Pupil premium strategy statement – [Beckfoot Upper Heat*on]*

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	725
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	3-Year Plan 2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	B Dey (HT)
Pupil premium lead	Z Iqbal
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£313,835
Recovery premium funding allocation this academic year • National Tutoring programme (NTP)	£20790 (NTP grant)
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£313,835 £20790 £334625

School Overview:

School Phase	Secondary	Local Authority		Bradford		Pupils of this school		720

Pupil Numbers

	Year 7		Year 8		Year 9		Year 10		Year 11		All Years	
Pupils of this school		145		141		141		144		149		720
Male	62.76%	91	58.16%	82	63.83%	90	68.75%	99	73.83%	110	65.56%	472
Female	37.24%	54	41.84%	59	36.17%	51	31.25%	45	26.17%	39	34.44%	248
Single Reg		145		140		139		143		149		716
Male		91		81		88		98		110		468
Female		54		59		51		45		39		248
Dual Main				1		2		1				4
Male				1		2		1				4
Dual Subsid				2		1		1		1		5
Male						1						1
Female				2				1		1		4
Total Pupil Numbers (Current)		145		143		142		145		150		725
Male		91		82		91		99		110		473
Female		54		61		51		46		40		252

Vulnerable cohorts:

Key Pastoral Factors

	Year 7		Year 8		Year 9		Year 10		Year 11		All Years	
Current Pupils												
Free School Meals	41.38%	60	48.23%	68	36.17%	51	34.03%	49	33.56%	50	38.61%	278
English as Additional Language	46.21%	67	62.41%	88	53.90%	76	81.25%	117	68.46%	102	62.50%	450
Pupil Premium	41.38%	60	51.06%	72	41.84%	59	38.19%	55	42.95%	64	43.06%	310
Medical Condition	21.38%	31	31.21%	44	33.33%	47	27.08%	39	31.54%	47	28.89%	208
Service Children	0.69%	1									0.14%	1
In Care	1.38%	2	0.71%	1					0.67%	1	0.56%	4
SEN Needs	9.66%	14	30.50%	43	41.13%	58	34.03%	49	31.54%	47	29.31%	211
SEN Status	32.41%	47	30.50%	43	38.30%	54	34.03%	49	30.87%	46	33.19%	239

Pupil Premium Data (by year group):

	7	8	9	10	11	All
All Students	144	137	140	146	151	718
Pupil Premium	62	67	54	53	61	297
Pupil Premium (%)	**43%**	**49%**	**39%**	**36%**	**40%**	**41%**

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve to their potential as learners in our school. At BUH we draw on research evidence (such as the Sutton Trust Toolkit - EEF), and evidence from our own experiences and knowledge of our students, to allocate funding to activities that are most likely to maximise engagement and achievement. These will be directly linked to out SEF and SIP priorities. We don't confuse eligibility for the Pupil Premium with low-ability and focus our efforts on supporting our disadvantaged students to achieve the highest levels possible.

Our school sentence, ***"The school taught students to act with integrity and kindness and they went on to demonstrate excellence in their chosen field; it was a place where all belonged."*** makes it clear that we aim for an inclusive and safe environment where all students can thrive. This is underpinned by our school values:

1. **Excellence:** We work hard. We strive to be better tomorrow than today.
2. **Integrity:** We are honest. We do the right thing because it is the right thing to do.
3. **Kindness:** We work as a team. We care about others.

To help us to achieve our values, we have introduced 5 simple learning habits for excellence:

1. **Perfect uniform** – (100% of the time)
2. **Equipment for learning** – (100% of the time)
3. **Punctuality and attendance** – (100% of the time)
4. **On task** – (100% of the time)
5. **Polite response** – (100% of the time)

We believe that supporting our students is the responsibility of the whole BUH community not only teachers or those with specific titles. Our aim is that our pupil premium strategy is rooted in an "assess/plan/do/review" approach rather than an assumption about the impact of disadvantage. We therefore aim to adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and hold high expectations of what they can achieve. This will help to develop and create rounded and mature young people within a safe and inclusive environment.

