

Pupil premium strategy statement Updated Nov 23

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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	John Spence High school
Number of pupils in school	866
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Nov 2023
Date on which it will be reviewed	Oct 2024
Statement authorised by	J Heath
Pupil premium lead	L Clay
Governor / Trustee lead	M Grimmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£424,760
Recovery premium funding allocation this academic year	£0
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	£424, 760

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At John Spence we believe with the right support all students can achieve and our aim is that by the time they leave us they are skilled, resilient and considerate individuals who are 'Fit for Life'

This pupil premium strategy states how the school is going to support disadvantaged students to achieve outcomes and reach goals closer to their non-disadvantaged peers. We have considered the challenges faced by our students and sourced ideas for how we will tackle these challenges.

At the heart of our plan is a strong well sequenced curriculum that will allow students to develop a broad base of knowledge and skills necessary for them to proceed to the next stage of education, training or employment. Running alongside this is the recognition that quality first teaching is paramount for student engagement and therefore a student's capacity to access the curriculum and meet expectations at the end of each stage of that curriculum. High quality teaching is proven to have the greatest impact on closing the disadvantaged gap and as a school we are proactive in staff training and staff professional development, which is reflected in staff evaluations and staff retention

Our strategy is integral to wider school plans of increasing the cultural capital of students by delivering high quality careers guidance, a comprehensive RSE curriculum and increasing student wider opportunities through our schools creative academy, sports academy, school pledge and other initiatives.

We will use this strategy to focus on all disadvantaged students and not just those who are disadvantaged and have low ability. Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of underperforming.

Our approach is to focus on 2 major programmes in order to improve student knowledge, skills, experiences and outcomes.

Reading *is key to learning across all subjects in secondary school and a strong predictor for outcomes in later life. We are going to focus on modelling and promoting reading and increasing students' vocabulary, ability to spell and decode*

words. We aim to teach students to use reciprocal reading tools to become more independent in their reading as they move through the school and beyond.

Formative assessment, disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies to understand how they can improve. Explicit use of formative assessment strategies by teaching staff will ensure all students and staff know the students areas of strength and those for development. Teachers can then use this information to adapt their teaching to individuals or groups of learners. Teaching revision strategies, embedding retrieval practice into learning alongside metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future hence making students **Fit for Life!**

We are aware that school closures due to the impact of Covid 19 has affected a wide range of our students, not just those classed as disadvantaged. It has caused gaps in knowledge and skills across the curriculum and therefore the DfE Recovery Premium will support us to provide any identified support for our students.

Challenges

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

Challenge number	Detail of challenge
1	Students need a greater range of vocabulary in order to access their GCSE examinations. A vocabulary deficit is hindering their confidence, inference skills and access to the curriculum.
2	Students lack resilience to tackle challenging texts in classrooms and examinations: it prevents them from accessing larger mark questions.
3	With the introduction of our new behaviour conduct expectations low level disruption has decreased in lessons. We now need to focus on student participation and address issues of passivity. There can be a lack of ambition in lessons for some students and from students themselves, teachers need to develop more opportunities to engage students in more mentally demanding tasks. The school needs to increase student awareness of their potential and raise student personal aspirations.
4	Student's lack of cultural capital can affect their ability to access GCSE examinations and the wider curriculum.
5	Many students are not adept in information retrieval, utilise ineffective revision strategies and struggle to recall taught knowledge, which hinders their ability to deepen that knowledge. Teachers need to routinely foster retrieval practices into their teaching to provide greater opportunities to reinforce prior

	learning including opportunities to explicitly teach and model retrieval and metacognition strategies.
6	The impact of covid has decreased students and parents' resilience which is evident in terms of attendance, if students are not in school they cannot learn.

