



Penair School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Penair School
Number of pupils in school	1138
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23, 2023/24, 2024/25
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	James Davidson – Headteacher
Pupil premium lead	Helen Logan – Assistant Headteacher i/c PP
Governor / Trustee lead	Robyn Trowman Parent Governor i/c PP

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,225
Recovery premium funding allocation this academic year	£57,710
Pupil premium funding carried forward from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£265,935

Part A: Pupil premium strategy plan

Statement of intent

Penair is an inclusive school, focused on ensuring that all our students make excellent progress in a supportive, safe, yet challenging environment. Our purpose is to create a caring learning community of high quality, where everyone is valued for who they are and for what they may become. Penair believes that every student is entitled to a broad, balanced and meaningful education. It is our aim to build on every child's potential and to help them achieve to the very best of their ability.

Our school motto (Disce ut Vivas ~ Live to Learn) encompasses our ultimate objective for all our students, and none more so than our most disadvantaged.

Although all students require support to flourish and reach their full potential, we recognise that disadvantaged student may face more pronounced barriers to learning, and as a result may require enhanced support. We recognise that not all disadvantaged students will have the same barriers to learning, and the circumstances for each student will be varied. A 'one-size-fits-all' approach is not appropriate.

At Penair School we aim to:

- Eliminate the gap between disadvantaged students and their non-disadvantaged peers.
- Provide all students with quality first teaching to actively engage and involve all students in the learning process.
- Support disadvantaged students to feel ready to learn and to access support in school to support their learning, wellbeing and self-esteem.
- Target resources towards activities that evidence shows have the greatest impact, towards the students that we identify as needing this the most.
- Provide all students with a safe and nurturing environment that encourages self-respect, positive interpersonal relationships and high levels of engagement and enjoyment of school.
- Support disadvantaged students in accessing the full and rich extra-curricular provision and wider opportunities available, to support them in becoming well-rounded individuals with a rich cultural capital.
- Ensure that our core values of Pride, Opportunity, Belonging and Learning underpin all that we do for all students to experience success through an ambitious education which is rooted in creativity and discovery with high expectations and aspirations for all.

