

Pupil premium strategy statement

This statement details our school's 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bentfield Primary School
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	17 pupils
Academic year/years that our current pupil premium strategy plan covers	September 2024- September 2027
Date this statement was published	December 2024
Last review	December 2027
Date on which it will be reviewed	December 2025
Statement authorised by	Full Governing Body
Pupil premium lead	David Rogers (Headteacher)
Governor lead	John Black (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,735
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£24,735

Part A: Pupil premium strategy plan

Statement of intent

At Bentfield Primary School, it is our intention that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. It is well evidenced that children from disadvantaged backgrounds often face additional challenges to reaching their potential. The focus of our pupil premium strategy is to support disadvantaged pupils to have high aspirations and the resources, skills and personal qualities to achieve their goals. In determining our approach, we have used research from the Education Endowment Foundation (EEF) as well as Marc Rowland's recent publication, 'Addressing Educational Disadvantage in Schools and Colleges - the Essex Way.'

Whilst there are some common barriers to learning for our disadvantaged pupils, it is worth highlighting that they also share various different needs. A high percentage of pupils at our school have SEND (currently 16% of pupils are in receipt of an Education Health Care Plan) and this is reflected in our group of disadvantaged pupils (currently, there are also 16% who have an EHCP). At the same time, we have disadvantaged pupils who are working at a greater depth of understanding who will need to be provided with alternative strategies to ensure that the progress they make is in line with their non-disadvantaged, higher attaining peers. We are aware that there is no "one size fits all" methodology and this has been taken into account when planning our strategy.

We will ensure that high-quality teaching is at the heart of our strategy, with a focus on areas in which disadvantaged pupils require the most support. Research shows that this will have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. In addition to this we put an emphasis on targeted academic support through individual and group tutoring to challenge our disadvantaged pupils and ensure that any gaps in their learning are addressed promptly.

It is also our intention that pupils' social, emotional and mental health needs are considered alongside everything we do. We know that, in many cases, the support pupils require is not academic but pastoral, and we need to ensure that any barriers to wellbeing for our pupils are addressed. This is particularly relevant for our pupils from disadvantaged backgrounds. We use a variety of strategies to teach social skills, emotional wellbeing, confidence, resilience & self-esteem, and a number of support mechanisms where there are complex family situations that may be preventing children from reaching their potential. Our school recognises that positive health and wellbeing contribute to the achievement and life chances of all pupils.

Overall, our approach will be monitored by clear diagnostic assessment, rather than assumptions about the impact of disadvantage. It will be a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils (December 2024).

Challenge number	Detail of challenge
1	From our assessments, observations and discussions with pupils, families and staff members it is evident that pupils from disadvantaged backgrounds arrive at school with poor speech, language and communication skills.
2	From end of year outcomes and ongoing formative assessments, it is recognised that many of our disadvantaged pupils have gaps in their learning in both English and maths. These are often basic skills associated with number (e.g. number bonds, times tables etc.) or written work (e.g. sentence construction or spelling).
3	From our assessments, observations and discussions with pupils, families and staff members, we have identified that the social, emotional and mental health needs of pupils across the school continues to have a negative impact on pupil progress. There are pupils who exhibit a high level of anxiety, find it difficult to self-regulate their emotions, and lack resilience towards work and school attendance in general.
4	As a school with a high percentage of pupils with SEND, including those with SLD, there will always be a challenge to ensure that work is specifically targeted to meet such a wide range of differing needs. In addition to this, our school has disadvantaged pupils working at a higher level of attainment and it is essential that they are also challenged sufficiently to make at least expected progress from their starting points.
5	Although we have had much success ensuring that the attendance of disadvantaged pupils is in line with the attendance of non-disadvantaged pupils, there are still a number of disadvantaged pupils (35%) that either are, or in danger of, being persistent absentees. Our assessments and observations indicate that absenteeism is negatively impacting not only on disadvantaged pupils' progress, but also their social, emotional, mental health needs.

