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	Elthorne Park High School
Number of pupils in school	1224 Year 7-11
Proportion (%) of pupil premium eligible pupils	232 Year 7-11 (21%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 Year Plan 2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Eliot Wong
Pupil premium lead	Peren Jennings/ Tracey Sugden
Governor / Trustee lead	Yvette Cook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£252,250
Recovery premium funding allocation this academic year	£85,359
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£337,609

Part A: Pupil premium strategy plan

Statement of intent

Elthorne Park High School respects every child's right to achieve and extend their potential. Leadership focuses on our responsibility to foster a deep sense of aspiration, self-belief and conviction in all of our students while acting with compassion to support the range of social situations our children face. Our ethos of 'Achieving Excellence in a Learning Community' reflects our high expectations for all students to achieve academic excellence. We succeed in this by placing equal emphasis on developing students' character, wellbeing and academic potential in partnership to achieve success.

Our tiered approach to the spending of Pupil Premium funding is supported by the DfE and is both a cyclical and longer-term planning opportunity for us to directly support pupils from disadvantaged backgrounds to make better, more rapid and sustained progress. This yearly publication of our Pupil Premium Strategy outlines our continuing belief that high-quality, inspirational teaching is key to achieving our aims. We continually enable teachers to be informed about how disadvantage impacts pupils' learning in their classroom and what factors they can control to help tackle disadvantage. We recognise parents as key stakeholders through facilitating clear, regular and responsive communication.

The key principles which underpin this strategy plan are our whole school's priorities which determine where we put our time, effort and money. These priorities are:

1)To improve reading standards for all Pupil Premium students so that pupils are reading at or above their chronological reading age using evidence based quality teaching and learning CPD including action research: our aim is that students read with comprehension, breadth, depth and fluency.

2) To raise the maths attainment of Pupil Premium at KS4: using the National Tutoring Programme, improving attendance of the Aspire interventions and through responsive data-informed teaching.

3) To decrease the attainment gap in Progress Pathways at each Key Stage: dedicated key stage lead teachers use hard and soft data to diagnose the current gaps, issues and barriers for learning of our PP students at EPHS. Provide opportunities for academic interventions (such as the National Tutoring Programme) and support to narrow the attainment gap.

4) **To ensure our disadvantaged students benefit fully from our homework programme:** use Satchel to track the setting and completion. Target support

through KS3 and KS4 homework clubs. Ensure homework is offered on alternative platforms as required.

5) To improve the attendance and punctuality of our disadvantaged students: ensure Pupil Premium students' basic needs are being met (using Maslow's hierarchy of needs) and respond if not through a programme of making the most essential items available including equipment, uniform and breakfast clubs.

6) To improve participation in extracurricular opportunities for our students and to prioritise Pupil Premium uptake: directing invites and funding to prioritise purposeful school opportunities for our students which will have the most leverage and impact in their lives such as revision training, coaching, cultural capital visits and trips that encourage positive social relationships to name a few.

7) To improve the wellbeing of students within the school: ensuring every child who needs support is recognised through monitoring to ensure our students are resilient and safe.

We also invest a large amount of time and money in key staff and the particular systems they manage to ensure our students are safe while being supported mentally, emotionally and pastorally. Finally, we promote 'joined-up-thinking' about our pupils' futures through our commitment to achieving the Gatsby Benchmarks in ongoing careers advice.

Our intent is ambitious and for this we are unapologetic. We rise to this challenge by our appointment of a Pupil Premium Achievement Coordinator, to ensure our Pupil Premium Strategy is being implemented effectively: uniting interventions through subject and pastoral areas in order to ensure our Pupil Premium students are at the heart of everything we do as outlined in our 'Elthorne Way'.