Challenges

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

Challenge number	Detail of challenge																																																																																																																																																																					
1	<p>Attainment for all (whole school ethos) Progress at KS4 – gap has increased between disadvantaged and non-disadvantaged students. Our assessments indicate a gap between PP and nonPP outcomes at KS4.</p> <table border="1"> <thead> <tr> <th colspan="4">1. 2021/22 GCSE progress and attainment</th> </tr> <tr> <th></th> <th>Pupils eligible for PP (school & national average)</th> <th>Pupils not eligible for PP (school & national average)</th> <th>All Pupils (school & national average)</th> </tr> </thead> <tbody> <tr> <td>Progress 8 Score (2021/22)</td> <td>-1.57 (-0.40)*</td> <td>-0.11 (0.18)*</td> <td>-0.41 (-0.03)</td> </tr> </tbody> </table>	1. 2021/22 GCSE progress and attainment					Pupils eligible for PP (school & national average)	Pupils not eligible for PP (school & national average)	All Pupils (school & national average)	Progress 8 Score (2021/22)	-1.57 (-0.40)*	-0.11 (0.18)*	-0.41 (-0.03)																																																																																																																																																									
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2	<p>Attendance and punctuality rates are generally lower, and persistent absence is higher</p> <table border="1"> <thead> <tr> <th rowspan="2">Attendance 6th September to 22nd July 2022 (Year 11 to 27/05/22)</th> <th colspan="6">% Overall Attendance</th> <th colspan="2">% Unauthorised</th> <th colspan="2">Students</th> <th colspan="4">Persistent Absence (PAs)</th> <th rowspan="2">HT1-5 20/21</th> <th rowspan="2">Diff</th> </tr> <tr> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> <th>Year 11 (to 27/05)</th> <th>HT1-6 21/22</th> <th>All</th> <th>All</th> <th><90% Attendance</th> <th><90% Attendance % of All</th> <th><90% Attendance: Average Attendance</th> <th>>=90% Attendance: Average Attendance</th> <th>HT1-5 20/21</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>91.66</td> <td>91.73</td> <td>87.76</td> <td>87.83</td> <td>82.84</td> <td>88.81</td> <td>2.48</td> <td>1077</td> <td>359</td> <td>33.3%</td> <td>75.44</td> <td>95.06</td> <td>93.53</td> <td>-4.72</td> </tr> <tr> <td>Boys</td> <td>91.47</td> <td>91.25</td> <td>86.98</td> <td>89.00</td> <td>83.61</td> <td>88.96</td> <td>2.74</td> <td>578</td> <td>180</td> <td>31.1%</td> <td>74.86</td> <td>94.98</td> <td>93.62</td> <td>-4.66</td> </tr> <tr> <td>Girls</td> <td>91.84</td> <td>92.55</td> <td>88.65</td> <td>86.58</td> <td>82.02</td> <td>88.64</td> <td>2.17</td> <td>499</td> <td>179</td> <td>35.9%</td> <td>76.04</td> <td>95.17</td> <td>93.42</td> <td>-4.78</td> </tr> <tr> <td>Pupil Premium</td> <td>86.60</td> <td>84.34</td> <td>81.45</td> <td>76.99</td> <td>65.89</td> <td>80.14</td> <td>6.70</td> <td>227</td> <td>138</td> <td>60.8%</td> <td>70.06</td> <td>94.61</td> <td>87.51</td> <td>-7.37</td> </tr> <tr> <td>Pupil Premium Boys</td> <td>84.49</td> <td>81.80</td> <td>79.84</td> <td>80.30</td> <td>62.96</td> <td>79.20</td> <td>7.68</td> <td>127</td> <td>73</td> <td>57.5%</td> <td>67.16</td> <td>94.48</td> <td>86.65</td> <td>-7.44</td> </tr> <tr> <td>Pupil Premium Girls</td> <td>88.97</td> <td>88.55</td> <td>83.43</td> <td>71.98</td> <td>69.37</td> <td>81.39</td> <td>5.39</td> <td>100</td> <td>65</td> <td>65.0%</td> <td>73.51</td> <td>94.83</td> <td>88.60</td> <td>-7.21</td> </tr> <tr> <td>Non Pupil Premium</td> <td>93.20</td> <td>93.56</td> <td>89.12</td> <td>90.83</td> <td>87.05</td> <td>91.06</td> <td>1.38</td> <td>850</td> <td>221</td> <td>26.0%</td> <td>78.76</td> <td>95.12</td> <td>95.22</td> <td>-4.16</td> </tr> <tr> <td>Non Pupil Premium Boys</td> <td>93.77</td> <td>93.58</td> <td>88.59</td> <td>91.96</td> <td>89.08</td> <td>91.69</td> <td>1.36</td> <td>451</td> <td>107</td> <td>23.7%</td> <td>80.18</td> <td>95.05</td> <td>95.67</td> <td>-3.98</td> </tr> <tr> <td>Non Pupil Premium Girls</td> <td>92.64</td> <td>93.53</td> <td>89.71</td> <td>89.74</td> <td>84.94</td> <td>90.36</td> <td>1.41</td> <td>399</td> <td>114</td> <td>28.6%</td> <td>77.42</td> <td>95.21</td> <td>94.71</td> <td>-4.35</td> </tr> </tbody> </table>	Attendance 6th September to 22nd July 2022 (Year 11 to 27/05/22)	% Overall Attendance						% Unauthorised		Students		Persistent Absence (PAs)				HT1-5 20/21	Diff	Year 7	Year 8	Year 9	Year 10	Year 11 (to 27/05)	HT1-6 21/22	All	All	<90% Attendance	<90% Attendance % of All	<90% Attendance: Average Attendance	>=90% Attendance: Average Attendance	HT1-5 20/21	All	91.66	91.73	87.76	87.83	82.84	88.81	2.48	1077	359	33.3%	75.44	95.06	93.53	-4.72	Boys	91.47	91.25	86.98	89.00	83.61	88.96	2.74	578	180	31.1%	74.86	94.98	93.62	-4.66	Girls	91.84	92.55	88.65	86.58	82.02	88.64	2.17	499	179	35.9%	76.04	95.17	93.42	-4.78	Pupil Premium	86.60	84.34	81.45	76.99	65.89	80.14	6.70	227	138	60.8%	70.06	94.61	87.51	-7.37	Pupil Premium Boys	84.49	81.80	79.84	80.30	62.96	79.20	7.68	127	73	57.5%	67.16	94.48	86.65	-7.44	Pupil Premium Girls	88.97	88.55	83.43	71.98	69.37	81.39	5.39	100	65	65.0%	73.51	94.83	88.60	-7.21	Non Pupil Premium	93.20	93.56	89.12	90.83	87.05	91.06	1.38	850	221	26.0%	78.76	95.12	95.22	-4.16	Non Pupil Premium Boys	93.77	93.58	88.59	91.96	89.08	91.69	1.36	451	107	23.7%	80.18	95.05	95.67	-3.98	Non Pupil Premium Girls	92.64	93.53	89.71	89.74	84.94	90.36	1.41	399	114	28.6%	77.42	95.21	94.71	-4.35
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8	As a result of factors above, disadvantaged students are more likely to have been negatively affected by local and national lockdowns and home learning, and are more likely to have gaps in knowledge.																																																																																																																																																																					

