Pupil premium strategy statement – Kingsthorpe College

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1283 (Y7 – 11)
Proportion (%) of pupil premium eligible pupils	22.5% [287 students]
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2024 – 2027
Date this statement was published	19th December 2024
Date on which it will be reviewed	19th December 2025
Statement authorised by	Sharan Matharu (Headteacher)
Pupil premium lead	Helen Gilligan
Governor / Trustee lead	Julia Harnden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£270, 900
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£
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*	£270, 900

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to **accumulate advantage** for disadvantaged students. No matter what experiences they have had in the past, we see it as our duty to ensure they feel successful now and in the future. We aim to instil self-agency in our young people to allow them to make choices, seize opportunities and thrive in life.

Our strategy is about ensuring that students have access to all the opportunities they need to thrive in school, while recognising that it isn't always easy for disadvantaged students to 'step forward' to the opportunities that the school community provides.

The way we are approaching the leadership of the disadvantaged agenda is by using a matrix way of working, empowering all leaders across our school to take ownership of their specialist areas, enabling us to be strategic and responsive to the changing needs of our students.

Our Trust Key Principles:

➢ *All disadvantaged students should **be known well in school,** and they should feel 'seen' and valued as members of the school community.*
➢ *All disadvantaged students should **experience high quality teaching** which enables them to experience success and accumulate knowledge and intellectual curiosity.*
➢ *All disadvantaged students should **be challenged and work within a culture of high aspiration.***
➢ *All disadvantaged students should **be able to 'step forward' to opportunities** to lead, participate and engage in the wider life of the school. This includes through cultural capital, formal and informal roles in the student body and cross-curricular enrichment.*

Challenges

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

Challenge number	Detail of challenge
1	**Attainment and progress** From the data shown in tables 1-6 below we can see there are gaps between the attainment of pupil premium and non-pupil premium students. The following challenges are the ones that have been evident most over the last 3 years and those which this strategy statement will focus on • The attainment of boys and lower prior attaining pupil premium students suggests that future strategies need to ensure these groups are focussed on. • The P8 of pupil premium students is decreasing at a faster rate than other pupils which is following the national trend. • The gap between pupils premium and non-pupil premium students has widened over the past three years following the national trend. • Students who have multiple vulnerabilities, for example SEND and PP, make up smaller cohorts however the attainment of students with intersectionality is significantly lower than other cohorts.
2	**Attendance** Pupil Premium students are shown, on average, to have lower attendance to school and higher levels of persistent absences as shown in tables 7 and 8. The gap between Pupil Premium and non-Pupil premiums students for both attendance and persistent absences have increased in 2024 to 9.8% and 33.1% respectively; strategies must be employed to effectively reduce these gaps. The attendance of pupil premium students reduces as they move through the year groups at Kingsthorpe college quicker than non-pupil premium students.
3	**Reducing barriers and meeting the needs of students** Strategies designed to promote engagement in the wider life of the school need to be highly effective for both students and families as there have been low numbers of students attending trips to gain more cultural capital. Conversations with staff indicate that pupil premium families do not always engage with school as much as non-pupil premium families; however, there is no data to corroborate this. We will endeavour to increase this engagement so that we can

| 4 | **Reading Ages / Language and Literacy** |
| | The NGRT sat at the start of the academic year showed there were gaps between students on FSM and non-FSM for their mean SAS scores as detailed below. All mean SAS scores were below 100 and the largest gap was seen in Year 7. |

	Year 7	**Year 8**	**Year 9**	**Year 10**
FSM (mean SAS)	95.2	98.0	98.7	95.2
Non-FSM (mean SAS)	105.3	103.9	99.8	103.1
Gap	*10.1*	*5.9*	*1.1*	*7.9*

Students within year 7 and 10 are shown to not only be significantly behind their peers within the school, but they are also significantly behind their peers nationally. These students need to be the first students who are selected for additional reading intervention and support.

| 5 | **Behaviour and attitudes** |
| | Pupil premium students are disproportionately represented in behaviour data, including suspension and serious incidents as seen in tables 9 and 10. From the data seen in these tables, there must be a particular focus on female pupil premium students as well as SEND pupil premium students in supporting their barriers to learning and meeting their needs as their average number of days of suspensions per pupil is higher than their non-pupil premium peers. |

reduce barriers and meet needs by getting to know our students well. This will include fully funding music lessons (1 instrument) for the academic year for pupil premium students; this reflects what the school does for aptitude students.