Challenges

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

Challenge number	Detail of challenges that the Pupil Premium Achievement Coordinator will convey to all staff
1	The **reading-age** assessments and observations of the KS3 students indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects. Analysis of reading-age data indicates that the overall percentage of disadvantaged students operating below chronological age is

	significantly greater than their peers for students with additional vulnerability, most especially SEN. By KS4 the reading-age gap has reopened for students who were near parity at entry. Data shows that on entry at Year 7, percentages of PP students operating at reading ages between 6-10 years are broadly representative of the total reading cohort operating between 6-10 years. Initiatives will benefit all below reading age and particularly EAL and SEN. Reading ages tested at Year 10 pre reading-strategy reveal a widening of the achievement gap. (Cohort Year 7 2019 retested at the end of Year 9 2022 and not recipients of the PP strategy strand outlined as Challenge 1 of this three year strategy.) Library lending for PP students is reduced after Year 8 and there is a trend of diminished lending as early as the summer term of Year 7.
2	Our **numeracy** analysis on intake is captured in the form of KS2 SATS data and suggests the gap between disadvantaged and their peers is evident in Year 7. There is an over representation of Pupil Premium students who join the school with lower prior attainment for maths compared to their peers. In year 7 and 8 currently, only 8% of PP students left primary school reaching high levels of attainment in maths, compared to 35% of their non-PP peers. At the lower end of prior attainment, 37% of PP students left primary school with a low level of attainment in maths, compared to only 10% of their non-PP peers. Given this, the challenge is to ensure disadvantaged students make greater progress during their time at Secondary school in order to get to a position of parity with their peers.
3	Our assessments and observations suggest that the **academic achievement** and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies. Within the school, between 60 - 80% of our disadvantaged pupils are above or on track to make progress in Pathways at Key Stage 3 or progress towards their Minimum Target Grades (MTG) at Key Stage 4 compared to 70 - 90% of their peers. This has resulted in significant knowledge gaps where students are falling behind in their studies.

4	Our data analysis of **home learning** suggests our disadvantaged students are not as engaged with their home learning compared to their peers. This may be due to not having access to a space at home to complete home learning or a digital device or key revision materials. Across KS3 and KS4, our disadvantaged pupils are slightly less likely to complete their home learning compared to their peers and this is reflected in home learning sanction data.
5	Our **attendance** analysis suggests our disadvantaged students have lower attendance figures compared with their peers. This will have an impact on the students gaining good GCSE grades and their life chances. The most recent school figures suggest the attendance of our disadvantaged students has improved from last year and disadvantaged students attend more often than similar students nationally, but are still behind their non-disadvantaged peers. The punctuality figures show our disadvantaged students have more issues with punctuality than their peers. Attendance to academic interventions, both online tuition and in person is also lower for disadvantaged students, making these interventions less effective. There was only 40% attendance at NTP online tuition sessions in the academic year 2021-22.
6	Participation in **extracurricular** activities is an additional area of school life in which disadvantaged students are not currently as involved with as their peers. This is evident particularly in 'one-off' extracurricular experiences such as foreign trips that have an associated cost for participation.
7	Through our pastoral data, observations and discussions, our disadvantaged students have required more **wellbeing** intervention strategies (such as pastoral mentoring and counselling) to support how to manage mental health issues and develop positive self esteem in comparison with their peers. The school data shows around one third of our disadvantaged students reach out for emotional support which is a higher proportion compared to their peers, through counselling drop in and PSW support. Also, just over one third of our disadvantaged students are supported by the Clinical Psychologist, which again is a higher proportion compared with their peers.

	The school data for the last three years, shows disadvantaged students with behaviour issues are over-represented and at more risk of permanent exclusion than their peers.

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 - monitored through the EPHS 'Stakeholder Feedback Calendar'
Improve reading comprehension for all students at Key Stage 3 including disadvantaged students. Sustaining long-term continual improvement by teachers refining their craft and sharing best practice through whole school CPD, focusing on how literacy skills support more than just academic development. Phonics provision for students operating significantly below age-related reading expectations.	Reading tests demonstrate ongoing improvements in the reading ages of disadvantaged students in Year 7 and 8. Success measured long term: reduction of all students working below age by year 10 and closing of gap between Pupil Premium and Non-Pupil Premium. Longer aim: testing at Year 9 shows reading recovery sustained/ informs all teachers of where to target support at the start of GCSE. Appraisal & participation in Action Research Celebration: excellent literacy and reading supportive practice personalised through action research to help students overcome barriers to learning in their classes. New Reading Coordinator appointed to lead phonics provision and train additional staff in phonics teaching: Librarian, Library Assistant, EAL Coordinator and support staff.
Improve attainment of all students in all subjects at Key Stage 4 including disadvantaged students.	GCSE results demonstrate improvements in disadvantaged students' progress.

