



Pupil premium strategy statement 2023

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	1463
Proportion (%) of pupil premium eligible pupils	27%
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)	September 2022 to August 2025
Date this statement was published	30 November 2023
Date on which it will be reviewed	February 2024
Statement authorised by	Ian Morrel
Pupil premium lead	Michaela Oates
Governor / Trustee lead	Shirley Craven

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£467,308
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>	£116,782
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>	£584,090

Part A: Pupil premium strategy plan 2023

Statement of intent


The Pupil Premium (PP) Strategy has five key challenges (listed in the next section) which together aim to collectively improve outcomes for PP pupils to provide opportunities to make positive next steps in education, employment, or training.

The strategies have been developed in line with the Education Endowment Foundation's Guide to the Pupil Premium, updated September 2023 using the tiered approach and menu of approaches:

A five point plan to sustain an effective Pupil Premium strategy


An effective Pupil Premium strategy should be cyclical and viewed as an integral part of existing school development planning.

Setting longer-term objectives will give you the time and space to diagnose the challenges facing your socio-economically disadvantaged pupils accurately as well as implement the key elements of your strategy such as recruitment, teaching practice, and staff development.



Our five point plan can help you plan, implement, monitor, and sustain an effective Pupil Premium strategy.

Step 1	Diagnose your pupils' needs
Step 2	Use strong evidence to support your strategy
Step 3	Develop your strategy
Step 4	Implement your strategy
Step 5	Monitor and evaluate your strategy



The EEF Guide to the Pupil Premium | 05

Over the last two years the school has commissioned a team of education consultants to support a series of reviews of the curriculum by subject, alongside self-evaluation. This work has sought to ensure the curriculum meets the needs of learners with high quality teaching and assessments that are fit for purpose and allow the curriculum and planning to be responsive. Each Faculty has developed a Concept Curriculum under-pinned by evidence-based research which is embedded in our Personalisation of Learning Strategy which focuses on five key principles – Knowing your groups, Deep questioning, Embedding knowledge, Impactful feedback, Research, and expertise. Interventions have been mainly focused on current Year 11 to ensure they attain grade 5 at GCSE in English and Maths; funds were used to appoint both an English and Maths Tutor as part of the school-led tutoring programme and in addition two further Progress Mentors were appointed to add capacity to the existing Key Stage 4 Progress Mentor and allow a focus at Key Stage 3 intervention.

Regular reviews between Pastoral Teams and Curriculum Leaders aim to identify areas of need to trigger intervention strategies ranging from Progress Mentor support including breakfast club to subject specific 1:1 tutoring; IT provision; visits; Learning Support Assistant support to Alternative Provision placement. The aim is to further improve outcomes at KS4 for PP pupils to ensure they have the best opportunities to develop the skills and knowledge to improve and progress on a pathway of choice.

Currently, there are 397 Pupil Premium pupils in Years 7 to 11, 142 of these have SEND needs. The range of need is broad, and several have multiple needs. There has been a significant amount of investment by the school into levels of staffing and set up costs for a range of provisions to meet the needs of PP and SEND pupils:

- The Amelia Salt Centre is a 30 place provision for pupils with SLD EHCPs – currently there are 32 pupils in this provision. Of the 32 pupils, 19 are Pupil Premium pupils – 61%



- The Caroline Salt Centre is a 20 place provision for vulnerable pupils who have additional SEMH/neurodiverse needs, Attachment and Trauma. The CSC operates a hybrid model with Alternative Provision placements. There are currently 41 pupils accessing support through the Caroline Salt Centre. Of the 41 pupils 30 are Pupil Premium pupils – 73%
- The Mary Salt Centre is an 8 place provision for pupils with extreme anxiety and other mental health problems. The MSC operates a partnership model with the EBSA team within the Local Authority and with MNHES partners based at the Owlett Centre. Alongside the MSC is the Learning Support Hub which is a 12 place provision. There are currently 48 pupils accessing the range of support provided by MSC and LSH; of these, 47 are Pupil Premium pupils – 98%
- The Helen Salt Centre is an 8 place provision for pupils who are low on entry into Key Stage 3 and need accelerated learning support in English and Maths and other targeted subjects – currently there are 14 pupils who access this provision – 6 in Year 7 and 8 in Year 8. Of the pupils, 11 are Pupil Premium pupils – 79%

There are 326 pupils on the SEND register with 66 pupils with EHCP in mainstream and an additional 32 pupils with EHCP in the Resourced Provision. There are 28 CiC pupils, 79% of whom are Pupil Premium and in addition, 30 Previously CiC pupils, 97% of whom are Pupil Premium.

