

# Pupil premium strategy statement- Heathfield Junior School

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 outcomes for disadvantage pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	378
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2027/2028
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	David Colenso <i>Co-Headteacher</i> Helen Child <i>Co-Headteacher</i>
Pupil premium lead	Amy Homer
Governor / Trustee lead	Jacqui Kelly John Coombs

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 235,500
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£ 235,500</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Heathfield, our intentions are that all pupils, irrespective of their background or the challenges they face, work hard and do their very best. This is our school motto. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals.

We also consider the challenges faced by all vulnerable pupils within this strategy, regardless of whether they are eligible for pupil premium or not. This includes vulnerable pupils who have Special Education Needs and Disabilities (SEND), those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing, such as young carers. The interventions we have outlined in this statement are also intended to support their needs.

At Heathfield, the progress and attainment of disadvantage pupils has always been a priority. In the 2018-2019 academic year, we were very successful in 'closing the gap' between pupils that were in receipt of pupil premium and those who were not. In our end of KS2 SATs results in reading and writing there was less than a 5% gap between our pupil premium pupils and our pupils who were not in receipt of pupil premium. In maths, 96% of pupil premium pupils and 94% of pupils who were not eligible for pupil premium achieved the expected standard.

We were again successful in 'closing the gap' in our post pandemic 2022-2023 KS2 SATs results, when in writing 81% of pupil premium pupils and 78% of pupils who were not in receipt of pupil premium achieved the expected standard. In maths in the same academic year, there was only a 5% gap between our pupil premium pupils and our pupils who were not in receipt of pupil premium that achieved age related expectations. As well as this, in 2022-2023 our average point score for disadvantage pupils for the Year 4 Multiplication Times table Check (MTC) was 19.4 that was 1.1 points above the national average point score for disadvantage pupils, which was 18.3.

Once again in 2023-2024, we were successful in 'closing the gap' in our end of KS2 results with there being a 5% or less attainment gap between our pupil premium pupils and all pupils in achieving the expected standard in reading, writing and maths. In reading, writing and maths (combined) in 2023-2024 the national average for disadvantaged pupils meeting the expected standard was 45%. At Heathfield Junior School, 68% of disadvantage pupils met the expected in reading, writing and maths (combined). This is 23% above the national average and just above the national average for those non-disadvantage pupils, which was 67%.

<b>End of KS2 Results 2023-2024</b>				
	<b>Reading, writing and maths combined</b>	<b>Reading ARE+</b>	<b>Writing ARE+</b>	<b>Maths ARE+</b>
<b>All pupils</b>	72%	83%	83%	83%
<b>PP and non-PP Attainment Gap</b>	5%	5%	2%	4%
<b>Pupil Premium Pupils</b>	67%	78%	81%	79%

Finally, in our 2023-2024 Year 4 MTC results, the average point score for our disadvantage pupils was 24.4, which was 3.8 above the national average for all pupils of 20.6. It was also 3.1 above the national average for pupils not known to be disadvantage, which was 21.3, and 0.3 above the school's average point school for pupils not known to be disadvantage, which was 24.1.

Currently, we expect our 2025-2026 Year 6 pupils in receipt of pupil premium to achieve the following in their end of KS2 SATs:

<b>Subject</b>	<b>% of PPG children who are predicted to make ARE by the end of KS2</b>	<b>% of PPG children who achieved ARE at the end of KS1</b>
Reading	69%	31%
Writing	59%	21%
Maths	86%	34%
Reading, Writing and Maths	58%	21%

As you can see, this is considerably higher than what that cohort of children achieved at the end of KS1, which shows excellent progress throughout the KS2 curriculum. As well as this, the % of pupils in receipt of pupil premium predicted to achieve age-related expectations in reading, writing and maths combined is 58% which is 13% higher than the 2024-2025 Year 6 cohort and 11% above the disadvantage national average in 2024-2025.