Improve participation in extracurricular activities or trips across the school including disadvantaged students.	Disadvantaged students participate in at least one extracurricular activity or trip during the academic year.
Improve attendance figures across the school including disadvantaged students for both the normal school day and to academic interventions which run in extended hours.	Disadvantaged students' attendance figures to improve in line with their peers.
Improve the wellbeing of students within the school including disadvantaged students.	School specific wellbeing issues identified through staff observations, parent & student voice and school surveys addressed within the PSHCE curriculum, assemblies and tutor time activities should lead to improved levels of wellbeing.

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: £182,619

Activity	Evidence that supports this approach & data collected through the EPHS 'Stakeholder Feedback Calendar'	Challenge number(s) addressed
Pupil Premium Achievement Coordinator appointed from this year's NPQ cohort to narrow the gap between Pupil Premium and non- Pupil Premium students across all key stages and to write and review this strategy statement. Evidenced by: • data shows the closing of achievement gap through external and internal assessment data	**EEF** states *'in our collective haste to do better for pupils, new ideas are often introduced with too little consideration for how the changes will be managed and what steps are needed to maximise the chances of success'* The Pupil Premium achievement Coordinator will liaise with subject and pastoral leaders to identify effective implementation of the Pupil premium strategy. Evaluate impact by continually improving ' *the degree to which an*	1,2,3,4,5,6, 7

● data regarding attendance, behaviour and wellbeing show improvements	*intervention was implemented as intended*' **(Albers 2017)**	
Quality First Teaching: further training will be provided to support teachers to deliver Quality First Teaching with a specific focus on: ● Vocabulary/ Communication- Friendly teaching ● Adaptive teaching & scaffolding ● GPOP & feedback ● Improving metacognition, memory and recall	The **EPHS Teaching & Learning Toolkit** compiles the latest research on which we base our approach to classroom teaching. The relevant sections of the toolkit are: Communication friendly strategies Memory and recall Feedback Stretch and challenge EEF Effective Professional Development (C. DEVELOP TEACHING TECHNIQUES)	1, 2, 3
Staff will engage in a year-long action research project to develop how we improve literacy (reading & vocabulary) levels across the school. This will require 7.5 hours of directed time for approximately 40 staff who will be involved in the project. We will also offer payment to **3 lead learners** who will support less experienced colleagues throughout the action research programme. Evidenced by: Action Research Focus (SP1) Improving the achievement of all students by identifying and helping students overcome barriers to learning with a more specific focus on groups of young people that may be at more risk of underachievement and who are most often our disadvantaged students. Evidenced through completion of action research observations and sharing of knowledge and strategies at the Celebration Event. (Appraisal target)	Action research is a key part of how we develop the practice of teachers of all levels of experience at EPHS. We believe that it is right to focus on literacy this year and will be guided by the following research: Reading comprehension strategies	EEF Children and young people's reading engagement in 2021 EEF Effective Professional Development (D. EMBED PRACTICE)	1
To ensure that our teachers are familiar with the latest educational research and Ofsted research	We will use the reading lists that accompany the new NPQ frameworks as our starting point for	3

papers. Training time and resources for our **CPD research library** will be required. 3 hours of directed time for each member of the teaching staff has been allocated for remote CPD (reading, research, online seminars). Research tells us that this will improve teaching and learning for all students and lead to an improvement in the engagement of our disadvantaged students in lessons	expanding the resources available in our CPD library. [EEF Effective Professional Development](#) (A. BUILD KNOWLEDGE) Evidenced by: completion of the post-reading reflections by every member of the teaching staff.	
Five teachers have successfully applied to enrol on NPQs with Teach First in 2021-22. The final assessment being a case study and question designed to give teachers the opportunity to demonstrate their ability to: ● Identify the problem(s) ● Identify the solution(s) ● Set out a rationale for the solution(s) proposed ● Detail how implementation should be approached and why	[EEF Effective Professional Development](#) (A. BUILD KNOWLEDGE) Evidenced by participants: ● designing initiatives ● improving implementation of initiatives in their current role ● taking on new roles and responsibilities ● coaching colleagues	1, 2, 3, 4
Reading lesson of one hour per week for Year 7 and Year 8 delivered by English teachers.	[Research](#) has shown the gap has widened between disadvantaged students and their peers, emphasising the importance of promoting reading for pleasure and to develop confidence. A study by [Psychological Science](#) (2019) discovered a 'knowledge threshold' regarding reading comprehension: 'If students were unfamiliar with 59 percent of the terms in the topics, their ability to understand the text was 'compromised''. The EPHS reading strategy was influenced by the work of Alex Quigley and the case studies of a school-wide 'canon' on the development of reading strategies.	1, 3

