



Pupil premium strategy statement – Penair School

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	1186
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/23, 2023/24, 2024/25
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
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	£226,665
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£60,444
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£287,109

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. 2022/23 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 (2022/23)</td> <td>-1.08 (-0.41)*</td> <td>0.28 (0.18)*</td> <td>-0.04 (-0.03)</td> </tr> </tbody> </table>	1. 2022/23 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 (2022/23)	-1.08 (-0.41)*	0.28 (0.18)*	-0.04 (-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 5th September to 21st July 2023</th> <th colspan="6">% Overall Attendance</th> <th>% Unauthorised</th> <th>Students</th> <th colspan="4">Persistent Absence (PAs)</th> <th rowspan="2">HT1-6 18/19</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</th> <th>HT1-6 22/23</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> </tr> </thead> <tbody> <tr> <td>All</td> <td>92.90</td> <td>90.88</td> <td>90.44</td> <td>87.92</td> <td>87.30</td> <td>90.14</td> <td>2.93</td> <td>1151</td> <td>314</td> <td>27.3%</td> <td>73.97</td> <td>96.02</td> <td>94.02</td> <td>-3.88</td> </tr> <tr> <td>Boys</td> <td>91.31</td> <td>91.78</td> <td>90.99</td> <td>86.80</td> <td>89.22</td> <td>90.18</td> <td>3.16</td> <td>595</td> <td>147</td> <td>24.7%</td> <td>71.58</td> <td>96.11</td> <td>94.07</td> <td>-3.88</td> </tr> <tr> <td>Girls</td> <td>94.25</td> <td>90.03</td> <td>89.50</td> <td>89.14</td> <td>85.37</td> <td>90.08</td> <td>2.68</td> <td>556</td> <td>167</td> <td>30.0%</td> <td>76.09</td> <td>95.92</td> <td>93.96</td> <td>-3.88</td> </tr> <tr> <td>Pupil Premium</td> <td>87.58</td> <td>83.65</td> <td>77.12</td> <td>78.43</td> <td>74.53</td> <td>81.29</td> <td>7.08</td> <td>252</td> <td>138</td> <td>54.8%</td> <td>69.90</td> <td>95.33</td> <td>89.86</td> <td>-8.57</td> </tr> <tr> <td>Pupil Premium Boys</td> <td>84.49</td> <td>84.62</td> <td>78.54</td> <td>76.90</td> <td>81.57</td> <td>81.29</td> <td>6.94</td> <td>133</td> <td>64</td> <td>48.1%</td> <td>66.10</td> <td>95.43</td> <td>90.44</td> <td>-9.15</td> </tr> <tr> <td>Pupil Premium Girls</td> <td>90.17</td> <td>82.80</td> <td>74.48</td> <td>80.34</td> <td>65.80</td> <td>81.30</td> <td>7.24</td> <td>119</td> <td>74</td> <td>62.2%</td> <td>73.12</td> <td>95.18</td> <td>89.13</td> <td>-7.83</td> </tr> <tr> <td>Non Pupil Premium</td> <td>94.63</td> <td>93.11</td> <td>93.54</td> <td>90.61</td> <td>90.05</td> <td>92.57</td> <td>1.79</td> <td>899</td> <td>176</td> <td>19.6%</td> <td>77.25</td> <td>96.13</td> <td>95.15</td> <td>-2.58</td> </tr> <tr> <td>Non Pupil Premium Boys</td> <td>93.50</td> <td>93.88</td> <td>93.98</td> <td>89.84</td> <td>91.07</td> <td>92.66</td> <td>2.11</td> <td>462</td> <td>83</td> <td>18.0%</td> <td>75.80</td> <td>96.23</td> <td>95.13</td> <td>-2.46</td> </tr> <tr> <td>Non Pupil Premium Girls</td> <td>95.59</td> <td>92.37</td> <td>92.79</td> <td>91.42</td> <td>89.06</td> <td>92.46</td> <td>1.44</td> <td>437</td> <td>93</td> <td>21.3%</td> <td>78.58</td> <td>96.02</td> <td>95.17</td> <td>-2.71</td> </tr> </tbody> </table>	Attendance 5th September to 21st July 2023	% Overall Attendance						% Unauthorised	Students	Persistent Absence (PAs)				HT1-6 18/19	Diff	Year 7	Year 8	Year 9	Year 10	Year 11	HT1-6 22/23	All	All	<90% Attendance	<90% Attendance: % of All	<90% Attendance: Average Attendance	>=90% Attendance: Average Attendance	All	92.90	90.88	90.44	87.92	87.30	90.14	2.93	1151	314	27.3%	73.97	96.02	94.02	-3.88	Boys	91.31	91.78	90.99	86.80	89.22	90.18	3.16	595	147	24.7%	71.58	96.11	94.07	-3.88	Girls	94.25	90.03	89.50	89.14	85.37	90.08	2.68	556	167	30.0%	76.09	95.92	93.96	-3.88	Pupil Premium	87.58	83.65	77.12	78.43	74.53	81.29	7.08	252	138	54.8%	69.90	95.33	89.86	-8.57	Pupil Premium Boys	84.49	84.62	78.54	76.90	81.57	81.29	6.94	133	64	48.1%	66.10	95.43	90.44	-9.15	Pupil Premium Girls	90.17	82.80	74.48	80.34	65.80	81.30	7.24	119	74	62.2%	73.12	95.18	89.13	-7.83	Non Pupil Premium	94.63	93.11	93.54	90.61	90.05	92.57	1.79	899	176	19.6%	77.25	96.13	95.15	-2.58	Non Pupil Premium Boys	93.50	93.88	93.98	89.84	91.07	92.66	2.11	462	83	18.0%	75.80	96.23	95.13	-2.46	Non Pupil Premium Girls	95.59	92.37	92.79	91.42	89.06	92.46	1.44	437	93	21.3%	78.58	96.02	95.17	-2.71
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4	<p>Mental health and wellbeing: Disadvantaged students (in KS3) tend to experience emotional difficulties that are linked to low resilience and self-esteem (source: Wellbeing Measurement Framework – Headstart) Out of all students supported by social workers, over 80% are in receipt of student premium.</p>																																																																																																																																																																		
5	Access to funds/opportunities and resources: Disadvantaged students need access to internal funds to remove any barriers to learning in order to facilitate greater progress.																																																																																																																																																																		
6	<p>Our observations show that Literacy and numeracy skill level is often lower and students are less likely to read for pleasure. As a result, many disadvantaged students may find access to the curriculum more challenging.</p> <table border="1"> <thead> <tr> <th>Current year 7</th> <th>Reading age 10yrs & below (PP)</th> <th>Reading age 10yrs & below (non PP)</th> <th>Reading age 10yrs & below (all)</th> </tr> </thead> <tbody> <tr> <td></td> <td>25/62 pupils 40%</td> <td>36/173 pupils 20%</td> <td>61/235 pupils 26%</td> </tr> <tr> <th>Current year 7</th> <th>Reading age 8yrs & below (PP)</th> <th>Reading age 8yrs & below (non PP)</th> <th>Reading age 8yrs & below (all)</th> </tr> <tr> <td></td> <td>9/62 pupils 14%</td> <td>12/173 pupils 7%</td> <td>21/235 pupils 9%</td> </tr> </tbody> </table>	Current year 7	Reading age 10yrs & below (PP)	Reading age 10yrs & below (non PP)	Reading age 10yrs & below (all)		25/62 pupils 40%	36/173 pupils 20%	61/235 pupils 26%	Current year 7	Reading age 8yrs & below (PP)	Reading age 8yrs & below (non PP)	Reading age 8yrs & below (all)		9/62 pupils 14%	12/173 pupils 7%	21/235 pupils 9%																																																																																																																																																		
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7	Less exposure to cultural capital and support of wider clubs and activities, leading to lower attendance and engagement in extracurricular activities.																																																																																																																																																																		