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
1. Attainment and progress among pupil premium students across the curriculum at the end of KS4 is in line with their non-pupil premium peers, including the key grades of 4+,5+ and 7+ in English and Maths. The attainment gap is reduced between PP and non-PP students. The attainment gap is reduced between students who are both PP and SEND and their peers.	i. Pupil premium students make accelerated progress in line with school expectations and national averages. ii. Increased number of PP students are entered for the Ebacc qualification and achievement at grades 7+ improves. iii. Learning walks and lesson visits show that PP students are engaged actively in their learning. iv. PP students have access to resources to support with their learning (e.g.: CPG revision guides, after-school/holiday intervention sessions) v. PP students are identified and enrolled in intervention programmes early to ensure sustained rapid progress is made. vi. LSA's know their SEND-PP student well and support them with appropriate and effective intervention both in lessons and provision.
2. PP students have excellent levels of attendance and punctuality.	i. The attendance of PP students is at least in line with national averages. ii. Students with low attendance are supported by the school's attendance and pastoral team, including the use of attendance contract meetings and local authority referrals are made where required iii. Clear and effective use of the school's attendance policy is used, with timely and appropriate referrals made once the threshold is met.

	iv. Mentoring takes place regularly so that students are aware of their attendance figures, and barriers to attendance are addressed quickly. v. Rewards are actively promoted and tracked with PP students.
3. PP students engage in the wider life of school activities to improve their cultural capital Increased engagement of families of PP students with school	i. All PP students attend at least one extra-curricular club during the school year ii. All PP students attend at least one school trip during the school year. iii. At least 80% of PP families make appointments for parents evening and at least 75% attend iv. All PP families to have had contact with a member of staff from school at least once during the academic year v. A significant uptake to be seen of PP students having fully funded music lessons outside of the curriculum
4. PP students read fluently, regularly and widely with good comprehension, enabling them to develop literacy skills so that they can easily access the curriculum and both national and internal assessments.	i. PP reading ages improve so that they are no longer significantly behind national average. ii. PP students with low reading and or comprehension are identified early and engage in suitable interventions. iii. PP students will be retested following reading interventions to show rapid progress being made. iv. Books of PP students demonstrate they are explicitly taught tier 2 and 3 vocabulary and are supported to use these within their own work.
5. Pupil premium students demonstrate a positive attitude to their learning. Both behaviour sanctions and achievement points given to PP students are similar to their non-PP peers	i. Learning walks and lesson visits show that students are engaged and active in their learning ii. There is a reduction in behaviour incidents for PP students. iii. Books and assessments of PP students demonstrate sustained progress of knowledge and skills over time with evidence of knowing more and remembering more.

	iv. Student/staff/parent voice show positive attitudes to learning.
	v. Enhance previous PASS survey outcome which have reflected lower scores in shows increase in 'feelings about school' [Nov 24: 60.7%; 15.7th percentile], 'attitudes to attendance' [Nov 24: 57.5%; 17.8th percentile] and 'response to curriculum demands' [Nov 24: 54.8%; 17.5th percentile]
6. Students who are both SEND and pupil premium show increased attainment levels, excellent levels of attendance and punctuality and similar behaviour sanctions and achievement points to their peers.	i. LSA's know their SEND-PP students well and support them with appropriate and effective intervention both in lessons and provision. ii. Learning walks and lesson visits show SEND-PP students are engaged actively in their learning iii. SEND-PP students accelerated make progress in line with school expectations and national averages. iv. The attendance of SEND-PP students is at least in line with national averages.