The strong ethos of inclusion reflects the significant number of pupils with complex needs making TSS the school of choice for many parents with pupils living in BD2 to BD21 and LS29 as pupils travelling from as far as Keighley. This brings a significant number of challenges. Also, the increase in the number of pupils with complex needs associated with SEMH is showing that mainstream education is a significant challenge to them. A range of measures are in place to work with external partners to support how we can best meet pupil needs which creates significant cost pressures. A flowchart of “Pupil Need” has been developed to identify pathway routes for pupils that trigger interventions in school and with external agencies.

Challenges

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

Challenge number	Detail of challenge
1	Reengagement in the curriculum especially English and Mathematics as many PP pupils are reluctant learners in these areas of the curriculum
2	Of the 397 PP pupils in Years 7 to 11, 142 have SEND needs; 58 pupils have an EHCP. The range of need is broad, and several have multiple needs.
3	Literacy development is a key area of focus; it can be a significant barrier to accessing the curriculum and/or understanding the curriculum
4	A small number of pupils are at risk of exclusion as the challenge of secondary education as an adolescent becomes too great for some; providing pathways to avoid Permanent Exclusion aims to support pupils in their next steps to further education, employment, or training
5	Attendance of PP pupils, mainly FSM, is below non-PP; the challenge is engagement with families to prioritise attendance and learning. The school is a partner with the SAFE Taskforce and has a School Home Support worker who works with a caseload of fifteen PA pupils

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.

whether they have been achieved.



