



Pupil premium strategy statement – Bentley High Street Primary

This statement details our academies' use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	425
Proportion (%) of pupil premium eligible pupils	38.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rebecca Austwick, Executive Principal
Pupil premium lead	Hannah Kidd
Governor / Trustee lead	Colin Goffin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,904
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£235,904



Part A: Pupil premium strategy plan

Statement of intent

The vision of Exceed Learning Partnership is to equip young people with the knowledge, skills and mindset to thrive and take on the world. We aim to build communities where everyone belongs; it means feeling valued, safe, and seen. We celebrate diversity and commit to equity, removing barriers and closing gaps so every pupil and colleague can thrive. The Core Mission of ELP is “Every Child. Every Chance. Every Day” At ELP, every pupil should be Safe, Happy, Healthy, Learning, and feel like they Belong. This is our foundation for an inclusive environment.

At Bentley High Street Primary School, we have incredibly high expectations for all pupils as we believe that all children have the ability to be ‘Simply The Best’. We believe that with quality first teaching, effective engagement with parents and a personalised approach to meeting needs; every child can achieve their potential. Our definition of potential includes the broader focus of education which can take place outside of school and the importance of developing children’s social and emotional skills including their ability to communicate in different ways for different purposes. Our key objective is that all children leave school with the confidence, ambition and skills to become effective learners in later education. Our curriculum is varied and rich, this contributes effectively to pupil’s outcomes so they are engaged and achieve well. Knowledge of the local context underpins the decision making in our curriculum which creates a bespoke approach to our community.

Key interventions are adopted on a whole school level and are not just restricted to pupils eligible to pupil premium funding. Some specific interventions and initiatives have been made possible by allocating pupil premium and catch up funding. We aim to use our knowledge of our pupil premium children and work collaboratively with pupils and families to target the individual needs of our pupil premium children, with the aim that they will do as well as their peers.

School leaders at Bentley High Street Primary are committed to ensuring that all of our disadvantaged pupils, including those who are capable of achieving greater depth receive quality first teaching and that disadvantaged children who have ‘fallen behind’ receive intervention and daily support.

Funding is allocated in the school budget by financial leave. The budget allows us to plan our intervention and support programme year on year based on the needs of the current cohort. When making decisions about allocating pupil premium funding, we have analysed our data

and made use of research such as the Education Endowment Foundation and the Sutton Trust. Expenditure is reviewed, planned by academic year as shown in this plan.

Challenges

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

Challenge number	Detail of challenge
1	<p>Lower starting points- especially on-entry and therefore less disadvantage pupils achieving GLD and being Year 1 ready</p> <p>This means that more disadvantaged pupils do not achieve GLD. They need greater support to become Year 1 ready. This is most pronounced in foundational knowledge such as: speech and language and early writing. The majority of pupils receiving intervention support are pupil premium. At the end of EYFS 73% of pupils have achieved GLD however this is only 68% pupil premium. In writing, non-pupil premium achieved 77% and pupil premium achieved 68%. On entry into</p>
2	<p>Pupil premium pupils are slower to learn phonics and less achieve the standard by the end of Year 1. In addition, in-year assessments and observations suggest that disadvantaged pupils have greater difficulty learning reading.</p> <p>There is less engagement from some families in terms of how they can support their child. In 2025, in terms of phonics, overall it was 83%, disadvantage 68% and non-disadvantage was 92%. This is typical for Year 1 attainment. On average, pupil premium children do not achieve weekly reading at home target and their engagement is below their non pupil premium peers.</p>
3	<p>Attainment Gaps</p> <p>In some year groups, most notably in KS1, there is a gap between pupil premium and non-pupil premium pupils. This is most notable in writing where pupils take longer to master skills. Over-time pupils reduce this gap.</p>
4	<p>Communication and language</p> <p>Children starting school have low starting points in communication and language and older children find it difficult to communicate effectively and purposefully. This includes speech and language difficulties and a lack of exposure to a range of vocabulary. Children do not understand how to talk differently for different audiences and purposes.</p>
5	<p>Wider experiences</p>