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: £ 115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff will receive appropriate CPD sessions based on current research and evidence to facilitate the development of high quality first teaching. In 2024/25There will be a particular focus on adaptive teaching, feedback and homework. By the end of the 3-year strategy more focus will be on metacognitive strategies.	DfE, Using Pupil Premium: guidance for school leaders [Feb 2024] EEF Guide to the Pupil Premium EEF, Teacher Toolkit: Feedback EEF, Teacher Toolkit: Homework EEF, Guidance report: Teacher Feedback to Improve Pupil Learning EEF, Cognitive Science Approaches in the Classroom: A Review of the Evidence EEF, Evidence Review: Metacognition and self-regulation	1, 3, 4, 5
NPQs, training and staff wellbeing initiatives in place to support teacher retention and recruitment For example, apprenticeships, NPQLT, NPQMB, NPQSL, NPQEL, fortnightly POS, annual wellbeing day, leadership development programme.	EEF Guide to the Pupil Premium EEF, Evidence Review: Flexible working approaches EEF, Evidence Review: Workload review EEF, Evidence Review: Review of evidence on teacher quality, recruitment and retention EEF, Evidence review: Characteristics of Effective Professional Development EEF, Evidence Review: Teacher Professional Development	1, 3, 4, 5

A coaching culture to be developed for all staff to ensure classroom practice is improved	EEF Guide to the Pupil Premium EEF, Evidence reviews: Review of evidence on teacher quality, recruitment and retention	1, 3, 4, 5
Pupil premium strategic leadership to ensure progress data is being used to inform future planning and provision in line with student/cohort needs. Leadership also to ensure effective implementation.	EEF, Guidance report: A School's Guide to Implementation EEF, Evidence Review: Implementation in Education	1, 2, 3, 4, 5
The purchase and maintenance of student loan ICT facilities	EEF Guide to the Pupil Premium EEF, Guidance report: Using Digital Technology to Improve Learning	1, 3, 5
Diagnostic assessment software, including GL assessments which provide benchmarking functionality, purchased and utilised	EEF Guide to the Pupil Premium EEF, Evidence Insights: Diagnostic Assessment	1, 2, 3, 4, 5
Lead practitioners employed to support in development of high quality teaching and learning, assessment and feedback	EEF Guide to the Pupil Premium EEF, Guidance report: Effective Professional Development	1, 3, 4, 5

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

Budgeted cost: £ 100,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 and small group tuition	EEF Guide to the Pupil Premium EEF, Teacher Toolkit: One to One Tuition EEF, Teacher Toolkit: Small Group Tuition Sutton Trust Report – Tutoring: The New Landscape	1, 3, 4
Literacy/reading interventions - Tutor reads to take place in two tutor times per week across year 7 to 11 - Explicit teaching of vocabulary within all subjects - Small group interventions for students identified as being significantly below average. - Lexia intervention for those students identified as being below national average	EEF Guide to the Pupil Premium EEF, Teacher Toolkit: Reading Comprehension Strategies EEF Guidance Reports: Improving Literacy in Secondary Schools EEF, Evidence Review: Secondary Literacy EEF, Evidence Review: Literacy Development EEF, Evidence Review: Reading Programmes EEF, Evidence Review: Writing Programmes EEF, Evidence Review: Writing Practice Review	1, 4
A strategic and robust careers programme to ensure students are appropriately prepared for their post-16 choices, including guaranteed access to an impartial careers interview	EEF, Evidence Review: Careers Education EEF, Evidence Review: Employer Engagement in Education	1, 3
Targeted 1:1 academic mentoring to take place with tutors, heads of year, deputy heads of year and SLT	EEF, Teacher Toolkit: Mentoring	1, 2, 3, 5

Support for attendance to Year 11 revision weekend – small group tuition	EEF Guide to the Pupil Premium EEF, Teacher Toolkit: Small Group Tuition Sutton Trust Report – Tutoring: The New Landscape	1, 3
Teaching assistant deployment and appropriate interventions in place both within lessons and in SEND provision	EEF Guide to the Pupil Premium EEF Teacher Toolkit: Teaching Assistant Interventions EEF Guidance report: Making the best use of teaching assistants	1, 2, 3, 5
Support with subject specific resources and materials including revision guides	EEF, Guidance report: Working with Parents to Support Children's Learning	1, 3, 4

