Pupil premium strategy statement – Biscovey Primary Academy- Juniors

School overview

Detail	Data
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2025-2026/ **2026-2027**/ 2027-2028
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Katie Bullock
Pupil premium lead	Chanel Sanders
Governor / Trustee lead	Penny Shilston (Trustee - Chair of Trust Board)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109220
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*	£109220

Part A: Pupil premium strategy plan

Statement of intent

This strategy is written to benefit the children at both Biscovey Primary Academy- Infants and Nursery and Biscovey Primary Academy- Juniors. We work collaboratively to ensure that children are effectively supported through a well implemented strategy.

At Biscovey an inclusive culture and high expectations enable every child to thrive, regardless of their socio-economic background. Every child has the best start through the delivery of an ambitious curriculum. Our curriculum offer is specifically designed and enriched to meet the needs of pupils' and the local context of the schools. Through our approach children will build confidence and personal excellence that allows them to thrive in wider school life. An open and enthusiastic culture will ensure that positive relationships are formed with pupils and families. Our values; nurture, respect and ambition underpin everything that we strive to achieve.

The strategy outlines how we will achieve this using assessment effectively and implementing activities based on research.

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

Challenge number	Detail of challenge
1	Communication and Language Development Typically children enter the setting working below age related expectations for communication and language. Early identification of communication and interaction needs is paramount, enabling children to receive the support that they need within school and, where needed, from external agencies. Improving oracy will be a priority.
2	Writing Development Consistency in teaching of writing has been a priority and will continue to be a focus. To ensure that this positively impacts on the outcomes for pupils, moving into this academic year our aim is to further support disadvantaged pupils to thrive.
3	Reading development Early reading outcomes have improved significantly. Over the last three years disadvantaged pupils have achieved broadly in line with their peers. To sustain positive outcomes we continue to recognise the importance of the systematic teaching of phonics. There will be a focus on reading fluency, supporting children to become fluent readers once they have develop secure phonological awareness. Furthermore, pupils will be supported to develop a love of reading through the use of carefully selected texts.
4	Social and Emotional Well-being of pupils and families Whilst the school's Location Deprivation Indicator is in decile 4, within 30% to 40% or more deprived areas in England, many of our families live in our neighbouring LSOA, which is in the lowest 10% of neighbourhoods nationally. With this in mind, we are aware of the need in our area and of the support that our children and families need with their social and emotional well-being. Promoting effective relationships between home and school will be a priority to provide families with support.
5	Attendance

	Attendance and persistent absence has improved, through successful implementation of rigorous systems. We recognise that we will need to continue to address attendance concerns. Good attendance facilitates good outcomes for pupils.