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.
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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: £114,000

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,
PM targets to ensure all teachers are collaboratively 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,	EEF research – Behaviour interventions	2,3,4,8

supports and encourages disadvantaged students		
Reading Strategy - focus on raising the reading age of students in order for them to access the curriculum for more successful outcomes. Students to experience reading for pleasure in an environment which supports their comprehension, addresses barriers to understanding and broadens their cultural knowledge.	Alex Quigley (2020) <i>Closing the Reading Gap</i> : "Children who are read to each day hear over 1 million more words than their peers" Sullivan A and Brown M (2013) <i>Social Inequalities in Cognitive Scores at Age 16</i> : "Reading impacts positively on all academic subjects"	1, 2, 3, 6, 7
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

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

Budgeted cost: £37,000

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 - 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
Numeracy - intervention	"Good numeracy is the best protection against unemployment, low wages and poor health." National Numeracy.org.uk	1, 2, 3, 6, 8
Vocational learning intervention – Cornwall Marine Academy – Accredited OCN Qualification & Employability Skills	"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	2, 3, 4, 6, 8, 9

	education, metacognition and self-regulation.	
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: £136,000

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 to monitor the efficacy of SEL approaches in their settings." EEF Toolkit	1, 2, 3, 4, 8
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	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	1, 2, 6,

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.	important lever" – students attendance a prerequisite for this.	
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
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

Total budgeted cost: £287,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)
- EBacc entry data for secondary schools
- Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils
- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

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.

