

## Pupil Premium Strategy Statement: West View Primary School

This statement details our school’s use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils. It outlines how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School Overview

Detail	Data
School name	West View Primary School
Number of pupils in school	363 R-Y6
Proportion (%) of pupil premium eligible pupils	70%
Academic year that our current pupil premium strategy covers	<b>2024-2025</b>
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lauren Furness
Pupil Premium Lead	Lauren Furness

### Funding overview

Detail					
<b>Deprivation Pupil Premium</b>	363	254	70.0%	£1,480	£375,920
Service Children	363	0	0.0%	£340	£0
Post-LAC / Previously Looked After Children	363	1	0.3%	£2,570	£2,570
Early Years Pupil Premium	57	30	52.6%	£310	£9,300
Currently Looked After Children	363	5	1.4%	£1,570	£7,850
Pupil premium funding allocation this academic year					<b>£395,640</b>

## Part A: Pupil Premium Strategy Plan

### Statement of intent

At West View Primary School, our intention is that all pupils, irrespective of their background or the challenges they face as a result of their disadvantage, make good progress and achieve well across all subject areas. We recognise that in order to do this, pupils need to be emotionally and mentally healthy and well.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- 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

### Challenges

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

Challenge number	Detail of challenge
1	<b>High levels of SEMH needs</b> We recognise the need to increase the level of support for these pupils so that they are emotionally and mentally healthy and well.
2	<b>Poor Oral Language and Communication Skills</b> Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps amongst many disadvantaged pupils - this is especially apparent in the Early Years.
3	<b>Low levels of attainment for disadvantaged pupils - particularly at the end of KS2</b>

	There is a need to improve attainment at the end of KS2 for all pupils, including those who are disadvantaged, so that they are better prepared for the next stage in their education.
4	<b>Lack of secure phonological awareness</b> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their overall progress and attainment in reading and writing.
5	<b>Lack of experiences beyond their own school community</b> Disadvantaged pupils have limited life experiences. This in turn impacts upon their spoken language and vocabulary, aspirations and wider understanding of the world.

### Intended outcomes

This explains the outcomes we are aiming for and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved emotional wellbeing and mental health for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>Qualitative data from pupil voice, parent questionnaires, teacher observations</li> <li>Improved scores demonstrated within SDQs completed staff, pupils and their parents/carers</li> </ul>
Improved oral language skills and vocabulary amongst disadvantaged pupils - including those in EYFS	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment. The % of children achieving a Good Level of Development continues to improve and there is a diminishing gap between disadvantaged pupils and their non-disadvantaged peers.
Improved attainment among disadvantaged pupils at the end of KS2	KS2 outcomes show that progress and attainment for disadvantaged pupils is broadly in line with that of disadvantaged pupils nationally.
Improved phonological awareness	More pupils will be on track/expected based on half termly phonics assessments provided by the Little Wandle SSP. % of pupils passing the PSC increases.
Access to a broad range of experiences beyond the school and the local community	Tracker shows an increasing range of trips, visits and wider experiences are being provided year on year - to include:

	<ul style="list-style-type: none"> <li>- The provision of residential activities in Years 4, 5 and 6</li> <li>- A dedicated visit to a place of worship for each year group in order to broaden their cultural and religious appreciation, knowledge and understanding</li> </ul>
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### Activity in this academic year

This details how we intend to spend our pupil premium funding in order to address the challenges listed above.