Our Pupil Premium spend is divided into the following priority areas, aligned to the BUH SIP:

1. The continued development of a focused and well-structured attendance strategy in line with Trust policy focusing on a graduated approach strategy (GAS) aiming to raise attendance to Trust target levels and in line with national figures. (SIP Target 1)
2. To further develop a broad, inclusive, and highly ambitious curriculum in line with Trust policy focusing on 'Literacy Everywhere' aiming to provide students with the opportunity to target EBACC, alongside developing their cultural capital through PSHCE, CEIAG and extra-curricular opportunities. (SIP Target 2)
3. Quality first teaching through an explicitly planned and expertly delivered curriculum with a focus on; learning routines and habits, assessment and feedback, clarity of expectations and modelling in line with Trust policy focusing on 'The People First Charter – Professional Growth and Culture. (SIP Target 3)
4. Develop and embed a 'teach not tell behaviour curriculum' with a focus on Crafting purposeful, motivational and inclusive cultures where leaders lead, teachers teach and young people learn in

line with Trust policy focusing on 'The People First Charter – Professional Growth and Culture. (SIP Target 4)

5. Develop and embed an effective communications protocol to ensure all key stakeholders with the BUH community are informed and up to date about the school and developments impacting on their child's education. (SIP Target 5)

Challenges

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

Challenge number	Detail of challenge
1.	Poor attendance, PA students are at 50% Summer 2023, 39.3% are disadvantaged/PP.
2.	43% of students (310) fall within the disadvantages / Pupil Premium cohort as of September 2023
3.	62% of students (450) for whom English is an additional language and/or are new to English as of September 2023.
4.	33% of students (239) who have a SEN (Special Educational Needs) status as of September 2023
5.	39% of students (278) are eligible for Free School Meals (FSM) as of September 2023
6.	29% of students (208) are known to have a medical condition / impairment as of September 2023
7.	Currently 54% of students in KS3 have been assessed as being below age related expectations in relation to reading, thus impacting on their ability to access classroom teaching.
8.	Attainment/ progress data is below national - Summer 2023 data shows 53% achieved a grade 4 in English Language and Maths combined compared to 65.5% nationally.
9.	A focus on disadvantaged year 11 students who are currently behind targets, the development of a robust strategy to support them to achieve at least target levels at the end of year 11. Summer 2023 data for disadvantaged / PP students was positive.
10.	Personal Development, daily student self-referrals to Healthcare Lead and current school attendance challenges suggests that many students are continuing to struggle to develop resilience and to maintain good physical, mental health and well-being.
11.	In year admissions and especially where PP/EAL/SEND are factors cause significant curriculum and T and L challenges.
12.	Behaviour concerns and poor attitude impacting on T and L and progress in lessons.
13.	Support for new colleagues, coaching and feedback, ECT programme and CPD for all – develop pedagogy around areas of school priorities and focus, positive impact on attainment
14.	4 LAC and 4 PLAC students in school - We receive PP+ funding for all these students, which we should demonstrate we are using to "benefit these pupils" directly (DFE).