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
<i>Increased student engagement with, confidence in and ability to read</i>	<p>By the end of our current plan in 2024 lesson observations will show that most/all students are confident when reading out loud willing to read aloud in class. Teachers feedback will show that students are willing to ask questions and engage more in discussions when a text is read in lessons and form time. Staff will model to students how to use reciprocal reading tools to support students analysing a text in greater depth.</p> <p>Reading comprehension tests completed through the NGRT demonstrate improved reading age and comprehension skills among the disadvantaged and there will be a smaller disparity between them and their disadvantaged counterparts when CAT data for current year 7 in 2021 is compared to their year 10 CAT scores in 2024.</p> <p>NGRT tests will be used to evaluate progress over time.</p>
Increase students' use and understanding of tier 2 vocabulary in order to level the playing field for pupil premium students to move them in line with their non-disadvantaged peers.	Teachers will report that students are using a greater range of vocabulary both in written and spoken form. Spelling improvement will be seen in assessments when comparing 2021 assessment books to 2024 assessment books.
Improved student motivation to read longer, more challenging texts. Use effective strategies independently (eg reciprocal reading strategies) to analyse unfamiliar texts	<p>AIR and Sparks reader will demonstrate a greater number of students engaging with reading and to read texts with a higher reading age.</p> <p>Data from the Reciprocal reading research project was inconclusive but did show a positive impact for some students. This will be implemented in January 2023 as part of our reading intervention package. The impact will be closely monitored.</p> <p>Observations of lessons, teacher feedback and student voice will all report that students are more resilient to try to decode and</p>

	comprehend a text independently before seeking help if required.
Improved student motivation and ability to revise , so students have a greater range of strategies to develop memory and recall.	Teacher reports, lesson observations and student voice suggest disadvantaged students are more able to engage in revision (compared to pupil voice in 2019) and therefore are able to demonstrate greater recall of prior learning as evident in data tracking of assessments and tests.
Further develop teachers use of formative assessment in lessons	Staff to undertake the EFA programme including lesson observations and professional dialogue. Lesson observations show teachers routinely use EFA strategies within lessons.
Student progress and attainment data shows improvement in terms of assessments and outcomes.	KS3 student outcomes show a greater percentage of students reaching the curriculum expectations for the same cohort in subsequent years from 2021
Increased A8 across all subjects by 23-24 Increased A8 for disadvantaged students Increased APS in English	<p>2024 outcomes show that disadvantaged pupils achieve higher A8 in 2024 in comparison to 2021.</p> <p>Disadvantage gap for APS and KPI will be smaller in 2024 than 2021.</p> <p>In 2021 the APS gap was 14 points (similar to the national gap), we will decrease this to 10 by 2024.</p> <p>For disadvantaged students the A8 will increase from 34.51 in 2021 to A8 of 39 in 2024</p> <p>The whole school A8 will increase from 43.21 (2019) to 45 in 2022. This will be an ambitious target as CAT data is predicting an APS of 42.9 in 2021</p> <p>The APS for English will increase from 4.1 (2019) and for disadvantaged students from 3.84.</p>
Improve attendance to be in line with national average	<p>Attendance data will improve from the levels when this plan started (Oct 2021) to Oct 2024, by which time we will be at national average.</p> <p>The overall absence rate for all pupils will be 4.4% or less and the attendance gap for disadvantaged students to non-disadvantaged students will decrease to be inline with or slightly better than the national gap</p>