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
Improve outcomes at the end of KS2 in writing for all pupils, including disadvantaged.	Professional development opportunities will support high-quality teaching and learning in writing. High-quality teaching will facilitate good outcomes for pupils. The teaching of grammar will underpin writing strategies. All pupils will make good progress in writing, evidenced through outcomes.
Relationships between home and school will be strong	Workshops will be well organised for all year groups and attended well. Parents will engage with school events and be supported in helping their children to make progress. Parents will give positive feedback on the school. Communication between school and home will be effective. Families will feel supported as part of the school community.
Improve communication and language	Children's early language development will be prioritised and need identified early. Interventions will be planned and delivered effectively to ensure progress for all pupils. Children will make good progress with their communication and language. A well-structured oracy approach will enable pupils to share their thinking and participate in discussions. Children will be able to communicate effectively in a range of learning situations.
Strong outcomes for reading and early reading development	The teaching of early reading will be prioritised. Systematic teaching of phonics will be well embedded in EYFS and KS1. Outcomes for pupils in KS1 Phonics Screen Check will be strong. Reading approaches in KS2 will support continued development and progress. A love of reading will be evident throughout the school.
Attendance and levels of persistent absence will continue to be a strength	Pupils attendance levels will remain broadly in line or above national averages. Persistent absence levels will be below national averages. Outcomes of pupils will reflect good attendance.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost £51011.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching of reading and early reading A systematic teaching approach to phonics will be followed. CPD will be given to staff regularly to ensure high-quality teaching and confidence in the delivery of phonics. CPD will be given in supporting teachers to develop fluency. Approaches to improve fluency will be embedded beyond the teaching of Read, Write Inc. A well structured VIPERs programme will be embedded in KS2, improving reading outcomes for pupils.	*The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read.* *Phonics approaches are consistently effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). However, it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. (EEF:2025)* *RWI is a proven approach and in school evidence of the program has identified that the program is highly effective, any extra intervention needed is a continuation of the RWI program. In addition, continual monitoring also enables pupils to be identified immediately, RWI teachers can ask for an assessment to be conducted at any point if they feel a child has progressed or dipped. Furthermore, RWI trained class TAs' can deliver quick snapshot intervention in class as necessary.* *The EEF states that; reading comprehension can be improved by teaching pupils specific strategies that they can apply both to monitor and overcome barriers to comprehension. (EEF:2021) The average impact of reading comprehension strategies is an additional seven months' progress over the course of a year. Successful approaches are carefully tailored to pupils' reading capabilities. Texts should provide an effective, but not overwhelming, challenge. (EEF:2025)* *Some disadvantaged pupils may have low prior attainment in reading. If a pupil is struggling to read, there could be a range of reasons, and a combination of approaches may be necessary. Careful diagnosis of the pupil's need should guide the way forward.(EEF:2025)*	3
High quality writing teaching *A consistent approach to the teaching of spelling will be*	*A child's writing and their language development mutually benefit when they are invited to craft writing amongst their teacher and peers every single day. Indeed, engaging in daily and meaningful talk and writing is one of the best ways*	2

adopted through the use of Grammarsaurus. *The writing curriculum will be modified to incorporate high-quality delivery of grammar. This will be implemented effectively to support children's progress in writing.* *Writing across the curriculum will be a focus for CPD, incorporating strategies used in writing lessons, including a talk for writing styled approach.* *A focus on the teaching or spelling and handwriting will support outcomes in writing.*	*to develop children's language (Mercer et al. 1999; Rojas-Drummond et al. 2008; Green et al. 2008; Parr et al. 2009; Fisher et al. 2010; Dix 2016; Reedy & Bearne 2021).* *The talk for writing approach naturally fosters a strong element of metacognition which the EEF has found supports pupils in making an average of 7 months progress.* *The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.(EEF: 2021)* *There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. (EEF 2021)*	
Communication and Language Development *Early identification and assessment on children's language development will be embedded.* *Daily Wellcomm lessons will be embedded across the EYFS, supporting children to make progress.* *High-quality interactions will support learners.* *Explicit teaching of vocabulary will extend children's communication and language skills.* *A whole school approach to oracy will be established to promote effective class based discussions and rich opportunities for classroom talk for all pupils.*	*Early literacy approaches have consistently been found to have a positive effect on early learning outcomes. Early literacy approaches typically increase children's learning by about four months. (EEF: 2023)* *Communication and language approaches typically have a very high impact and increase young children's learning by seven months.(EEF:2023)* *On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). (EEF:2025)* *Oracy is also important for future study, life and work... strong verbal communication also has clear benefits throughout life. (DFE, Curriculum and Assessment Review 2025).* *Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through structured discussion. The average impact of metacognition and self-regulation strategies is an additional eight months' progress over the course of a year. (EEF:2025)*	1