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform assistance	Sutton Trust: Parent Power (2018)	2, 3
Breakfast club	EEF Guide to the Pupil Premium EEF, Evidence Review: Free School Breakfast Provision	2, 3
Support for participation in wider school activities including trips and visits, DofE, music lessons etc All PP students are offered a music lesson which will be fully paid for the academic year which is	EEF Guide to the Pupil Premium Sutton Trust Blog – Violin. Clarinet, Football and Choir	2, 3

reflective of the Aptitude program we have running at Kingsthorpe College.		
Employment of an extra deputy head of year with delegated responsibility to support PP students with both emotional needs as well as attendance, and behaviour and to enhance positive links with families.	EEF Guide to the Pupil Premium EEF, Teacher Toolkit: Social and Emotional Learning EEF, Teacher Toolkit: Behaviour Interventions EEF, Guidance report: Working with Parents to Support Children's Learning	2, 3, 5
Attendance team to closely monitor and support PP families quickly where required alongside Head of Year.	EEF Guide to the Pupil Premium EEF, Guidance report: Working with Parents to Support Children's Learning EEF, Evidence Review: Attendance Interventions Rapid Evidence Assessment	2
Admin support to contact PP families and support in making appointments for parents evening.	EEF Guide to the Pupil Premium EEF, Guidance report: Working with Parents to Support Children's Learning	2, 3

Total budgeted cost: £ 270,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023-24 Analysis

Progress and Attainment – improved attainment among disadvantaged students across the curriculum by the end of JS4, with a focus on EBacc subjects	
Success Criteria	**Impact Summary**
Increasing trend of number of disadvantaged students achieving positive P8 score from their GCSE exams.	Tables 1 – 6 show data relating to progress and attainment amongst different subgroups of PP students.. Both the progress 8 and attainment 8 scores of our PP students has reduced at a faster rate than their non-PP peers over the last 3 years (see figure 3) which follows the current national trend for PP students. We have seen an improvement in the percentage of Pupil Premium students who have attained a grade 5+ in both English and Maths rising by 2% from 2023 to 2024, however there is still a gap between PP and non-PP students which needs to reduce. The percentage of Pupil Premium students entering Ebacc qualifications is 3% lower than non-PP students.
GCSE progress and achievement data to show outcomes for disadvantaged students and their non-disadvantaged peers to have increased parity over time.	The progress of PP students in subjects in the Open bucket is low, but this is reflective whole school and strategies will need to be employed to support students through these subjects in the upcoming academic years. Table 6 shows that the number of PP student achieving a positive P8 has also reduced over the three years covered by the strategy statement, The data shown indicates that the implementation of our plan has not been sufficiently effective to raise the attainment of this cohort and we have followed a national trend of the pupil premium gap

	widening. However, we are ambitious for all students at Kingsthorpe college so the progress and achievement of this cohort will continue to be a focus of the strategy plan.
Progress data taken from across KS3 demonstrates that the gap is closing before they enter GCSE studies.	The collected data for KS3 has not been in a format which allows for comparisons to be made. A new KS3 assessment system has been developed in 2023-24 so that comparisons can be made going forwards. The Pupil Premium cohort of students will be a key group that will be monitored going forwards to ensure gaps reduce throughout this key stage.

Reading ages Improved levels of literacy and oracy at KS3 and KS4 enabling students to fully access the KS3 and 4 curriculum and take part in wider school life

Success Criteria	Impact Summary
Reading and comprehension tests demonstrate improved comprehension skills and a smaller disparity between disadvantaged students and their non-disadvantaged peers.	Within 2023-24 a large focus was on increasing students' opportunities to read through the development of a tutor reads programme that caried the texts that students were exposed to. A combination of a whole novel study along with non-fiction booklets to allow students exposure to a range of texts on a theme.

Over the course of the year a literacy working party was devised to trail the implementation of key strategies to develop disciplinary literacy and widen academic reading. This has led to the whole school implementation of vocabulary and reading strategies.

Specific small group intervention was implemented for SEND students who were identified as being significantly below including Sounds Write and Fresh Start |

Aspiration Increased levels of confidence and a portfolio of academic and cultural experiences, enabling students to feel proud of their achievements.

