



PUPIL PREMIUM STRATEGY STATEMENT

**2021 – 2024 Three Year Strategy
(December 2023 Review)**

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Overview

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 this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Ousedale School
Number of pupils in school	2270 (on 30.11.2023)
Proportion (%) of pupil premium eligible pupils	13.7% (on 30.11.2023)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2024
Statement authorised by	Andy Burton – Headteacher
Pupil premium lead	Paul McFadden – Senior Deputy Headteacher
Governor lead	Kim Millican

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,980
Recovery premium funding allocation this academic year	£67,896
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£303,876

Cohort Profile Overview

PROFILES Pupil Premium	Y11 Leavers	Y11 Leavers	Y11 Current	Y10 Current	Y9 Current	Y8 Current	Y7 Current	All Current
	2022	2023	2024	2025	2026	2027	2028	Tot/Av
Cohort Size	39 (10.9%)	47 (13%)	55 (15%)	50 (13.9%)	49 (13.6%)	48 (13.3%)	79 (20.5%)	281 (15.3%)
Boys : Girls	26: 13	23: 24	30 : 25	24: 26	25 : 24	21 : 27	38 : 41	138 : 143
Low : Middle : High PA	15 : 15 : 7	18 : 20 : 8	20 : 24 : 9	19 : 19 : 5	23 : 13 : 6	5 : 21 : 18	28 : 41 : 8	108 : 118 : 33
SEND E : K	3 : 3	3 : 9	1 : 15	3 : 9	5 : 9	1 : 11	2 : 14	12 : 58
KS2 APS (Reading & Maths)	102.58	<u>101.5</u>	101.8	n/a	n/a	100.5	101.3	101.2
CATs Average	100.33	99.24	95.6	94.9	93.3	97.2	95.8	95.4

Student Numbers

Average Scores

PROFILES Non Pupil Premium	Y11 Leavers	Y11 Leavers	Y11 Current	Y10 Current	Y9 Current	Y8 Current	Y7 Current	All Current
	2022	2023	2024	2025	2026	2027	2028	Tot/Av
Cohort Size	320 (89.1%)	312 (89%)	313 (85.1%)	310 (86.1%)	311 (86.4%)	314 (86.7%)	306 (79.5%)	1554 (84.7%)
Boys : Girls	176 : 144	151 : 161	152 : 161	157 : 153	157 : 154	159 : 155	154 : 152	779 : 775
Low : Middle : High PA	79 : 164 : 12	67 : 159 : 82	64 : 157 : 81	60 : 133 : 97	74 : 142 : 84	50 : 165 : 87	67 : 166 : 70	315 : 763 : 419
SEND E : K	6 : 16	3 : 67	7 : 55	4 : 63	4 : 48	5 : 56	4 : 48	24 : 270
KS2 APS (Reading & Maths)	104.27	<u>104.9</u>	105	n/a	n/a	105.1	104.6	104.9
CATs Average	102.87	<u>103.3</u>	103.3	103.5	101.9	103.5	101.8	102.8

Student Numbers

Average Scores

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Part A: Pupil premium strategy plan

Statement of intent

Our strategy will, in line with the school's vision, ensure that our Disadvantaged pupils will leave Ousedale ready to succeed in life. As effective learners, they will acquire the character, experiences, knowledge skills and qualifications that will enable them to thrive, and lead successful, happy lives. The focus of our pupil premium strategy is to support Disadvantaged pupils so that they make good progress and achieve highly across the curriculum, including those who are already high attainers.

This will be achieved through our ambitious and broad curriculum comprising of 3 elements – **Character**, **Experiences** and **Knowledge Skills**.

The strategy will be guided by the following key principles:

- Ambition
- Knowledge and Skills
 - Key concepts
 - Core Knowledge
 - Powerful knowledge
- Offering new experiences
- Developing character
- Identifying and addressing context specific need
- Learning is sequential

Our strategy is integral to the wider school developments that will support the continued improvement in attainment of our Disadvantaged pupils whilst sustaining improvements in outcomes of their Non-Disadvantaged peers.

High quality teaching is fundamental to supporting the aims of our strategy that will be supported by accurate and timely diagnostic assessment resulting in targeted interventions. Our approach will be responsive to the needs of the cohort so that emerging challenges are identified and acted upon, ensuring all pupils can access our rich and broad curriculum.