Intended outcome	Success criteria																																																												
All PP pupils to be tracked and monitored through analysis of assessment data	<p>End of Year Progress data for children eligible for PP:</p> <table border="1" data-bbox="603 282 1404 517"> <thead> <tr> <th></th> <th>2019</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>P8</td> <td>-0.49</td> <td>-0.38</td> <td>-0.63</td> <td>0.00</td> </tr> <tr> <td>Eng. Lang</td> <td>-0.79</td> <td>-0.95</td> <td>-0.69</td> <td>-0.19</td> </tr> <tr> <td>Eng. Lit</td> <td>-0.89</td> <td>-1.14</td> <td>-0.87</td> <td>-0.02</td> </tr> <tr> <td>Maths</td> <td>-0.15</td> <td>-0.40</td> <td>-0.34</td> <td>+0.05</td> </tr> </tbody> </table> <p>Of the 64 PP pupils in Year 11 there were 12 pupils on Alternative Provision</p>		2019	2022	2023	2024	P8	-0.49	-0.38	-0.63	0.00	Eng. Lang	-0.79	-0.95	-0.69	-0.19	Eng. Lit	-0.89	-1.14	-0.87	-0.02	Maths	-0.15	-0.40	-0.34	+0.05																																			
	2019	2022	2023	2024																																																									
P8	-0.49	-0.38	-0.63	0.00																																																									
Eng. Lang	-0.79	-0.95	-0.69	-0.19																																																									
Eng. Lit	-0.89	-1.14	-0.87	-0.02																																																									
Maths	-0.15	-0.40	-0.34	+0.05																																																									
All PP pupils to be tracked and monitored through analysis of attendance data	<p>End of Year Attendance data for children eligible for PP:</p> <table border="1" data-bbox="619 647 1388 931"> <thead> <tr> <th></th> <th>2019</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>93.03%</td> <td>88.94%</td> <td></td> <td>90.23%</td> </tr> <tr> <td>PP</td> <td>89.77%</td> <td>83.15%</td> <td></td> <td>86.17%</td> </tr> <tr> <td>FSM</td> <td>88.6%</td> <td>80.84%</td> <td></td> <td>84.69%</td> </tr> <tr> <td>CiC</td> <td>91.83%</td> <td>87.05%</td> <td></td> <td>93.28%</td> </tr> <tr> <td>SC</td> <td>95.32%</td> <td>84.67%</td> <td></td> <td>92.57%</td> </tr> </tbody> </table> <p>End of Year Persistent Absence data for children eligible for PP:</p> <table border="1" data-bbox="619 1028 1388 1312"> <thead> <tr> <th></th> <th>2019</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>16.92%</td> <td>34.06%</td> <td></td> <td>26.25%</td> </tr> <tr> <td>PP</td> <td>29.9%</td> <td>48.7%</td> <td></td> <td>40.31%</td> </tr> <tr> <td>FSM</td> <td>35.5%</td> <td>52.75%</td> <td></td> <td>40.35%</td> </tr> <tr> <td>CiC</td> <td>22.73%</td> <td>28.32%</td> <td></td> <td>30.03%</td> </tr> <tr> <td>SC</td> <td>7.69%</td> <td>38.6%</td> <td></td> <td>20%</td> </tr> </tbody> </table>		2019	2022	2023	2024	All	93.03%	88.94%		90.23%	PP	89.77%	83.15%		86.17%	FSM	88.6%	80.84%		84.69%	CiC	91.83%	87.05%		93.28%	SC	95.32%	84.67%		92.57%		2019	2022	2023	2024	All	16.92%	34.06%		26.25%	PP	29.9%	48.7%		40.31%	FSM	35.5%	52.75%		40.35%	CiC	22.73%	28.32%		30.03%	SC	7.69%	38.6%		20%
	2019	2022	2023	2024																																																									
All	93.03%	88.94%		90.23%																																																									
PP	89.77%	83.15%		86.17%																																																									
FSM	88.6%	80.84%		84.69%																																																									
CiC	91.83%	87.05%		93.28%																																																									
SC	95.32%	84.67%		92.57%																																																									
	2019	2022	2023	2024																																																									
All	16.92%	34.06%		26.25%																																																									
PP	29.9%	48.7%		40.31%																																																									
FSM	35.5%	52.75%		40.35%																																																									
CiC	22.73%	28.32%		30.03%																																																									
SC	7.69%	38.6%		20%																																																									
All PP pupils to be tracked and monitored through analysis of CEIAG data	<p>End of Year 11 NEET data for children eligible for PP:</p> <table border="1" data-bbox="603 1453 1404 1738"> <thead> <tr> <th></th> <th>2019</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>0%</td> <td>1.2%</td> <td></td> <td>0%</td> </tr> <tr> <td>PP</td> <td>0%</td> <td>0%</td> <td></td> <td>0%</td> </tr> <tr> <td>FSM</td> <td>0%</td> <td>0%</td> <td></td> <td>0%</td> </tr> <tr> <td>CiC</td> <td>0%</td> <td>0%</td> <td></td> <td>0%</td> </tr> <tr> <td>SC</td> <td>0%</td> <td>0%</td> <td></td> <td>0%</td> </tr> </tbody> </table> <p>The three pupils who account for the 1.2% NEET in 2022 were non-PP pupils</p>		2019	2022	2023	2024	All	0%	1.2%		0%	PP	0%	0%		0%	FSM	0%	0%		0%	CiC	0%	0%		0%	SC	0%	0%		0%																														
	2019	2022	2023	2024																																																									
All	0%	1.2%		0%																																																									
PP	0%	0%		0%																																																									
FSM	0%	0%		0%																																																									
CiC	0%	0%		0%																																																									
SC	0%	0%		0%																																																									



