

# Pupil premium strategy statement – Baston CE Primary School 2025 - 2026

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	September 2023 – July 2026
Date this statement was published	October 2023
Date on which it will be reviewed	July 2026
Statement authorised by	G. Allen
Pupil premium lead	J.Hardstaff
Governor / Trustee lead	M.Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24240
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£4301
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£28541

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and 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 are 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. We are entering the final year of our 3-year strategy.

Challenge number	Detail of challenge
1	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 which manifests later in their education as having reading attainment and progress significantly below that of non-disadvantaged pupils.
2	Internal and external assessments indicate that writing attainment and progress among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Internal and external assessments indicate that maths attainment and progress among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments (including pupil voice survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
5	In 2023-2024 the average attendance for disadvantaged pupils was 95.2% and the average attendance for non-disadvantaged pupils was 95.9%, which is admissible. <b>However, 13% of disadvantaged children are persistent absentees and 7% of non-disadvantaged children are persistent absentees.</b>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading attainment and progress among disadvantaged pupils.	<p>In 2023/24 – 43% of disadvantaged children pass the phonics screening test, with an aim to increase this year on year.</p> <p>Since there are no PP+ children currently in Year 1 or EYFS – targets will pertain specifically to reading attainment across school.</p> <p>To have 60% of disadvantaged children achieving age related expectations by the end of academic year 2024/25 and 70% by the end of academic year 2025/26</p>
Improved writing attainment and progress among disadvantaged pupils.	<p>To have 50% of disadvantaged children achieving age related expectations in writing by the end of academic year 2023/24 with all disadvantaged children making at least expected progress.</p> <p>To have 60% of disadvantaged children achieving age related expectations by the end of academic year 2024/25 and 70% by the end of academic year 2025/26</p>
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To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers continue to be less than 2%.</li> <li>• the percentage of all pupils who are persistently absent being below 10% and with no difference among disadvantaged pupils and non-disadvantaged pupils.</li> </ul>

## Activity in this academic year (2025-2026)

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

### Teaching

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1 2 3
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD from White Rose.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3
<p>Purchase of a literacy scheme with an element of listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language elements can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1 2
<p>Staff CPD on high quality feedback and metacognition. Staff release and training costs.</p>	<ul style="list-style-type: none"> <li>- Rosenshine's Principles In Action. Tom Sherrington</li> <li>- Cognitive Load Theory explored through modelling in the practical classroom. 2019</li> </ul>	1 2 3

	<ul style="list-style-type: none"> <li>- Metacognition, self-regulation and self-regulated learning: What's the difference? James Mannion. Impact Issue 8 Spring 2020</li> <li>- Cognitive Load Theory explored through modelling in the practical classroom. Journal of the chartered college of teaching. Josie Morgan Impact September 2019</li> <li>- Identifying instruction moves during guided Learning Nancy Frey and Douglas Fisher The Reading Teacher, 64(2) pp84-95</li> <li>- How I wish I'd taught Maths. Craig Barton (2018)</li> </ul>	
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## Targeted academic support

Budgeted cost: £7541

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Intervention resources specifically designed to address gaps in children's learning following diagnostic testing.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 2 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be guided through the 1:1 tutoring programme from Read Write Inc.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
Teaching assistants deployed around school to provide targeted intervention where the need is required most.	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p> <p><a href="#">Making the Best Use of Teaching Assistants   EEF</a></p>	1 2 3

## Wider strategies

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Real-life, hands on and practical experiences to inspire and motivate learners to engage with the curriculum, in engaging pupils and improving the quality of writing and associated work.</p> <p>Disadvantaged children are offered funded trips and visit places, including residential trips.</p> <p>To ensure the curriculum is balanced and carefully sequenced, and the creative curriculum allows opportunities for cultural development.</p> <p>Build self-esteem, confidence and positive behavioural attitudes through school initiatives and ethos.</p> <p>Online experiences such as TTRS, My Maths, Numbots.</p>	<p>It is proven that there is high value to providing children inspirational activities, building on their cultural capital</p> <p>EEF -Improving School behaviour Guidance Report Improving Behaviour in Schools: Evidence Review Published: December 2019</p>	4
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1 2 3 4 5
<p>Teaching Assistant training in ELSA to support children in their emotional and social needs.</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools</p>	4 5