Activity in this academic year 23-24

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: £ 32, 616

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Form time teacher reading and teaching of tier 2 vocabulary in form time and subject lessons will be increased by looking at word etymology and morphology. The reading will increase students cultural awareness through the topics and issues covered.</i></p> <p><i>There is a school expectation that either students or teachers read 150 words per lesson.</i></p> <p><i>The school will increase resources in school to give all students the ability to have access to appropriate reading materials to read for pleasure</i></p>	<p>Evidence from Sussex reading programme has shown that this strategy can improve secondary students reading by 16 months in comparison to 8 months for non-disadvantaged students.</p> <p>Sussex Research</p> <p>Air platform will initially be used to improve the number of students reading for pleasure, however this will be replaced by sparks reader which is more aligned to students reading and processing ability</p>	1, 2 and 4
<p><i>Staff training on metacognition strategies, teaching vocabulary and reading. Staff will be trained on how to use reciprocal reading tools to develop students application of the tolls to improve reading</i></p>	<p>EEF toolkit reports that: Acquiring disciplinary literacy is key for students as they learn, new, more complex concepts in each subject improving literacy in all subject areas in line with recommendations in EEF Improving Literacy in Secondary schools</p> <p>EEF Improving secondary school literacy</p> <p>Metacognition and self regulation EEF toolkit</p>	1, 2, 3, 4 and 5
<p><i>Student tasks and resources developed to be more ambitious through the use of a range of strategies including a range of</i></p>	<p>Teaching metacognition strategies to pupils is an inexpensive yet effective way of helping pupils to become independent learners as shown by EEF toolkit</p>	3 and 5

<p><i>metacognition strategies eg PiXL thinking hard strategy and Upload, process download therapies.</i></p> <p><i>Retrieval practise to be used routinely by staff to demonstrate the benefits of revision to students. Staff to model a range of revision strategies to students to help students to prepare for assessments.</i></p>	<p>EEF metacognition and self regulation guidance report</p> <p>Students will increase their knowledge of revision strategies and learn how to develop an effective revision timetable</p>	
<p><i>A Personal Learning target will be completed by teachers and shared on each KS4 termly report to students. This will help students to identify their strengths and weaknesses within the curriculum. Teachers will use student PLC outcomes to develop and coordinate both student and teacher lead intervention using the associated therapies.</i></p>	<p>EEF toolkit states that effective practice around feedback has significant benefits for pupils, particularly disadvantaged pupils.</p> <p>EEF feedback guidance</p>	3 and 5
<p><i>Purchase standardised diagnostic assessments and analyse data to inform teaching and intervention</i></p>	<p>Standardised tests (NGRT and CAT4) can provide reliable insight into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p>Standardised test/assessing and monitoring pupil progress/ Education Endowment Foundation EEF</p>	1 and 2
<p><i>Further strengthen the quality of education with a bespoke and comprehensive CPD opportunities for staff. The school will be part of EEF Embedding Formative Assessment programme from June 2022 to July 2024 to further strengthen teaching and learning</i></p>	<p>High class quality first teaching is an effective way to narrow the disadvantaged gap. Devoting both time and money to provide effective and appropriate CPD taking into account the context and needs of the school will benefit all students, but especially those who are disadvantaged</p> <p>EEF effective teacher CPD</p> <p>The EFA project will focus staffs use of assessment so they know what a student can do and how to support further progress through a curriculum</p>	3 and 5

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

Budgeted cost: £ 222, 616

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engagement with the National tutoring programme will be employed to provide targeted support in English for small groups of identified students whose learning has been most impacted by the pandemic. A significant proportion of the students who are offered the tutoring will be disadvantaged</i>	Our internal data from 2021 shows that 100 percent of students reported they found the NTP had been useful and rated the score at least 8/10. The students also felt the NTP had improved their English literature and language skills. 53% of the students made progress in terms of their final GCSE level. The other students maintained their attainment on a greater body of work, hence demonstrating consistent progress through a curriculum. This is very promising as the impact was seen despite the effect of covid on students' attendance to sessions. PP case studies	1 and 2
<i>Students requiring support to be appointed a mentor to provide bespoke academic mentoring and pastoral support for identified long term disadvantaged students at KS4.</i>	Students have not only been affected in terms of their knowledge gap due to covid, but we are also recognising the negative impact of covid on students socially, mentally and with reference to their personal aspirations. In order to help support long term disadvantaged students we have appointed a LTD EEF individualised instruction	3, 4, 5 and 6
<i>English and maths intensive revision days organised for specific students to target increasing grades 5 and above.</i>	Internal school data showed the benefit of this intervention with on average 49% of students progressed 1 grade following this intervention package in summer 2023. Hyperlink anonymised school data	2 and 5
<i>Intervention organised to provide personalised academic coaching for identified pupils</i>	Internal school data showed on average pupils involved in this intervention in 2021 improved their APS by 1.05 points. With disadvantaged pupils making slightly more gains than their non-disadvantaged peers. PP case studies EEF one to one tuition	3, 4 and 5
<i>HTLAs/ teachers used to address gaps in students disciplinary and substantive knowledge (core subjects only)</i>	Tuition targeted at specific skills and knowledge gaps can be an effective method to support pupils who are falling behind in small groups hEEF TA interventions	1 and 2

