Plus. This grant is managed by the Virtual School Head (VSH) and devolved to schools via an Electronic Personal Education Plan (ePEP).
- D.** Children who left care through adoption or another formal route (Post-LAC). This is £2,345 per child and called Pupil Premium Plus. This grant is devolved directly to schools just like the Pupil Premium.

Pupils from military families attract additional funding:

- E.** The service premium is extra funding for schools to support children and young people with parents in the armed forces. £310 per year is allocated to schools for each child recorded as Ever 6 Service.

Reception					Year 1					Year 2					Year 3					Year 4					Year 5					Year 6				
A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
2			1		3			1		1						1		1	1	3			1	1	4	4			1	2	1	1	1	
3					4					1					3					5					9					5				
<b>TOTAL (whole school): 30</b>																																		

<b>Section 2: Attainment</b>			
<b>KS2 2019</b>	<i>All pupils</i>	<i>Disadvantaged pupils</i>	<i>National benchmark (Non-disadvantaged)</i>
% achieving the expected standard – or above – in reading, writing and maths	89	100	71
% achieving the expected standard – or above – in reading	89	100	78
% achieving the expected standard – or above – in writing	89	100	83
% achieving the expected standard – or above – mathematics	93	100	84
<b>% achieving the higher standard in reading, writing and maths</b>			
% achieving the higher standard in reading	48	50	31
% achieving the higher standard in writing	37	50	24
% achieving the higher standard in mathematics	56	75	32
<b>KS1 2019</b>	<i>All pupils</i>	<i>Disadvantaged pupils</i>	<i>National benchmark (Non-disadvantaged)</i>
% achieving expected standard – or above – in reading	86	80	78
% achieving expected standard – or above – in writing	86	80	73
% achieving expected standard – or above – in mathematics	82	80	79
<b>% achieving the higher standard in reading</b>			
% achieving the higher standard in reading	27	0	28
<b>% achieving the higher standard in writing</b>			
% achieving the higher standard in writing	23	20	17
<b>% achieving the higher standard in mathematics</b>			
% achieving the higher standard in mathematics	27	0	24

<b>Section 3: <i>Barriers to Future Attainment</i></b>	
<b>In-school barriers</b>	
<b>A</b>	Ability to deduce and infer meaning from texts.
<b>B</b>	Gaps in prior learning for some disadvantaged pupils.
<b>C</b>	Greater challenge and support needed for more able disadvantaged pupils.
<b>External barriers</b>	
<b>D</b>	Low attendance for some disadvantaged pupils.

<b>Section 4: <i>Outcomes</i></b>		
	<b><i>Desired outcomes</i></b>	<b><i>Success criteria</i></b>
<b>A</b>	Pupils have the ability to identify and extract evidence to support less obvious answers from the texts they read; and they develop the ability to respond to deductive and inferential comprehension in a range of formats.	The attainment of disadvantaged pupils (at the expected standard and at the higher standard) in reading is broadly in-line with that of non-disadvantaged pupils.
<b>B</b>	Pupils receive timely intervention and extra-support so that key knowledge, skills and understanding in the core subjects (reading, writing and mathematics) can be over-learned and retained.	The attainment of disadvantaged pupils (at the expected standard) in reading, writing and mathematics is broadly in-line with that of non-disadvantaged pupils.
<b>C</b>	More able pupils receive the challenge needed to think more deeply and critically, mastering the knowledge, skills and understanding in the core subjects (reading, writing and mathematics) at a higher level.	The attainment of disadvantaged pupils (at the higher standard) in reading, writing and mathematics is broadly in-line with that of non-disadvantaged pupils.
<b>D</b>	Increased attendance rates for pupils eligible for the Pupil Premium.	The attendance of disadvantaged pupils is broadly in-line with that of non-disadvantaged pupils.