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
To improve oral language skills and vocabulary among disadvantaged pupils.	- Assessments and observations show significantly improved oral language and increased use of higher-level vocabulary in disadvantaged pupils' spoken language as well as their writing - Pupils have greater opportunities of accessing the curriculum effectively through their improved understanding of vocabulary

	• Staff are well trained to support speech and language development both within the classroom as well as in intervention sessions • There is a clear progression of taught vocabulary which has been carefully considered and mapped out across all subjects. • Pupils with less developed language and language comprehension are swiftly identified and provided with early intervention.
To ensure the progress and attainment of pupil premium children in reading, writing and maths writing is at least in line with national averages, and differences between disadvantaged and non-disadvantaged pupils are diminished	• At the end of Key Stage 2 all disadvantaged pupils will achieve positive progress measures in reading, writing and maths • Progress measures at the end of Key Stage 2 for disadvantaged pupils in reading, writing and maths will be broadly in line with their non-disadvantaged peers • There is high quality teaching in place to ensure that all pupils, including those who are disadvantaged, achieve positive outcomes • Staff are quick to identify any gaps in pupils' learning and further support is provided promptly (either within class or through additional intervention groups)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	• Pupils with SEMH needs are identified quickly and provided with appropriate support • Families are supported to ensure that any potential barriers to learning for pupils are overcome Sustained high levels of wellbeing demonstrated by: • qualitative data from pupil voice, pupil and parent surveys, teacher observations and learning mentor reports • quantitative data from Boxall Profile • regular attendance at school • an increase in participation in enrichment activities, particularly among disadvantaged pupils
To ensure that all pupils, including those who are disadvantaged, maintain regular attendance at school	• There are no disadvantaged pupils, aside from those with significant SEND or medical needs, who are classed as 'persistent absentees' (below 90% attendance) • Attendance is monitored closely and parents/carers are informed promptly of any concerns • Our school works closely with families to support with regular attendance, and pupils are provided with a range of different approaches to enable regular attendance at school

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£4,595**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop vocabulary through spoken language. The main focus of this will be in the EYFS through NELI (Nuffield Early Language Intervention), though will also include speech and language intervention. Continue to embed use of a range of different speech and language tools and assessment resources. This includes the BPVS (British Picture Vocabulary Scale), the Eklan concept checklist, and the match, give, name assessment for early concepts (from the Educational Psychology Service.) Ensure required staff receive training to provide individuals and groups of pupils with additional vocabulary support.	The Communication Trust's Talking About a Generation report identified that children who experience persistent disadvantage are significantly less likely to develop the language needed for learning compared to non-disadvantaged peers. It highlighted that children who struggle with language at 5 years old are six times less likely to reach the expected standard in English at age 11 and ten times less likely to achieve the expected level in maths. They are also twice as likely to be unemployed at age 34 as children with good vocabulary. The Nuffield Early Language Intervention (NELI) is a programme for children in Reception class which has been found to improve children's language and early literacy skills. Robust evaluations found NELI children made on average 3 months of additional progress in language.	1, 2, 4
With the support of the Matrix Maths Hub, further develop the teaching for mastery approach for mathematics across the school. This will include further consolidation of the mastering number programme at KS1 and the introduction of the mastering number programme at KS2.	Knowledge of multiplication and division and its applications forms the single most important aspect of the KS2 curriculum, and is the gateway to success at secondary school. This KS2 mastering number project enables pupils in Years 4 and 5 to develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense. This mastering number programme at KS1 aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. https://www.ncetm.org.uk/	1, 2, 4

Continue to enhance the high quality teaching of writing throughout the school. This includes developing consistent approaches to teaching sequences (with the incorporation of grammar and punctuation), as well as strategies to improve handwriting and pupil outcomes in spelling.	The EEF guidance report for literacy states that writing can be thought of as a process made up of five components (planning, drafting, revising, editing, and publishing). A systematic approach to the writing process impacts on pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1, 2, 4
Provide high quality professional development for teaching staff. This will focus on whole school priorities and individual needs (and be linked to career stage and experience). Ensure that CPD (including NPQ programmes) is of high quality and has a positive impact on pupil outcomes.	In the Teacher Development Trust's report on Developing Great Teaching, the key finding of the review was that professional development opportunities that are carefully designed and have a strong focus on pupil outcomes have a significant impact on student achievement. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 4
Higher attainers, including those who are disadvantaged, will be given planned opportunities to work at a greater depth of understanding within the curriculum. Staff will be given training to implement strategies to challenge higher attaining pupils and promote deeper thinking, e.g. through use of maths lesson structure.	A report commissioned for the Social Mobility and Child Poverty Commission, Progress made by high-attaining children from disadvantaged backgrounds (2014) found "high-achieving children from the most deprived families perform worse than lower-achieving students from the least deprived families by Key Stage 4."	4
Continue to enhance the engagement curriculum model across the school for our higher needs SEND pupils (including those who are disadvantaged). This will allow them to access stimuli and activities on a similar theme as their peers, while following their own areas of development. Provide support to staff in ways in which the curriculum can be adapted for the specific needs of pupils Ensure that planning is undertaken for specific children, so that all adults who support them are clear of weekly expectations	The Engagement Curriculum sits alongside the assessment guidance found in the Engagement Model . This provision is for our high needs pupils who are working below National Curriculum levels and who need a more bespoke approach within the classroom.	4