Challenges

Challenge Number	Detail of challenge																																				
1	<p>Despite better than national outcomes, attainment and progress at the end of key Stage 4 is generally lower for our Disadvantaged pupils. (Data from ASP December 2023 (national data))</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>Disadvantaged</th> <th>Non-Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>-0.29 (-0.57)</td> <td>0.25 (0.17)</td> </tr> <tr> <td>Attainment 8</td> <td>38.39 (34.91)</td> <td>50.41(50.20)</td> </tr> <tr> <td>Basics %4+</td> <td>45% (43%)</td> <td>76% (73%)</td> </tr> <tr> <td>Basics %5+</td> <td>24% (25%)</td> <td>52% (52%)</td> </tr> <tr> <td>EBacc APS</td> <td>3.19 (2.97)</td> <td>4.35 (4.43)</td> </tr> <tr> <td>Attainment – English</td> <td>8.71 (7.71)</td> <td>10.7 (10.59)</td> </tr> <tr> <td>Attainment - Maths</td> <td>7.33 (6.85)</td> <td>10.0 (9.89)</td> </tr> <tr> <td>Progress 8 – English</td> <td>-0.13 (-0.56)</td> <td>0.25 (0.14)</td> </tr> <tr> <td>Progress 8 – Maths</td> <td>-0.31 (-0.51)</td> <td>0.27 (0.15)</td> </tr> <tr> <td>Progress 8 – EBacc</td> <td>-0.29 (-0.61)</td> <td>0.25 (0.17)</td> </tr> <tr> <td>Progress 8 – Open</td> <td>-0.38 (-0.62)</td> <td>0.22 (0.17)</td> </tr> </tbody> </table> <p><i>A trend analysis of the difference between Disadvantaged and Non-Disadvantaged at school and national level can be found at the end of the report.</i></p>	Measure	Disadvantaged	Non-Disadvantaged	Progress 8	-0.29 (-0.57)	0.25 (0.17)	Attainment 8	38.39 (34.91)	50.41(50.20)	Basics %4+	45% (43%)	76% (73%)	Basics %5+	24% (25%)	52% (52%)	EBacc APS	3.19 (2.97)	4.35 (4.43)	Attainment – English	8.71 (7.71)	10.7 (10.59)	Attainment - Maths	7.33 (6.85)	10.0 (9.89)	Progress 8 – English	-0.13 (-0.56)	0.25 (0.14)	Progress 8 – Maths	-0.31 (-0.51)	0.27 (0.15)	Progress 8 – EBacc	-0.29 (-0.61)	0.25 (0.17)	Progress 8 – Open	-0.38 (-0.62)	0.22 (0.17)
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2	<p>Our Disadvantaged students generally enter the school with weaker literacy and numeracy skills.</p> <p>Key Stage 2 and CAT4 data for our new Year 7 (Cohort 2028) pupils shows:</p> <table border="1"> <thead> <tr> <th>Cohort 2027</th> <th>Disadvantaged</th> <th>Non-Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>% below literacy benchmark for STAR testing</td> <td>28.9%</td> <td>22%</td> </tr> <tr> <td>Literacy: Percentile Rank</td> <td>55.5%</td> <td>62.2%</td> </tr> <tr> <td>CAT4 SAS</td> <td>95.8</td> <td>101.8</td> </tr> <tr> <td>CAT4 Verbal</td> <td>98.7</td> <td>104.5</td> </tr> <tr> <td>CAT4 Non-Verbal</td> <td>95.7</td> <td>100.8</td> </tr> <tr> <td>CAT4 Quantitative</td> <td>95.1</td> <td>100.7</td> </tr> <tr> <td>CAT4 Spatial</td> <td>93.4</td> <td>100.5</td> </tr> </tbody> </table>	Cohort 2027	Disadvantaged	Non-Disadvantaged	% below literacy benchmark for STAR testing	28.9%	22%	Literacy: Percentile Rank	55.5%	62.2%	CAT4 SAS	95.8	101.8	CAT4 Verbal	98.7	104.5	CAT4 Non-Verbal	95.7	100.8	CAT4 Quantitative	95.1	100.7	CAT4 Spatial	93.4	100.5												
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3	<p>A disproportionate number of our Disadvantaged pupils (20%) have been referred to our School Counsellors for social and emotional support.</p>																																				
4	<p>Following the return to school from the COVID pandemic, our pastoral leaders have identified low self-esteem, aspiration and lack of resilience as a barrier to success for a significant number of our Disadvantaged pupils.</p>																																				
5	<p>A higher proportion of parents of our Disadvantaged pupils at KS4 demonstrate poor parental engagement with the school compared to parents of our non-disadvantaged pupils. The proportion of parents of our disadvantaged pupils that have logged onto our communication platform</p>																																				

	is 6.8% lower in Y10 and 6.1% lower in Y11 than non- disadvantaged pupils.														
6	<p>Our Disadvantaged pupils receive a disproportionate amount of Behaviour and Attitude to Learning points.</p> <ul style="list-style-type: none"> Pupil Premium account for 21% of all negative behaviour points issued: <table> <tr> <td>Negative Total</td> <td>21%</td> </tr> <tr> <td>Positive Total</td> <td>14%</td> </tr> <tr> <td>Instant Removal</td> <td>34%</td> </tr> <tr> <td>Late</td> <td>21%</td> </tr> <tr> <td>Warning</td> <td>22%</td> </tr> <tr> <td>Reflection</td> <td>24%</td> </tr> <tr> <td>Removal</td> <td>28%</td> </tr> </table>	Negative Total	21%	Positive Total	14%	Instant Removal	34%	Late	21%	Warning	22%	Reflection	24%	Removal	28%
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7	Although the attendance of our Disadvantaged pupils is significantly higher than their national counterparts (87.6% compared to 85.3%), their overall attendance is lower than our Non-Disadvantaged at school. Overall, there was a 5.5% in school difference in attendance between the groups for the academic year 2022/23.														