	Pupils have limited opportunity for wider experiences, education at home and in their community. 70% of disadvantaged children do not attend after school clubs either provided by school or external providers.
6	<p>Attendance gaps</p> <p>Attendance for disadvantaged pupils is lower than their peers, including those children who are persistent absentees.</p> <p>All pupil's attendance exceeds national at 95.5%. Disadvantage data is above national disadvantage but below all pupils at 94%. All PAs is 10.9% however FSM PA is 3.4% greater.</p>
7	<p>Our assessments such as Thrive, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to difficulties with emotional regulation. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>58% of children who require a small group THRIVE with a licensed THRIVE practitioner are pupil premium. 67% of children that access 1:1 THRIVE sessions are disadvantaged.</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
Improved GLD attainment for disadvantage pupils.	<ul style="list-style-type: none"> At the end of reception the gap between disadvantage and non-disadvantage reduces Speech and language interventions, such as WELCOMM, show evidence of improvement over-time. Writing diagnostics and pupil's work shows that disadvantage pupils are making sustained progress. More disadvantage pupils are achieving milestones which indicate Year 1 readiness.
Improved phonics outcomes for disadvantage pupils and improved enthusiasm for reading across KS2	<ul style="list-style-type: none"> Phonics data at the end of Year 1 shows a reduced gap between disadvantage and non-disadvantage pupils. There is evidence of improved reading practices at home for disadvantage pupils. Disadvantage pupils engage with specific reading initiatives at activities in school.
Reduced attainment gaps-most notably in year 1	<ul style="list-style-type: none"> Attainment gaps between disadvantaged and non-disadvantaged pupils are significantly

	<p>narrowed across all core subjects by the end of Year 2.</p> <ul style="list-style-type: none"> The current Year 1 cohort demonstrates a narrow, non-significant attainment gap between disadvantaged and non-disadvantaged pupils.
<p>The language deficit for students in receipt of pupil premium funding is diminished.</p> <p>A reading culture that ensures all children read regularly and a love for books is developed.</p> <p>Children are confident and able to speak well to a range of audiences and for different purposes.</p>	<ul style="list-style-type: none"> All pupils, are exposed to tier 1, 2 and 3 vocabulary throughout the curriculum. Targeted pupils receive additional speech and language intervention Parents are engaged in the development of their child's speech and language. Increased % of PP children are working at age related and above in phonics and reading Teacher assessment shows that children are gaining knowledge of the vocabulary expected of them across the curriculum.
<p>All pupils are exposed to a breadth of experiences that allow them to contextualise their learning</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum.</p> <p>All children have the opportunity for further education within the home and beyond the school.</p>	<ul style="list-style-type: none"> Assessment of skills and knowledge against our curriculum shows that children are provided with exciting and varied experiences. Teachers and support staff plan a range of visits. Whole school, show cases of learning take place. Children will be exposed to a range of social, cultural, enrichment and sporting activities within and outside of the school day. Home learning, reading and access to TT Rockstars is available at lunchtime so children have access to the internet and devices. All children have access to accelerated reader at home and school Children have regular opportunities to change their home reading and library book
<p>Reduced attendance gaps between overall attendance and PA.</p>	<ul style="list-style-type: none"> Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%) Monitoring of attendance by Attendance officer, pastoral teams and SLT brings about increase in PP attendance and decrease in being persistently absent.



Children are supported to develop emotional resilience, positive relationships, improved self-regulation and increased confidence, enabling them to engage with learning more successfully.	<ul style="list-style-type: none"> Children will have access to a trained THRIVE practitioner for support either 1:1 or small group depending on need. Safe spaces available for children to be able to access during times when they may feel dysregulated.
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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: £65,773.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantage lead-monitoring and supporting intervention 20 % salary £15,099.40	All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. Teacher Feedback to Improve Pupil Learning Toolkit EEF	1, 2, 3, 4 and 5
Challenge Partners (Focus on SEND) £3,650	https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/send/eeef-special_educational_needs_in_mainstream_schools_guidance_report_2025-04-10-110432_klxp.pdf	7
EYFS Leader £11,368	All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. Teacher Feedback to Improve Pupil Learning Toolkit EEF	1 and 4