## Section 5a: Planned Expenditure - Quality Teaching for All

Desired outcome	Approach <i>NEW or continued?</i>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Ley lead(s) & monitoring arrangements	Targeted pupils
A. Deductive and inferential reading. B. Gaps in learning. C. Challenge.	<u>Continued:</u> <i>'Class Achievement Planning' (CAPs).</i>	Precise and timely 'assessment, progress-tracking and intervention-planning' – at a class level – is a proven, successful strategy in identifying and meeting the needs of all pupils so they receive appropriate support/challenge in order for them to progress further and attain higher.  The Bliss Charity School's 'Class Achievement Planning' system aims to utilise teachers and teaching assistants most effectively, targeting support/challenge <i>where</i> it is needed and <i>when</i> it is needed and <i>how</i> it is needed.  Identifying <i>where, when and how</i> greater progress and higher attainment will be achieved for disadvantaged pupils is a core feature of this system.	<ul style="list-style-type: none"> <li>'Class Achievement Plans' to be used as the primary intervention-planning tool for all groups of children, with support/challenge for disadvantaged pupils at its core.</li> <li>'Class Achievement Planning' to be completed by all class teachers at the beginning of Terms 1/3/5: <ul style="list-style-type: none"> <li>September</li> <li>January</li> <li>April</li> </ul> </li> <li>'Class Achievement Planning' to be monitored as part of the school's monitoring cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Progress and attainment tracking conducted by S. Carter (HT) at the end of Terms 2/4/6: <ul style="list-style-type: none"> <li>December</li> <li>March</li> <li>July</li> </ul> </li> <li>Monitored by the Class-linked Governors, the PP-Link Governor and the Full Governing Body.</li> </ul>	All pupils, with a specific focus on achievement equality between boys/girls, prior attainment groups (PAGs), disadvantaged/non-disadvantaged and SEND/non-SEND.
<b>Cost to the PPG</b>					<b>£261</b>
A. Deductive and inferential reading. B. Gaps in learning. C. Challenge.	<u>Continued:</u> <i>Guided reading to focus on developing pupils' reading comprehension beyond the literal.</i>  <u>NEW:</u> <i>Differentiated, topic-linked guided reading in Years 2/3/4/5/6.</i>	Explicit teaching of deductive and inferential reasoning is central to pupils achieving the more demanding requirements of reading comprehension at the end of KS2. Only by modelling deductive and inferential strategies/responses as part of literacy lessons/guided reading – and giving pupils experience of the range of different verbal and written question formats that deductive and inferential questioning can take – will they develop higher level comprehension skills.  The 'Education Endowment Foundation (EEF) Toolkit' shows that teaching specific reading comprehension strategies, such as inferring the meaning from context, improves learning by an additional six months progress over the course of a year.	<ul style="list-style-type: none"> <li>Write additional topic-linked comprehension units for Years 2/3/4/5/6 so that guided reading is differentiated effectively for all learners.</li> </ul>	<ul style="list-style-type: none"> <li>Topic-linked guided reading units to be written by S. Carter (HT).</li> <li>Topic-linked guided reading to be taught by all KS2 class teachers.</li> <li>Impact monitored by S. Carter (HT) as part of tracking cycle (end of Terms 2/4/6).</li> <li>Monitored by the Class-linked Governors, the PP-Link Governor and the Full Governing Body.</li> </ul>	All pupils, including those eligible for PP.
<b>Cost to the PPG</b>					<b>£435</b>
<b>Total budgeted cost for 'Quality Teaching for All'</b>					<b>£696</b>