High-quality teaching is at the heart of our approach, with a focus on aspects of the curriculum in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap. Our whole school approach to learning promotes effective collaborative learning, planned vocabulary choices, explicitly linking past and present learning, purposeful assessment for learning and high-quality 'ordinary available provision', which support children's primary school development.

Targeted academic support by class teachers and teaching assistants, through guided groups, intervention groups and conferencing across the curriculum is also an integral

part of our pupil premium strategy. These targeted academic approaches have been proven to positively affect the progress and attainment of our disadvantaged pupils.

At Heathfield, we also understand that in order for all pupils to be successful they need to attend regularly, display appropriate behaviour, have access to wider learning and recreational opportunities, and be able to access suitable social, emotional and mental health support, when needed. The strategies outlined in this statement will assist all pupils, including those in receipt of pupil premium, to achieve these objectives and have access to this support.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- constantly monitor the attainment and progress of disadvantaged pupils so interventions can swiftly be put into place if needed.
- identify closing the gap for vulnerable pupils is a priority for all staff, by monitoring closely and linking to performance management targets.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils' language skills are not always within Age Related Expectations (ARE). A vocabulary gap among many disadvantaged pupils and their peers is evident in KS2.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Currently, within Years 3 and 4, more of the pupils receiving 1:1 and small group phonics interventions, as they did not pass their Phonics Screening Check (PSC) or still cannot blend effectively, are eligible for pupil premium.
3	Internal data assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This is particularly prevalent in the internal data for Years 3 and 5.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by the

	<p>COVID pandemic and the cost of living crisis to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to disadvantage pupils falling further behind age-related expectations in key curriculum areas.</p>
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils during the COVID pandemic and the cost of living crisis. These challenges particularly affect disadvantaged pupils, including their attainment.
6	<p>Our attendance data over the last 3 years indicates that the attendance gap between disadvantaged pupils and their peers has widen from 0.9% in 2018-2019 to 2.5% in the 2022-2023 academic year. In 2023-2024 and 2024-2025, it did slightly narrow to 2.2%, but still needs to improve further.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting these disadvantaged pupils' academic progress and attainment.</p>
7	Internal data shows that our disadvantage pupils have less access to wider learning and recreational opportunities outside of school.

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including paired/group and whole class discussions in lessons, book scrutinise and ongoing formative assessment.
Continue to improve reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that 85% or more of disadvantaged pupils met the expected standard.
Improve writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2027/28 show that 85% or more of disadvantaged pupils met the expected standard.
Continue to improve maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2027/28 show that 85% or more of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all	Sustained high levels of wellbeing from end of 2024-2025 to 2027/28 demonstrated by:

pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a continued increase in participation in enrichment activities (extra-curricular trips and clubs), particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance in 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their peers being reduced by 1%.</li> </ul>

## 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: £135,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
The highest quality teaching throughout the school developed through well-conceived and successful continual professional development (CPD) on effective pedagogy.	<p><b>Rob Coe and colleagues (2014)</b> identify six components of teaching that lead to improved student outcomes. Amongst them is quality of instruction, which includes elements such as effective questioning, and use of assessment by teachers, along with specific practices such as reviewing previous learning, retrieval, low stakes testing, spaced learning, providing model responses for students and giving adequate time for practice to embed skills securely.</p> <p><b>EEF:</b> Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p><b>EEF:</b> Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p>	1, 2, 3 and 4.
Additional experienced teachers for English and maths groups in each year group.	<b>Sutton Trust (2011)</b> found that, The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year. These pupils gain 1.5 years' worth of learning with very effective teachers.	1, 2, 3 and 4.