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

Budgeted cost: £87,938

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Quality First Teaching QFT (internal and external training and use of Teaching & Learning Time £43,381; curriculum and staffing reviews £7,700; Training Days £6,325)</p> <p>Sub-total:£57,406</p>	<ul style="list-style-type: none"> School has identified three strategic priorities – the first is Teaching and Learning: To ensure pedagogical practice and subject knowledge of all members of staff is of the highest standard so the learning needs of all pupils and students are met so they achieve ambitious, aspirational outcomes. This strategic priority is underpinned by the evidence-based research published by the Education Endowment Foundation (EEF) Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net) Of the 397 PP pupils, 36% are SEND. Self-evaluation highlights the need for a whole school focus on more effective teaching of pupils with SEND. Analysis of the SEND register shows the highest proportion of need are pupils with ASC and ADHD Staff training focuses on the school’s Personalisation of Learning Strategy which includes five key elements: Knowing Your Groups; Research & Expertise; Impactful feedback; Embedding Knowledge; Deep Questioning. External Education Consultant Support will be brought in to support school in developing curriculum implementation alongside a newly appointed Acting Assistant Headteacher Quality of Education – Achievement. Whole school Training Days focus on SEND with input from the ADHD Foundation to support the development of effective T&L strategies EEF – Special Educational Needs in Mainstream Schools The delivery of quality teaching to pupils with a broad range of needs is demanding and training focuses on strategies from the learners’ point of view – how do pupils with ADHD approach learning? What are the key approaches to pupils with ASD? Alongside QFT, the curriculum and assessment procedures are being reviewed to better meet learner needs and avoid stressors that pupils with ADHD and ASD can often experience but not articulate 	<p>1, 2, 3</p>
<p>2. Intervention or WAVE 2 Teaching & Learning (Teacher time to plan and deliver sessions £30,532)</p> <p>Sub-total £30,532</p>	<ul style="list-style-type: none"> Evidence suggests that PP pupils are often reluctant to engage in learning in a mainstream setting but benefit from smaller group work and 1 to 1 support. Targeted intervention in English in 2022-2023 showed that a targeted group of girls and a targeted group of boys all maintained or improved by at least one grade from the first Progress Exam to actual results 	<p>2, 3, 4</p>



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

Budgeted cost: £184,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Learning Support – Progress Manager (£25,152), Assistant Progress Manager (£21,106), HLTA Progress Mentors [£52,062] plus additional teacher time and resources [£21,000]</p> <p>Sub-total: £110,936</p>	<ul style="list-style-type: none"> The school's curriculum is based on a model of competencies as defined by Maslow and Burch¹ which in curriculum intent and design is defined by Titus Salt School as Spiralisation. This provides children with the opportunities to revisit prior learning to embed knowledge, understanding and reinforce skills. Much of this work has been developed in partnership with B11 Educational Consultants. It is clear from the school's self-evaluation that many PP pupils need additional support through intervention programmes A Pupil Premium Tracker was established in 2021-2022 to provide an overview of pupils included in the range of categories, including their current Performance Indicator, attendance, and support programme. The key strategy is to ensure a range of support programmes are in place for each pupil in all year groups who are Pupil Premium to ensure they achieve the best possible personal and academic outcomes. Evidence suggests that targeted small group work continues to make a positive improvement; of the 64 PP pupils last year 21 pupils achieved a positive P8 with the highest at +1.55. Performance outcomes are regularly analysed by Acting Assistant Headteacher Quality of Education Achievement and the Progress Manager. Different groups of pupils are identified as needing additional support and are grouped together to work with the KS4 Progress Mentor; this work includes a range of provision including 1 to 1 tutoring in English and Maths; learning support on specialist subjects and revision techniques An Assistant Progress Manager (HLTA) has been appointed to coordinate the intervention programme for pupils who overlap SEND, the Mary Salt Centre and the Caroline Salt Centre to ensure intervention programmes are effective in meeting individual need 	<p>1, 2, 3, 4, 5</p>
<p>2. Learning Support Hub (costs pro-rata for percentage of PP pupils £19,012)</p> <p>Sub-total £19,012</p>	<ul style="list-style-type: none"> The Learning Support Centre (LSC) has always played a vital role for pupils who are at risk of complete dis-engagement with school; those who are struggling with learning in a single subject and those who are on Alternative Provision but need in-school support with English, Maths, and support for other subjects. It is likely that because of the negative impact of COVID-19, more children than usual will have the potential to be disengaged in learning and/or require additional targeted support and intense intervention to help them acquire knowledge and to develop the skills to access the curriculum and develop their learning. A revision of the LSC will create a Learning Support Hub to support the delivery of intervention and learning support for Key Stage 3 (KS3) children who need to accelerate learning in English and Maths and to continue to provide bespoke learning programmes for individuals at KS4. This programme of work will be in parallel to the intervention and support work of HLTA Progress Mentors who may on occasion access the Learning Support Hub and the Mary Salt Centre 	<p>1, 2, 3</p>
<p>3. Literacy and Numeracy Support</p>	<ul style="list-style-type: none"> EEF Guidance: 	<p>1, 2, 3</p>