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

Budgeted cost £51,624.73

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and reading interventions Daily 1:1 phonics will target pupils in need of additional support to keep up. Additional reading support will effectively target pupils to develop fluency and comprehension. Frequent reading will allow pupils to increase opportunity to develop fluency and expression. Pupils with lower prior attainment in reading will be supported throughout KS2 to develop their reading skills through rigorous intervention.	*The DFE (2010) advocates intensive support for reading, suggesting it is highly beneficial to disadvantaged pupils.* *The EEF states that; Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (four to five times a week), over a period of up to 14 weeks appear to be the most successful structure. (EEF:2025)* *Accurate and timely diagnosis of reading difficulties is therefore important in identifying possible solutions and appropriate strategies, particularly for older struggling readers. (EEF:2025)*	3
Communication and language intervention Targeted support will be in place for communication and language through 1:1 WellComm activities. Talk Boost will be implemented in Nursery to support target children to develop their communication and interaction skills. 1:1 Speech and language support will enable pupils to make progress towards their individual targets.	*On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress).* *Interaction for learning is a key aspect of these interventions. Approaches often involve spoken interaction between the practitioner and pupils and between peers. (EEF:2025)* *On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). (EEF:2025)*	1
Develop number sense through Number Sense and Times Table Fluency *Children will be supported to develop fluency in maths, learning fundamental skills and strategies to become fluent in solving calculations. This will start*	*Early numeracy approaches typically increase children's learning by about seven months. Approaches supporting the development of early numeracy skills and knowledge can have an important positive impact on the early stages of mathematical learning. (EEF:2023)* *Memorisation and repetition of key facts (times tables and number bonds etc.) are important aspects of learning. Evidence from cognitive science research suggests that learning key facts*	

in EYFS, developing subitising skills and strong foundations. *Following on from the Number sense programme, in KS2 children will access Times Table Fluency daily to strengthen their times table knowledge, teaching systematically and in a clear sequence.* *Target pupils will be identified through assessment and strategies will be implemented to enable all pupils to make progress.* *Targeted support will be put in place for those children at risk of not achieving above 20 on the MTC.* *Continued support will be in place for pupils who did not achieve a score of 25 at the end of Year 4 to support future outcomes, through the use of Times Table Fluency and Times Table Rockstars*	*so they can be recalled automatically 'frees up' working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations. (NCETM:2025)*	

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

Budgeted cost: £6,802.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing an inclusive culture and high expectations for behaviour. *The implementation of the behaviour policy will ensure consistency in behaviour management systems.* *A shared vision for high-expectations will be shared. CPD for support staff will focus on consistent high-expectations for behaviour and learning.*	*Creating a positive and supportive environment for all pupils means reinforcing a shared language, activity, routines and strategies throughout the school. Effective teaching and learning requires positive relationships and interactions between teachers and pupils. (EEF:2024)* *In DFE's (2018) study on School cultures and practices: supporting the attainment of disadvantaged pupils, they found that high-performing schools in the sample demonstrated greater cohesiveness, sense of collective purpose and values that were shared amongst all staff, pupils and parents, backing up findings from Sammons et al. (1995) and Stewart (2008).*	4

Rewards will be used effectively to promote behaviour and improve behaviours for learning. *Providing CPD to staff around pupil premium and developing systems across the schools which are child focused and highlight barrier, and how barriers can be overcome to support personal development and improve outcomes for pupils.*	*The Growing up in Poverty, Public Health Report 2025/2026(Cornwall Council) recommends that services should "embed "poverty proofing" into service design to help remove barriers, mitigate the impact of poverty, and avoid unintentionally increasing adversity or reinforcing stigma."*	
Improving parental engagement across all key stages *Workshops will be planned for all year groups to engage parents positively in their children's learning.* *Wider events will support parental engagement and ensure positive relationships are formed.* *Presence of senior leadership team will ensure parents can approach the school.* *Daily meet and greet for all pupils will support positive relationships and settle pupils into school each day.*	*The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year However, It is crucial to consider how to engage with all parents to avoid widening attainment gaps.. (EEF: 2025)* *School communication with parents is likely to be more effective if it is personalised, linked to learning, framed positively, and promotes parent efficacy and partnership with the school. (EEF:2024)* *Schools where disadvantaged pupils attain highly engage disadvantaged pupils' parents effectively, especially in relation to raising their expectations of their children's achievement at school (Sharples et al., 2011).*	4,5
Ensuring high levels of attendance through rigorous systems *Monitoring of attendance will take place regularly.* *Meetings with parents will be planned to discuss barriers to attendance and to support with improved attendance.* *Regular check ins with families and discussions around daily absences will support positive relationships.* *Regular attendance review meetings with Educational Welfare Officer will highlight pupils*	*"For all age groups, well-designed school communications with parents can be effective for improving attainment and a range of other outcomes, such as attendance. Regular attendance is linked to improved academic attainment." (EEF:2018)* *Knowing and understanding your pupils, their families, their influences, and their specific challenges can help you diagnose some of the underlying causes of absence and more clearly define the problem. It can also help to understand individual barriers to attendance and learning and help choose effective targeted approaches. (EEF:2024)*	5