### Teaching - for example, CPD, recruitment and retention

**Budgeted cost: £ 116,592**

**Additional teacher allocated to Nursery cohort for 2024-2025: £42,984**

**Additional teacher allocated to Year 5 cohort for 2024-2025: £48,608**

**Little Wandle: £25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher to support increasing level of need in Nursery (EYFS)	<b>EEF:</b> the average impact for reducing class size is around 2 months additional progress over the course of an academic year. <a href="https://www.educationendowmentfoundation.org.uk/research/education-research/2018/04/20-reducing-class-size/">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
Additional teacher to make smaller class sizes in Y5 (x3 classes of 20 to give a PAN of 60)		
Provision of a systematic synthetic phonics programme, validated by the DFE - to include KS2 rapid catch up (daily sessions)  <a href="https://www.littlewandlelettersandsounds.org.uk/letters-and-sounds-a-complete-phonics-resource-to-support-children/">Letters and Sounds - A complete Phonics resource to support children (littlewandlelettersandsounds.org.uk)</a> <ul style="list-style-type: none"> <li>- Little Wandle membership access</li> <li>- Release time for Phonics/Early Reading Lead</li> <li>- New reading materials across school to ensure</li> </ul>	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.  <a href="https://www.educationendowmentfoundation.org.uk/research/education-research/2018/04/20-reducing-class-size/">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	3, 4

<p>that all match the scheme</p> <ul style="list-style-type: none"> <li>- Allocation of resources for all 'Rapid Catch Up' groups + fluency groups</li> </ul>		
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**Targeted academic support - for example, tutoring, one-to-one support, structured interventions**

**Budgeted cost: £90, 173.85**

**Band 5 Teaching Assistants for the provision of Little Wandle 'keep up', fluency and Rapid Catch Up: £27,563 x 3 = £82, 689 (1.0 KS1 + 1.0 in KS2)**

**Lexia: £3660** (due to the licenses running for 3 years, this cost represents the average spend for licenses across 1 year)

**ReadingPlus: £2504.16** (due to the licenses running for 3 years, this cost represents the average spend for licenses across 1 year) + **£1320.69** for additional licenses to roll out = **£3824.85**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants (Band 5) across school to provide additional phonics 'keep up' intervention for KS1 and 'rapid catch up' in KS2.</p> <p><i>These need to take place x5 days per week and staff need to be allocated to deliver this in addition to those TAs who support individual pupils 1:1.</i></p>	<p><b>EEF:</b> Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><b>EEF:</b> Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2-0.3)  <a href="#">TA Recommendations Summary.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	2, 4
Lexia	<p>Beginning in Y3, all children access Lexia until a point when they are ready to progress to ReadingPlus which has a greater focus on reading fluency and comprehension.</p> <p><a href="#">Lexia Reading Core5®   EEF</a></p>	2, 3, 4
ReadingPlus	<p><b>EEF:</b> There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.</p>	2, 3

	<a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	
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**Wider strategies - for example, related to attendance, behaviour, wellbeing**

**Budgeted cost: £161,608.50**

**ABC: £44,100**

The school has an SLA in place for the provision of 5 full days of support per week (to include CBT, therapeutic play and counselling provided by highly skilled staff). There are up to 25 sessions of therapy provided per week (term time only).

**Emotional Literacy Support Assistant (0.5) at Band 5: £13, 781.50**

**Inclusion Assistants: £31,864 x2 = £63,728**

**myHappymind: £4,999**

This a whole school programme, which began in September 2023. There is an annual cost to be covered for full access to the programme. The focus is not on ‘reacting’ to instances of poor mental health but instead, being ‘proactive’, equipping pupils with the skills, strategies and habits to manage their own mental health and wellbeing.

**School trips and residential: £30,000** (this includes a significant contribution towards all trips - residential trips for Years 4/5/6, trips to the theatre - including the opportunity for children to experience a pantomime at Christmas, facilitating the new RE roadmap)

**Bespoke package from Hartlepool Inclusion Support Team: £5000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
5 days of bespoke support from ABC Therapy Services (this includes 4 different specialists who can offer CBT, play therapy, counselling, group work)	<b>EEF:</b> Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.	1
ELSA provision x5 afternoons per week	<b>EEF:</b> Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.  SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships	1