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
Outcomes at Key Stage 4 are at least in line with national averages and shows no gap compared to non-disadvantaged students	Data monitoring shows outcomes at least in line with non-disadvantaged students and at least in line with national averages. Reduce the gap between Summer 2022 and Summer 2025. Rigorous testing in place to identify any needs for intervention. Student voice shows increased confidence and enjoyment across all subjects.
Attendance and persistent absence of disadvantaged students is in line with their non-disadvantaged peers, and is in line with or better than national averages.	PP Attendance meets whole school target of 96%. Attendance team (AIM, SWO & PDL) and PP Lead ensure a clear plan in place for PP low attenders. Staff aware of barriers and have plans in place to support.
Exclusions and sanctions for disadvantaged students reduce and are in line with their non-disadvantaged peers and below national averages.	Behaviour team, PDL & SWO and tutors aware of difficulties. Plans in place to support. Exclusion rates are in line or lower than those of non-disadvantaged students, and lower than national averages.
Literacy and Numeracy levels for disadvantaged students improve across KS3 and in KS4 English and Maths results.	Reading age scores improve across KS3 (tested in Yr 7 and Yr 9). Rigorous testing in place to identify any needs for intervention. Increase in grade 5+ in English and Maths for PP students.
Improve the Cultural Capital for disadvantaged students for example -Providing equipment for learning, to overcome individual barriers –	PP students are fully equipped and supported for their learning. Monitoring of attendance (extracurricular) shows % disadvantaged engagement is at least in line with % non-disadvantaged in the school population. PP students take part in trips, visits and activities across their school journey.
Mental Health & Wellbeing of disadvantaged students improves through targeted support.	Referrals to external agencies to reflect the needs of the students. SWOs to be trained and engage in TIS approaches. (TIS=Trauma Informed Schools) Taking part in intervention has positive impact on progress/attendance and behaviour.

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: £ 98,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Heads of Faculty/Subject – a focus and expectation of close monitoring and intervention where disadvantaged students are at risk of falling behind. Implementation of faculty PP strategies to support whole school, especially delivery of high quality first teaching.	EEF Guide to the pupil premium: “Good teaching is the most important lever”; “Evidence consistently shows the positive impact that targeted academic support can have.”	1,2,3,4,5,6,7,8
PDLs - a focus and expectation of close monitoring and intervention where disadvantaged students are at risk of falling behind. Delivery of high quality first teaching in tutorial sessions	EEF Guide to the pupil premium: “Good teaching is the most important lever”; “Evidence consistently shows the positive impact that targeted academic support can have.”	1,2,3,4,5,6,7,8
CPD programme for staff –whole school focus on metacognition, boys’ learning and disadvantaged learners. Subject mastery for all.	EEF research – Impact of metacognition and feedback. EEF guide to the pupil premium: “Mastery learning is a low-cost yet high impact strategy”	1,3,4,6,7,8,
UPR/PM targets to ensure all experienced teachers are leaders in closing the progress and attainment gaps between disadvantaged students and their peers.	EEF Guide to the pupil premium: “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”.	1 2,3,4,5,6,7,8
Behaviour Team - Behaviour and rewards system which motivates, supports and encourages disadvantaged students	EEF research – Behaviour interventions	2,3,4,8