	<p>may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	
<p>Parents' Evenings arranged throughout the year to better coincide with assessments in order to discuss attainment and targets.</p> <p>Love2Learn sessions reinstated to provide opportunities for parents and carers to see the learning which is happening in school.</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.</p> <p><a href="#">Parental engagement   EEF</a></p> <p><a href="#">'Working with Parents to Support Children's Learning'   EEF</a></p>	1 2 3 4 5

**Total budgeted cost: £28,541**

# Part B: Review of the previous academic year, 2024 - 2025

## Outcomes for disadvantaged pupils

Attainment & Attendance Data:											
Year Group	Attendance	SEND	EAL	PP+	Sex	READ-ING - Summer 5	READ-ING - PRO-GRESS	WRIT-ING - Summer 5	WRIT-ING - PRO-GRESS	MATHS - Summer 5	MATHS - PRO-GRESS
2	95%			FSM	Male	2:6	7	2:4	6	2:6	7
2	95.8%			FSM	Female	1:5	6	1:2	5	1:3	6
2	100%			Forces	Female	2:6	6	2:5	7	2:6	6
2	90%			FSM	Male	0:3	0	0:5	2	0:3	1
3	95%	Yes		FSM	Female	1:1	3	0:4	1	1:2	6
4	91.6%			FSM	Male	4:3	2*	4:4	6*	4:2	1*
4	100%			FSM	Male	4:6	7*	4:2	4*	4:6	3*
4	100%			FSM	Female	4:4	3*	4:4	2*	4:2	1*
4	100%			Forces	Female	4:4	7	4:4	6	4:4	6
4	99.2%			FSM	Male	4:5	7	4:5	6	4:4	6
4	99.5%			FSM	Male	4:4	8	4:3	5	4:4	7
5	96.3%			FSM	Female	5:6	6	5:6	7	5:4	4
5	97.6%	Yes		Forces	Female	5:3	8	5:3	6	5:1	5
5	98.2%			FSM	Male	5:5	8	5:4	6	5:1	5
5	94.2%		Yes	FSM	Male	5:5	7	5:2	6	4:3	1
6	99.5%	Yes		LAC	Female	6:4	7	5:2	5	6:6	9
6	93.2%	Yes		PLAC	Male	6:6	6	6:4	7	6:6	7
6	80%	Yes		FSM	Female	6:6	6	6:x1	9	6:6	7
6	96.6%			FSM	Female	6:x1	7	6:6	6	6:6	6
6	93.7%	Yes		FSM	Male	6:4	8	6:4	8	6:3	8
					<b>WTS</b>	<b>50%</b>		<b>75%</b>		<b>65%</b>	
					<b>EXS+</b>	<b>50%</b>		<b>25%</b>		<b>35%</b>	
					<b>GDS</b>	<b>5%</b>		<b>5%</b>		<b>0%</b>	
<b>Less Than Expected Progress</b>								<b>20%</b>		<b>20%</b>	<b>30%</b>
<b>Expected Progress</b>								<b>25%</b>		<b>55%</b>	<b>40%</b>
<b>More Than Expected Progress</b>								<b>55%</b>		<b>25%</b>	<b>30%</b>
* Joined the school this year, therefore, progress is from the point of entry.											

## Impact of 2024-2025 Intended Outcomes

Intended outcome	Success criteria	Impact
Improved reading attainment and progress among disadvantaged pupils.	<p>In 2023/24 – 43% of disadvantaged children pass the phonics screening test, with an aim to increase this year on year. Since there are no PP+ children currently in Year 1 or EYFS – targets will pertain specifically to reading attainment across school.</p> <p>To have 60% of disadvantaged children achieving age related expectations by the end of academic year 2024/25 and 70% by the end of academic year 2025/26</p>	<p>50% of disadvantaged children achieved at least age-related expectations.</p> <p>However, a further 25% were only half a term behind and 80% made at least expected progress across the year.</p>
Improved writing attainment and progress among disadvantaged pupils.	<p>To have 50% of disadvantaged children achieving age related expectations in writing by the end of academic year 2023/24 with all disadvantaged children making at least expected progress.</p> <p>To have 60% of disadvantaged children achieving age related expectations by the end of academic year 2024/25 and 70% by the end of academic year 2025/26</p>	<p>25% of disadvantaged children achieved at least age-related expectations.</p> <p>However, a further 35% were only half a term behind and 80% made at least expected progress across the year.</p>
Improved maths attainment and progress among disadvantaged pupils.	<p>To have 50% of disadvantaged children achieving age related expectations in maths by the end of academic year 2023/24 with all disadvantaged children making at least expected progress.</p> <p>To have 60% of disadvantaged children achieving age related expectations by the end of academic year 2024/25 and 70% by the end of academic year 2025/26</p>	<p>35% of disadvantaged children achieved age-related expectations.</p> <p>However, a further 20% were only half a term behind and 70% made at least expected progress across the year.</p>

