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	Holyrood Academy
Number of pupils in school	1201 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	24.7 (297)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2026
Date this statement was published	13th December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr D MacCormick
Pupil premium lead	Mr J Black
Governor / Trustee lead	Mr M Lees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£310,465
Recovery premium funding allocation this academic year	£72,844.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£383309

Part A: Pupil premium strategy plan

Statement of intent

There are 1201 students at Holyrood Academy in years 7-11 of whom 297 are pupil premium students representing 24.7% of the Academy population (Years 7-11).

Our objectives for a pupil premium plan are the same as our school vision with the additional recognition that some of our PP students will require support to overcome the additional barriers which they face.

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 needed.
● adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and can communicate the additional support they provide for PP students within the classroom.

In order to have a better understanding of what the specific service gaps are in the areas where our disadvantaged students live, we will be carrying out a mapping exercise of these areas. We will be working closely with our Cradle to Career project partners (REACH Foundation, Feltham) to analyse our findings and plan how we can support these students in their communities.

Our School's vision

Since 1910, Holyrood has existed to serve its community. We exist to promote social justice and social mobility for Chard and the surrounding area.

● A mission for social justice and social mobility: no 'glass ceilings'
● High expectations of students who buy into what we are doing and why we are doing it
● A culture wherein every child and colleague has the opportunity and is proud to aim extremely high
● Expert teaching for every student, every lesson, every day
● A school experience that leaves students with memories and qualifications they are proud of
● A successful and happy environment for everyone at Holyrood

How does your current pupil premium strategy plan work towards achieving those objectives?
● Improving student attendance to above national averages. We are aiming for 95% attendance across our school.
● Improving the quality of teaching and learning across the whole school through evidence-informed Continuing Professional Development (Staff Training), Quality Assurance, Coaching and Key Teaching and Learning Consistencies
● Setting high standards and providing the necessary structure and support for all students in their lessons, independent study, homework and behaviour.
● Improving our partnership with students' parents, ensuring parents are prepared for their child's journey through our school and can support their child outside of school.
● Planning and delivering interventions which focus on the specific challenges of our disadvantaged students, are accessible to students and have measurable impact.
● Increasing the level of participation in trips, clubs and visits by reducing barriers to participation

What are the key principles of your strategy plan?
- Whole school ethos of high expectations and high achievement
- High quality teaching for all
- Targeted and specific interventions for PP students targeted at attendance, equipment, academic progress and reading
- Improvements to behaviour and attendance across the whole school with a careful focus upon PP students
- No gimmicks or bolt-ons: we do what the best available research tells us works in raising the achievement of our PP students.
- Eliminate barriers to social mobility - If a PP student does not have a required piece of equipment or the means to buy it, we provide it.
- We provide enrichment activities within and beyond the curriculum for all students, including PP students, such as Bronze D of E Award for all students in Year 9.
- High floor, no ceiling: we provide all students with high-quality resources, including exercise books and assessment prep books, which help them to present and structure their work to a high standard. School systems support this.

Challenges

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

Challenge number	Detail of challenge
1.	Attendance is the most significant barrier which lessens the effectiveness of any other strategies implemented. If a student is not in school they can neither succeed or receive the benefits of interventions planned to support them. Our PP attendance is currently below the national average.

Attendance YTD 2023 11.12.23

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	298	School	83.9%	93.2%	83.6%	80.1%	81.6%	78.4%
		FFT National	86.8%	91.4%	87.5%	85.7%	84.5%	84.1%
		Difference	-2.9%	+1.8%	-3.9%	-5.6%	-2.9%	-5.7%
			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	896	School	92.9%	96.2%	92.3%	91.9%	93.2%	90.8%
		FFT National	93.7%	95.8%	94.0%	93.2%	92.8%	92.7%
		Difference	-0.8%	+0.5%	-1.7%	-1.3%	+0.5%	-1.8%

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	298	School	83.9%	93.2%	83.6%	80.1%	81.6%	78.4%
		South West	84.3%	90.2%	85.4%	82.7%	80.9%	80.7%
		Difference	-0.4%	+2.9%	-1.8%	-2.6%	+0.6%	-2.3%
			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	896	School	92.9%	96.2%	92.3%	91.9%	93.2%	90.8%
		South West	93.1%	95.5%	93.5%	92.5%	91.9%	91.8%
		Difference	-0.2%	+0.8%	-1.2%	-0.6%	+1.4%	-1.0%