## Section 5b: Planned Expenditure – Targeted Support

Desired outcome	Approach <i>NEW or continued?</i>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Ley lead(s) & monitoring arrangements	Targeted pupils
A. Deductive and inferential reading. B. Gaps in learning. C. Challenge.	<u>Continued:</u> <i>Part-funding additional adults in every classroom so effective support and challenge can be provided for all pupils.</i>	Research by the <i>EEF</i> ('Making the Best Use of Teaching Assistants', 2015) states that additional adults can be very effective when deployed and supported correctly.  Additional adult support in the classroom means that teachers can work directly to support specific groups of pupils and individuals most in need, including those eligible for PP from all prior attainment groups.	<ul style="list-style-type: none"> <li>Class teachers to deploy and support teaching assistants in line with <i>EEF</i> recommendations.<sup>1</sup></li> <li>Teaching assistant provision to be used to allow class teachers to work with those pupils in need of support/challenge, including those eligible for PP.</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers to deploy and support TAs effectively.</li> <li>CAPs to reference how adults are being used to support/challenge pupils, including those eligible for PP.</li> <li>Monitored by the PP-Link Governor and the Full Governing Body.</li> </ul>	All pupils, with a specific focus on achievement equality disadvantaged/ non-disadvantaged.
<b>Cost to the PPG</b>					<b>£23,217</b>
A. Deductive and inferential reading. B. Gaps in learning. C. Challenge.	<u>Continued:</u> <i>Focused group English and mathematics tuition for lower attaining pupils with an experienced teacher.</i>	Some pupils eligible for PP need small group tuition to close the attainment gap in English and mathematics.  The <i>EEF</i> Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs. As a result, small group tuition can improve learning by an additional four months' progress over the course of a year.	<ul style="list-style-type: none"> <li>Small group provision (1:10) will be provided for children from the low/middle prior attainment groups to allow them to 'over-learn', address misconceptions and retain key knowledge, skills and understanding.</li> <li>More able pupils who remain in the whole class setting (2:20) will undertake learning at a higher level and a greater pace.</li> <li>Additional teaching time to be financed from the PP budget.</li> </ul>	<ul style="list-style-type: none"> <li>S. Carter (HT) to plan, teach and assess small group tuition for reading, writing and mathematics in Year 6.</li> <li>Impact monitored by S. Carter (HT) as part of tracking cycle (end of Terms 2/4/6).</li> <li>Monitored by the Class-linked Governor, the PP-Link Governor and the Full Governing Body.</li> </ul>	All pupils in Year 6, with a specific focus on achievement equality disadvantaged/ non-disadvantaged.
<b>Cost to the PPG</b>					<b>£2,256</b>

<sup>1</sup> *EEF* – 'Making the Best Use of Teaching Assistants' (2015)

- I. TAs should not be used as an informal teaching resource for low attaining pupils.
- II. Use TAs to add value to what teachers do, not replace them.
- III. Use TAs to help pupils develop independent learning skills and manage their own learning.
- IV. Ensure TAs are fully prepared for their role in the classroom.
- V. Use TAs to deliver high-quality one-to-one and small group support using structured interventions.
- VI. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction.
- VII. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.