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>	<table border="1"> <thead> <tr> <th></th> <th>OVERALL</th> </tr> </thead> <tbody> <tr> <td>I enjoy school.</td> <td>86%</td> </tr> <tr> <td>Teachers help me to do my best.</td> <td>93%</td> </tr> <tr> <td>My teachers give me work that challenges me.</td> <td>79%</td> </tr> <tr> <td>I enjoy learning at this school.</td> <td>87%</td> </tr> <tr> <td>Teachers listen to what I have to say in lessons.</td> <td>90%</td> </tr> <tr> <td>There is an adult in school I can talk to if something is worrying me.</td> <td>87%</td> </tr> <tr> <td>The behaviour of other pupils in my lessons is good.</td> <td>45%</td> </tr> <tr> <td>The behaviour of other pupils around school is good.</td> <td>68%</td> </tr> <tr> <td>Bullying is not a problem at school.</td> <td>66%</td> </tr> <tr> <td>I feel safe when I'm at school.</td> <td>86%</td> </tr> <tr> <td>My school encourages me to look after my physical health. (for example: healthy eating and fitness)</td> <td>89%</td> </tr> <tr> <td>My school encourages me to look after my emotional and mental health.</td> <td>89%</td> </tr> <tr> <td>I take part in school activities outside of normal lessons. (for example: clubs, sports, music and arts)</td> <td>74%</td> </tr> <tr> <td>My school encourages me to be independent and to take on responsibilities.</td> <td>91%</td> </tr> <tr> <td>My school encourages me to respect people from other backgrounds and to treat everyone equally.</td> <td>94%</td> </tr> <tr> <td>I would recommend this school to a friend moving to the area.</td> <td>93%</td> </tr> </tbody> </table> <p>Whilst there has been a decline in the number of children who say they have taken part in enrichment activities; all of these children did take part in Arts Week and Sports Week. There was a reduced number of clubs on offer due to the building work.</p> <p>Behaviour is a school wide focus.</p>		OVERALL	I enjoy school.	86%	Teachers help me to do my best.	93%	My teachers give me work that challenges me.	79%	I enjoy learning at this school.	87%	Teachers listen to what I have to say in lessons.	90%	There is an adult in school I can talk to if something is worrying me.	87%	The behaviour of other pupils in my lessons is good.	45%	The behaviour of other pupils around school is good.	68%	Bullying is not a problem at school.	66%	I feel safe when I'm at school.	86%	My school encourages me to look after my physical health. (for example: healthy eating and fitness)	89%	My school encourages me to look after my emotional and mental health.	89%	I take part in school activities outside of normal lessons. (for example: clubs, sports, music and arts)	74%	My school encourages me to be independent and to take on responsibilities.	91%	My school encourages me to respect people from other backgrounds and to treat everyone equally.	94%	I would recommend this school to a friend moving to the area.	93%
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## Externally provided programmes

Programme	Provider
MyMaths	Oxford University Press
TTRS & Numbots	Maths Circle
Read Write Inc.	Oxford University Press
Peripatetic Music Lessons	Songbird Music
PiXL	The PiXL Club

## Other Information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

## Comparison of PP and Non-PP data

			READING		WRITING		MATHS	
			Expected +		Expected +		Expected +	
			>_:4		>_:4		>_:4	
Year 1	Whole Cohort	19	19	100%	17	89%	16	84%
	PP+	0	0	0%	0	0%	0	0%
	Non-PP+	19	19	100%	17	89%	16	84%
Year 2	Whole Cohort	28	16	57%	11	39%	16	57%
	PP+	4	2	50%	0	0%	1	25%
	Non-PP+	24	14	58%	11	46%	14	58%
Year 3	Whole Cohort	28	14	50%	7	25%	12	43%
	PP+	1	0	0%	0	0%	0	0%
	Non-PP+	27	14	52%	7	26%	12	44%
Year 4	Whole Cohort	25	19	76%	15	60%	18	72%
	PP+	6	2	33%	2	33%	1	17%
	Non-PP+	19	17	89%	10	53%	13	68%
Year 5	Whole Cohort	31	23	74%	12	39%	16	52%
	PP+	4	4	100%	1	25%	1	25%
	Non-PP+	27	19	70%	11	41%	15	56%