	with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	
Subsidising trips, visits and residential activities	<p><b>EEF:</b> Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	5
The school employs an Inclusion Manager and x2 Inclusion Assistants to support attendance, behaviour and wellbeing across the whole school.	<p><b>EEF:</b> Improving attendance is a multifaceted mission, requiring different approaches in different contexts.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Supporting attendance   EEF</a></p>	1
<p>myHappyMind - programme purchase for the whole school from 2YO provision through to Y6 (to also include staff wellbeing and parent access)</p> <p>This will take the form of dedicated lessons, which are incorporated into the school's wider PSHE long term planning. Staff will complete linked CPD and parents will have access to information through the dedicated parent app.</p> <p>This links to the EEF recommendation for SEL to be taught explicitly.</p>	<p><b>EEF:</b> <i>Use a planned series of lessons to teach skills in dedicated time.</i></p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Being able to effectively manage emotions will be beneficial to children and young people, even if it does not translate to reading or maths scores. SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Package of credits from Hartlepool Inclusion Support Team - to include:</p> <ul style="list-style-type: none"> <li>- Dedicated SEMH package of support for ECTSs</li> <li>- Package of trauma informed CPD for all staff</li> </ul>	<p><b>EEF:</b> Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time</p> <p>Research on ACEs demonstrates that being exposed to four or more significant adverse experiences tends to affect children and teenagers'</p>	1

<p>- Whole school SEMH review</p> <p><i>This aligns with the recommendations set out in the EEF 'Improving Behaviour in Schools' Guidance report.</i></p> <p><i>This package also recognises that 'light touch training is unlikely to be effective on its own'. This is therefore a carefully thought-out package that complements and builds on the training that has already been delivered in school to date.</i></p>	<p>behaviour as well as their physical and mental health, both immediately and throughout their lives. This is a relatively new field of research and it appears that interventions can reduce the harmful effects, but more research is needed to understand the most useful ways of applying this knowledge to support children and young people in schools. There is a strong evidence base that teacher-pupil relationships are key to good pupil behaviour and that these relationships can affect pupil effort and academic attainment.</p> <p><a href="#">Improving Behaviour in Schools   EEF</a></p>	
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**Total budgeted cost: £368,374.35**

Taking into account our school context, we also use some of our pupil premium funding to help subsidise the following:

- Low cost breakfast/after school club provision to support working families and the provision of breakfast and daily fruit for all children.  
[Breakfast clubs found to boost primary pupils' reading writing... | EEF \(educationendowmentfoundation.org.uk\)](#)  
**£10,000 contribution to provide x2 staff for daily breakfast/after school club and catering**  
**£5,000 contribution towards the funding received from Greggs to provide daily fruit and toast across school**  
**£15,000**
- We also support families by providing all children with a free school jumper at the start of every academic year. Whilst the evidence base for this in terms of attainment is weak, this initiative is to be considered as part of our wider pastoral offer which is essential support for families given the level of deprivation of the school community - as evidenced by our IADCI data. [School uniform | EEF \(educationendowmentfoundation.org.uk\)](#)

Based on an approximate figure of £11 per jumper x 407 pupils = £4477

£17 for Year 6 jumpers = £17 x 50 = £850

**Total cost of school jumpers = £5327**

**The school will also purchase a PE hoody for every child from Reception through to Year 6 -  $363 \times £13 = £4719$**

*It is accepted that where new children arrive outside of the September start to the school year, school jumpers and hoodies will also be provided and therefore there is a contingency of £1000 to allow for this.*

**Therefore, the total cost of the uniform = £10,956**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

EYFS 2022-2024 - Good Level of Development Analysis & Three Year Average

GLD NAT Avg		2022			2023			2024			3YR Avg		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. Pupils		31	28	59	27	23	50	25	23	48	83	74	157
SCH DIS	School PP	18	22	40	19	14	33	18	14	32	55	50	105
	SEN	10	3	13	6	2	8	9	3	12	25	8	33
	EAL	0	0	0	1	1	2	0	0	0	1	1	2
	LAC	0	2	2	0	1	1	2	0	2	2	3	5
GLD	School PP	55.6%	77.3%	67.5%	52.6%	71.4%	60.6%	55.6%	71.4%	62.5%	54.5%	74.0%	63.8%
	NAT Other	63%	76%	69%	65%	78%	72%	65%	79%	72%	65%	79%	72%
	GAP Sch PP vs NAT Other	-7.4%	1.3%	-1.5%	-12.4%	-6.6%	-11.4%	-9.4%	-7.6%	-9.5%	-10.5%	-4.5%	-8.2%
	NAT All Pupils	59%	72%	65%	61%	74%	67%	61%	75%	68%	61%	75%	68%
	NAT PP	42%	57%	49%	44%	60%	52%	43%	60%	52%	44%	60%	52%