Success Criteria	Impact Summary
Sustained high levels of engagement with wider school activities, evidenced by similar proportions of disadvantaged pupils compared to non-disadvantaged peers:

• Taking up leadership roles in school.
• Attending extracurricular activities
• Representing the school
• Attending school trips | There are several wider school activities our students have been involved in during the academic year 2023-24, however the data we have for these is incomplete; that which we do have is shown in tables 11 and 12 and new systems are in place going forwards so that this can be monitored more closely.

The data we have shows that the percentage of PP students taking part in wider school activities is lower than the percentage of students we have at Kingsthorpe College, except for Breaktime and Lunchtime clubs which are SEN initiatives. We must continue to encourage PP students to take part in wider school activities and make the support on offer clear to parents/carers. |

| | Participating in the Duke of Edinburgh scheme | Every student in Year 7 and 8 in 2023-24 took part in different enrichment activities throughout the year once a week, giving all PP students in these year groups access to wider curriculum activities. This is to be extended to all year groups starting in September 2024 through the electives programme which covers 3 categories of Physical & Adventurous, Cultural and Creative |

• Participating in the Duke of Edinburgh scheme

Every student in Year 7 and 8 in 2023-24 took part in different enrichment activities throughout the year once a week, giving all PP students in these year groups access to wider curriculum activities. This is to be extended to all year groups starting in September 2024 through the electives programme which covers 3 categories of Physical & Adventurous, Cultural and Creative

All students took part in activities days giving PP students access to enrichment activities during the school day. These diverse activities and trips included: Cadburys World, Cinema, Theme Park, Go Ape Adventure course,

	PP	Non-PP	*Gap*
Trip	32.3%	56%	*23.7%*
Extra-curricular club	17.5%	20%	*2.5%*

The table above shows the percentage of students in each cohort who attended at least one trip or one extra-curricular club between January and July 2024. Pupil Premium students partake less in Performing Arts trips and this will be a focus of the strategy for next year. 24% of the Year 11 students who attended the revision weekend in March 2024 were pupil premium (PP students made up 21% of the whole year group cohort).

Attendance To achieve and sustain improved attendance for all students, particularly for our disadvantaged students.

Success Criteria	Impact Summary
Achieve pre-pandemic rates of attendance from disadvantaged families.	The attendance gap between our PP and non-PP students has increased over the past 3 years increasing post-Covid (see figure 7) and therefore this must continue to be a focus of our strategy.

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The attendance gap between our PP and non-PP students has increased over the past 3 years increasing post-Covid (see figure 7) and therefore this must continue to be a focus of our strategy.

Interventions were put in place to support with attendance in 2023-24 including: attendance meetings and contracts with families; daily attendance and late reports; target 90 students; morning school minibus.

Target 90 students was an initiative brought in during Term 5 where Heads of Year and Tutors focussed on students who could gain 90% attendance by the end of the year and supporting these families in coming to school. This cohort was 8% of the total student population in years 7 – 11 and 16% of the PP cohort were included.

Target 90 student data:
Y7: 10 out of 20 students are PP – 19% of Y7 PP cohort
Y8: 9 out of 24 students are PP – 16% of Y8 PP cohort
Y9: 6 out of 26 students are PP – 12% of Y9 PP cohort

Decrease the trend in the number of disadvantaged students who are persistently absent

	Y10: 8 out of 24 students are PP – 13% of Y10 PP cohort Y11: 9 out of 9 students are PP – 16% of Y11 PP cohort The target 90 strategy reduced the PA figure across the whole school, but this was not reflected in the PP cohort which showed a 2% rise. Year 10 had the greatest success in reducing the PA from 58% to 52%. The persistent absence gap between PP and non-PP students has increased by 7% from 2022/23 to 2023/24. The largest increases between these two years were for year 7 to year 8 (+12.3%) and year 10 to year 11 (+41%). Year 8 to year 9 only increased by 2.7% and year 9 to 10 decreased by 2.6%. Therefore, as our strategy is not having the impact across all year groups attendance will continue to be a big focus going forwards