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.

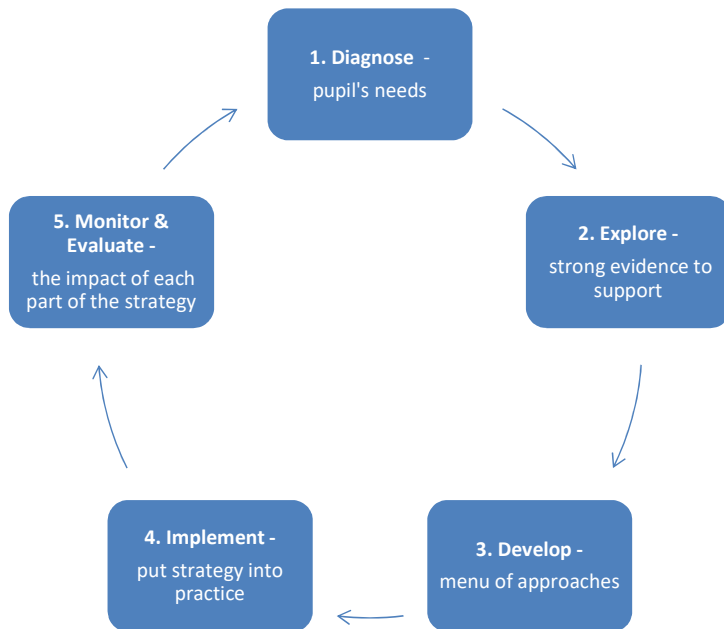
Intended outcome – What we want to happen	Success criteria – How we will know it has happened
Improved attainment and progress outcomes among our Disadvantaged pupils across the curriculum at the end of KS4.	<p>2024/25 KS4 outcomes demonstrate that Disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> an average Attainment 8 score of at least National average (46.19 in 2023) at least 45% (National average) passing GCSE Basics at grade 5 or above at least 65% (National average) passing GCSE Basics at grade 4 or above The gap in progress with our disadvantaged pupils and non-disadvantaged pupils nationally diminishes
Progress at the end of Key Stage 4 in English improves	The gap between our Disadvantaged and Non-Disadvantaged cohorts will narrow for progress measures in English at the end of Key Stage 4 (gap was 0.77 in 2022 and 0.38 in 2023)
Literacy and numeracy skills improve for the FSM6 cohort	<p>Scores in the STAR reading assessments will show:</p> <ul style="list-style-type: none"> 20% or less will be below the benchmark based on NRSS The mean Percentile Rank will be 80 or higher

	The proportion of our disadvantaged pupils who are 'below average' and 'average' on the CAT4 Quantitative battery test will decrease to whole school proportions.
Attendance of our Disadvantaged cohort improves	Attendance of our Disadvantaged cohort is in line with the national average for all pupils.
Behaviour points, related to learning, awarded to our Disadvantaged students decreases.	Analysis shows that number of positive achievement points awarded increases and the number of behaviour points decreases so that they are proportional relative to the size of the cohort.
The proportion of our Disadvantaged cohort who successfully go on to the next stage of their education, training and/or employment increases.	Rates of progression (including NEETs) matches the Non-Disadvantaged cohort. 0 NEET
Parental engagement increases	The proportion of parents/carers of our Disadvantaged cohort who sign up to the Edulink/Classcharts platform increases and is in line with Non-Disadvantaged cohort.

Strategy Overview

Ousedale School embraces and draws upon recent research and evidence from our own successes with the deployment of the Pupil Premium Grant (PPG) and that from recognised research bodies, most notably the Education Endowment Foundation (EEF).

The strategy is cyclic is an integral part of the schools improvement plan (SIP). We have incorporated the EEFs 'Five point plan' to develop and sustain an effective strategy.