¹ [Four stages of competence - Wikipedia](#)



<p>(costs pro-rata for Transition Literacy and Transition Numeracy and in addition Literacy Leader £33,896); NPQLL £21,021</p> <p>Sub-total £54,917</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <ul style="list-style-type: none">• Baseline assessments in Maths and English regularly show discrepancies with KS2 transition data. These baseline assessments along with Reading Age Tests supports the identification of pupils who will need additional support and intervention. Historical trends show White English Boys have low on entry abilities and aptitude for English – many present as reluctant learners; many have developed strategies to mask their low ability to read and comprehend. In addition, it will be important to continue a programme for pupils moving from Year 7 to Year 8 to provide support with accelerating their learning in English and Maths• A NPQLL has been appointed who is leading the whole school strategy on Literacy. The key focus is on Quality First Teaching and consistency in approach across all subjects. There has been whole school sessions on Training Days and through Wednesday afternoon T&L sessions.	
---	--	--



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

Budgeted cost: £314,476

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Attendance Safeguarding Strategy (School Business Case created Safeguarding Attendance Manager (£29,005) and recruited Attendance Safeguarding Officer £29,961)</p> <p>Sub-total: £58,966</p>	<ul style="list-style-type: none"> • Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk) • Safeguarding has always been a school priority with Attendance directly linked to safeguarding. Prior to lockdowns, the strategy was to improve attendance and find ways to reward to improve overall figures rather than link factors to safeguarding and partnership work with Children’s Social Care. During the first national lockdown, teams were mobilised from day one to ensure all categories of pupils had contact from a key worker; there were significant challenges especially with some families who became “hard to reach” and those with CSC involvement. Although systems were effective and no child was left out, there was a need for a more robust system. • The school has increased the number of DSL trained members of staff with key appointments for a range of sectors, including CP Wellbeing, CiC, SEND, Inclusion and Transition; collectively they form a Safeguarding and Attendance Team who meet weekly with the Deputy Head teacher (Lead DSL) and/or Headteacher (DSL) to review individual cases, share information and agree actions. • There has been an incremental increase in attendance for most key groups of PP pupils 	<p>5</p>
<p>2. Focus on Pupil Premium (£90,000 for FSM £6,450 hardship for clothing and equipment)</p> <p>Sub-total: £96,450</p>	<ul style="list-style-type: none"> • Take up of FSM is monitored through systems provided by Innovate (outsourced catering) • The school has significantly reduced the number of uniform items required to have a school logo but in line with national trends, costs are increasing. In addition, there has been an increase in the number of families requesting uniform vouchers 	<p>1, 2, 3, 4, 5</p>
<p>3. Mental Health Programme (funding for additional support with in-house programmes, assessment and signposting £19,900)</p> <p>Sub-total: £19,900</p>	<ul style="list-style-type: none"> • https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#whole-school-or-college-approach-to-mental-health-and-wellbeing • A team of members of staff have a range of responsibilities including Wellbeing, Staff Mental Health First Aiders, Pupil Mental Health Champion and Youth Mental Health First Aider. Through stakeholder voice surveys, self-referrals, Pastoral Team identification, support has been signposted and programmes established to provide support. The school’s Personal Development curriculum was revised from September 2022 to ensure key points for discussion and awareness raising with signposting is in place • The school’s CP Wellbeing Officer provides a range of support systems including but not limited to 1:1 counselling focusing on anxiety, bereavement, family issues and so on; assessment by in-house counsellor for further referral to Youth in Mind, school nursing service or CAMHS; referrals to Children’s Social Care and identified supporting organisations 	<p>1, 2, 4, 5</p>