Behaviour To decrease the number of suspensions and internal isolations received by disadvantaged students.	
Success Criteria	**Impact Summary**
Increase in the number of positive conduct scores for students from a disadvantaged background.	On average PP students received 132 achievement points over the course of the academic year 2023-24 compared to 176 on average for non-PP students. The largest gap was in Y8 where on average non-PP students receive 75 points more than PP students, whilst the smallest gap was seen in Year 11 of only 15 extra achievement points. The gaps for male and female between PP and their non-PP peers were very similar with non-PP males gaining 25 more points on average than their non-PP peers whilst females have a slightly smaller increase of 23 points.
Decrease in the number of suspensions and repeat suspensions	The average number of days suspensions received by a PP student is 0.76 days greater than a non-PP student. This gap is larger for females (+0.95 days compared to their non-PP peers) and SEN PP students (+0.97 days). The largest gap was seen in Year 7 where PP students received 1.92 days suspensions on average compared to their non-PP peers whilst in year 9 there was only a small gap of +0.18. 22.4% of PP students received at least one suspension in the academic year. Of the PP students who received a suspension 53.7% received more than one. Only 6.6% of non-PP students received at least one suspension and 47.4% of these students received more than one. The data cannot be compared to previous years as the behaviour system changed part way through 2023-24.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
English and maths Small Group intervention (Year 11)	Pet-Xi

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

REVIEW OF 2023-24:

Table 1 – Year 11 Summer 2024 Level 2 Exam Results:

	PP [54] 2024	Non-PP [188] 2024	Gap 2024	2024 national average, all pupils
Progress 8	-0.75	-0.09	-0.65	-0.03
Attainment 8	33.48	42.35	-8.87	45.9
English & Maths Grade 4+	42.6%	58.5%	-15.9%	65.0%
English & Maths Grade 5+	29.6%	38.8%	-9.2%	45.9%
English & Maths Grade 7+	3.7%	11.7%	-8%	
Ebacc score	2.95	3.73	-0.78	4.07
Ebacc entries	24.1%	27.7%	3.6%	40.4%

Table 2 – Headlines on Attainment and Progress Scores

	Number	Attainment				English P8				Maths P8				Ebacc P8				Open P8			
		2024	2023	2022	2019	**2024**	2023	2022	2019	**2024**	2023	2022	2019	**2024**	2023	2022	2019	**2024**	2023	2022	2019
Overall	242	**40.31**	42.82	47.56	39.86	**0.04**	0.26	0.71	-0.53	**-0.27**	-0.20	0.04	-0.27	**-0.26**	-0.12	0.06	-0.24	**-0.38**	-0.11	0.11	0.08
Male	124	**38.99**	38.92	46.07	38.03	**-0.23**	-0.07	0.47	-0.73	**-0.18**	-0.17	0.26	-0.10	**-0.33**	-0.27	0.04	-0.23	**-0.64**	-0.49	-0.17	-0.20
Female	118	**41.71**	46.09	48.98	41.34	**0.32**	0.62	0.95	-0.36	**-0.38**	-0.24	-0.17	-0.43	**-0.19**	0.04	0.08	-0.24	**-0.10**	0.29	0.38	0.32
PP	54	**33.48**	36.43	41.61	35.33	**-0.59**	-0.17	0.28	-0.75	**-0.61**	-0.53	-0.10	-0.38	**-0.78**	-0.53	-0.45	-0.29	**-0.87**	-0.59	-0.36	-0.12
Non-PP	188	**42.35**	44.26	49.01	41.46	**0.21**	0.37	0.82	-0.44	**-0.18**	-0.12	0.08	-0.23	**-0.12**	-0.01	0.19	-0.21	**-0.24**	0.01	0.22	0.16
SEN	31	**22.55**	30.69	31.22	23.21	**-0.97**	-0.39	-0.13	-1.35	**-0.51**	-0.23	-0.32	-0.80	**-0.58**	-0.36	-0.63	-0.85	**-0.89**	-0.47	-0.49	-1.00
SEN & PP	7	**8.29**	25.28	19.25	22.59	**-1.76**	-0.53	-0.70	-1.06	**-1.21**	-0.51	-0.54	-0.98	**-0.84**	-0.70	-1.06	-0.87	**-1.58**	-0.48	-0.75	-0.65

