Pupil premium strategy statement – Biscovey Nursery and Infants Academy

School overview

Detail	Data
Number of pupils in school	146
Proportion (%) of pupil premium eligible pupils	35%
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	£54610
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*	£54610

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: £23,826.52

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: £28,822.93

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: £2,250.00

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 weekly.* *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: £ 54.889.45

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Activity	Outcome
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	High quality systematic phonics teaching has been delivered through the Read Write Inc program. Ongoing CPD and support to staff in the delivery of the program including planning support, team teaching, monitoring, assessment and targeted support for vulnerable groups has been effective. In addition, RWI development days have been supportive in coaching and supporting consistency in the teaching of RWI. OFSTED (2024) highlighted that "The school's work on reading is something that it is proud of. Reading is prioritised from the moment children arrive at school." Last year 78% of pupils from disadvantaged backgrounds passed the Phonics check compared to an estimated national average of 69% of children from disadvantaged backgrounds. It is worth noting that 30% of the disadvantaged cohort were also on the Record of Need. Rigorous systems ensured that individual pupils made good progress, however these pupils were not able to meet the expected level to pass the check. In the academic year 2024-2025, 100% of all pupils passed the PSC, including disadvantaged pupils, compared to 67% of disadvantaged pupils nationally. This is also above the percentage of non-disadvantaged pupils passing the check nationally (80%), In the 2024 Phonics screening check, 94% of disadvantaged children passed, compared to 68% nationally. This is above the percentage of non-disadvantaged pupils passing the check nationally (84%), There has been a continued focus on supporting pupils to develop fluency in reading. As a result at the end of KS1 86% of pupils from disadvantaged backgrounds achieved EXS+ in reading, with 29% achieving greater depth. 

reading will be supported throughout KS2 to develop their 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 year 2 pupils. 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. Last year at the end of KS1, 86% of pupils from disadvantaged backgrounds were assessed as working at EXS+.  New strategies for handwriting have been introduced using the 'Morrell's' handwriting programme from EYFS. As a result of a focus on fine motor control and handwriting. 78% of pupils from disadvantaged backgrounds achieved the Early Learning Goal for Writing and 83% of disadvantaged pupils achieved the Early Learning goal for Fine Motor Control. 
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*	WellComm has been used in the Nursery and Reception to support early communication and language development. CPD has been delivered to staff to ensure high-quality delivery. Through monitoring high-quality delivery of WellComm is evident. In EYFS WellComm has been used with identified children to support language development. Based on WellComm assessments, In Reception in Autumn 1 50% of PP children were on track. In Summer 2 72% of PP children were on track. WellComm has been a successful strategy which has supported pupils to effectively develop their communication and language skills. Targeted intervention has been put into place to support individual pupils who are working well below the expected level to close the gap.

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.* ***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.	At the end of EYFS 83% of disadvantaged pupils achieved the Early Learning Goal for Listening, Attention and Understanding and 78% achieved Early Learning Goal for speaking. 
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,*	The teaching of number facts has been prioritised from Reception to Year 2. This ensures pupils have strengthened foundational knowledge of number to underpin children's mathematics skills. Data for EYFS shows that 78% of disadvantaged pupils achieved the Early learning goals for Number and Numerical patterns. Last year, at the end of KS1 86% of disadvantaged pupils achieved the expected standard in maths. Additionally, 43% of disadvantaged pupils achieved greater depth. CPD has been given to new staff and the school has hosted showcases for other schools in the trust to share practice in the delivery of number facts teaching.

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*	
2025-2026  2024-2025 	
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*	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.

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 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. OFSTED (2024) stated that "The school works closely with its parents and carers. It involves them in school events wherever possible. Parents appreciate this." 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*	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."

<table>
<tr>
<td>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.</td>
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<td>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 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.</td>
<td>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 need to be a priority. We will continue to focus on relationships with families to support good attendance. OFSTED (2024) stated that ". The school is proactive in addressing any concerns related to absence. This has contributed to a notable improvement in pupils' attendance". The attendance data below is based on compulsory school aged children:

2025-2026
<table><tr><th>Group</th><th>Attendance</th><th>Persistent absence</th></tr><tr><td>Whole School</td><td>96.1%</td><td>3.3%</td></tr><tr><td>Disadvantaged</td><td>94.5%</td><td>6.3%</td></tr></table>
2024-2025 :
<table><tr><th>Group</th><th>Attendance</th><th>Persistent absence</th></tr><tr><td>Whole School</td><td>96.1%</td><td>2.6%</td></tr><tr><td>Disadvantaged</td><td>95.6%</td><td>4.2%</td></tr></table>
2023-2024:
<table><tr><th>Group</th><th>Attendance</th><th>Persistent absence</th></tr><tr><td>Whole School</td><td>94.3%</td><td>9%</td></tr><tr><td>Disadvantaged</td><td>94%</td><td>9%</td></tr></table></td>
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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