Pupil Premium Leadership and Management role to ensure effective tracking, monitoring, support	This role will ensure access to the various activities is effectively prioritised.	1,2,3,4,5,6,7,8
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths one to one tuition	“Good numeracy is the best protection against unemployment, low wages and poor health.” National Numeracy.org.uk	1, 2, 3, 6, 8
Literacy & Numeracy small group intervention across Years 7, 8 & 9	EEF Impact research: impact of reading comprehension, oral language, phonics and small group interventions. EEF Guidance Report ‘Making a difference with effective tutoring’ Nov 2022	1, 2, 3, 6, 8
Vocational learning intervention – Cornwall Marine Academy – Accredited OCN Qualification	“Small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy”. EEF Guide on teaching and learning. EEF Research: Employer engagement, careers education, metacognition and self-regulation.	2, 3, 4, 6, 8, 9
Online revision and learning platforms (eg GCSE Pod)	EEF Guidance Report ‘Using Digital Technology to Improve Learning’	1, 2, 3, 6, 8

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

Budgeted cost: £ 151,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Student Welfare Officers	Social and emotional learning (SEL) “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.” “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. This finding, however, has very low security, so schools should be careful	1, 2, 3, 4, 8

	to monitor the efficacy of SEL approaches in their settings.” EEF Toolkit	
Support with costs for disadvantaged students to access the full curriculum and wider opportunities, including: accessing DofE programme; supporting ingredients and resources in DT; provision of revision guides; transport and access to activities Removing potential barriers to participation will support engagement and attendance; LAMDA; Music instrumental lessons and CCF.	Removing potential barriers to participation will support engagement and attendance. “Children from wealthiest backgrounds are three times more likely to take up music classes out of school hours than children from the poorest backgrounds. There is also 20% participation gap in sport” Social mobility Commission 2019	1, 2, 5, 6
Consistently and effectively implement the school’s attendance strategy , deploying and targeting the skills of AIMs, SWOs, PDLs, tutors and the school’s EWO and attendance officer to support all disadvantaged students to have high attendance and to reduce persistent absence.	Strong causal link between attendance and attainment, as per 2015 DfE Review – “The Link Between Absence and Attainment”; EEF Research – “Good teaching is the most important lever” – students attendance a prerequisite for this.	1, 2, 6,
Focused careers and transition support ensures that all disadvantaged students, by the end of Year 11, are enrolled on an appropriate programme of Post-16 provision.	EEF Research: Employer engagement, careers education.	3, 5, 7, 8
CBT practitioner: support for SEMH highly vulnerable students to a) increase attendance b) reduce exclusions and c) increase progress	EEF Research: Improving Social and Emotional Learning in schools.	1, 4, 8
Peer Mentoring Scheme	EEF Research: Mentoring +2 months “The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.” EEF Research: Peer Tutoring +5 months “Peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led	1, 2, 3, 4, 6

	support to consolidate within class learning, practice skills, and identify and overcome misconceptions”	
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Total budgeted cost: £ 266,000

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 2021 to 2022 academic year.

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Covid-19 had an impact on all students, especially with the National lockdown in 2020 and 2021. Remote learning was difficult for many students, disadvantaged students were provided with ICT access but not all disadvantaged students engaged with online learning. The pastoral team have had to provide invaluable and essential support to our 'vulnerable' students on our return to 'normal' which has led to many students struggling with their education. This dramatic increase in numbers of students being negatively affected by their mental health and wellbeing has led to a very large increase in numbers of referrals being made to external agencies in order for them to attend school, engage in learning and make progress. Our disadvantaged students are a large proportion of these students.

Aim	Outcome
1. Close the progress and attainment gaps at KS4	See table 1 below
2a. Behaviour –Reduce the proportion of sanctions for disadvantaged pupils in comparison to non-disadvantaged pupils	Whilst the number of suspensions is much larger (due to new behaviour procedures from 9 th May, it is pleasing to note that, albeit small, the proportion of suspensions between disadvantaged students and non-disadvantaged students has reduced.