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. The continued development of a focused and well-structured attendance strategy in line with Trust policy focusing on a graduated approach strategy (GAS) aiming to raise attendance to Trust target levels and in line with national figures. (SIP Target 1)	• Overall attendance is at least at national average (NA 2023: 90.7%) • Overall persistence absence to be well below national average (Na 2023: 28.3%) • Late to school (unauthorized) to reduce by 20% each half term • Home visits made at least 3 times per week
2. To further develop a broad, inclusive, and highly ambitious curriculum in line with Trust policy focusing on 'Literacy Everywhere' aiming to provide students with the opportunity to target EBACC, alongside developing their cultural capital through PSHCE, CEIAG and extra-curricular opportunities. (SIP Target 2)	• Every subject area has clear focus on literacy and oracy through 'Literacy Everywhere' • 100% alignment with Trust-CET on developing lesson medium term plan • Significant positive improvement trend on 'Reading ages' • Provide opportunity for enrichment / extra-curricular • 100% students to receive careers information / Year 11 will have 1-2-1 CEIAG meeting
3. Quality first teaching through an explicitly planned and expertly delivered curriculum with a focus on; learning routines and habits, assessment and feedback, clarity of expectations and modelling in line with Trust policy focusing on 'The People First Charter – Professional Growth and Culture. (SIP Target 3)	• 95+% teachers have embedded Routines for Learning • 95%+ of students respond to marking and feedback • Year 11 Progress 8 score is at least at national • Year 11 Progress 8 for disadvantaged students is at least at or above national average • Year 11 Overall Attainment 8 score over 45.0 • All staff fully engage with appraisal objectives
4. Develop and embed a 'teach not tell behaviour curriculum' with a focus on Crafting purposeful, motivational and inclusive cultures where leaders lead, teachers teach and young people learn in line with Trust policy focusing on 'The People First Charter – Professional Growth and Culture. (SIP Target 4)	• 100% of staff understand the purpose of 'behaviour for learning' curriculum • Fixed-term suspensions (FTS) to be 50% less compared to 2022-23 • 100% students have perfect uniform • Bullying 50% less compared to 2022-23 • No. of students in R&R showing declining trends from HT4 • 100% of students know an adult who they can turn to in school if they are concerned • The 'feel' of the school always is calm, positive and welcoming
5. Develop and embed an effective communications protocol to ensure all key stakeholders with the BUH community are informed and up to date about the school and developments impacting on their child's education. (SIP Target 5)	• 100% staff agree that the school is well led and managed • At least 90% staff agree they have a good work-life balance • 80% attendance at family events • 100% of parents and students know where to access homework on school website

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: £301,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
Data driven planning in every lesson ensures that individual needs of each student are accommodated so that all students make exceptional progress.	SIP, Summer 2023 /SISRA data	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14
Funding for subject intervention sessions.	EEF approach,	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14
Knowledge organisers and retrieval booklets	EEF approach,	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14
Appointment of a Literacy Lead	EEF approach Improving Literacy in Secondary Schools, word-gap.pdf (oup.com.cn)	2, 3, 7, 8, 9
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	2, 3, 7, 8, 9
Whole school CPD programme (T and L, SEND, BfL, Data and interventions, etc) Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.	SIP - Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF Feedback (EEF + 8 months)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Curriculum development and delivery, introduction of cycles and cycle assessments	SIP	7, 8, 9, 11, 12, 13, 14

Resources including technology to support high quality T and L	SIP / FIP, Digital Technology (EEF +4 months)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

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

Budgeted cost: £149,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
Every subject area has clear focus on literacy and oracy through 'Literacy Everywhere'	EEF approach 18, 25 Improving Literacy in Secondary Schools, word-gap.pdf (oup.com.cn)	3, 7, 8, 9
DEAR at Tutor time / Reading programmes and interventions	EEF approach 18, 25 Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	3, 7, 8, 9
NGRT testing for all students in Y7-11, with repeat testing for Y7-10.	Small group tuition (+4 months) Digital Technology (EEF +4 months) Phonics (+5 months)	3, 7, 8, 9
NTP - Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Individualised instruction (+4 months)	1, 2, 7, 8, 9, 11, 14,
Faculty and Subject level interventions – aligned to SIP and FIP	SIP/FIP, EEF approach,	7, 8, 9, 11, 14
Subject revision guides	EEF approach	7, 8, 9, 11, 14
Calculators for use in Maths, exams and other subjects	EEF approach, Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)	7, 8, 9, 11, 14
EAL Support and Mentoring	SIP / SEND, Individualised instruction (+4 months)	2, 3, 7, 8, 9, 11, 12, 14