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

Budgeted cost: **£15,340**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional hours from teachers and HLTAs (who know the children well) to deliver recognised intervention programmes in English, Maths and phonics. A proportion of the pupils who receive small group support will be disadvantaged, and planned groups will also include those who are disadvantaged higher attainers. Additional time will be provided so that staff carrying out tuition can liaise with class teachers and ensure that work is not only targeted to address gaps in learning, but is also related to whole class lessons.	Extensive evidence shows that one-to one and small group tuition has a positive impact on the attainment of disadvantaged children- EEF findings are that it is likely to make an impact if it is additional to and explicitly linked with normal lessons. Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1, 2, 4
Ensure pupils are given opportunities to work in a one to one capacity with a speech and language intervention teacher	The EEF states that on average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.	1

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

Budgeted cost: **£4,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of Learning Mentors to provide SEMH support for individual pupils through either weekly, fortnightly timetabled sessions, or as 'go to' support.	Mentoring requires close interaction between an adult or older peer and one or a small group of pupils. Conversations between mentors and mentees may address but would not be limited to: attitudes to school; specific academic skills or knowledge; self-perception and belief. In	3

Expand provision of existing mentors by training new members of staff. Fund release time for learning mentors to meet with class teachers and to collaborate and review progress as a group. Use learning mentors to provide additional group support, e.g. mindfulness or social skills groups.	general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. The EEF states that while mentoring is not generally as effective in raising attainment outcomes as small group or one to one tuition, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.	
Further develop the approach to outdoor learning for all pupils. This will include sessions in the forest, lessons beyond the classroom and the development of the new school allotment plot.	The EEF states that outdoor learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	3
Offer priority attendance to any extra-curricular clubs for disadvantaged pupils. Provide free attendance to 'paid for' clubs where necessary. Ensure free access to Breakfast and Kids Clubs (before and after school child care). Not only does this provide pupils with a nurturing, enriching environment, it can also support parents and carers with work commitments where alternative childcare is too costly.	We know that enrichment and wider strategies are a significant part of the tiered approach to improving outcomes for disadvantaged pupils (EEF Pupil Premium Guidance). Attendance at clubs and wider enrichment opportunities is lower for disadvantaged groups but is good for developing further social and emotional learning (+4 months impact). The EEF toolkit also highlighted the positive benefits to arts participation (+3months)	3
Reduce the cost of trips and experiences for all children, while fully subsidising expenses for those who are less well-off so that all children have equality of experience in education and school. This includes day trips or visitors, residential visits, swimming lessons and music tuition.	We have identified a lack of enrichment opportunities and life experiences for our disadvantaged pupils. We will address barriers to learning by ensuring equality of provision for all pupils by providing opportunities for children to develop their skills, knowledge and cultural capital. Children's perception of themselves as 'disadvantaged' is the most limiting factor for progress and outcomes. They need to see	3

Support disadvantaged families with any additional equipment that may be needed for school, e.g. uniform, stationary items, technology for homework tasks and remote learning.	themselves as the same as everyone else and capable of the same in terms of their future life chances.	
Ensure regular analysis of pupil attendance and swift intervention strategies for those at risk of becoming persistent absentees. Hold regular meetings in school to discuss attendance concerns, as well as termly meetings with the Attendance Compliance team. Ensure our school is following the good practice set out in the DfE's Improving School Attendance, to embed the principles behind supporting regular school attendance.	The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome (2016 DfE report The link between absence and attainment at KS2 and KS4)	5

Total budgeted cost: £29,590

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Original figures for 2023-2024	
Total number of pupils on roll (without nursery)	192
Number of pupils eligible for the pupil premium grant	18
% of pupils eligible for pupil premium grant	9.4%
Number of PPG pupils with EHCP	2
% of PPG pupils with EHCP	11%
PPG funding received per pupil	£1,455
PPG funding received per LAC/post LAC pupil	£2,530
PPG funding for 2023-24	£28,340