<i>Effective reading, communication and numeracy programmes set up and running using SSAs and HTLAs.</i>	Reading comprehension strategies can have a positive impact on pupil's ability to understand a text, this is particularly the case when interventions are delivered over a short timespan EEF reading comprehension strategies	1 and 2
<i>KS4 teachers or HTLA deliver a morning intervention programme for year 11 students running 3 times a week</i>	Tuition targeted at specific skills and knowledge gaps can be an effective method to support pupils who are falling behind in small groups EEF small group tuition	1, 2, 3, 4 and 5
<i>Family liaison officer to work with families struggling with their children's mental health, relationship issues or behaviour due to disruption caused by covid Attendance clinics running for identified students to closely monitor attendance and set targets to improve.</i>	DfE Recovery Premium Guidance: "deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support." EEF Behaviour Intervention (point 3)	

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

Budgeted cost: £ 169, 528

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>An intervention register developed and maintained for KS3 allowing school leaders and teachers to be able to identify where support is needed and track interventions and their subsequent impact</i>	Internal school tracking systems enable effective pastoral tracking and intervention to occur (OfSTED 201?). Our aim is to pull academic and pastoral tracking and intervention into one central location to ease staff access and usage to inform teaching and planning.	All
<i>Attendance closely monitored with a specific focus on core groups</i>	The DfE guidance on improving attendance has been informed by engagement with schools that have significantly reduced persistent absence. We worked closely with another	6

<i>All parents will have a greater awareness of their child's attendance</i>	<p>school in our local authority who improved their attendance figures. After a thorough review we are implementing some of the suggested strategies.</p> <p>Gov.uk Improving school attendance</p>	
<i>School pledge developed and operational to increase cultural capital of students who have been identified as missing vital opportunities</i>	<p>Cultural capital is one of the most important concepts within the sociology of education, and it goes a long way to explaining why middle class children do better in education than working class children. If we can improve a disadvantaged child's cultural capital we can improve their outcomes.</p> <p>Cultural capital and achievement</p>	4
<i>New behaviour code of conduct introduced and consistently used across the school</i>	<p>Students who behave well in school will make more progress. OfSTED reported "Pupils are potentially losing up to an hour of learning each day in English"</p> <p>EEF Improving behaviour in schools Report</p>	3
<i>Comprehensive careers offer available in school for students in year 7-11 with specific activities for the disadvantaged</i>	<p>High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding</p> <p>Put link to Gov.uk careers guidance here</p> <p>Gov.uk Careers guidance</p> <p>Girls network</p> <p>The Girls' network (thegirlsnetwork.org.uk)</p> <p>EEF careers guidance</p>	3
<i>Further improvement of the FFL and RSE curriculum to promote respect, cultural awareness</i>	<p><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p>EEF social and emotional learning</p>	3 and 4
<i>Students with recurring behaviour issues are referred to engagement centre where intensive investigation will identify students' needs, the thrive approach will be used to modify student</i>	<p><i>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i></p> <p>EEF Behaviour interventions</p> <p>Schools that have adopted the thrive approach have reported many benefits. These include fewer disruptions in class, reduced exclusions</p>	3 and 6