Menu of approaches

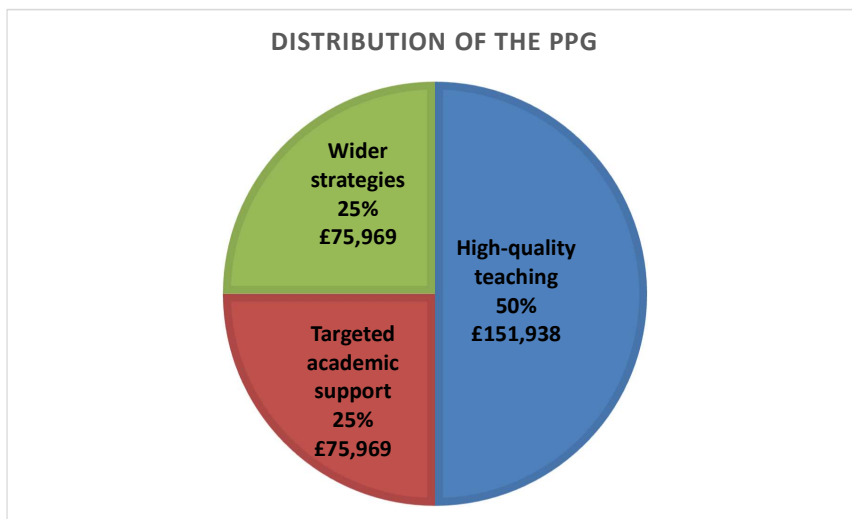
Activities the school funds using the PPG are in line with the DfE's 'menu of approaches' in order to support:

- Effective identification of pupil needs
- Successful implementation of approaches
- Effective monitoring and evaluation of approaches

The menu of approaches categorises the overall strategy into 3 tiers:

- Tier 1: High-quality teaching
- Tier 2: Targeted academic support
- Tier 3: Wider Strategies

The distribution of the PPG between the three tiers, outlined in the chart below, is in line with the recommendations of the DfE under the conditions of grant.



The school has assigned aspects of the 'menu of approaches' to each of the Assurance Boards: Curriculum (CAB), Teaching and Learning (TAB), Standards and Progress (SAB) and Pastoral (PAB).

Tier 1. High Quality Teaching	
Assurance Board	Approach
CAB	<ul style="list-style-type: none"> • Broad and balanced knowledge rich curriculum • Recruitment and retention • Managing workload • Celebrate success with pupils and staff
TAB	<ul style="list-style-type: none"> • Developing expertise in knowledge and pedagogy • Responsive Teaching – The Ousedale Standard • Continuous and sustained professional development • Mentoring and coaching • Professional qualifications • Technology and resources to support teaching
SAB	<ul style="list-style-type: none"> • Purposeful, responsive assessment • Technology and resources to support assessment
PAB	<ul style="list-style-type: none"> • Effective systems to support pupils and staff • Acknowledge and reward effort and achievement
Tier 2. Targeted Academic Support	
Assurance Board	Approach
CAB	<ul style="list-style-type: none"> • Tutoring and small group work • Deployment of teaching assistants providing high quality support
TAB	<ul style="list-style-type: none"> • Targeted interventions to support literacy and numeracy development
SAB	<ul style="list-style-type: none"> • Targeted interventions to support knowledge and skills development
PAB	<ul style="list-style-type: none"> • Effective deployment of resources to support pupils
Tier 3. Wider Strategies	
Assurance Board	Approach
CAB	<ul style="list-style-type: none"> • Extra-curricular • Experiences curriculum • Extended school time
TAB	<ul style="list-style-type: none"> • Parental engagement
SAB	<ul style="list-style-type: none"> • Communicating with and supporting parents
PAB	<ul style="list-style-type: none"> • Improving behaviour • Social, emotional, and behavioural needs • Supporting attendance • Parental engagement • Communicating with and supporting parents

Strategy Implementation

Action	Tier	Assurance Board	Evidence ref
Enrolment with the National College with dedicated CPD time for staff to develop their practice.	1	TAB	CLA
Invest in 'The Key' leadership platform so that leaders can research new and statutory policies related to T&L and the PPG to develop practice across all areas.	1	TAB	CLA
Provide a series of CPD sessions to develop the Rosenshine's Principles	1	TAB	CLA/LS
Provide a series of CPD sessions to develop the use of key terms	1	TAB	CLA/LS/OLI
Provide a series of CPD sessions for staff to enhance Live marking and feedback in the classroom.	1	TAB	F,
Invest in the school's IT infrastructure (both hardware and software) so that it enhances accessibility. Provide CPD session for staff on the effective use of IT in the classroom.	1	CAB/TAB/SAB	F, H, LS, MS,
Provide CPD for staff on 'opportunities to practise' key terms in the classroom.	1	TAB	F, H, MS,
Assist staff with the deployment of QLA reports and associated next step therapy tasks.	1	SAB	CLA, H, II
Purchase CAT4 individual student reports for all FSM6 students so that staff are aware of individual strengths and weaknesses with suggested strategies for students displaying a particular bias.	1	SAB	CLA, LS, II, RCS, SGT, TIA
Add capacity to the teaching hours in English and maths so that additional groups can be timetabled.	1	SAB	SGT, RCS
Use SISRA to support the identification of Disadvantaged pupils who are not at expected points during the school's assessment cycle.	1	SAB	CLA, MS
Continue to develop the schools data analysis systems so that all leaders can identify underperformance of key groups.	1	SAB	CLA, MS
Develop Assessment Point Reports so that the PP section reflects the school's KPIs and leads to better identification of need and support	1	SAB	CLA, MS
Purchase a range of practical equipment for maths to improve engagement levels and develop cognitive skills.	2	CAB/TAB	CLA, LS,