Good Level of Development (GLD)	School								NATIONAL			TSDC		
	2022		2023		2024		3yr Avg.		2022	2023	2024	2022	2023	2024
	No.	%	No.	%	No.	%	No.	%	%	%	%	%	%	%
All Pupils	59	61%	50	60%	48	65%	157	62%	65%	67%	68%	65%	67%	68%
Boys	31	48%	27	56%	25	52%	83	52%	59%	61%	61%	58%	60%	61%
Girls	28	75%	23	65%	23	78%	74	73%	72%	74%	75%	72%	73%	75%
Pupil Premium	40	68%	33	61%	32	63%	105	64%	49%	52%	52%	49%	53%	53%
Non-Pupil Premium	19	47%	17	59%	16	69%	52	58%	69%	72%	72%	71%	72%	74%
SEN	18	28%	14	29%	14	29%	46	28%	19%	20%	20%	17%	18%	19%
Non-SEN	41	76%	36	72%	34	79%	111	76%	71%	74%	76%	72%	74%	76%
EAL	1	0%	4	75%	2	100%	7	71%	60%	62%	64%	54%	58%	59%
Non-EAL	58	62%	46	59%	46	63%	150	61%	67%	69%	70%	66%	68%	69%

**Phonics Screening 2022-2024 - the expected standard - 32 out of 40**

ADAstra West View Primary	2022			2023			2024			3YR Total / Avg.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	23	31	54	27	29	56	29	24	53	79	84	163
% Achieving expected standard	65.2	93.5	81.5	74.1	96.6	85.7	82.8	75.0	79.2	74.7	89.3	82.2
Average Score	28.4	36.5	33.0	29.6	35.8	32.8	31.0	30.5	30.8	29.7	34.3	32.2
Number achieving the expected standard	15	29	44	20	28	48	24	18	42	59	75	134
Number not achieving the expected standard	8	2	10	7	1	8	5	6	11	20	9	29
Number not assessed (Absent / Disapplied)	0	0	0	0	0	0	0	0	0	0	0	0
<b>National / The School Data Company - Average</b>												
	2022			2023			2024			3YR Total / Avg.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
NATIONAL % achieving expected standard	72	79	75	76	82	79	77	84	80	75	82	78
TSDC % achieving expected standard	72	80	76	75	83	79	77	85	81	75	83	79
TSDC average score	30.4	32.5	31.4	30.9	33.2	32.0	31.2	33.5	32.3	30.8	33.1	31.9

**School Pupil Premium vs National - Phonics Screening 2022-2024 - Three Year Average**

ADAstra West View Primary		2022			2023			2024			3YR Avg		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. of pupils	ALL	23	31	54	27	29	56	29	24	53	79	84	163
School PP Cohort	School Pupil Premium	18	19	37	17	24	41	22	16	38	57	59	116
	SEN	7	2	9	6	4	10	9	2	11	22	8	30
	EAL	0	1	1	1	1	2	3	1	4	4	3	7
	LAC	0	1	1	0	2	2	0	2	2	0	5	5
NOTE: Pupils may have multiple characteristics i.e. be eligible for FSM, have SEN and EAL													
Phonics Analysis		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
% achieving the expected standard	School PP	55.6%	89.5%	73.0%	88.2%	95.8%	92.7%	81.8%	87.5%	84.2%	75.4%	91.5%	83.6%
	National NonPP	77%	82%	80%	80%	86%	83%	81%	87%	84%	79%	85%	82%
	National All Pupils	72%	79%	75%	76%	82%	79%	77%	84%	80%	75%	82%	78%
	National PP	58%	67%	62%	62%	71%	67%	63%	74%	68%	61%	71%	66%