Assistant VP Send £15,458.86	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/eef_special_educational_needs_in_mainstream_schools_guidance_report_2025-04-10-110432_klxp.pdf	7
EYFS research project-supply coverage (8 days each MD and SM) £1,784	Laurel Trust Oracy Project: To strengthen language and writing skills in Early Years preparing pupils for a successful transition to Y1.	1 and 4
Pay for additional TA/HLTA training days £1032	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/eef_special_educational_needs_in_mainstream_schools_guidance_report_2025-04-10-110432_klxp.pdf Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND. TAs should supplement, not replace, teaching from the classroom teacher.	1, 2, 3 and 4
Pay for dinner time supervisor training (additional hours) £1000	Creating structured, predictable routines reduces stress and improves self-regulation for pupils with SEMH needs, supporting academic re-engagement. EEF – Behaviour Interventions	5
Small Steps and early number programme (1.5 TA hours a day) £1,146	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/eef_special_educational_needs_in_mainstream_schools_guidance_report_2025-04-10-110432_klxp.pdf Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND. TAs should supplement, not replace, teaching from the classroom teacher.	1 and 3
Phonics lead - monitoring, coaching and regular assessment £15,235	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:	2

[Phonics | Teaching and Learning Toolkit](#)
[| EEF](#)

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

Budgeted cost: £82,613.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Chapter 1 £1,000	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF</p>	2
Third Space Learning £1,718	<p>Based on previous data and experiences in school, we know this activity makes a difference to disadvantaged pupils as it accelerates progress and increases motivation to learn.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition/</p>	3
Accelerated Reader £2,743	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF</p>	2 and 4

<p>Reading Plus</p> <p>£1,365</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	2 and 4
<p>Welcomm</p> <p>£765</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1 and 4
<p>Phonics interventions</p> <p>£51,243.75</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2 and 3
<p>Thrive intervention</p> <p>£17,081.25</p>	<p>Social and emotional learning interventions typically have an average impact of +4 months on attainment, and significantly improve behaviour and emotional regulation. Thrive supports positive relationships and readiness to learn. EEF – Improving Social and Emotional Learning in Primary Schools</p>	7
<p>Testbase subscription</p> <p>£309</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	3
<p>TWINKL</p> <p>£915</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	3
<p>Literacy Shed</p> <p>£274</p>	<p>Based on our experience of using this previously, we know this makes a difference to disadvantaged pupils as it supports their academic learning.</p>	3 and 4

Concept Cat £14.99	Based on our experience of using this previously, we know this makes a difference to disadvantaged pupils as it supports their academic learning.	1 and 4
Widget online £116.67	Based on our experience of using this previously, we know this makes a difference to disadvantaged pupils as it supports their academic learning.	1 and 4
Number Sense subscription teaching 1, 2, 3 and 4 and intervention daily in KS2. £4956	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Times table rockstars subscription. £112		3

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

Budgeted cost: £87,518

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Lead and FSW £25,198	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. working together to improve school attendance.	6
Mental Health Lead professional £22,553	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	7

Learning with Parents – enhancing parental engagement and home learning £584	Parental engagement interventions have an average of +4 months additional progress, especially in reading and early literacy. EEF – Parental Engagement Guidance Report	2
Trips and visits (subsidise) £7168	Based on our experiences, we have identified a need to set an amount of funding aside to support our disadvantaged families funding for residential trips across the academic year.	5
Attendance support resources £1000	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. working together to improve school attendance.	6
Additional midday supervisor £5,259	Creating structured, predictable routines reduces stress and improves self-regulation for pupils with SEMH needs, supporting academic re-engagement. EEF – Behaviour Interventions	4 and 5
Music tuition £2,870	Arts participation has been shown to positively influence academic outcomes in other areas of the curriculum, with an average gain of three months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
Wider Opportunities £5,390	Arts participation has been shown to positively influence academic outcomes in other areas of the curriculum, with an average gain of three months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
Uniform support and school supply donations £1000	From our own pupil voice, children do not have the experience of taking part in a wide range of sporting activities. In providing these opportunities for our children, we are enabling them to	5, 6 and 7
Sports Coaches		5



£16,496	<p>increase their physical and mental health, and be exposed to a wide sporting offer.</p> <p>While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
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Total budgeted cost: £235,904.92

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome

On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. This is more explicit in English. This gap has widened for a number of pupil premium children due to the pandemic. Especially in writing.