Support the work of the SEND team by enhancing the provision for our disadvantaged SEND pupils.	2	TAB	LF, S, RCS, SGT, TAI
Provide Y11 and Y10 pupils with CGP Revision guides and workbooks for identified subjects to support next step activities following QLAs.	2	SAB	H, LS, MS,
Provide additional resources for the PILC so that Disadvantaged pupils have access to appropriate provisions.	2	CAB	SGT, BI, CLA, SEL
Invest in the schools ' Reading Spine' through the provision of resources and training that will promote a love of reading and improve literacy skills of our Disadvantaged pupils.	2	TAB	CLA, RCS
Invest in all aspects of the Accelerated Reader programme.	2	TAB	RCS
Employ tutors in the core subjects to support Disadvantaged pupils identified through Assessment Point analysis.	2	SAB	SGT, EST, OOT
Target Disadvantaged pupils to attend the additional after school 'Session 6' lessons	2	SAB	EST, SGT, OOT
Develop a reward programme that acknowledges engagement with 'Session 6' lessons	2	SAB	EST, SGT, OOT
Develop middle leader Assessment Point reports to explicitly state the interventions that will be put in place in their subject area to promote the progress on Disadvantaged pupils.	2	SAB	CLA, MS
Invest in numeracy platforms to support the whole school numeracy programme; My Maths, Timetable rockstars, Numeracy Ninjas and CGP numeracy workbooks	2	TAB	CLA, SGT
Provide KS3 Literacy and numeracy session 6 interventions	2	TAB	EST, SGT
Invest in a whole school tutoring programme - identify needs/ gaps and monitor impact	2	CAB/SAB	EST,M, OOT, SGT
Implement the Bedrock Learning: Digital Literacy curriculum to improve literacy levels	2	TAB	II/OLI/RCS
Develop a reward process to acknowledge attainment, progress and engagement with the Bedrock Learning curriculum	2	TAB	II/OLI/RCS
Invest in the Renaissance Numeracy and Literacy programme that will assess and track progress across KS3	2	TAB	CLA, II, RCS, TAI
Deploy Classcharts so that staff can readily identify and access information for Disadvantaged pupils and strategically set seating plans. This will also provide instant messaging to parents and carers relating to celebrating achievements and notification of disruptive learning.	3	PAB	PE, BI, II, LS, WCAG

Provide pupils with the equipment they need to be ready to learn.	3	PAB	II, BI
Provide resources for the 'Boot Room' so that identified Disadvantaged pupils can have full school uniform in line with the rest of the school community.	3	PAB	SU
Learning Mentors work with and support our Disadvantaged pupils who present significant issues through half termly catch-up meetings.	3	PAB	BI, AI, SEL, M
Learning Mentors to hold half termly attendance and punctuality surgeries with Disadvantaged identified pupils	3	PAB	BI, AI, SEL, M
The school's Counsellor supports identified Disadvantaged pupils based on wellbeing referrals from PALs. High priority cases.	3	PAB	BI, AI, SEL, M
The school's family liaison officer supports Disadvantaged pupils and families on pastoral aspects such as attendance and behaviour	3	PAB	BI, AI, SEL, M
Facilitate homework club for Disadvantaged pupils through staffing, resources and incentives.	3	PAB	EST, CLA, H, MS
Ensure that all Disadvantaged pupils receive a personalised CEIAGs programme that includes employer visits, Careers Fairs and interviews.	3	SAB	AI, PE
Support Disadvantaged pupils who express an interest in completing the DofE award.	3	PAB	AI, OAL, PA
Support the funding of Peripatetic Music lessons.	3	CAB	OOT, AI, AP
Provide financial support for school trips so that our Disadvantaged pupils are not culturally disadvantaged.	3	PAB	AI, AP, OAL
Monitoring parental engagement at Parents' Evenings with follow up calls from PALs when non-attendance	3	PAB	PE

Education Endowment Foundation (EEF) Evidence Reference

The school reflects on the most up to date research and experiences. The strategy map highlights the areas from the EEF that support the school intended actions.