at risk of persistent absence, allowing for school to target support. *Where attendance continues to be a concern, Early Help Hub support will be offered to support families and children beyond school.* *Aspire 10 will form the focus for CPD to ensure that priorities for improvement align with the trust.*		
Supporting children to access enriching curriculum opportunities *A range of learning opportunities will be planned to further enhance the delivery of a broad and balanced curriculum, including;* *visits and trips linked to learning and in school enriched learning experiences. Where possible, we will support with trips and visits financially to ensure that pupils are able to participate.*	*Evidence suggests that "Children with higher levels of emotional, behavioural and social wellbeing on average achieve higher levels of academic achievement and are more engaged in school both concurrently and in later years." DfE (2012) The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes* *The Growing up in Poverty, Public Health Report 2025/2026(Cornwall Council) explains that "children, young people and parents described the additional costs of school activities like charity days, school trips and special occasions and leavers' celebrations. Many children and young people shared how they were unable to participate in activities and how this made them feel."*	4

Total budgeted cost: £ 109,438.68

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<table>
<tr><th>Activity</th><th>Outcome</th></tr>
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High-quality teaching of reading and early reading

Desired outcomes:

- A systematic teaching approach to phonics will be followed. CPD will be given to staff regularly to ensure high-quality teaching and confidence in the delivery of phonics.
- CPD will be given in supporting teachers to develop fluency. Approaches to improve fluency will be embedded beyond the teaching of Read, Write Inc.
- A well structured VIPERs programme will be embedded in KS2, improving reading outcomes for pupils.

Targeted Phonics and reading interventions

- Daily 1:1 phonics will target pupils in need of additional support to keep up.
- Additional reading support will effectively target pupils to develop fluency and comprehension.
- Frequent reading will allow pupils to increase opportunity to develop fluency and expression.
- Pupils with lower prior attainment in reading will be supported throughout KS2 to develop their

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Building on strong foundations from the infant school is a priority. The school have developed the reading curriculum to support pupils to build on prior knowledge and develop a love of reading.

We acknowledge that further improvements can be made to the reading offer and this will be embedded throughout the 2026-2027 academic year.

Additionally, there will be a focus on developing the love of reading in KS2. A new library will be installed to support children to read for pleasure around their interests.

The new reading lead will ensure implemented changes are sustained and monitor the impact of the changes on pupil outcomes.

Individual support for phonics will be implemented for those pupils working well below their peers to ensure that they have bespoke learning that targets their individual next steps.

At the end of KS2 85% of disadvantaged pupils achieved EXS+ for reading with 38% achieving Greater depth. This is well above national average when compared to their peers and in line with national averages for non-disadvantaged pupils.

Ther has been a 3 year upward trend for outcomes for disadvantaged pupils in reading.

In 2024-2025 63% of disadvantaged pupils achieved EXS+. In 2023-2024 62% of disadvantaged pupils achieved EXS+ in reading.