There are many positives to take from the data for Pupil Premium/Disadvantaged pupils. The Pupil Premium/Disadvantaged pupils performed better than others in the LA and nationally in almost every subject area.

Year 1 Phonics - 4% > LA and 6% > than national

KS1 reading – 8% > LA and national, writing – 27% > national, maths – 17% > national, Multiplication Check - 27% > national

KS2 reading – 19% > LA and national, writing – 26% > national, maths - 12% > national, GPS – 33% > national

Therefore, Pupil Premium/Disadvantaged outcomes are above national in nearly all areas. This shows that the curriculum is ambitious and designed to give all pupils the knowledge and cultural capital they need to be ready for the next stage of education and succeed in life.

		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
		EXP +	GDS	EXP +	GDS	EXP +	GDS	EXP +	GDS	EXP +	GDS	EXP +	GDS
Reading Summer	disadv	49	9	86	14	57	22	78	22	65	23	91	48
	non-disadv	86	31	79	31	86	48	91	42	81	45	89	51
	difference	-37	-22	(+7)	-17	-29	-26	-13	-20	-16	-22	(+2)	-3
Writing Summer	disadv	43	9	57	14	61	4	65	9	62	8	78	22
	non-disadv	81	11	66	7	79	31	73	15	81	23	81	11
	difference	-38	-2	-9	(+7)	-18	-27	-8	-6	-19	-15	-3	(+11)
Maths Summer	disadv	57	17	86	14	78	9	70	22	77	27	87	35
	non-disadv	89	31	79	24	79	38	79	40	81	39	89	46
	difference	-32	-14	(+7)	-10	-1	-29	-9	-18	-4	-12	-2	-11
Combined Summer	disadv	43	4	57	14	52	0	61	4	58	8	74	9
	non-disadv	81	11	66	3	72	21	70	12	71	23	81	8
	difference	-38	-7	-9	(+11)	-20	-21	-9	-8	-13	-15	-7	(+1)
SPAG Summer	disadv					57	13	64	23	73	23	91	52
	non-disadv					86	32	76	42	84	48	89	51
	difference					-29	-19	-12	-19	-21	-25	(+2)	(+1)

Reading

- In years 1, 3, 4 and 5, there is a gap between pupil premium and non pupil premium making expected progress. The biggest gap was in year 1.
- The percentage of pupil premium children making expected progress is broadly in line with national in most year groups with the exception of year 1 and 3.

Writing

- In all year groups, there is a gap between pupil premium and non pupil premium making expected progress. The biggest gap was in year 1.
- The percentage of pupil premium children making expected progress is broadly in line with national in most year groups with the exception of year 1.

Maths

- In KS2, there is a small gap between pupil premium and non pupil premium making expected progress.
- In year 2, pupil premium children out perform their non pupil premium peers.
- In year 1, the gap is large at 32%.

From this data, the current Year 1 cohort shows the biggest gaps between pupil premium and non pupil premium. This will be a focus for the next academic year.

Intended Outcome

Poor language skills. This includes speech and language difficulties and a lack of exposure to a range of vocabulary. Children do not understand how to talk differently for different audiences and purposes.

The children in EYFS were all baselined on WELCOMM on entry and specific interventions followed throughout the year. All students present in both comparable assessment records maintained their overall developmental status as "**On track**" with their age, as recorded in the "Difference between age and score" column from September 2024 to the end of Spring 2025. The majority of students who had scores recorded in Sections 6, 7, and 8 (ages 3:0–4:11) in September 2024 showed **no change** in those specific section scores by the end of Spring 2025.