Toolkit Strand	Code	Impact (months)	Toolkit Strand	Code	Impact (months)
Arts Participation	AP	+3	Outdoor Adventure Learning	OAL	Unclear
Aspirations Interventions	AI	Unclear	Parental Engagement	PE	+4
Behaviour Interventions	BI	+4	Peer Tutoring	PT	+5
Collaborative Learning Approaches	CLA	+5	Performance Pay	PP	+1
Extending School Time	EST	+3	Physical Activity	PA	+1
Feedback	F	+6	Reading Comprehension Strategies	RCS	+7
Homework	H	+5	Reducing Class Size	RCS	+2
Individualised Instruction	II	+4	School Uniform	SU	Unclear
Learning Styles	LS	Unclear	Setting and Streaming	S&S	0
Mastery Learning	ML	+5	Small Group Tuition	SGT	+4
Mentoring	M	+2	Social and Emotional Learning	SEL	+4
Metacognition & Self-regulation	MS	+7	Summer Schools	SS	+3
One to One Tuition	OOT	+5	Teaching Assistant Intervention	TAI	+4
Oral Language Intervention	OLI	+6	Within Class attainment Grouping	WCAG	+2

Part B: Review of outcomes in the previous academic year

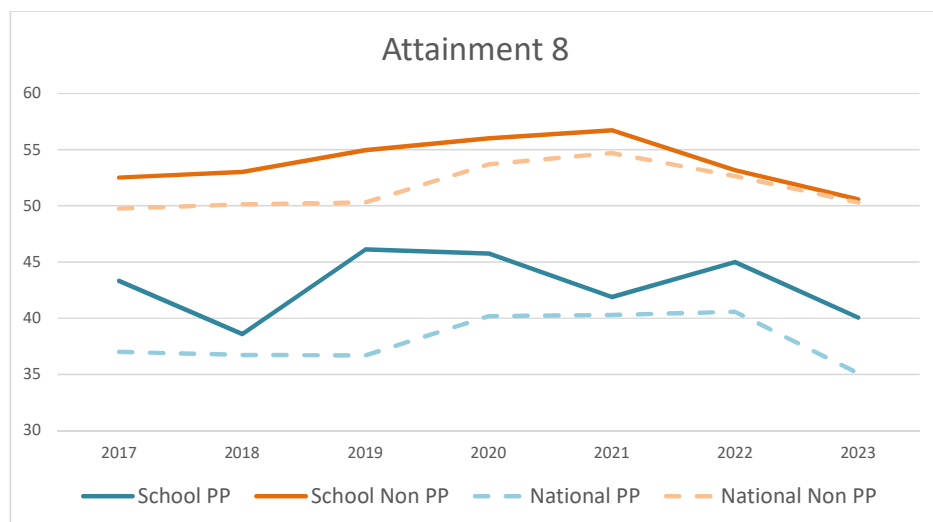
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on Disadvantaged pupils over previous years including the 2020 to 2021 academic year.

Academic Outcomes

Attainment 8

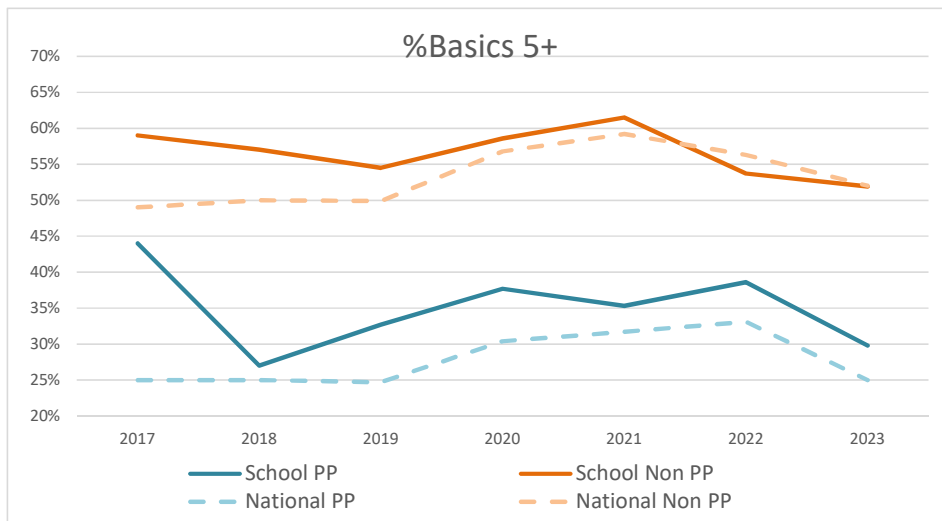
Attainment 8	2017	2018	2019	2020	2021	2022	2023
School PP	43.34	38.60	46.12	45.76	41.88	45.00	40.07
School Non PP	52.53	53.03	54.95	56.02	56.73	53.17	50.58
National PP	37.00	36.73	36.70	40.20	40.30	40.58	34.91
National Non PP	49.76	50.14	50.30	53.70	54.70	52.65	50.20



%Basics 5+

%Basics 5+	2017	2018	2019	2020	2021	2022	2023
School PP	44.0	27.0	32.7	37.7	35.3	38.6	29.8
School Non PP	59.0	57.0	54.5	58.6	61.5	53.7	51.9
National PP	25.0	25.0	24.7	30.4	31.7	33.1	25.0
National Non PP	49.0	50.0	49.9	56.8	59.2	56.3	52.0