<i>behaviour and external agency support will be sort if required</i>	<p>and improved academic results. The knock on effect of this can be better parent-school relationships and improved staff morale.</p> <p>Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance.</p> <p>(McGuire-Snieckus et al 2015)</p> <p>The thrive approach</p>	
<i>Internal mentors and external agencies will be used to support mental health and wellbeing issues</i>	<p>Pupils with better health and wellbeing are likely to achieve better academically.</p> <p>Public Health, wellbeing</p> <p>DfE Mental health and behaviour in school</p> <p>Someone cares counselling link</p>	6
<i>Fund to enable students from a pp background to participate in school visits to increase their cultural awareness</i>	<p>Cultural capital is one of the most important concepts within the sociology of education, and it goes a long way to explaining why middle class children do better in education than working class children. If we can improve a disadvantaged child's cultural capital we can improve their outcomes.</p> <p>Cultural capital and achievement</p>	4
<i>Contingency fund for acute issues</i>	<p>Based on our experiences, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified. Some of these may include a disadvantaged child's access to learning materials including scientific calculators, revision guides etc.</p>	All

Total budgeted cost: £ 424, 760

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.

With the introduction of a new pupil premium template, further guidance from DfE and following training from Newcastle Research School and North Tyneside Local Authority in reference to EEF we made the decision in 2021 to produce a new pupil premium strategy more firmly rooted in the evidence of impact for strategies that have been trialled across UK. This strategy will run for 3 years, allowing a greater amount of time to be given to each initiative to ensure the methodology is trialled, implemented successfully and measured to show impact. The effective initiatives will then become part of common school practice moving forward.

We developed this new strategy learning from our previous model, which due to covid, we struggled to measure the impact for the strategies we were implementing, routinely and effectively. Using the 'EEF guide to support school planning, A tiered approach' and the guidance report 'Putting evidence to work, A schools guide to implementation' alongside evaluations of our own practise we will ensure that each active ingredient is well thought out, with a clear start and end date, built in opportunities to measure impact routinely and incorporate a greater use of coaching to support the embedding of new initiatives into school culture and practise.

Taking the above into account we will ensure all strategies are well thought out, with a clear goal in mind. The impact will be measured using specific criteria rather than a more general measure of attainment. Strategies will have a defined start and end point and a tiered approach will be used with a greater focus on good classroom teaching, supported with targeted intervention for specific individuals and working alongside wider school priorities.

Strategy aims from previous year

1. Increase student engagement with, confidence in and ability to read
2. Increase students use and understanding of tier 2 vocabulary
3. Improved student motivation to read longer, more challenging texts and use effective strategies (eg reciprocal reading strategies) independently to analyse unfamiliar texts
4. Improved student motivation to revise, use cognition and metacognition strategies to further develop memory
5. Further develop teachers use of formative assessment and retrieval in lessons
6. Improve progress and attainment data outcomes

7. Increase A8, P8 and APS in English
8. Improve attendance to be inline with national

Outcomes

The activities that have been introduced to address each aim are clearly laid out in the 2 EEF implementation plans and progress to each action has been recorded on the document.

1. [The implementation plan for Reading](#)
2. [The implementation plan for Formative Assessment.](#)

Outcomes in reading (strategy aims 1-3)

A whole school audit of reading was carried out in Nov 2023 and some quotes are included below:

When asked how the school was encouraging them to read, the students all quickly named the three strategies we went on to discuss (library lessons were not discussed here). The Year 8 and 9 students all said they were doing more reading in school than they used to. The Year 7 students claimed to be reading in high school about as much as they had read in primary school. They could all articulate why reading was important. The students were also unanimous in their description of reciprocal reading techniques being widely used. They could tell me they were often asked to “describe” what it said in the text. They did recall the word “clarify” and were able to tell me that the clarification of key vocabulary happened “all the time”. They recognised “predict” and said that sometimes happened too.