	The gaps of reading age inequality within the case-study are comparable to the data sets at EPHS. The EEF states that on average, reading comprehension strategies delivered improves student progress (+6 months). Form time reading projects run weekly. Neuman, Copple and Bredekamp (2000) suggest " Reading aloud is the foundation for literacy development. It is the single most important activity for reading success".	
Increased frequency of Reading Age data capture. The four reading age assessments across Year 7-9 will provide reliable data to allow teachers to target additional support, if required. Students working below reading age identified, and appropriate level of targeted support applied.	Provides the teacher with accurate information on what improvements the students have or have not made. Evidence (Assessment in Education - Black & Williams 1998) suggests that regular formative assessment can improve students' learning. Targeted students are retested showing progress and this progress tracked as they move up through the school. Students making progress to the point of no longer needing support.	1, 3
New Reading Leader appointed TA training completed and TA's enabled to contribute to targeted support of identified students. Delivery of effective phonics provision with targeted pupils evident from progress in subsequent reading tests.	The purpose of this new role is to lead on the coordination of phonics provision for students operating significantly below age-related reading expectations. The post-holder will lead on, monitor and evaluate the effectiveness of phonics provision and be responsible for liaison with our external phonics training provider. A significant aspect of this role will be training the TA team on the delivery of effective phonics provision.	1,3
Whole Staff CPD began September 2021 and is revisited in sessions	Year 7 and Year 8 students have a timetabled reading-age ability	1

delivered by English Faculty Leader's Twilight sessions: resulting Library data will show closing of discrepancy gap in Pupil Premium borrowing as students are reading in form time and sanctioned if they forget their book. Sanction data monitored and action taken to support Pupil Premium students with book selection, evident from no discrepancy in data.	group reading lesson every week, with a focus on the reading aloud of whole books and vocabulary acquisition. The school day has been restructured to enable Form Tutors to deliver student development programmes and reading. The EEF states that on average, reading comprehension strategies delivered improves student progress (+6 months). Form time reading projects run weekly. Neuman, Copple and Bredekamp (2000) suggest " Reading aloud is the foundation for literacy development. It is the single most important activity for reading success".	
Library teacher and assistant specialist knowledge is utilised in library lesson planning and delivery.	Using data to target Pupil Premium readers with book recommendations, author visits and to hear readers 1:1 during bi-weekly library lessons recorded in student reading journals.	1
Two Achievement Coordinators are now in the 2nd year of their role. They are responsible for the coordination, tracking and impact of intervention strategies to support the academic achievement of identified underachieving and disadvantaged students.	The tracking of student progress after formative assessments provides a reliable checkpoint to assess the impact of the intervention strategies and the opportunity to review whether to continue with the intervention strategy or not. The EEF states the potential impact of self regulation and metacognition can improve student progress (+7 months).	3, 4