2023-24 Outcomes for pupils eligible for PPG :			
End of KS2 (Year 6)- 2 pupils	% of pupils working at or above national expectations	% of pupils who have made at least expected progress from KS1	% of pupils who have made more than expected progress from KS1
Reading	100% (50% at GDS)	100%	50%
Writing	100%	100%	0%
Maths	100%	50%	0%
SPAG	100% (50% at GDS)		
End of KS1 (Year 2)- 2 pupils	% of pupils working at or above national expectations	% of pupils who have made at least expected progress from EYFS	% of pupils who have made more than expected progress from EYFS
Reading	100%	100%	0%
Writing	100%	100%	0%
Maths	100%	100%	0%
Year 1- 4 pupils	% of pupils working at or above national expectations		
Phonics screening	75%		
Combined attainment and progress of all year groups:			
Attainment (EYFS): One PPG pupil in this class did not achieve the GLD. Attainment (Years 1 to 6):			

Reading- 11/15 pupils- 73% (85%) achieved age related expectations. Two pupils- 13% (15%) are working at a greater depth.
 Writing- 9/15 pupils- 60% (69%) achieved age related expectations. One pupil- 7% (8%) is working at a greater depth.
 SPAG- 10/15 pupils- 67% (77%) achieved age related expectations. Two pupils- 13% (15%) are working at a greater depth.
 Maths- 10/15 pupils- 67% (77%) achieved age related expectations. Two pupils- 13% (15%) are working at a greater depth.

Progress from starting points (FSP>KS1>KS2)

Reading- 15/15 pupils- 100% (100%) are making at least expected progress. Out of these pupils, 5 (33%) are making more than expected progress.
 Writing- 15/15 pupils- 100% (100%) are making at least expected progress. Out of these pupils, 2 (14%) are making more than expected progress.
 Maths- 15/15 pupils- 100% (100%) are making at least expected progress. Out of these pupils, 3 (20%) are making more than expected progress.

Further Evaluation and Impact

Intended outcome	Impact of the previous strategy
To ensure the progress and attainment of pupil premium children is at least in line with national averages, and differences between disadvantaged and non-disadvantaged pupils are diminished	• Staff are quick to identify any gaps in pupils' learning and support is provided promptly (either within class or through additional intervention groups) • Our school has arranged intervention groups across the year, both within lessons and as additional sessions in afternoons and after school. These have been run by a combination of qualified teaching staff and Higher Learning Teaching Assistants. • Quality first teaching is assessed through the school's monitoring cycle and pupil progress of PPG pupils is discussed through regular pupil progress meetings. • Outcomes from last year show that, of the PPG pupils in Years 1 to 6, 100% are making expected progress in reading, 100% are making expected progress in writing, and 100% are making expected progress in maths. • Broadly speaking, disadvantaged pupils are achieving in line with non-disadvantaged pupils in reading, SPAG and maths. Attainment in writing is slightly lower and has been identified as an area of improvement in the next pupil premium strategy plan.
To improve oral language skills and vocabulary among disadvantaged pupils.	• Our school has put in place speech and language intervention, which happens two days a week by a trained LSA. We also have regular support from our SALT (who is provided by ECC as part of our enhanced provision). They both provide advice and guidance to other staff members (support staff and teachers) and our school LSA offers training to school staff.

	Resources (e.g. games/activities) have been purchased to support with these speech and language sessions. • Nessy Learning is in place for pupils throughout KS2 (approximately 30 children, who complete this every morning either in the ICT suite or through using class iPads). • NELI (Nuffield Early Language Intervention) is being run in the EYFS by two trained support staff for a group of children who have been identified as needing this provision. They receive 3 sessions as a group, and then two sessions as individuals per week. • Assessments are undertaken using the newly purchased British Vocabulary Scale, The 42 sounds spoken English assessment, ECC 'Match, Name, Give' assessment, and the ELKLAN concept assessment. In the coming year, we will be working on a more rigorous procedure for tracking data to monitor the impact of these interventions.
To ensure the outcomes for disadvantaged pupils in phonics are at least in line with National averages and that phonics teaching continues to positively impact on the children's ability to become confident readers	• We have implemented Pearson Bug Club (DfE validated provider) as a new phonics programme. This has included interactive teaching resources as well as accompanying books, and has also been supplemented by Dandelion Readers books, which link directly to the sounds that pupils are studying in class. • Teaching and support staff receive ongoing training sessions, and are now well versed to deliver phonics, both in class and through additional interventions, using the provided resources to enhance pupils' learning. • Families have been provided with log ins for Bug Club independent so they can access ebooks and specific lessons (set by teaching staff) at home. • In addition to this, parent workshops have been held online to provide advice and guidance to parents on our approach as a school and the ways in which they can support pupils at home. This has given parents a clear understanding of our expectations and we have seen a noticeable increase in reading at home (evidenced through pupil reading records and dialogue with parents during conferencing sessions) • In the 2023-2024 Year 1 phonics screening, 70% of pupils achieved the threshold (84% when the five pupils with EHCPs are removed from the data). This is higher than last year's outcomes and in line with previous years. Although it is below the national average, it is above when the five pupils with EHCPs are removed from the data. 3 out of 4 PPG pupils achieved the threshold (75%) which is marginally above the achievements of non-disadvantaged pupils. • "The school prioritises reading. In Nursery, children listen to, and learn, nursery rhymes and stories that develop their communication and language skills.