	See table 2 below
2b. Attendance –Improve attendance of Pupil Premium	See table 3 below
3.Targeted response to meeting individual needs	<p>Literacy:</p> <p>Yr 7</p> <ul style="list-style-type: none"> • 60% made progress. • Average reading age increased by 0.8 months • Average reading age of group at start was 9.7. This had increased to 10.5 <p>Yr 8</p> <ul style="list-style-type: none"> • 25% increased reading age by 2+ yrs • All made improvements <p>Yr 9</p> <ul style="list-style-type: none"> • All made improvements <p>One by 0.2mths, one by 1.4yrs and one by 3.2yrs</p> <p>Numeracy:</p> <p>Yr 7</p> <ul style="list-style-type: none"> • 92% made progress <p>Yr 8</p> <ul style="list-style-type: none"> • 63% made improvement (spring grp) • 94% made improvement (summer grp) <p>Yr 9</p> <ul style="list-style-type: none"> • 73% made improvements <p>SWO:</p> <p>The SWOs worked tirelessly in addressing attendance and persistent absence across their year groups. Through their work alongside the EWO and Deputy Headteacher i/c Attendance students were supported through mail, meetings and home visits. The SWOs provided individual support to students with social and emotional difficulties, especially those suffering with poor Mental Health. There was a noticeable increase in students requiring this level of support which can be seen as an impact of Covid-19. Significantly higher referrals to external agencies, such as The Early Help Hub and CAMHS were made during the year by SWOs.</p> <p>Social Deprivation Fund:</p> <p>Faculties applied for funding and many students were supported. This support ranged from ingredients for DT Food, transport for Geography Field Trips, tickets for performance at The Hall for Cornwall and support with uniform and equipment. 4 students engaged in LAMDA. All passed with either merit or distinction.</p>

Table 1: Progress and Attainment at KS4

1. 2021/22 GCSE progress and attainment			
	Pupils eligible for PP (school & national average)	Pupils not eligible for PP (school & national average)	All Pupils (school & national average)
% Achieving 5+ 9-4 (or equivalent) incl. EM (2021/22)	30.0% (48.8%)*	68.1% (72.8%)*	60.1% (65.7%)*
Progress 8 Score (2021/22)	-1.57 (-0.40)*	-0.11 (0.18)*	-0.41 (-0.03)
Attainment 8 Score (2021/22)	30.53 (40.58)*	50.15 (52.65)*	45.97 (48.7)
% Grade 4 or above in English & Maths 'Standard Pass on 9-1 scale' (2021/22)	35.0% (53.0%)*	70.9% (76.1%)*	63.3% (68.6%)
% Grade 5 or above in English & Maths 'Strong Pass on 9-1 scale' (2021/22)	20.0% (33.1%)*	50.0% (56.3%)*	43.6% (50%)
2. 2018/19 GCSE progress and attainment			
	Pupils eligible for PP (school & national average)	Pupils not eligible for PP (school & national average)	All Pupils (school & national average)
% Achieving 5+ 9-4 (or equivalent) incl. EM (2018/19)	32.3% (42.8%)*	69.5% (67.6%)*	63.2% (60.6%)*
Progress 8 Score (2018/19)	-0.99 (-0.35)*	-0.01 (0.15)*	-0.16 (-0.03)
Attainment 8 Score (2018/19)	32.81 (38.71)*	49.28 (50.09)*	46.48 (46.87)
% Grade 4 or above in English & Maths 'Standard Pass on 9-1 scale' (2018/19)	38.7% (47.6%)*	72.8% (71.7%)*	67.0% (64.9%)
% Grade 5 or above in English & Maths 'Strong Pass on 9-1 scale' (2018/19)	16.1% (26.3%)*	52.3% (48.8%)*	46.2% (42.4%)
3. 2017/18 GCSE progress and attainment			
	Pupils eligible for PP (school & national average)	Pupils not eligible for PP (school & national average)	All Pupils (school & national average)
% Achieving 5+ 9-4 (or equivalent) incl. EM (2017/18)	52.5% (42.1%)*	81.5% (67.3%)*	74.7% (59.9%)*
Progress 8 Score (2017/18)	-0.34 (-0.38)*	0.38 (0.13)*	0.21 (-0.03)
Attainment 8 Score (2017/18)	36.36 (38.54)*	54.53 (49.89)*	50.26 (46.40)
% Grade 4 or above in English & Maths 'Standard Pass on 9-1 scale' (2017/18)	57.5% (46.7%)*	85.4% (71.3%)*	78.8% (63.9%)

Table 2: Behaviour

*Please note: Changes to Behaviour Procedures from 09/05/22 will impact on figures.