Intended Outcome

Pupils have limited opportunity for education at home and in their community. In a survey, only 27.9% of parents said that they read frequently with their child at home. 75% of PP children do not attend after school clubs.

All children, from Year 1 to Year 6 experienced an annual Personal Development trip, with a link to one of our contextual risks, Rail Safety. This year's experience saw children catch the train from Bentley to Doncaster, delve into the history of Doncaster linked to artists and miners, visiting the local market where every child had the opportunity to purchase goods before walking up to the Danum Museum and Library to look into Doncaster's history even more.

Children were given the opportunity to visit different places and take part in experiences outside of the classroom. Some examples of these trips were residential in Year 4 and Year 6, exploring space at the National Space Centre, walking through habitats in Austerfields nature reserve, learning about the history of emergency services and the Emergency Services Museum and Early Years visiting Sundown for Christmas fun. Residential trips were subsidised for pupil premium children.

In school we have provided further opportunities for children through The Story Telling Project bringing learning to life and making it concrete. Year 4 children met a Hindu family and saw, first hand, how they celebrate festivals linked to their religion. Each term, the school has created learning showcases that celebrate children's work from across each of the three curriculum strands. Governors and parents were invited in to celebrate this work and children were able to discuss, with visitors, their learning in a confident way.

As a Trust, children have participated in a number of sporting events across the year including Trust Games, Bocia, Football and Netball. This year, the school has invited pupil premium girls specifically, to participate in weekly cricket sessions called Legacy with Dynamo Cricket, over an eight week block. The idea of this was to excite these children into a sport they may have necessarily been familiar with before.

A system was set up by the reading leads for teachers and teaching assistants to support the changing of reading books. The use of Learning with Parents supported this. The reading lead set up a rota for the library to be run by pupils. These children were trained to look after the library and on how to record books being borrowed. Many children visited the library and lunch time and borrowed books as well as their weekly slot with their class teacher.

Intended Outcome

Lower attendance and higher rates of persistent absenteeism of PP/disadvantage children

Group	Count	No. Absences	No. Presents	% Attendance	No. Lates	% Lates	PA No. of Group	PA % of Group
All Students	425	1423	28814	95.2%	105	1.2%	73	18.1%
Pupil Premium	139	1737	375	96.6%	89	1.6%	39	13.6%
Non Pupil Premium	286	3925	77695	95.1%	197	1%	48	14.5%

Attendance (% Attendance & No. Absences/Presents)

- Overall: The total student body (425 students) has a high attendance rate of 95.2%.
- Pupil Premium (PP) Advantage: The Pupil Premium group (139 students) has the highest attendance rate at 96.6%. This is notably higher than the Non Pupil Premium group (95.1%) and the overall average.
- Non Pupil Premium (Non-PP): This group has the lowest attendance at 95.1%.

Punctuality (% Lates & No. Lates)

- Overall: The total percentage of lates is 1.2%.
- Pupil Premium Lates: The PP group has a higher percentage of lates at 1.6% (89 total lates), which is the highest of the three groups.
- Non Pupil Premium Lates: The Non-PP group has the lowest percentage of lates at

1.0% (197 total lates), despite being a much larger group.

Persistent Absence (PA No. of Group & PA % of Group)

- Definition: "PA" likely stands for Persistent Absence (students whose attendance is below a certain threshold, often 90% or 92%).
- Overall: 18.1% of all students are persistent absentees (73 students).
- Group Breakdown:
 - The Pupil Premium group has the *lowest* percentage of persistent absentees at 13.6% (39 students).
 - The Non Pupil Premium group has a slightly higher percentage at 14.5% (48 students).

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
Reading Plus	Reading Solutions UK
Times Table Rockstars	Maths Circle
Number Sense	Number Sense Maths
Third Space Learning	Third Space Learning AI
Read Write Inc Phonics	Oxford Owl
Thrive	The Thrive Approach