<p>B. Gaps in learning.</p> <p>C. Challenge.</p>	<p><u>Continued:</u> <i>Focused group provision for the 'Every Child Counts: Success@Arithmetic' intervention.</i></p>	<p>Some pupils eligible for PP need targeted support to close the attainment gap in mathematics. Specifically, this needs to centre on number fluency and automaticity in age-related calculation, so attention can then be focused on reasoning and the problem-solving process.</p> <p>The 'Every Child Counts: Success@Arithmetic' intervention programme has proven to be effective in raising attainment in other settings: Over 8,000 pupils in Years 4 - 11 have been supported by 'Every Child Counts: Success@Arithmetic' in 1,500 schools ...</p> <ul style="list-style-type: none"> <li>• They made an average number-age gain of 17.5 months in 4.5 months – almost 4 times the expected rate of progress.</li> <li>• 92% of pupils achieved national expectations at the end of their school year, despite not being originally predicted to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the 'Every Child Counts: Success@Arithmetic' programme with selected pupils in Year 5, including those eligible for PP.</li> <li>• More able pupils who remain in the whole class setting will undertake learning at a higher level and a greater pace.</li> <li>• The 'Every Child Counts: Success@Arithmetic' programme adheres to the recommendations made by the <i>EEF</i> on the use of teaching assistants in delivering effective, structured interventions out of class.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Every Child Counts: Success@Arithmetic' delivered by L. Anderson (HLTA).</li> <li>• Identification and timetabling of pupils for the 'Every Child Counts: Success@Arithmetic' programme carried out by O. Thompson (DHT) and L. Anderson (HLTA).</li> <li>• Impact monitored by S. Carter (HT) as part of tracking cycle (end of Terms 2/4/6).</li> <li>• Monitored by the Class-linked Governors, the PP-Link Governor and the Full Governing Body.</li> </ul>	<p>All pupils in Year 5, with a specific focus on achievement equality disadvantaged/ non-disadvantaged.</p>
<b>Cost to the PPG</b>					<b>£5,249</b>
<p>A. Deductive and inferential reading.</p> <p>B. Gaps in learning.</p> <p>C. Challenge.</p>	<p><u>Continued:</u> <i>Personal mentoring programme for all children eligible for PP funding.</i></p>	<p>All pupils eligible for PP funding in 2020-2021 will receive at least six mentoring sessions throughout the school year (one per term) to address 'gaps in learning' or 'next steps'.<sup>2</sup></p> <p>This bespoke, personalised learning approach will focus on the specific needs of the individuals. It might include academic support/challenge, e.g. one-to-one handwriting sessions, times-tables practice or sentence formation coaching. Or, it might focus on personal development, e.g. addressing self-esteem issues or organisational difficulties.</p> <p>The <i>EEF</i> states that pupils from disadvantaged backgrounds can benefit by five months additional progress through one-to-one tuition.</p>	<ul style="list-style-type: none"> <li>• S. Carter (HT) to share expectations regarding the role of the PP Mentor (L. Anderson) for 2020-2021.</li> <li>• Weekly time dedicated for PP Mentoring.</li> <li>• PPG to be used to pay for PP Mentoring sessions, with adequate time for co-ordination and PPA.</li> <li>• Time at the beginning of the year for the PP Mentor to meet with all the class teachers and discuss 'barriers to learning' and set the focus for initial mentoring sessions.</li> <li>• PP Mentor to establish a 'Pupil Premium Tracker' to record coverage of PP Mentoring sessions and assess impact of personalised learning.</li> </ul>	<ul style="list-style-type: none"> <li>• S. Carter (HT) to oversee PP Mentoring: <ul style="list-style-type: none"> <li>- Observe a sample of sessions.</li> <li>- Monitor the 'Pupil Premium Tracker'.</li> <li>- Monitor disadvantaged progress and attainment as part of tracking cycle (end of Terms 2/4/6).</li> </ul> </li> <li>• Monitored by the PP-Link Governor and the Full Governing Body.</li> </ul>	<p>All disadvantaged pupils.</p>
<b>Cost to the PPG</b>					<b>£3,822</b>

<sup>2</sup> Due to the coronavirus restrictions, personal mentoring for children eligible for Pupil Premium funding will initially take place within class 'bubbles', while the coronavirus restrictions apply. During this time, the Pupil Premium Mentor (L. Anderson) will co-ordinate provision, which will be delivered 'in class' either by the class teacher or the class teaching assistant(s).

<p>A. Deductive and inferential reading.</p> <p>B. Gaps in learning.</p> <p>C. Challenge.</p>	<p><u>Continued:</u> After-school weekly 'KS2 Homework Club' for selected children eligible for PP funding.<sup>3</sup></p>	<p>Selected KS2 pupils eligible for PP funding in 2020-2021 will be invited to an after-school 'Homework Club' to provide extra support for the completion of home learning tasks.</p> <p>As well as providing consistent additional support that will have an impact on fluency and retention of key facts and skills, the successful completion of home learning tasks at 'Homework Club' will boost self-esteem and confidence. 'Homework Club' is also designed to develop the organisational skills needed for a successful transition into secondary education.</p> <p>'Homework Club' will provide a further forum for pupils eligible for PP to achieve through personalised learning and individualised instruction as dedicated adult support in this small group setting will be available to address the specific needs of the individual learners.</p> <p>Research by the <i>EEF</i> suggests that pupils who do homework tend to be more successful. However, the <i>EEF</i> case study into the effectiveness of primary homework shows that this strategy is reliant on parental involvement and support. The 'Homework Club' is designed to ensure selected children always have adult support for consolidation and extension exercises to complete outside of school hours.</p>	<ul style="list-style-type: none"> <li>• PPG to be used to pay for the PP Mentor (L. Anderson) to organise and run the after-school 'Homework Club' every Monday afternoon.</li> <li>• PP Mentor to identify children from KS2 who would benefit from 'Homework Club' – lower attaining pupils and/or those eligible for PP funding.</li> </ul>	<ul style="list-style-type: none"> <li>• S. Carter (HT) to oversee 'Homework Club': <ul style="list-style-type: none"> <li>- Observe a sample of sessions.</li> <li>- Monitor disadvantaged progress and attainment as part of tracking cycle (end of Terms 2/4/6).</li> </ul> </li> <li>• Monitored by the PP-Link Governor and the Full Governing Body.</li> </ul>	<p>Lower attaining pupils, including disadvantaged pupils.</p>
<b>Cost to the PPG</b>					<b>£1,574</b>
<b>Total budgeted cost for 'Targeted Support'</b>					<b>£37,114</b>