Persistent absence:

FSM6		Not FSM6	
42%	40%	20%	18%

| 2. | The literacy gap is another significant challenge for our disadvantaged students as its impact lessens the effectiveness of other whole school interventions such as: high quality teaching, independent study and quality of curriculum. |

	Yr 7		Yr 8			Yr 9			
	Oct-22	Jul-23	Oct-21	Jul-22	Jul-23	Oct-20	Oct-21	Jul-22	Jul-23
Avg Score All	101	107	107	106	95	104	103	102	93
Avg Score PP	92	103	106	102	94	94	95	95	93
% Chronological	61%	62%	62%	63%	52%	60%	60%	63%	56%
% PP Chronological	45%	48%	52%	55%	53%	40%	42%	42%	59%

Interventions thus far at KS3 have not been reliably effective and require a more universal approach in order to support students to develop the skills which they require in order to access their education more deeply.

3

The cycle of behaviours within the classroom which exacerbate underperformance within disadvantaged students groups are subtle rather than obvious, often multiplied by the above factors of attendance and literacy. Students experience a compound deficit which grows exponentially through not being able to partake as fully in class, not having the correct equipment, lacking the confidence to ask for assistance, compliance appearing as engagement.

This challenge requires two simultaneous approaches:

A. Through the Holyrood Way - developing independent study skills and outlining behaviour expectations within the classroom that drive deeper engagement with learning.

Our observations suggest some lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers when aiming to complete high quality homework.

The Holyrood Way is an approach to teaching, behaviour, self-study, homework, literacy, curriculum and assessment which aims to develop students' social and academic abilities.

B. Teachers ensuring they provide consistent challenge and support for disadvantaged students within the classroom, through classroom consistencies such as:
   ○ Silent starters which promote knowledge recall
   ○ Planned periods of silent working in every lesson
   ○ A shared call for silence: 'silence in 3, 2, 1, thank you'
   ○ No hands up questioning
   ○ SLANT
   ○ Reading with a ruler

	Teachers consider how they intervene within the classroom to ensure that PP students have the support required to engage and monitor the quality of PP engagement within their lessons.
4	Fostering positive relationships between parents and school, empowering parents to provide academic support to their children.

As the single secondary school in the town we have sought to sit at the heart of our community. We know that the better relationships we have with parents/carers the better our students achieve academically. We are aiming to improve our communication with home and maintain the relationships we have built during lockdown. We recognise that parents' own experience of schools is sometimes a barrier to the support they are able to offer their own children and this will be a targeted element of the plan this year. |
| 5 | Some disadvantaged students are overrepresented within behaviour data. It is essential that we set high standards of behaviour and support students to achieve these through our consistencies within the classroom as well as additional mentoring outside of the classroom.

Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils' behaviour and attitude to learning, which can have a negative impact on their attainment.

In response, the school has recruited additional staff to support students' pastoral and mental health needs. |
| 6 | Lessening the impact of societal issues, external to school, which restrict social mobility - providing students with resources required to access school is essential.

Chard has the highest rate of violent crime in Somerset which means students at Holyrood are disproportionately exposed to violence in comparison to their peers from other schools. Areas of Chard have high levels of deprivation which severely impacts the quality of life experienced by our students and the opportunities they experience during childhood. Our poorest students are over represented within school behaviour data.

We are engaging in a project called 'Cradle to Career' alongside the REACH Foundation, Feltham, to extend our school's impact into the wider community, so that we can better understand the barriers people from Chard face as well as where there are gaps in service provision in the town.

We are working in partnership with the community hub to extend support and provision into the wider community. |
| 7 | Progress which had been made to promote clubs, trips and visits to PP students and increase participation has receded during lockdown. We need to ensure that PP students receive an entitlement to access clubs, trips and visits. Our aim is that all PP students are proportionally represented in all clubs and visits.

Whilst data shows that PP students are almost equally represented within clubs and we need to maintain this work of supporting attendance

To make sure that all PP students have access to enrichment, we have designed and implemented a 'Character Ed Programme' within our curriculum. This includes a |

	weekly choir in year 7 for all students to improve belonging and well-being, and a programme of all inclusive trips and visits to improve belonging and pride.
	The year 8 programme is based upon the principle of discovery. Students are able to select 3 modules from: Making, Dance, Creation, Experiment and Orienteering.
	In year 9 all students participate in either Bronze D of E, The Art Award or the Crest Science Award, and this is funded by the school. We are proud that all students at Holyrood 'Join in' with enrichment each year in KS3.