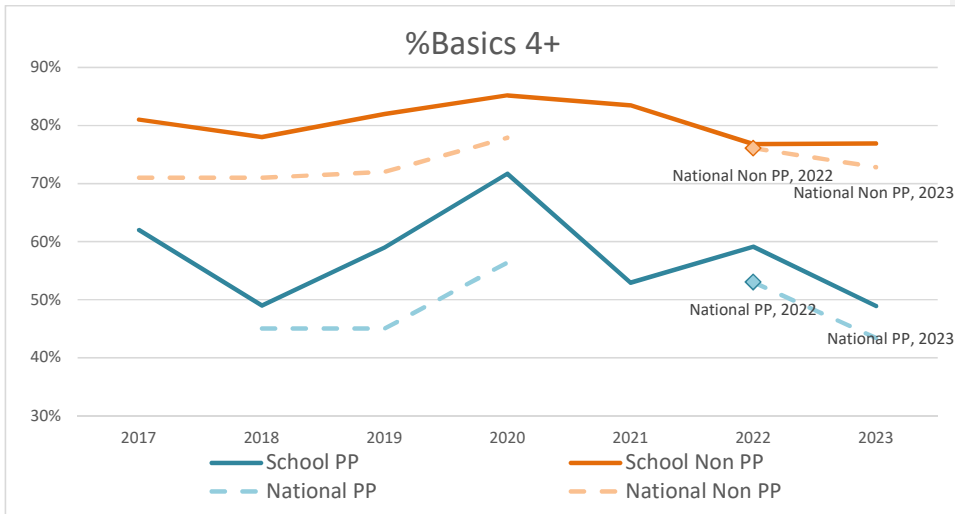
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%Basics 4+

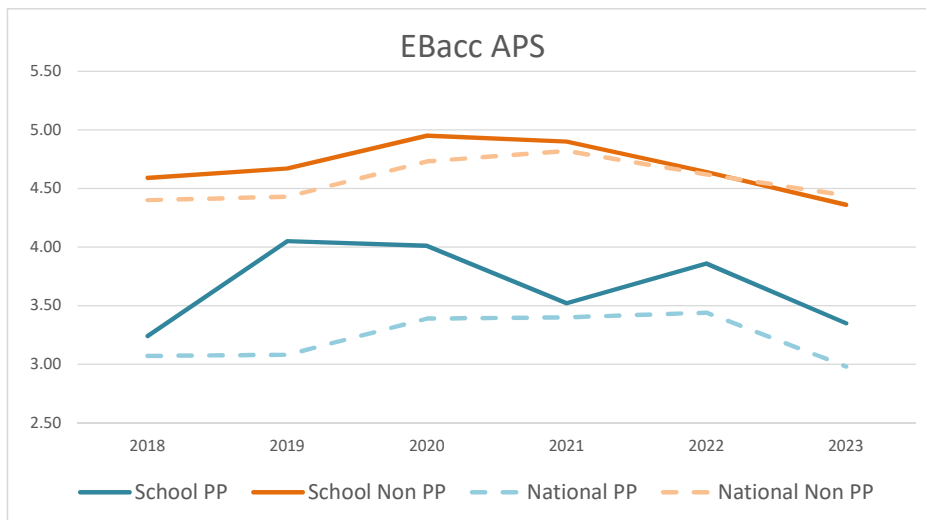
Basics 4+	2017	2018	2019	2020	2021	2022	2023
School PP	62	49	59	71.7	52.9	59.1	48.9
School Non PP	81	78	82	85.2	83.5	76.8	76.9
National PP	N/A	45	45	56.4	N/A	53.0	43.0
National Non PP	71	71	72	77.9	N/A	76.1	73.0

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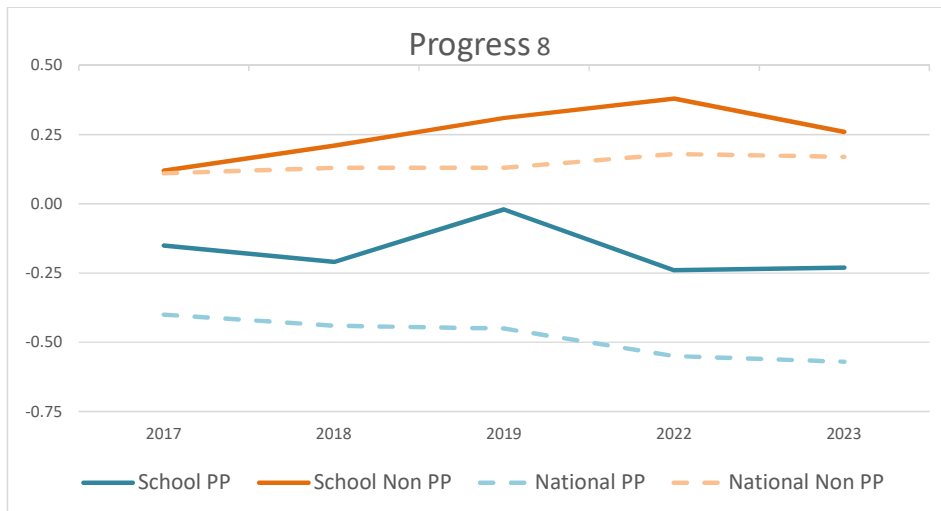
EBacc APS