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

PERFORMANCE DATA		2022			2023			2024			3yr Avg.		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Expected Standard		27	28	55	32	27	59	29	24	53	88	79	167
No. of pupils		27	28	55	32	27	59	29	24	53	88	79	167
School	Pupil Premium	19	19	38	24	20	44	23	20	43	66	59	125
Pupil Premium pupils characteristics:	SEN	8	9	17	11	2	13	11	5	16	30	16	46
	EAL	1	0	1	2	1	3	0	0	0	3	1	4
	LAC	0	3	3	0	0	0	1	0	1	1	3	4
GPS* TEST	School PP	53%	47%	50%	58%	60%	59%	48%	60%	53%	53%	56%	54%
	National NonPP	74%	82%	78%	74%	82%	78%	75%	81%	78%	74%	82%	78%
	National All	68%	77%	72%	68%	77%	72%	69%	76%	72%	68%	77%	72%
	National PP	53%	64%	59%	54%	64%	59%	54%	64%	59%	54%	64%	59%
READ TEST	School PP	53%	63%	58%	63%	55%	59%	52%	80%	65%	56%	66%	61%
	National NonPP	75%	85%	80%	76%	81%	78%	77%	83%	79%	76%	83%	79%
	National All	70%	80%	75%	70%	76%	73%	71%	78%	74%	70%	78%	74%
	National PP	56%	69%	62%	57%	63%	60%	58%	67%	62%	57%	66%	61%
MATHS TEST	School PP	63%	58%	61%	67%	60%	64%	70%	60%	65%	67%	59%	63%
	National NonPP	79%	77%	78%	80%	79%	79%	80%	79%	79%	80%	78%	79%
	National All	72%	71%	71%	73%	72%	73%	74%	73%	73%	73%	72%	72%
	National PP	57%	55%	56%	59%	58%	59%	58%	60%	59%	58%	58%	58%
WRIT TA	School PP	47%	53%	50%	71%	70%	70%	70%	75%	72%	64%	66%	65%
	National NonPP	69%	82%	75%	71%	83%	77%	72%	84%	78%	71%	83%	77%
	National All	63%	76%	69%	65%	78%	71%	65%	78%	72%	64%	77%	71%
	National PP	48%	63%	55%	51%	66%	58%	66%	51%	58%	55%	60%	57%
RWM** TEST (Read / Maths) TA (Writ)	School PP	42%	42%	42%	54%	50%	52%	48%	55%	51%	48%	49%	49%
	National NonPP	61%	70%	66%	63%	70%	66%	64%	71%	67%	63%	70%	66%
	National All	55%	63%	59%	56%	63%	59%	57%	64%	61%	56%	63%	60%
	National PP	39%	47%	43%	41%	47%	44%	42%	49%	45%	41%	48%	44%

Attendance

ADASTRA West View Primary 2023/2024		
% Overall Absence	% Attendance	% Persistent Absence
5.5%	94.5%	15.2%
% Permanent Exclusions	% Suspension Rate*	% 1+ Suspensions
0.0%	2.2%	1.1%

PRIMARY		DfE Attendance Data		
		2023/2024 National Averages		
Decile	Decile Description	% Overall Absence	% Attendance	% Persistent Absence
1	10% Most Deprived	6.8%	93.2%	21.2%
2	10% to 20%	6.3%	93.7%	19.0%
3	20% to 30%	6.1%	93.9%	17.2%
4	30% to 40%	5.8%	94.2%	15.6%
5	40% to 50%	5.5%	94.5%	14.1%
6	50% to 60%	5.2%	94.8%	12.7%
7	60% to 70%	4.9%	95.1%	11.3%
8	70% to 80%	4.7%	95.3%	10.0%
9	80% to 90%	4.5%	95.5%	9.1%
10	10% Least Deprived	4.2%	95.8%	7.7%
PRIMARY NATIONAL 2023/2024		5.5%	94.5%	14.6%
PRIMARY NATIONAL 2024/2025*		5.2%	94.8%	13.5%

\*2024/2025 not published national statistics (data from DfE live attendance)