<sup>3</sup> Since 'Homework Club' would operate across COVID-secure 'bubbles', this provision will take place once the coronavirus restrictions allow.

## Section 5c: Planned Expenditure – Other Approaches

Desired outcome	Approach <i>NEW or continued?</i>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Ley lead(s) & monitoring arrangements	Targeted pupils
D. Low attendance for some pupils.	<u>Continued:</u> <i>Monitoring of disadvantaged attendance; and incentives for higher attendance (class and individual awards).</i>	<p>Greater progress and higher attainment for disadvantaged pupils can only be achieved if they are present in school. Absence reduces school hours and contributes to attainment differences between disadvantaged pupils and non-disadvantaged pupils.</p> <p>Close tracking of attendance for this group is needed as it was identified as a weakness in the <i>Inspection Dashboard 2016</i> – lowest 10%. Moreover, persistent absence for disadvantaged children in 2015-2016 (15.4%) was in the highest 10% nationally and identified as a weakness in the <i>Inspection Dashboard 2016</i>.</p> <p>National comparison data – <i>ASP: School Performance Summary 2019</i> and the <i>Inspection Summary Dashboard Report 2019</i> – recognised that ‘persistent absence for pupils in receipt of free school meals (0.0%) was in the lowest 20% of all schools in 2019, as well as in 2018 and 2017.’ Therefore, existing school systems (outlined here in Section 5c) will continue to be used to address the in-school gap between the attendance of disadvantaged pupils and non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>Weekly monitoring of class attendance with Class Champions each week as part of the Monday HT assembly.<sup>4</sup></li> <li>Termly attendance feature in the whole-school newsletter (six times per year).</li> <li>E-card for 100% attendance at the end of each term.</li> <li>Prizes and certificates for children achieving 100% attendance at the end of the year.</li> <li>Medals for the class with the highest attendance at the end of the year.</li> <li>Termly attendance meetings (HT and School Secretary) to identify persistent absentees (whole-school, with a focus on disadvantaged pupils).</li> <li>Low attendance letters to be sent home when absence goes below the threshold.</li> <li>Attendance information to be added to the school website and kept up-to-date.</li> </ul>	<ul style="list-style-type: none"> <li>E. Howard (School Secretary) to monitor attendance on a weekly basis for classes and for those individuals issued with attendance improvement notifications.</li> <li>S. Carter (HT) and E. Howard (School Secretary) to meet on a termly basis to analyse attendance figures and communicate with parents when attendance is below – or close to going below – the threshold.</li> <li>Monitored by the Full Governing Body.</li> </ul>	All pupils, with a specific focus on attendance equality between disadvantaged/non-disadvantaged.
<b>Cost to the PPG</b>					<b>£125</b>
B. Gaps in learning. C. Challenge. D. Low attendance for some pupils.	<u>Continued:</u> <i>Create a disadvantaged fund for school trips and extra-curricular activities.</i>	Providing financial assistance to disadvantaged families for extra-curricular activities (including trips, clubs and music tuition) – so that pupils eligible for PP can take advantage of all that The Bliss Charity School has to offer – will have an impact on attitudes towards school and learning, aspiration, achievement and attendance.	<ul style="list-style-type: none"> <li>Budget to be established by L. Adey (Bursar) so that pupils eligible for PP can access funding for extra-curricular activities where additional payment is required.</li> </ul>	<ul style="list-style-type: none"> <li>L. Adey (Bursar) to lead and manage the disadvantaged fund.</li> <li>S. Carter (HT) and L. Adey to monitor and evaluate the success of the disadvantaged fund.</li> <li>Monitored by the Full Governing Body.</li> </ul>	Disadvantaged pupils.
<b>Cost to the PPG</b>					<b>£5,000</b>
<b>Total budgeted cost for ‘Other Approaches’</b>					<b>£5,125</b>