	<b>EEF:</b> Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.	
The progress and attainment of disadvantage pupils to be discussed in YG's bi-weekly PPA meetings.	<p><b>Macleod et al (2015):</b> Meeting individual learning needs, with differentiated responses for individuals versus 'one size fits all' is more successful in raising the attainment of disadvantaged pupils.</p> <p><b>Durrington Research School:</b> It is essential that any intervention starts with identifying the specific problems for individual students before putting potential solutions in place. Heterogeneous understanding must overrule a homogenous approach.</p>	1, 2, 3, 4, 5, 6 and 7
Termly, data-driven progress meetings between Co-Headteacher, Assessment Lead and YGL, to identify the specific needs of children who are not progressing as expected so staffing, intervention and timetabling can be amended quickly to meet these.	<p><b>Macleod et al (2015):</b> Meeting individual learning needs, with differentiated responses for individuals versus 'one size fits all' is more successful in raising the attainment of disadvantaged pupils.</p> <p><b>Durrington Research School:</b> It is essential that any intervention starts with identifying the specific problems for individual students before putting potential solutions in place. Heterogeneous understanding must overrule a homogenous approach.</p>	1, 2, 3, 4, 5, 6 and 7
Whole school focus on embedding collaborative learning across the curriculum. Continual professional development (CPD) to be provided to all staff to support the development of this.	<p><b>EEF:</b> The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. There is some evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion.</p> <p><b>EEF:</b> Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p><b>EEF:</b> Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p>	1, 3 and 4.

Continue to embed meaningful feedback (written and verbal) to students across the curriculum that leads to improvement in the pupil's learning and outcomes.	<p><b>EEF:</b> Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p><b>EEF:</b> Written feedback has a positive impact overall (+5 months) and studies show that verbal feedback has a slightly higher overall impact of +7 months.</p>	1, 2, 3 and 4.
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions (both 1:1 and small group support) targeted at pupils, a high % being pupil premium, who require further phonics support in order to be able to decode accurately. This will be delivered using RWI phonics (a DfE validated Systematic Synthetic Phonics programme).	<p><b>EEF:</b> Phonics has a positive impact overall (+ 5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><b>John Dabell from Teach Primary magazine reviewed the Read Write Inc.</b> He commented: 'Literacy and Language is eloquent, convincing and full of rigour. This is what a proper literacy programme should look like. It is meticulously organised, clearly structured and something on which to rely. There is every reason to believe that if your school habitually follows this clever programme with gusto and commitment, and you have an ambitious literacy coordinator, then literacy standards will rocket.'</p>	2
Volunteer readers from the national Beanstalk scheme provide twice weekly visits to support pupils with their reading. The majority of pupils	<b>EEF:</b> On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.	1, 2 and 4.



selected are pupil premium.	<p><b>Centre for Literacy in Primary Education (CLPE):</b> Research shows us, that being literate changes your life. The research also shows us that if you are a literate child who reads for pleasure then this has more impact on your future life chances than any other factor.</p> <p>Encouraging reading for pleasure is a social justice issue.</p>	
Peer mentors support children to learn to read common exception words (CEWs). Often these are the children whom are below age-related expectations in reading. The majority of pupils selected are pupil premium.	<p><b>EEF:</b> Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately six additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, as it supports social and emotional development of pupils and boosts self-confidence.</p>	1, 2, 4 and 5.

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summer reading challenge- teachers to choose a high-quality decodable book for all pupils to encourage pupils to read during the summer holidays. This is particular important for pupil premium children, who may have less access to reading material at home.	<p><b>EEF:</b> On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p><b>Centre for Literacy in Primary Education (CLPE):</b> Research shows us, that being literate changes your life. The research also shows us that if you are a literate child who reads for pleasure then this has more impact on your future life chances than any other factor.</p> <p>Encouraging reading for pleasure is a social justice issue.</p>	1, 2 and 4.
Implement a range of interventions (Forest	<p><b>EEF:</b> Social and emotional learning approaches have a positive impact, on average of 4 months' additional progress in academic outcomes over the course of an</p>	1, 2, 3, 4 and 5