	Children in the early years begin learning to read as soon as they start school. Pupils learn phonics well. The books pupils read match the sounds they have learned. Pupils enjoy the school's new 'reading spine' initiative and the challenge that this has given them. Staff have the expertise to teach reading well. Teachers check pupils' progress in phonics effectively. If pupils fall behind, they receive the support they need to help them to catch up quickly. As a result, pupils learn to read confidently and fluently." (Ofsted, Feb 2024)
To improve reading fluency, and in turn reading attainment, for disadvantaged pupils	• A whole class reading approach has been adopted in KS1 and KS2 to improve the teaching of reading, in particular comprehension and fluency (using Teaching Booth and Fred's Teaching materials). Staff have received training and have successfully implemented and embedded the approach over the course of the last two years. • The new approach has allowed pupils to experience a variety of challenging texts, in particular those which they may not have chosen to read themselves. It has also improved pupils' depth of understanding, for example by experiencing new vocabulary, and, therefore, the enjoyment of reading through greater engagement in the text • At the end of KS2 in 2024, 100% of PPG pupils had made at least expected progress in reading. In 2023, 100% of PPG pupils had made at least expected progress in reading (and reading progress across the cohort was +3.6). • At the end of KS2 in 2023-2024, 100% of PPG pupils achieved age related expectations in reading, with 50% achieving GDS. In KS1, 100% of PPG pupils achieved age related expectations in reading.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	• Staff are quick to identify vulnerable pupils and there are systems in place to refer them for learning mentor sessions (and to other agencies if necessary) • The Headteacher has completed the Trauma Perceptive Practice 'train the trainer' training, and this approach is currently being implemented throughout the school. • Class teachers have reported that mentoring and mindfulness sessions for PPG pupils helps increase their engagement in the classroom and they show a greater resilience when approaching work. • Funding has been used for swimming, school trips (including residential visits), as well as wrap around childcare provision. • Feedback from specific families highlighted that these arrangements have improved the challenging situations they face. In some cases, there has been a

	reduction in stress and improved relationships within the family unit. • In addition to this, the school has created links with Young Carers to provide further respite for pupils who have difficult home situations. • We have made links with Stansted Touchpoint (and food bank) to support families in need in a variety of ways, e.g. food distribution, Christmas Gift appeal etc.
To ensure that all pupils, including those who are disadvantaged, maintain regular attendance at school	• Throughout this strategy, we have moved to a new school information management system to enable better tracking of attendance, as well as the ability to highlight attendance to parents through the parent app. • Attendance information is regularly sent to the whole school community outlining our current aims for improving attendance and the expectations we have. Individual letters have been created to send to families of pupils whose attendance drops below an acceptable level, so that parents/carers are informed promptly of any concerns. • An attendance tracking sheet has been created by the school office to ensure any concerns are highlighted and addressed promptly. Support will always be provided to families where required. • We have assigned one of the office roles to oversee attendance. Training has been completed and links made with the ECC Attendance Compliance Team. The Headteacher has also attended the maximising school attendance training. • Whole school attendance at the end of 2023-2024 was 94.4% (5.2% authorised and 0.4% unauthorised). There has been ongoing improvement throughout the three years of this pupil premium strategy. In 2022-2023, attendance was 93.6% (6% authorised and 0.4% unauthorised), and in 2021-2022 it was 91.5% (7.7% authorised and 0.8% unauthorised). Our current attendance is in line with the national average for all primary schools, which stands at 94.5% (3.9% authorised and 1.6% unauthorised). • The attendance of disadvantaged pupils in 2023-2024 was 94.8%, which is +0.4% better than whole school attendance. In 2022-2023, the attendance of disadvantaged pupils was 94.2%, which is +0.6% better than whole school attendance. Both of these are a huge improvement on the -3.1% difference at the start of this strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Online support programmes for literacy/dyslexia	Nessy Learning