Disadvantaged data for reading

Reading	2023-2024	2024-2025	2025-2026
EXS+ (national disadvantaged)	69% (62%)	69% (63%)	85% (63%)
GDS (national disadvantaged)	13% (18%)	27% (21%)	38% (19%)

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reading skills through rigorous intervention.	
High quality writing teaching *Desired outcomes:* ➢ *A consistent approach to the teaching of spelling will be adopted through the use of Grammarsaurus.* ➢ *The writing curriculum will be modified to incorporate high-quality delivery of grammar. This will be implemented effectively to support children's progress in writing.* ➢ *Writing across the curriculum will be a focus for CPD, incorporating strategies used in writing lessons, including a talk for writing styled approach.* ➢ *A focus on the teaching or spelling and handwriting will support outcomes in writing.*	The teaching of spelling through Grammarsaurus has been implemented for KS2. This means that there is now a consistent approach to the teaching of spelling. The writing curriculum has been further developed to ensure that is underpinned by the teaching of grammar. Writing leads have developed systems to ensure writing across the wider curriculum is carefully considered and that high standards are expected across all areas of the curriculum. New strategies for handwriting have been introduced using the 'Morrell's' handwriting programme throughout the school to support with writing outcomes. At the end of KS2 85% of pupils from disadvantaged backgrounds achieved at least at the expected level this is above national average of non-disadvantaged peers. 8% of pupil premium pupils achieved greater depth for writing.
Communication and Language Development *Desired Outcomes:* ➢ *Early identification and assessment on children's language development will be embedded.* ➢ *Daily Wellcomm lessons will be embedded across the EYFS, supporting children to make progress.* ➢ *High-quality interactions will support learners.*	High-quality interactions are a focus in lessons and vocabulary is a key part of each lesson, across the curriculum. There is a focus on developing children's language through oracy. We aim to further develop our oracy offer to ensure consistency across the school with a focus on active participation of learners within lessons this academic year.

➢ *Explicit teaching of vocabulary will extend children's communication and language skills.* ➢ *A whole school approach to oracy will be established to promote effective class based discussions and rich opportunities for classroom talk for all pupils.* ***Targeted Communication and Language Intervention*** ➢ Targeted support will be in place for communication and language through 1:1 WellComm activities. ➢ Talk Boost will be implemented in Nursery to support target children to develop their communication and interaction skills. ➢ 1:1 Speech and language support will enable pupils to make progress towards their individual targets.	
Develop number sense through Number Sense and Times Table Fluency ➢ *Children will be supported to develop fluency in maths, learning fundamental skills and strategies to become fluent in solving calculations. This will start in EYFS, developing subitising skills and strong foundations.* ➢ *Following on from the Number sense programme, in KS2 children will access Times Table Fluency daily to strengthen*	In KS2 we have implemented Times Table Fluency for our lower key stage 2 pupils. This builds on children's number fact knowledge from KS1, following on from the Number Sense programme. This was the first year that the pupils have used the programme and year 4 pupils did not start the programme until part way through the Autumn term. None of our disadvantaged pupils achieved a score of 25 in the check and the average score for our disadvantaged pupils was 16.1 out of 25. We have recognised that children need to start the Times Table Fluency programme in the Spring term of Year 3 to enable them to develop a strong knowledge of multiplication. Additionally, we have introduced times table songs to further strengthen times table knowledge. Times Table Rockstars is used as a tool to support practice of times tables. At the end of KS2 outcomes for disadvantaged pupils were strong with 85% of disadvantaged pupils achieving EXS+ in their SATs compared to 82% of non-disadvantaged pupils nationally. Equally the percentage of disadvantaged pupils achieving greater depth was 31% this in inline with non-disadvantaged nationally.

their times table knowledge, teaching systematically and in a clear sequence.

- *Target pupils will be identified through assessment and strategies will be implemented to enable all pupils to make progress.*
- *Targeted support will be put in place for those children at risk of not achieving above 20 on the MTC.*
- *Continued support will be in place for pupils who did not achieve a score of 25 at the end of Year 4 to support future outcomes, through the use of Times Table Fluency and Times Table Rockstars*

Mathematics	2023-2024	2024-2025	2025-2026
EXS+ (national disadvantaged)	69% (59%)	73% (61%)	85% (62%)
GDS (national disadvantaged)	25% (13%)	19% (15%)	31% (15%)

Developing an inclusive culture and high expectations for behaviour.