<sup>4</sup> In light of the coronavirus outbreak, the use of the school’s weekly, termly and annual awards will be suspended initially, in order to aid compliance with clinical and/or public health advice. The Senior Leadership Team (SLT) will reinstate these awards – or a version of these awards – at an appropriate time.

### **Section 5d: *Planned Expenditure – Summary***

- In 2020-2021, The Bliss Charity School will receive a Pupil Premium Grant of £43,245.
- 2020-2021 expenditure = £42,239
- Projected underspend of £1,006 to be carried forward.

## Section 6: Implementation Review (January 2021)

<b>Attainment</b>	<i>All pupils</i>	<i>Disadvantaged pupils</i>
% on-track to achieve the expected standard – or above – in reading	81	57
% on-track to achieve the expected standard – or above – in writing	80	57
% on-track to achieve the expected standard – or above – in mathematics	81	60
% on-track to achieve the higher standard in reading	31	13
% on-track to achieve the higher standard in writing	24	10
% on-track to achieve the higher standard in mathematics	27	13

<b>Progress</b>	<i>All pupils</i>	<i>Disadvantaged pupils</i>
% achieving making expected – or above expected – progress in reading	88	78
% achieving making expected – or above expected – progress in writing	87	63
% achieving making expected – or above expected – progress in mathematics	88	78

### **Commentary:**

At all levels, progress is lower than this time last year. Whilst it is important to note that the starting point for this progress calculation is the projected attainment judgements made by teachers at the end of the previous academic year (which may have been too high for some), there is a gap between the progress of disadvantaged pupils compared to all children which is cause for concern. It appears, therefore, that the most vulnerable learners have been affected disproportionately by the disruptions to schooling in 2020. Continuing to focus ‘catch-up’ provision on accelerating the progress and raising the attainment of disadvantaged children at Bliss will continue to be the priority for the rest of the academic year. Closing this gap will be a key feature of all Class Achievement Plans and Pupil Premium Mentoring in Terms 3-4.

<b>Attendance</b>		
<b>Year Group</b>	<b>All pupils</b>	<b>Disadvantaged pupils</b>
<b>Year 6</b>	97.9	95.9
<b>Year 5</b>	97.4	94.5
<b>Year 4</b>	97.2	97.3
<b>Year 3</b>	98.3	99.8
<b>Year 2</b>	98.2	96.7
<b>Year 1</b>	97.4	94.6
<b>Reception</b>	98.9	92.7
<b>WHOLE SCHOOL</b>	<b>97.9</b>	<b>95.7</b>

**Commentary:**

Attendance at all levels is significantly higher than this time last year.

There is an in-school gap between the attendance of disadvantaged pupils and non-disadvantaged pupils. However, while disadvantaged attendance (95.7%) is below the attendance of 'all pupils' at the school (97.9%) and 'all pupils' nationally (96.1%), it is still above the national attendance rate for disadvantaged pupils in 2018-2019 (94.6%).

National comparison data ('ASP – School Performance Summary 2019' and the 'Inspection Summary Dashboard Report 2019') recognises that persistent absence for pupils in receipt of free school meals at Bliss (0.0%) was in the lowest 20% of all schools in 2019, as well as in 2018 and 2017. Therefore, existing school systems (see above – Section 5c) – which have proven to be successful in recent years – will continue to be used to address the in-school gap between the attendance of disadvantaged pupils and non-disadvantaged pupils. Attendance improvement letters were issued in Term 2.

Mr S. Carter

Headteacher (January 2021)