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

Budgeted cost: £90,059

Activity	Evidence that supports this approach	Challenge number(s) addressed
The students whose progress has been impacted by COVID-19 and school closure receive additional support to allow them to make accelerated progress and 'close the gap'. The school adopted two routes of tutoring with the NTP: ● tuition partner (online) ● school led tutoring (in school) These programmes have been developed by the Core departments and will support revision, topic preparation, specific subject skills, knowledge gaps or catch up.	The tutoring programme will target specific needs and knowledge gaps of disadvantaged students, Black Caribbean students and those who have fallen behind. Students will be selected from Year 8 to Year 10 and the tuition will be in small groups or one-to-one. Year 8 and 9 students have a 15 week programme in English followed by a 15 week programme in Maths. Year 10 students have a 10 week programme in each of the Core subjects. **One to one tuition:** Education Endowment Foundation **And in small groups:** Small group tuition | Toolkit Strand | Education Endowment Foundation	3, 4
The provision of additional subject specific support and guidance for underachieving students identified through formative and summative assessments to allow them to make improved progress. The ASPIRE programme targets students in Year 11 and 13 for curricular support after school. It is based around the individual requirements of each department and focuses on supporting students at key points in the school year.	The ASPIRE programme will address specific subject skills and knowledge gaps of disadvantaged and underachieving students. The sessions will be in small groups. **And in small groups:** Small group tuition | Toolkit Strand | Education Endowment Foundation	3, 4

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

Budgeted cost: £ *73,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
The creation of an Attendance Officer's position (2021-22) provides up to date attendance and punctuality data which allows timely actions and interventions to be implemented. The provision of an additional 1 hour per week (from 2021-22) for the Pastoral Support Workers (PSWs) to support identified students with attendance issues including parental contact, AIPs and mentoring. **Target group <90% KS3 & 4** **Attendance moving back toward 96%** Tutors regularly monitor the punctuality and attendance data of students through the pastoral tracking system enabling identification of patterns in punctuality and attendance. Tutors participate in punctuality and attendance training delivered through whole school training and team meetings. The position of Breakfast Club supervisor has been appointed with Breakfast club for disadvantaged students starting in	These recent additions to the school's attendance system should help identify and resolve attendance issues within a shorter timescale leading to improved attendance figures. The DfE (2016) clearly states missing a few days in a year can damage a students' chance of gaining good GCSEs. The DfE (2021) guidance offers advice for improving school attendance. The following studies offer guidance and support for improving school attendance: https://attendancemattersmagonline.co.uk/a-five-point-plan-for-successful-attendance-management/ https://dera.ioe.ac.uk/2945/3/110308section3en.pdf The EEF lists breakfast club as a Wider Strategy and as Maslow's hierarchy of Needs, in it's Pupil	5, 6, 7

Autumn 2. The aim is to improve punctuality and attendance but to also support families during the cost of living crisis by providing a healthy, filling breakfast and support behaviour and learning throughout the school day	Premium guidance as a low cost, high impact intervention to close the achievement gap between PP and Non-PP students https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	
Three Key Stage Leader positions were created in 2021-2 to provide strong support for behaviour and wellbeing in the school. A Positive Behaviour leader position has been created to provide training to staff and run interventions with students who are struggling the most with behaviour, many of which are in receipt of Pupil Premium funding. Year based panels meet fortnightly to discuss and review pastoral and academic intervention measures to support disadvantaged and vulnerable students. The provision of an additional 2 hours per week where the Pastoral Support Workers (PSWs) mentor identified students with behavioural issues from the pastoral tracking system. To further support positive behaviour and wellbeing, the school employs external specialists (BIS / Clinical Psychologist) to work with students who require more intensive support.	Evidence from a range of sources suggests the correlation between strong levels of emotional wellbeing and the ability to access and engage with learning. Similarly, the enhanced capacity for resilience that is brought about by wellbeing enables students to better respond to challenges with their learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Some students will require more intensive support and a range of pastoral intervention strategies to develop positive self esteem and positive behaviours. The increased capacity in staff allows for the reflection time and the use of restorative approaches to behaviour concerns. EEF states effective behaviour interventions and universal approaches can have a positive overall impact (+4 months).	5, 6, 7

	EEF states mentoring aims to build confidence and relationships to develop resilience and character which can have a positive overall impact on raising aspirations (+2 months).	
Parents have a strong influential role in their child's education and success in life. The school recognises the importance of parental engagement and has allocated one hour per week counselling service (virtual) available for parents who require more support. Year 7 tutors will reach out to contact all parents and carers of students in their first week at EPHS, prioritising pupil premium and vulnerable students for additional contact to support. The school's 'Year Ahead Meetings', behaviour & study skills support evenings and the calling of parents/carers prior to Parent Evenings to ensure sign up supports communication and engagement.	EEF states parental engagement has a positive impact of additional progress (+4 months). Research has shown parental engagement does impact on student progress. Evidenced by: Parental engagement events for PP e.g how to revise. Parental attendance.	1, 2, 3, 4, 5, 6, 7
The provision of a chromebook provides disadvantaged students with an appropriate digital device to support online and home learning.	Students without a digital device and internet connection find it much harder to keep up with their learning from home and the attainment gap can widen.	4, 6