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.

We have paid attention to the following research and good practice with regard to the construction and implementation of this plan:

https://researchschool.org.uk/unity/news/addressing-educational-disadvantage-from-strategy-to-the-classroom

Intended outcome	Success criteria
Improve the outcomes of Y11 PP students	Whilst narrowing the gap between PP and non-disadvantaged students is essential. We also believe it is essential that PP students achieve and attain beyond the national average.
Narrow the gap between the achievement of PP and non-PP students	P8 gap of < 0.2. By the end of our current plan in 2025/26, KS4 outcomes demonstrate that disadvantaged pupils achieve an average P8 score in line with the rest of the cohort, with a gap of no more than 0.2 and with both PP and non-PP students achieving a positive progress score.
Improve the quality of work completion and engagement of PP students within classrooms.	Staff have identified PP students on seating plans Staff apply the Holyrood Way consistencies within the classroom, targeting support and challenge at PP students. PP books show high quality engagement with learning
Narrowing of the gap in reading standardised scores between disadvantaged and non disadvantaged students.	Literacy intervention in place for all students whose reading age is below their chronological age. Comprehensive literacy strategy aimed at reading comprehension practice within all classrooms at KS3.

To improve independence and study skills of all PP students through study support and targeted intervention.	QA of independent study shows students have developed and implemented a wide range of study skills.
	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.
To improve attendance and decrease Persistent Absence of all PP students.	Sustained high attendance by 2024/25 demonstrated by the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged

Previous data

Year	Non	PP	Gap
19/20	94.7%	88.7	6%
20/21	92.6%	87.2%	5.4%
21/22	90.9%	84.2%	6.7%
22/23	89.8%	84.6%	5.2%

Participation of PP students is in line with their peers	Increased participation within clubs, trips and visits to be comparable for non PP students.
	PP money is used effectively to support students to access a range of extra-curricular activities.
Reduction in the over representation of PP students in behaviour data	Restart, Internal Exclusion and Suspension data show a reduction in over representation in comparison to previous years.

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: £ 179039

Activity	Evidence that supports this approach	Challenge number(s) addressed
Set high expectations of all student engagement in lessons through on the Holyrood Consistencies using low stakes lesson drop-ins	**Study**: Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). Classroom management that works: Research-based strategies for every teacher. ASCD. Summary: Marzano's meta-analysis synthesizes research on various classroom management strategies, emphasizing the importance of clear expectations, rules, and consequences for enhancing student behaviour and academic performance. **Study:** Cohen, J., McCabe, L., Michelli, N. M., & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. Teachers College Record, 111(1), 180-213. Summary: This comprehensive review examines the relationship between school climate and academic achievement, emphasizing the importance of a positive and consistent school climate in promoting student success.	3,4,5
Improve the quality of teaching and learning through the development of a coaching model.	Leithwood, K., Harris, A., & Hopkins, D. (2008) "The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types." Journal: Educational Administration Quarterly, 44(5), 635-674. Summary:The study highlights a positive association between instructional leadership and improved student achievement.	1,3,5
Knowing PP students well through the effective use of seating plans to ensure PP students receive targeted real time interventions and support in lessons where required	Study: "The Contribution of Classroom Setting and Teacher-Child Relationships to Children's Attitudes Toward School." Roorda, D. L., Koomen, H. M., Spilt, J. L., & Oort, F. J. (2011).: Journal of School Psychology, 49(2), 231-253.	1,3,4,5

	Summary:The research focuses on the role of classroom settings and teacher-child relationships in shaping students' perceptions of the school environment. The authors emphasize the importance of teacher awareness of individual student needs, preferences, and characteristics for creating a positive and supportive learning atmosphere.	
Maintain and further develop literacy strategy to focus on: 1. Increasings the % of students who are at their chronological reading age 2. Improve teaching of comprehension and reading strategies within school.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2,3
To improve independence and study skills of PP students The Holyrood way allows students to develop skills of metacognition, self-study and independence. This is driven through: ● knowledge organisers used within lessons and for homework. ● Independent study sessions which teach revision and learning skills	https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies word-gap.pdf (oup.com.cn) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Self-Efficacy Theory - Simply Psychology Departmental mini deep dives to look specifically at their TIP for the disadvantaged: ● Does first priority and thinking about PP students exist? ● Are students well-equipped? ● Are progress and behaviour tracked?	3
To make sure that all PP students have access to enrichment, we have designed and implemented a 'Character Ed Programme' within our curriculum.	"The Impact of Arts Education on Workforce Preparation" (Catterall, Dumais, & Hampden-Thompson, 2012)	1,6,7