Table 3 – Key Stage 4, Three-Year Trend

	2024	2023	2022	National Average 2024
Pupil Premium Students				
Progress 8	**-0.74**	-0.47	-0.18	
Attainment 8	**33.48**	36.43	40.89	
English & Maths Grade 4+	**42.6%**	40.9%	61.7%	
English & Maths Grade 5+	**29.6%**	25.0%	38.3%	
English & Maths Grade 7+	**3.7%**	2.3%	6.4%	
Non-Pupil Premium Students				
Progress 8	**-0.09**	0.05	0.29	0.16
Attainment 8	**42.35**	44.26	47.55	50
English & Maths Grade 4+	**58.5%**	66.8%	69.9%	72.7%
English & Maths Grade 5+	**38.8%**	38.8%	44.6%	53.1%
English & Maths Grade 7+	**11.7%**	6.1%	13.0%	

Table 4 – Key Stage 4, 2024 Pupil Premium Outcomes by prior attainment

	HPA	MPA	LPA
Pupil Premium			
Progress	-0.79 [3]	-0.55 [30]	-1.07 [17]
Attainment	58.83	42.00	16.25
Non-Pupil Premium			
Progress	0.06	-0.02	-0.32
Attainment	64.66	44.51	24.88

Table 5 – Key Stage 4, 2024 Pupil Premium Outcomes by Gender

	Male	Female
Pupil Premium		
Progress	-0.96	-0.55
Attainment	28.59	38.02
Non-Pupil Premium		
Progress	-0.23	0.08
Attainment	41.74	42.86

Table 6 – Number of Pupil premium students who have attained a positive P8 score

	2024	2023	2022
All Pupil Premium students	11 [22%]	16 [37.2%]	20 [46.5%]
PP male	4 [17.4%]	5 [20.8%]	6 [40%]
PP female	7 [25.9%]	11 [57.9%]	14 [50%]
PP SEND	1 [16.7%]	3 [33.3%]	2 [28.6%]

Table 7 – Attendance:

	2024	2023	2022
Year 7 PP	86.8%	90.2%	88.6%
Year 7 Non-PP	95.8%	94.0%	93.4%
Year 8 PP	85.07%	86.6%	86.6%
Year 8 Non-PP	93.4%	93.0%	93.1%
Year 9 PP	83.64%	82.0%	83.4%
Year 9 Non-PP	93.13%	91.9%	91.0%
Year 10 PP	79.7%	82.6%	84.7%
Year 10 Non-PP	91.58%	90.5%	90.9%
Year 11 PP	79.27%	80.1%	82.0%
Year 11 Non-PP	90.51%	84.8%	88.7%
ALL PP STUDENTS	83.7%	84.3%	90.4%
ALL NON-PP STUDENTS	93.5%	90.9%	93.9%
Gap	*9.8%*	*6.6%*	*3.5%*

Table 8 – Persistent Absentees:

	2024	2023	2022
Year 7 PP	52.8%	40.7%	32.8%
Year 7 Non-PP	10.4%	16.3%	16.2%
Year 8 PP	49.1%	45.0%	45.7%
Year 8 Non-PP	12.75%	18.6%	20.8%
Year 9 PP	38.9%	61.4%	49.1%
Year 9 Non-PP	18.84%	23.1%	29.6%
Year 10 PP	52.5%	48.3%	53.9%
Year 10 Non-PP	19.7%	30%	29.4%
Year 11 PP	41.1%	83.3%	60%
Year 11 Non-PP	28.2%	67.1%	37.1%
ALL PP STUDENTS	48.5%	47.0%	47.3%
ALL NON-PP STUDENTS	15.4%	26.2%	25.9%
Gap	*33.1%*	*20.8%*	*21.4%*

Table 9 – Suspensions per year group:

	Average **number of days suspensions** per pupil
Year 7 PP	2.24
Year 7 Non-PP	0.32
Year 8 PP	1.46
Year 8 Non-PP	0.29
Year 9 PP	0.64
Year 9 Non-PP	0.46
Year 10 PP	1.38
Year 10 Non-PP	0.48
Year 11 PP	1.32
Year 11 Non-PP	0.50

Table 10 – Suspensions per subgroup:

	Average **number of days suspensions** per pupil
Whole cohort	0.64
PP students	1.40
Male	0.57
PP Male	1.27
Female	0.56
PP Female	1.51
SEND	1.42
PP SEND	2.39