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

Budgeted cost: £343,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peri Music lessons	EEF approach, Individualised instruction (+4 months)	2, 3, 8, 10,
PD/CEIAG, Extra-curricular, and trips	EEF approach, Social & emotional learning (+4 months) Mentoring (+2 months) Extending school time (+3 months) Physical activity (+1 month)	2, 3, 4, 5, 7, 8, 9, 10, 11, 14
BFL strategy - intervention for pupils who require support with regulating their behaviour and emotions.	Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation (eif.org.uk) Behaviour Interventions (EEF +3 months) Social & emotional learning (+4 months) Mentoring (+2 months) Individualised instruction (+4 months)	1, 2, 3, 4, 5, 7, 8, 9, 10, 12,
Attendance strategy and interventions	EEF approach 31,16, Embedding principles of good practice set out in DfE's Improving School Attendance advice.	1, 7, 8, 9, 10, 11, 12, 13
Alternative provision for individual students	EEF approach, social & emotional learning (+4 months) Mentoring (+2 months) Individualised instruction (+4 months)	1, 2, 3, 7, 8, 9, 12,
Careers - Cost of Careers Advisor	EEF approach 2, Aspiration interventions (unclear) Feedback (+6 months)	2, 3, 7, 8, 9,
School Nurse / Wellbeing Lead / Mentors	EEF approach	1, 4, 6, 9, 12, 14
Support with Uniform expectations	EEF approach	
Communicating with and supporting parents	SIP, Parental engagement (+4 months), Individualised instruction (+4 months)	1, 3, 7, 8, 9, 10, 12
Breakfast clubs and meal provision	SIP wider strategies	2, 5, 10,

Total budgeted cost: £793,606

1	Teaching	£301,485
2	Targeted Academic Support	£149,035
3	Wider Strategy	£343,085
	Total	£793,606

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole Cohort summary:

Cohort Summary		
2022/23	**Students**	**%**
Cohort	140	100.0
Male	111	79.3
Female	29	20.7
DV	55	39.3
DV: None	85	60.7
SEND	46	32.9
SEND: None	94	67.1
PA	63	45.0
>95	63	45.0
90-95	45	32.1
EAL	90	64.3
EAL: None	50	35.7

Subject - Outcomes vs Targets

Year 11 - Results 2023 vs BUH Targets

Faculty	Subject	Grades Obtained			Targets			National results 2022		
		7+	5+	4+	7+	5+	4+	7+	5+	4+
English	English (BEST)	9.3	39.3	62.1						
	English Language	6.3	30.3	49.3	10.0	56.0	74.0	20.2	53.8	69.8
	English Literature	6.1	33.6	58.8	10.0	56.0	74.0	23.8	62.1	77.5
Maths	Maths	13.5	41.1	58.2	10.0	45.0	70.0	19.9	47.4	64.9
Science	Combined Science	13.4	34.2	53.9	9.0	45.0	73.0	10.3	39.2	60.5
Media	Media Studies	0.0	0.0	9.1	0.0	18.0	45.0	23.7	58.9	73.6
Ebacc (Global)	Geography	1.9	7.5	18.9	9.0	43.0	72.0	30.3	59.6	72.1
	History	8.3	13.9	29.2	13.0	50.0	60.0	29.5	58.5	70.7
	RE	9.5	52.4	61.9	24.0	71.0	95.0	34.9	66.1	76.7
	French	25.0	25.0	87.5	13.0	50.0	100.0	31.4	67.5	78.1
	Urdu	42.9	78.6	85.7	27.0	53.0	80.0	24.0	55.0	72.0
Open (Creative & Technical)*	Art	0.0	36.4	63.6	0.0	53.0	80.0	28.1	66.3	81.4
	Creative Media	38.1	64.3	100.0	29.0	71.0	95.0	12.3	37.8	50.2
	Enterprise	40.6	81.2	92.8	40.0	84.0	94.0	26.8	51.5	74.9
	PE Sport	14.3	64.3	92.9	28.0	56.0	72.0	26.8	54.6	75.8
	Food Technology	0.0	9.1	18.2	14.0	64.0	79.0	13.5	32.2	64.1
	D&T Engineering	4.8	17.7	30.6	16.0	48.0	81.0	15.6	31.5	76.0