<p>Schools, ELSA Support, Zones of Regulation, and MHST initiative) that focus on pupils' social and emotional learning (SEL). These interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p>academic year.</p> <p>The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively to manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p><b>Forest School: New Economics Foundation (NEF):</b> When children attended Forest School children had the freedom, time and space to learn and demonstrate independence Children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play, Children's language development was prompted by the children's sensory experiences. The woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time.</p> <p><b>ELSA: A 2010 study by Grahamslaw</b> found that children who had received ELSA support held higher beliefs in their own emotional self-efficacy than children who had not. This suggests that the ELSA programme supports children to develop increased confidence in their ability to regulate their emotions.</p> <p><b>Zones of Regulation: L Romanowycz et al 2021:</b> Four of the six theses found that The Zones improved the ability of primary school students to self-regulate.</p>	
<p>Implementing a range of strategies to ensure regular attendance for all pupils- including:</p> <ul style="list-style-type: none"> <li>• Whole school initiatives- such as a 'In it, to win it' and Heathfield's Got Talent.</li> </ul>	<p><b>DfE (2020):</b> Central to raising standards in education and all pupils can fill their potential is an assumption that is so widely understood that it is insufficiently stated: pupils need to attend school regularly to benefit from their education. Children with poor attendance tend to achieve less in both primary and secondary school.</p>	<p>6</p>

<ul style="list-style-type: none"> <li>• Working with the EWO</li> <li>• Working with Educational Psychologist and families to support children suffering from ERSA.</li> <li>• Weekly discussion of attendance with children to develop their understanding of its importance.</li> </ul>		
<p>To provide disadvantaged children with subsidised access (at least a 25% discount) to extra-curricular clubs, holiday clubs, school visits and trips, residential school journeys, swimming lessons and music lessons.</p>	<p><b>National Curriculum and OFSTED handbook (2019):</b> Those parents equipped with cultural capital are able to drill their children in the cultural forms that predispose them to perform well in the educational system. It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</p>	7

**Total budgeted cost:** £235,500

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

At Heathfield Junior School, we were successful in ensuring that our pupils in receipt of pupil premium, once again, achieved better than national averages at all levels of attainment for all pupils in the 2024-2025 Year 4 Multiplication Times Tables Check (MTC):

	PPG PUPILS				
Score (out of 25)	25	22+	20+	18+	Below 18
	56%	78%	82%	82%	18%
	37%	62%	70%	76%	24%

National averages for ALL children.

The national average point score for the MTC was **21.0**

The national average point score for disadvantage pupils for MTC was **19.3**

This year the school's average point score for disadvantage pupils for MTC is **22.0**

As well as this, in our 2024-2025 Year 4 MTC results, the average point score for disadvantage pupils was 0.3 above the national average for pupils not known to be disadvantage, which was 21.7.

This is particularly impressive as this Year 4 cohort of pupils have a high number of children who have Special Educational Needs and Disabilities (SEND):

- 10.2% of pupils have an Educational, Health and Care Plan- EHC plan (on average 5.3% of primary school pupils have an EHC Plan). 1 pupil was awaiting an EHC plan.
- 28% of other pupils are registered as SEND support or have an additional need on the school's SEND register (on average 14.2% of primary school pupils have special educational needs (SEN) support, but don't have an EHC plan).

At Heathfield Junior School, pupils in receipt of pupil premium achieved the following in their 2024-2025 KS2 results:

	All subjects- Reading, writing and maths combined.		Reading		Writing		Maths	
	School 2025	National 2025	School 2025	National 2025	School 2025	National 2025	School 2025	National 2025
<b>PUPIL PREMIUM</b>	47%	47%	67%	63%	64%	59%	71%	61%

- 83% of pupils in receipt of pupil premium achieved the expected standard in at least one subject (reading, writing or maths).
- 74% of pupils in receipt of pupil premium achieved the expected standard in at least two subjects (reading, writing or maths).