- *The implementation of the behaviour policy will ensure consistency in behaviour management systems.*
- *A shared vision for high-expectations will be shared. CPD for support staff will focus on consistent high-expectations for behaviour and learning.*
- *Rewards will be used effectively to promote behaviour and improve behaviours for learning.*
- *Providing CPD to staff around pupil premium and developing systems across the schools which are child focused and highlight barrier, and how barriers can be overcome to support*

The school have undertaken linked to the trust priorities through "The Aspire 10" This has allowed teachers to focus on high expectations for teaching and learning, this will be further developed in the next academic year.

The behaviour policy across has been developed to ensure consistency in approaches to behaviour management. There is a focus on positive reinforcement and rewards for pupils.

This year there will be a continued focus on precise routines. StepLab will also be introduced as a tool to support teaching and learning and provide staff with bespoke CPD.

personal development and improve outcomes for pupils.	
Improving parental engagement across all key stages ➢ *Workshops will be planned for all year groups to engage parents positively in their children's learning.* ➢ *Wider events will support parental engagement and ensure positive relationships are formed.* ➢ *Presence of senior leadership team will ensure parents can approach the school.* ➢ *Daily meet and greet for all pupils will support positive relationships and settle pupils into school each day.*	The school culture and ethos is underpinned by positive relationships. We have continued to plan and deliver a wide range of opportunities for parents to promote engagement with school. For example; open afternoons and parent workshops. Parents in need of support have been supported by staff and where appropriate have had referrals to the Early Help Hub. We will continue to focus on widening opportunities for links with parents fostering good outcomes for pupils across KS2. We have continued to provide workshops for parents to further engage parents and support them with strategies to support children at home.
Supporting children to access enriching curriculum opportunities ➢ *A range of learning opportunities will be planned to further enhance the delivery of a broad and balanced curriculum, including;* ➢ *visits and trips linked to learning and in school enriched learning experiences. Where possible, we will support with trips and visits financially to ensure that pupils are able to participate.*	Many visits and enrichments took place this year, broadening opportunities across the curriculum. All children were able to take part in booked experiences and visits regardless of background, this was supported by pupil premium funding. We have mapped out specific trips and visits linked to learning for 2026-2027 to ensure that visits remain purposeful and enhance learning. Furthermore, enrichment opportunities planned into the curriculum have supported children to gain a wide range of learning experiences. OFSTED (2024) outlined that "The school has a broad and ambitious curriculum."
Ensuring high levels of attendance through rigorous systems	Through monitoring of attendance and continued focus on highlighting attendance concerns early, attendance over the last two academic years is strong, including for disadvantaged pupils. The percentage of persistent absence has also significantly reduced. Attendance for disadvantaged pupils is broadly inline with all pupils. We recognise that attendance will still

- *Monitoring of attendance will take place regularly.*
- *Meetings with parents will be planned to discuss barriers to attendance and to support with improved attendance.*
- *Regular check ins with families and discussions around daily absences will support positive relationships.*
- *Regular attendance review meetings with Educational Welfare Officer will highlight pupils at risk of persistent absence, allowing for school to target support.*
- *Where attendance continues to be a concern, Early Help Hub support will be offered to support families and children beyond school.*
- *Aspire 10 will form the focus for CPD to ensure that priorities for improvement align with the trust.*

need to be a priority. We will continue to focus on relationships with families to support good attendance.

Year	All Pupils Attendance	PP Attendance	All Pupils Persistent Absence	PP Persistent Absence
2025-2026	95.7	94.6	7.2	9.7
2024-2025	95.0	93.3	9.6	17.9
2023-2024	84.5	92.8	14.0	25.3
2022-2023	94.1	91.5	16.8	31.4

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read Write Inc	ReadWriteInc.
White Rose Maths	White Rose
WellComm	WellComm
EYFS and KS1 Number Sense	Number Sense Maths
SCARF	Coram Life Education