	<ul style="list-style-type: none"> Of the 35 pupils referred to Wellbeing in the last academic year, 32 achieved a range of GCSE outcomes; the parents of 3 pupils refused for them to sit any examinations as they felt their child's anxiety levels were too high to cope with sitting examinations 	
<p>4. Independent Advice and Guidance (IAG) (£25,955 plus additional elements funded by the partners of Ahead Partnership)</p> <p>Sub-total £25,955</p>	<p>Ahead Partnership Careers Activities Student Engagement Employer Activities School Careers</p> <ul style="list-style-type: none"> A whole school approach to supporting pupils in each year group in their consideration of future options regarding employment and training. This includes partnership work with Prospects/Bradford Council, the Careers & Technical Education (CTE) – Formerly known as Industrial Centres of Excellence (ICEs) in the sectors of Health & Social Care, Business and Creative Industries and the Ahead Partnership – “We offer a bespoke service that provides exciting and engaging employer-led careers activities for students from Year 5 to undergraduate level. We bring together local employers to plan and deliver a flexible range of activities tailored for your students which will offer them an insight into a breadth of industries, enhance key employability skills and address gaps within your careers provision.” 	1, 4
<p>5. Alternative Provision to support pathways to achievement and employment (use of PP allocation of £2,200 for 30 pupils = £66,000 plus a proportion of the salary of the Alternative Provision Team and the CSC Assistant Manager £47,205)</p> <p>Sub-total £113,205</p>	<ul style="list-style-type: none"> https://nasen.org.uk/news/alternative-provision-research-be-undertaken-ofsted Alternative Provision Pupils who may have experienced challenges and difficulties in Primary School may benefit from an offer of an extended transition curriculum, by negotiation and agreement with parents/carers and the Local Authority. The aim is to fully integrate pupils through transition to be able to be secondary school ready and succeed as they progress through school. For some pupils a mainstream school-based experience may not be the most beneficial and to support these pupils we provide courses of study on Alternative Provision, and this is led by the Deputy Headteacher and managed by teams within Amelia Salt. We are committed to meeting the requirements of the Children and Families Act 2014 and the Disability Discrimination Act. Our aim is to prepare our pupils for opportunities, responsibilities, and experiences in the wider world. 	4, 5

Teaching Budgeted cost: £87,938

Targeted academic support Budgeted cost: £184,865

Wider strategies Budgeted cost: £314,476

Total budgeted cost: £587,279



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of Year 11 data for children eligible for PP:

	2019	2022	2023
Number of pupils	51	65	68
P8	-0.79	-0.38	-0.64
NEET	0%	0%	0%
English Language	-0.79	-0.95	-0.69
English Literature	-0.89	-1.14	-0.87
Maths	-0.15	-0.40	-0.34

On average all children eligible for Pupil Premium have attained 8 GCSEs of grade 3+ for the last five years; All pupils go on to further education, employment, or training; the November report on NEET shows for the eight previous consecutive years the outcome for **Year 11 is 0% NEET**; the national challenges and impact on education resulted with 1.2% (s pupils) NEET for 2022 but none were Pupil Premium

The greatest challenge has been reengagement in the curriculum and school routines; for several Year 11 pupils and their families, the challenge was too great for four pupils who did not sit any exams with an average P8 of -3.16 and a further eleven pupils who had reduced timetables to support them through Key Stage 4 and only sat English, Maths, and a science with an average P8 of -3.14.

There were some exceptional levels of achievement: 22 pupils (28%) achieved a positive P8 score; 9 pupils (11%) achieved on average at least one grade higher than expected per subject with three pupils achieving an average of at least two grades higher than expected.

Of the 35 pupils referred to Wellbeing in the last academic year, 32 achieved a range of GCSE outcomes; the parents of 3 pupils refused for them to sit any examinations as they felt their child’s anxiety levels were too high to cope with sitting examinations

Data returns to the Local Authority shows a reduction in overall Fixed-Term Exclusions and a sustained level of no Permanent Exclusions.

No Child in Care had either a permanent or fixed-term exclusion*

No Service Child had either a permanent or fixed-term exclusion*

The percentage of pupils who are FSM and had fixed-term exclusion is 4.03% which is significantly below the 2016-2017 national figure of 10.10%.*

*Awaiting validated data