	Year 7	Year 8	Year 9	Year 10	Year 11	All	% of NOR (Suspensions)	No. of Students Suspended
No. of Students Suspended	11	19	14	30	23	97		
No. of Suspensions (All)	52	48	58	116	53	327	30.31%	97
Boys	48	21	30	50	30	179	16.59%	57
Girls	4	27	28	66	23	148	13.72%	40
Pupil Premium	49	30	22	66	21	188	17.42%	45
Pupil Premium Boys	46	19	11	22	14	112	10.38%	24
Pupil Premium Girls	3	11	11	44	7	76	7.04%	21
Notes: One Permanent Exclusion in Autumn 2 (19/20), one Permanent Exclusion in Summer 1 (20/21), two Permanent Exclusions in Autumn 1 (21/22) and one in Summer 2 (21/22)						1079	Number on Roll	
National Average Fixed Term Exclusion rate: Secondary (% of NOR) = 10.75% (2018/19)							(May 2022)	
National Average Fixed Term Exclusion rate: Secondary (% of NOR) = 7.43% (2019/20)								
National Average Fixed Term Exclusion rate: Secondary (% of NOR) = 8.48% (2020/21)								

	2020-21	2021-22
Suspensions (all)	102	327
Suspensions (disadvantaged)	61	188
Proportion of Suspensions (disadvantaged)	59.8%	57.5%

Table 3: Attendance

Year up to:	100% attendees	>= 96% attendees
Summer 1&2 2022	19 (1.8%)	279 (25.9%)
Summer 1&2 2022 - Covid Absence Removed	43 (4.0%)	420 (39.0%)
Summer 1&2 2019	68 (7.4%)	482 (52.3%)

Attendance 6th September to 22nd July 2022 (Year 11 to 27/05/22)	% Overall Attendance						% Unauthorised	Students	Persistent Absence (PAs)				HT1-5 20/21	Diff
	Year 7	Year 8	Year 9	Year 10	Year 11 (to 27/05)	HT1-6 21/22	All	All	<90% Attendance	<90% Attendance: % of All	<90% Attendance: Average Attendance	>=90% Attendance: Average Attendance		
All	91.66	91.73	87.76	87.83	82.84	88.81	2.48	1077	359	33.3%	75.44	95.06	93.53	-4.72
Boys	91.47	91.25	86.98	89.00	83.61	88.96	2.74	578	180	31.1%	74.86	94.98	93.62	-4.66
Girls	91.84	92.55	88.65	86.58	82.02	88.64	2.17	499	179	35.9%	76.04	95.17	93.42	-4.78
Pupil Premium	86.60	84.34	81.45	76.99	65.89	80.14	6.70	227	138	60.8%	70.06	94.61	87.51	-7.37
Pupil Premium Boys	84.49	81.80	79.84	80.30	62.96	79.20	7.68	127	73	57.5%	67.16	94.48	86.65	-7.44
Pupil Premium Girls	88.97	88.55	83.43	71.93	69.37	81.39	5.39	100	65	65.0%	73.51	94.83	88.60	-7.21
Non Pupil Premium	93.20	93.56	89.12	90.83	87.05	91.06	1.38	850	221	26.0%	78.76	95.12	95.22	-4.16
Non Pupil Premium Boys	93.77	93.58	88.59	91.96	89.08	91.69	1.36	451	107	23.7%	80.18	95.05	95.67	-3.98
Non Pupil Premium Girls	92.64	93.53	89.71	89.74	84.94	90.36	1.41	399	114	28.6%	77.42	95.21	94.71	-4.35
RAISE Prior Attainment: Low	89.72	88.62	76.54	78.53	81.50	86.17	3.33	173	82	47.4%	76.44	94.75	88.15	-1.98
RAISE Prior Attainment: Middle	93.64	92.00	85.80	87.34	80.58	88.81	2.51	573	188	32.8%	75.46	94.90	92.45	-3.64
RAISE Prior Attainment: High	95.46	94.37	92.02	90.87	85.82	90.93	1.79	308	74	24.0%	75.58	95.45	96.10	-5.17

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
GCSE Pod – revision programme (£9,073 for 3 years)	GCSE Pod

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

- Breakfast Club re-instated Sept 2022. Free breakfast daily for any student provided. Staffed by AIMs (Attendance Intervention Mentors who work predominantly with PP students) and the Literacy/Numeracy HLTA.