PP are provided with texts and revision books in every exam subject. The Year 7 and 8 disadvantaged and Black Caribbean students are provided with a support pack containing subject specific resources (reading books, revision materials, study guide, pencil case, etc.) to support home learning and revision during the summer holidays The Year 9 disadvantaged and Black Caribbean students are provided with a study skills book in preparation for starting their GCSEs/BTECs.	Sutton Trust research states there is a digital divide between disadvantaged students and their peers. Sutton Trust research states students who improve their metacognition and self regulation has a positive impact of additional progress (+7 months).	
Provision of home learning clubs which run weekly to provide disadvantaged students with an appropriate space and support to complete their home learning. Evidenced by: Attendance data show PP uptake Subject and pastoral refer students.	SMHW allows better tracking of students' completion of home learning by staff and parents enabling targeted support to be put in place, for example, the KS3 home learning clubs. The EEF states the impact of homework completion by students can add, on average, five months' additional progress.	4
The school has significantly increased the number of extracurricular activities which take place after school each day for all year groups. AYL pay increase to reflect the additional running of interform competitions after school. To feel part of and fully participate in school life, disadvantaged students are financially supported with the purchase of school	The school recognises the importance of nurturing the whole child which includes their social and emotional development through engagement in extracurricular activities and cultural capital events. Disadvantaged students are encouraged and financially supported to take part in extracurricular activities and trips to develop their aspirations for achieving outside the school.	3, 4, 5, 6

| uniforms, music equipment and lessons, extra curricular activities, the Duke of Edinburgh and year based trips (local and abroad). | Research has shown participation in extracurricular activities can also affect students' academic performance and plays a critical part when applying for jobs, apprenticeships and Universities.

The Social Mobility Commissions' report states a young person will miss out on some valuable experiences in life through extracurricular activities simply because of their social background.

This article shares some key benefits of participating in extracurricular activities. | Uniform support applied for by PSW from The Hobbayne Trust local charity and directed to PP needs for uniform. |

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

During 2020-21, the key performance measures identified by the school for disadvantaged students were not met due to the impact of COVID-19 on student achievement. The partial closure of the school had a detrimental effect on our disadvantaged students who were not able to benefit from their usual support within the classroom or the targeted interventions programmes and initiatives that are put in place in an ordinary academic year.

The school did provide online resources and laptops for vulnerable or disadvantaged students who did not have access to these at home. During 2021-22, with no school closures the school was able to start addressing some of the subject knowledge gaps and underachievement of the disadvantaged students through several programmes: NTP, EXAM BOOSTER, ASPIRE and AFTER SCHOOL tuition.

We looked to increase the number of disadvantaged students gaining a Grade 4+ in English and maths. This has risen to 62% (up from 37% pre-COVID). The % gaining Grade 5+ has also increased from 19% to 35%. Given their starting points, disadvantaged students make progress in line with national averages in Mathematics and only slightly below national average in English.

Another key measure was to improve access to the EBacc pathway for disadvantaged students. In Year 11, 77% of disadvantaged students are studying for a full suite of qualifications (including EBacc). In Year 10, this increases to 90%. This is a marked improvement on previous years (42%, 19%)

The school's tracking of NEET (Not in Education, Employment or Training) for our disadvantaged students has remained at 0%. This has been maintained for the last four years.

Although overall attendance in 2021-22 is lower than previous years (2019-20 figures), it is higher than the national average as this group of students were disproportionately affected by the national lockdowns. This has already shown early signs of improvement in 2022-2023 data.

The wellbeing of all students has been significantly impacted by the events surrounding COVID-19 especially our disadvantaged students. The targeted intervention programme measures implemented in 2021-22, reviewed and updated for 2022-3 provide important academic and pastoral support for students.