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

Budgeted cost: £ 139623

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP – Mentoring: Pastoral - By tutors, Deputy HOYs and HOYs Academic – By teachers, Deputy CTLs and CTLs Supported by Sixth form pastoral and academic peer-mentors PP students will receive additional tutoring in maths, English and science. Mentoring will be offered to a specific group of PP students who we feel would most benefit.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring Academic and pastoral mentoring focusing on meta-cognition and self-regulation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,3,4,5,6
Fostering positive relationships between parents and school, empowering parents to provide academic support to their children. Improved communication with and increased opportunities to meet PP parents	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Postcards and phone calls home to raise the profile of these students. Agreed visits home (focus upon Year 7 to begin with) or meetings when the students' attendance, progress or behaviour cause concern.	4,6
Ensuring that disadvantaged students are equipped for school. The LRC staff will have access to resources which they can provide for free on a daily basis to any student who does not have the	When students lack equipment they cannot access lessons in a similar way to equipped peers and we hypothesise the cumulative impact of not having appropriate resources within lessons has a significant impact on some PP students. By providing resources we are able to ensure all students can meet our high standards of presentation within lessons. We have now set up a centralised system in the LRC for students to access	3,4,6

appropriate equipment for school.	equipment each morning - PP students are not charged for this.	
Improve PP student aspirations – extracurricular clubs/trips	https://bera-journals.onlinelibrary.wiley.com/doi/10.1002/berj.3171	3,7
To improve the attendance of PP students. Tracked closely by HOYs and deputy HOYs. Intervention groups by HOYs and deputy HOYs.	https://www.gov.uk/government/publications/improving-attendance-at-school https://webarchive.nationalarchives.gov.uk/ukgwa/20110812101100/http://nsonline.org.uk/node/98020	1,4
Targeted literacy intervention for students below their expected reading ages	Lexia - Lexia is a literacy intervention programme proven to improve literacy rates with students - https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	2,3,6

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

Budgeted cost: £37732

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve aspirations of PP students through widening participation events	https://bera-journals.onlinelibrary.wiley.com/doi/10.1002/berj.3171	3,6,7
Holyrood Consistencies (Behaviour for teaching and learning) Close links have been drawn surrounding learning behaviours focusing on T&L strategies which reduce low level disruption within the classroom.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3, 5
Engagement with the Cradle to Career programme to extend our schools impact into the wider community.	Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Southwest Educational Development Laboratory. Link to the study Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Southwest Educational	4,6

	Development Laboratory. Link to the study	
Adoption of a low-level cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions. This will be provided by the Student Mental Health and Wellbeing Team.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions	Early Intervention Foundation (eif.org.uk)	5,6
Provide high quality pastoral care including mentoring and support of vulnerable students by Behaviour Support Staff and the Internal Exclusion Manager.	EEF Toolkit (2021) reports that mentoring has a +2 months benefit to students Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77 https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/	4,5,6
Summer School provision Lost learning due to school closures have had a significant impact on those students who had less resources or support at home to access learning online. Summer school provides an opportunity to support students with additional learning and social skills.	https://www.nfer.ac.uk/media/2842/can-summer-schools-improve-outcomes-for-disadvantaged-pupils.pdf	6,7
Free Breakfast for all students (Porridge and Toast) and Free additional breakfast items for FSM students.	2016 report by the Institute for Fiscal Studies and Education Endowment Fund	6
Maintain Investment in the mental health team in school including the provision of a school counsellor.	https://www.bera.ac.uk/publication/the-role-of-schools-in-the-mental-health-of-children-young-people	5,6

Attendance Overhaul of the schools attendance strategy being lead by Deputy Headteacher - Mr Jonathan Black	An additional Attendance Officer has been employed to support the attendance of all students, with a focus upon SEND, PP and Year 11 students. Their focus is upon earlier intervention before attendance falls below acceptable levels.	1

Total budgeted cost: £356,394

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 2022 to 2023 academic year.