EBacc APS	2018	2019	2020	2021	2022	2023
School PP	3.24	4.05	4.01	3.52	3.86	3.35
School Non PP	4.59	4.67	4.95	4.9	4.64	4.36
National PP	3.07	3.08	3.39	3.40	3.44	2.97
National Non PP	4.40	4.43	4.73	4.82	4.62	4.43



Progress 8

Progress 8	2017	2018	2019	2022	2023
School PP	-0.15	-0.21	-0.02	-0.24	-0.23
School Non PP	0.12	0.21	0.31	0.38	0.26
National PP	-0.4	-0.44	-0.45	-0.55	-0.57
National Non PP	0.11	0.13	0.13	0.18	0.17



Pastoral Outcomes

The table below shows the pastoral outcomes for our disadvantaged students. Caution should be taken when comparing the 2019 national data for disadvantaged students with school data due to the COVID pandemic.

Measure	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	FFT (2023)
FTE	11.69%	17.14%	7.7%	6.9%	9.9%	1.04%	tbc
1 or more FTE	8.23%	6.2%	6.1%	4.4%	7.1%	1.04%	tbc
2 or more FTE	2.60%	0.36%	1.0%	1.5%	2.5%	2.28%	tbc
PEX	0%	0%	0%	0%	0%	0%	tbc
Persistent Absence	33.6%	23.97%	26.01%	31.4%	41.5%	45.3%	46.1%
Attendance	91.3%	92.8%	93.4%	88.6%	87.26%	87.6%	85.3%

Gap Analysis Compared to National Differences

Measure	School/National	Range	Disadvantaged Average	Non-disadvantaged Average	Gap	Difference
Attainment 8	School	2017 - 23	42.97	53.86	10.89	1.32
	National	2017 - 23	35.1	50.30	12.21	
%Basics 5+	School	2017 - 23	35.01	56.60	21.59	2.94%
	National	2017 - 23	27.87	53.37	24.53	
%Basics 4+	School	2017 - 23	57.51	80.49	22.97	1.27%
	National	2018/19/20/22/23	48.56	73.47	24.24	
EBacc APS	School	2018- 23	3.67	4.69	1.01	0.33
	National	2018- 23	3.23	4.57	1.35	
Progress 8	School	2017/18/19/22/23	-0.17	0.26	0.43	0.2
	National	2017/18/19/22/23	-0.48	0.14	0.63	

Literacy and Numeracy levels

The reading benchmark is based on Norm-referenced Standardised Scores (NRSS) that demonstrates how a pupil compares nationally with others of a similar age.

		Year 7		Year 8		Year 9	
Target (% Below Benchmark)		20% Below Benchmark		Less than 20% below benchmark		Less than 20% below benchmark	
Cohort 2025 (Current Y10)	All			19%		3.8%	
	FSM6			29%		2.5%	
	SEND E/K			45%		11.9%	
				Round 1	Round 2		
Cohort 2026 (Current Y9)	All			12.2%			
	FSM6			29.4%			
	SEND E/K			32.2%			
				Round 1	Round 2	Round 1	Round 2
Cohort 2027 (Current Y8)	All	19.1%		24%			
	FSM6	43.9%		46%			
	SEND E/K	45.5%		51%			
		Round 1	Round 2	Round 1	Round 2	Round 1	Round 2
Cohort 2028 (Current Y7)	All	23.6%					
	FSM6	27.7%					
	SEND E/K	44.8%					

Percentile rank is a norm-referenced score that provides a measure of a pupil's score compared with others of the same age nationally.

		Year 7		Year 8		Year 9	
Target (Percentile Rank)		80		80		80	
Cohort 2026 (Current Y9)	All			34.7%		N/A	N/A
	FSM6			30.8%		N/A	N/A
	SEND E/K			24.8%		N/A	N/A
				Round 1	Round 2	Round 1	Round 2
Cohort 2027 (Current Y8)	All	56.5%		60.1%	N/A	N/A	N/A
	FSM6	40.8%		42.5%	N/A	N/A	N/A
	SEND E/K	39.3%		43.0%	N/A	N/A	N/A
		Round 1	Round 2	Round 1	Round 2	Round 1	Round 2
Cohort 2028 (Current Y7)	All	60.9%	N/A	N/A	N/A	N/A	N/A
	FSM6	55.5%	N/A	N/A	N/A	N/A	N/A
	SEND E/K	43.5%	N/A	N/A	N/A	N/A	N/A

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
Century Tech AI Platform	Century