Intended outcome (2022-2025) (& Success Criteria)	Progress to achieve this outcome by 2025			
<p>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.)</p>	1. 2022/23 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 (2022/23)	34.1% (43.9%)*	72.5% (67.8%)*	65.3% (61%)*
	Progress 8 Score (2022/23)	-1.08 (-0.41)*	0.28 (0.18)*	-0.04 (-0.03)
	Attainment 8 Score (2022/23)	29.13 (38.30)*	48.99 (49.81)*	45.27 (46.2)
	% Grade 4 or above in English & Maths 'Standard Pass on 9-1 scale' (2022/23)	36.6% (49.0%)*	78.7% (72.3%)*	70.8% (64.8%)
	% Grade 5 or above in English & Maths 'Strong Pass on 9-1 scale' (2022/23)	24.4% (29.3%)*	56.2% (51.1%)*	50.2% (45.0%)
	2. 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% (48.6%)*	68.2% (72.8%)*	60.1% (63%)*
	Progress 8 Score (2021/22)	-1.58 (-0.40)*	-0.12 (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% (49.6%)
<p>Summer 2023 outcomes in comparison to 2022 outcomes: P8 PP = -1.08, nonPP = 0.28. Gap = 1.36 (2022 = 1.46) National Gap = 0.59 (2022 = 0.58). P8 for PP students has improved since 2022. A8 PP = 29.13, nonPP = 48.99. Gap = 19.86 (2022 = 19.62). National Gap = 11.51 (2022 = 12.07). A8 score has not improved (but has not dropped as much as it did nationally for PP A8)</p>				

% 5+ 9-4 incl. EM PP = 34.1, nonPP = 72.5. Gap = 38.4 (2022 = 38.2). National Gap = 23.9 (2022 = 24). %5+ 9-4 incl. EM has improved for PP students since 2022.

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.)

Gap between PP and nonPP was 11.3%. In 2021-2022 it was 10.9%.

Attendance 5th September to 21st July 2023	% Overall Attendance						% Unauthorised		Students	Persistent Absence (PAs)				HT1-6 18/19	Diff
	Year 7	Year 8	Year 9	Year 10	Year 11	HT1-6 22/23	All	All		<90% Attendance	<90% Attendance: % of All	<90% Attendance: Average Attendance	>=90% Attendance: Average Attendance		
All	92.90	90.88	90.44	87.92	87.30	90.14	2.93	1151	314	27.3%	73.97	96.02	94.02	-3.88	
Boys	91.31	91.78	90.99	86.80	89.22	90.18	3.16	595	147	24.7%	71.58	96.11	94.07	-3.88	
Girls	94.25	90.03	89.50	89.14	85.37	90.08	2.68	556	167	30.0%	76.09	95.92	93.96	-3.88	
Pupil Premium	87.58	83.65	77.12	78.43	74.53	81.29	7.08	252	138	54.8%	69.90	95.33	89.86	-8.57	
Pupil Premium Boys	84.49	84.62	78.54	76.90	81.57	81.29	6.94	133	64	48.1%	66.00	95.43	90.44	-9.15	
Pupil Premium Girls	90.17	82.80	74.48	80.34	69.80	81.30	7.24	119	74	62.2%	73.12	95.18	89.13	-7.83	
Non Pupil Premium	94.63	93.11	93.54	90.61	90.05	92.57	1.79	899	176	19.6%	77.25	96.13	95.15	-2.58	
Non Pupil Premium Boys	93.50	93.88	93.98	89.84	91.07	92.66	2.11	462	83	18.0%	75.80	96.23	95.13	-2.46	
Non Pupil Premium Girls	95.59	92.37	92.79	91.42	89.06	92.46	1.44	437	93	21.3%	78.58	96.02	95.17	-2.71	

Both groups improved their overall attendance 2022-2023. PP attendance improved by 1.2% whilst nonPP attendance improved by 1.5%. PA also improved. In 2022-2023 PP by 6% and nonPP by 6.4%.

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.)

	Gender										NOTES/TRENDS
	Y7 (21%)	Y8 (22%)	Y9 (20%)	Y10 (20%)	Y11 (17%)	M (52%)	F (48%)	PP (22%)	SEN E&K (14%)	TOTAL	
UPSCALE 1-2 PTS	6	45	39	52	38	129	51	72	55	180	
USCALE 2-3 PTS	3	22	23	39	43	83	47	52	33	130	
UPSCALE 3-4 PTS		6	1	7	4	11	7	4	5	18	
TOTAL 4 PTS (Removal)	19	64	76	90	50	156	143	139	135	299	See separate breakdown sheet
TOTAL 3 PTS (After School)	3	35	31	49	54	109	63	69	44	172	
TOTAL 2 PTS	27	181	234	263	196	573	328	303	213	901	
TOTAL 1 PTS	89	265	297	444	251	960	386	433	313	1346	
REMOVAL ROOM HOURS	67	286	339	452	190	687 (52%)	647 (48%)	637 (48%)	543 (41%)	1334	SEND & PP over-represented. More gender balance. <boys & >girls
REMOVAL ROOM Students	8	17	25	41	28	67	52	53	52	119	No. of pupils in RR falling. Less pupils now accounting for more hours (core)
TUTOR REPORT	0	9	20	19	13	35	26	22	27	61	
PDL REPORT	1	2	7	7	2	10	9	10	9	19	
SLT REPORT	1	6	1	1	0	5	4	6	7	9	
BEHAVIOUR CONTRACT	0	0	0	0	0	0	0	0	0	0	
MANAGED-MOVES	0	1	4	0	1	3	3	6	6	6	EM/LH/NE/OT/CH/CE
SUSPENSIONS (Number)	7	12	29	21	8	37	40	44	57	77	See separate breakdown sheet
SUSPENSIONS (Students)	2	7	12	11	6	18	20	19	19	38	
SUSPENSIONS (Sessions)	20	31	97	48	21	115	102	141	143	217	Sessions are Half-Days