The 2024-2025 Year 6 cohort of pupils missed learning in Year 1 and 2 due to the COVID-pandemic. Although there is no government progress data for this cohort of pupils, as there is no KS1 baseline available to calculate progress measures due to the COVID-19 disruption, internal data shows the remarkable progress pupils who were in receipt of pupil premium funding made to achieve the above data:

% of PPG children at ARE at the end of KS1			
Reading	Writing	Maths	All Subjects- Reading, writing and maths combined.
32%	0%	26%	0%
% of PPG children at ARE at the end of KS1			
67%	64%	72%	46%
Progress of PPG children from the end of KS1 to the end of KS2			
+35%	+64%	+46%	+46%

The progress the Year 6 pupils in receipt of pupil premium made in 2024-2025 was exceptional and what we expected, as was the % of disadvantage pupils that attained age-related exceptions in one of two subjects in their end of KS2 SATs. The attainment gap in all subjects compared to all pupils and those who are not known to be disadvantaged is due to cohort specific factors. Primarily, it is due to the fact within this cohort, a high percentage of pupils, 69%, that were on the SEN register with mainly cognition and learning needs, were also in receipt of PPG funding. This included all children who had an EHCP. This compared to only 30% of pupils that were on the SEN register, who were not known to be disadvantaged.

As well as this, it is important to note the impact of the COVID-19 pandemic on this cohort of children. They missed crucial learning in both Years 1 and 2. As stated in the Ofsted's 'Strong Foundations in the first years of school' (October 2024) publication, '*Research is clear that high-quality early education (Reception and KS1) establishes the foundations for later success, including academic achievement, good health and well-being.* Therefore, it only makes sense that when these vital years are disrupted, it has an impact on a child's later academic achievement. As well as this, they had limited access to social interactions, health care professionals, such as speech and language therapy and occupational health support during these years, which is vital in the early years of a child's life in order to ensure success later in life.

Lastly, it is important to note, that it has been documented by many educational researchers, including the NFER, that the recent cost of living crisis has negatively impacted children's education, especially for those who are most vulnerable, which includes pupils in receipt of pupil premium. *'The vast majority of senior leaders (at least 84 per cent across primary, secondary and special settings) report that cost-of-living pressures have increased both the numbers of pupils requiring additional support and their level of need, especially in the most disadvantaged schools.'* (NFER October 2023)

In order to continue with this aim of narrowing the attainment gap between disadvantage and all pupils, supporting the academic and emotional needs of disadvantage pupils will again form part of our current PPG strategy. As well as this, narrowing the attainment gap between pupils in receipt of pupil premium and those who are not will form part of the teacher's performance management with a particular focus on the progress and attainment of children who are both SEND and in receipt of the pupil premium grant.

In 2024-2025, the attendance of our disadvantage pupils was 93%, which was an increase of 0.8% on the previous academic year, and was 0.4% above the national average of 92.6%. However, this still meant there was a 2.5% attendance gap between pupils in receipt of pupil premium and all pupils. As well as this, 21.3% of persistent absence were eligible for pupil premium, which was 3.1% below the national average for pupils in receipt of pupil premium, which was 24.4%, and again was 4% lower than the previous academic year when it was 25.3%. Nevertheless, improving the attendance of disadvantage pupils will continue to be part of the 2025-2026 PPG strategy.

Our assessments, observations and discussions with pupils and families show that our approach to supporting pupils and families social and emotional needs has been successful for the majority of disadvantage pupils. This has meant that within the school environment disadvantage pupils have been able to attend and access the learning successfully. There are still some pupils and families that need further support from the school and outside agencies with their social and emotional needs in order to ensure that every learning opportunity is taken.

In the 2024-2025 academic year, 100% of disadvantage pupils took part in extra-curricular clubs at school. This continues the success from the previous year when 87% of disadvantage pupils attended one of the 42 clubs the school had on offer. As well as this, 94% of pupils in receipt of pupil premium attended our Year 5 residential trip, which is our highest ever % for this trip for disadvantage pupils. Finally, 98% of our disadvantage pupils attended our Year 6 residential trip, and although throughout the years this percentage has been consistently high (87-92%), this particular year shows exceptional attendance for our disadvantage pupils.

## Externally provided programmes

Programme	Provider
Reading Buddy	Oxford Reading Press
Times Table Rockstars	Maths Circle Ltd