Attainment/Progress

Nationally the Disadvantaged gap has increased to a point prior to the creation of Pupil premium as a result of the cumulative factors of the pandemic and the cost of living crisis. Attendance has posed the most significant challenge in regards to closing the gap. In line with the national picture for attendance our most vulnerable students at holyrood attend the least and this has had a detrimental impact. In addition to this grade boundaries rose to pre pandemic levels further increasing the attainment gap for students. Disappointingly our gaps have widened. In regards

	Whole Cohort	PP	Non-PP
% English and Maths 4+ (2022)	61.1% (60.1%%)	40.4% (50%)	66.5% (63.1%)
Attainment 8 score average (2022)	4.5 (4.5)	3.38(4.08)	4.75(4.63)
Progress 8 score average (2022)	-0.12 (-0.29)	-0.91(-0.55)	-0.21(-0.21)

Disadvantaged Students	**2019**	**2022**	**2023**
Progress 8	-0.62	-0.55	-0.91
Attainment 8	37.8	40.8	33.8
% achieving 9-5 in English & Maths	28.6%	34%	17.0%
% achieving 9-4 in English & Maths	38.8%	50%	40.4%

Gender Analysis

Disadvantaged Students	**2023 Girls**	**2023 Boys**
Progress 8	-0.81	-1.07
Attainment 8	33.4	34.1
% achieving 9-5 in English & Maths	16.7%	17.2%
% achieving 9-4 in English & Maths	44.4%	37.9%

Attendance (Accurate in Dec 2022)

Regional Data Comparison (YTD)

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	298	School	83.9%	93.2%	83.6%	80.1%	81.6%	78.4%
		South West	84.3%	90.2%	85.4%	82.7%	80.9%	80.7%
		Difference	-0.4%	+2.9% ●	-1.8% ●	-2.6% ●	+0.6%	-2.3% ●
			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	896	School	92.9%	96.2%	92.3%	91.9%	93.2%	90.8%
		South West	93.1%	95.5%	93.5%	92.5%	91.9%	91.8%
		Difference	-0.2%	+0.8%	-1.2% ●	-0.6%	+1.4% ●	-1.0% ●

National Data Comparison (YTD)

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	298	School	83.9%	93.2%	83.6%	80.1%	81.6%	78.4%
		FFT National	86.8%	91.4%	87.5%	85.7%	84.5%	84.1%
		Difference	-2.9% ●	+1.8% ●	-3.9% ●	-5.6% ●	-2.9% ●	-5.7% ●
			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	896	School	92.9%	96.2%	92.3%	91.9%	93.2%	90.8%
		FFT National	93.7%	95.8%	94.0%	93.2%	92.8%	92.7%
		Difference	-0.8%	+0.5%	-1.7% ●	-1.3% ●	+0.5%	-1.8% ●

Persistent Absence
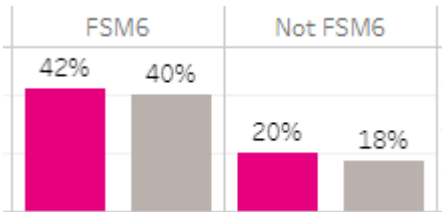
Historical Attendance Data

Year	Non	PP	Gap
19/20	94.7%	88.7	6%
20/21	92.6%	87.2%	5.4%
21/22	90.9%	84.2%	6.7%
22/23	89.8%	84.6%	5.2%

Reading Age

	Yr 7		Yr 8			Yr 9			
	Oct-22	Jul-23	Oct-21	Jul-22	Jul-23	Oct-20	Oct-21	Jul-22	Jul-23
Avg Score All	101	107	107	106	95	104	103	102	93
Avg Score PP	92	103	106	102	94	94	95	95	93
% Chronological	61%	62%	62%	63%	52%	60%	60%	63%	56%
% PP Chronological	45%	48%	52%	55%	53%	40%	42%	42%	59%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
GCSE Pod - a collection of resources and tests which are linked to GCSE curriculum allowing student sin year 10 and 11 to access focused independent study tasks.	GCSE Pod
Lexia - a literacy programme which diagnoses and develops students literacy skills based on their individual literacy level.	Lexia
Mentoring from a Local Church Group's Youth Worker, Tom Tame, helps to build positive relationships with some of our PP boys, helping them to reflect upon their behaviour.	Tom Tame