PP students continue to be overrepresented in the removal room compared to the % of PP students in school. This is the same for exclusions.

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.)

Intervention information (KS4):

At the start of the academic year 10/21 students were forecast to get grade 4+, Ultimately 12 students achieved 4+ with ¼ of these having a declining attendance profile across the year. Within the group 1 student went EHE, 2 students failed to attend their examinations.

The overall Maths SPI for the students receiving 1to1 tutoring was -0.61 compared to -0.91 for all disadvantaged students in maths. The subject residual was also better for these students 0.23 compared to 0.13 for all disadvantaged. Additionally there were 6 students across years 8-10 who received tutoring from the 1 to 1 tutor, only 4 remain on roll and one is school refusing. 2/6 of these students will retain the 1 to 1 offer into the 23/24 academic year.

Intervention data (KS3):

Year Group	Literacy/Numeracy	Total Students selected	PP	SEN	No. of students completed intervention	Progress made	Sig+ Progress made	No progress made or dropped progress
7	Numeracy	11	5	3	10 (91%)	9 (90%)	4 (40%)	1
7	Literacy	11	6	2	10 (91%)	8 (80%)	1 (10%)	2
8a	Numeracy	12	7	2	12 (100%)	11 (92%)	5 (43%)	1
8b	Numeracy	11	2		8 (73%)	8 (100%)	6 (75%)	0
8	Literacy	11	2	5	9 (82%)	4 (44%)	0	5
9	Literacy/Numeracy	32	13	8	28 (87%)	25 (89%)	20 (71%)	3

KS4 5+ Eng & Ma 2022-2023 (increase in PP 5+ of 4.4%):

1. 2022/23 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 (2022/23)	34.1% (43.9%)*	72.5% (67.8%)*	65.3% (61%)*
% Grade 5 or above in English & Maths 'Strong Pass on 9-1 scale' (2022/23)	24.4% (29.3%)*	56.2% (51.1%)*	50.2% (45.0%)*
2. 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%)*	68.2% (72.8%)*	60.1% (63%)*
% 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% (49.6%)*

Improve the Cultural Capitol 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.)

Social Deprivation Fund to support disadvantaged students through access to equipment, uniform, revision guides, trips and other individual barriers totalled £30,022

CEW contributions for PP students totalled £5240. This enabled all year 7 PP students to be fully funded and all year 8 and 9 PP students received a 50% discount. There were also some fully funded PP places on the high-cost trips to enable PP students to experience an activity that they would not normally have had the chance.

There will be more monitoring of PP involvement across all extracurricular activities in the year 23-24.

Three of these activities had PP numbers which matched the PP % in the school, it would be a minimum expectation that 20% of each clubs' participants would be 20%.

Activity	PP Participants (number & %)
School Council	2/19 = 10%
Form Captains	13/66 = 20%
Prefects	3/50 = 6%
Understand Together	2/10 = 20%
DofE	15/116 = 13%
CCF	27/139 = 19%
Skittles	1/6 = 17%
Sports Leaders	2/16 = 13%
Creative Club	11/55 = 20%
School Production	8/64 = 12%
Sports Teams	13/98 = 14%

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.)

PP students received targeted interventions for SEMH support through SWOs and Social Prescriber. Sound Baths introduced as an intervention for SEMH. In total 26 students across both KS3 and KS4 took part in these sessions 42% of these students were PP. There were 6 sessions in total across the academic year totalling £600 of support through PP funding.

Referrals to external agencies:

Agency	PP (%)	NonPP (%)	All
CAMHS	4 (57%)	3 (43%)	7
CLEAR	1 (100%)	0	1
EHH	19 (54%)	16 (46%)	35
MARU	13 (43%)	17 (57%)	30
Prevent	2 (100%)	0	2
RSPCA	2 (100%)	0	2
YZUP	1 (100%)	0	1

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