Governor Feedback July 2023:

I remain very confident in the capacity for continued improvement [within Reading]:

- *There continues to be a significant focus by the school on raising the profile of reading. The initiatives introduced last year have been effectively reviewed and there was strong justification for the cessation or continuation of strategies this year.*
- *Close monitoring of reading ages, using standardised on entry assessment has been introduced. This will help staff to effectively monitor the impact of the interventions as well as the reading strategy as a whole.*
- *Continued QA activity needed to identify progress against stated impact on students’ extended oral answers and use of Tier 2 vocabulary.*

Reciprocal Reading feedback from Nuffield:

The study found that the programme can be implemented at greater scale than in previous studies and embedded within school and timetable planning. All 20 participating schools engaged fully in training and were also able to timetable and implement the intervention during the study with effective deployment of school teams including teaching assistants... it is evident from the process evaluation that the current secondary school environment (even through a pandemic) is suitable for the delivery of a reciprocal reading intervention delivered by teaching assistants working in teams with a teacher lead.

OFSTED feedback June 2022

Leaders understand the importance of all pupils being able to read well. Improving pupils’ literacy is a priority across the school.

Outcomes in Revision and Formative assessment (strategy aim 4-5)

Governor Feedback on EFA Programme Nov 2022:

In the session I observed, it was clear that trust between colleagues had already been established. In one group, colleagues took turns in briefly reporting back on the observation activity they had undertaken since the last TLC. Many were already very reflective on aspects of their own practice and I was impressed how comfortable many felt to share what they perceived as their own areas for development. The TLC leaders were extremely supportive and affirming, establishing a non judgmental professional learning environment. They were also very adept at modelling reflections on their own practice and how they felt they could improve. TLC leaders were very well prepared and used the centralised resources knowledgeably, with a clear understanding of what they hoped to achieve.

I was impressed with the level of engagement of staff in the groups I observed. All were supported in sharing what they had done in the intervening month since the last TLC. Though still in very early days, it seemed clear that these regular, structured conversations around formative assessment were helping staff to consider the strategies they currently use and to hear about those that other colleagues have had success(or otherwise) with.

Internal Quality Assurance of EFA Implementation:

'Targeted questioning' is a relative strength; whilst most improvement has been made with 'clarifying, understanding, and sharing learning intentions'. Notably, these two areas have been addressed at INSET, TLCs and in DSRs over recent months.

Data outcomes (strategy aims 6-8)

Green text shows improvement on measure

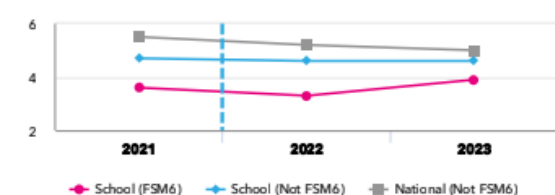
	2022	2023	2024
A8 all	41.36	43.34	
A8 dis	33.10	39.38	
Dis gap APS	13.56	6.76	
P8 all	-0.65	-0.35	
P8 dis	-0.99	-0.58	
4+ E/M all	54%	66%	
4+ E/m dis	38.1%	52%	
Eng APS all	4.37	4.55	
Eng APS dis	3.52	4.15	
Attendance all	89.8	90.2	
Attendance dis	86.5	86.1	

Results show improvements in all areas with the disadvantaged APS gap and disadvantaged P8 gap nearly halving.

Disadvantaged pupils

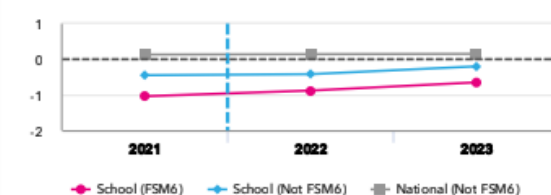
KS4 attainment for disadvantaged pupils 2023

Attainment 8 (Overall)



KS4 progress for disadvantaged pupils 2023

Progress 8 (Overall)



The graphs above show the improvement in attainment and progress for disadvantaged students over the past 2 years.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	There were only 9 students who were in this category..
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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