* 2019 National results

Gender Cohort summary:

Gender

Male

Progress	Art	Bus Enterprise	English	English Lit	DT	Food_Tech	French	Geo	His	IT Creative Meida	Maths	Media Studies	RE	Sci Combined	PE Sport	Urdu	ALL
Exceeding	13%	15%	14%	13%	2%	0%	60%	9%	11%	30%	13%	0%	33%	29%	7%	58%	16%
On Track	38%	67%	21%	22%	11%	25%	40%	9%	13%	59%	41%	10%	17%	11%	57%	33%	27%
Not On Track	50%	18%	65%	65%	87%	75%	0%	82%	76%	11%	46%	90%	50%	60%	36%	8%	57%

Female

Progress	Art	Bus Enterprise	English	English Lit	DT	Food_Tech	French	Geo	His	IT Creative Meida	Maths	Media Studies	RE	Sci Combined	PE Sport	Urdu	ALL
Exceeding	0%	20%	6%	12%	0%	0%	0%	0%	0%	40%	16%	50%	20%	13%	#DIV/0!	100%	12%
On Track	25%	80%	26%	27%	43%	0%	50%	100%	94%	6%	20%	32%	0%	10%	10%	0%	23%
Not On Track	75%	0%	68%	62%	57%	100%	50%	0%	0%	54%	52%	50%	70%	77%	#DIV/0!	0%	66%

Male/Female - Gaps

Progress	Art	Bus Enterprise	English	English Lit	DT	Food_Tech	French	Geo	His	IT Creative Meida	Maths	Media Studies	RE	Sci Combined	PE Sport	Urdu	ALL
Exceeding	13%	-5%	8%	2%	2%	0%	60%	9%	11%	-10%	-4%	-50%	13%	16%	####	-42%	5%
On Track	13%	-13%	-5%	-5%	-32%	25%	-10%	-91%	-80%	53%	21%	-22%	17%	1%	47%	33%	4%
Not On Track	25%	-18%	3%	-4%	-30%	25%	50%	18%	18%	29%	6%	-40%	20%	17%	####	-8%	9%

KS4 Data

Context

139 On Roll, 79% Male / 21% Female

39% Pupil Premium,

Ethnicity

White British	Pakistani	Other	Refused/not obtained
1%	76%	19%	4%

KS2 Banding

Low	Middle	High	N/A
30%	55%	11%	4%

SEN

E	K	N
4%	29%	67%

	"Basics" English and mathematics combined								
	% grades 9-7			% grades 9-5			% grades 9-4		
	2019	2022	2023	2019	2022	2023	2019	2022	2023
Beckfoot Upper Heaton	2%	11%	5%	32%	33%	32%	48%	55%	53%
Beckfoot Trust	6%	12%	10%	33%	40%	38%	55%	63%	63%
National	-	-	12.5%	43%	50%	44.8%	65%	69%	65.5%

National basics figures for the current year are estimates taken from SISRA Collaboration Data

	Attainment 8			Progress 8 (CAUTION)*		
	2019	2022	2023	2019	2022	2023
Beckfoot Upper Heaton	39.5	38.6	36.5	0.42	-0.04	-0.4
Beckfoot Trust	42.5	45.6	41.6	-0.02	-0.11	-0.23
National	46.7	48.8	46.7	0.00	-0.03	0.01

*Progress 8 figures are based on provisional estimates and will change
Attainment 8 figure for the current year is from SISRA collaboration

SEND Cohort summary:

SEND

SEND

Progress	Art	Bus Enterprise	English	English Lit	DT	Food_Tech	French	Geo	His	IT Creative Meida	Maths	Media Studies	RE	Sci Combined	PE Sport	Urdu	ALL
Exceeding	17%	6%	7%	13%	0%	0%	25%	15%	13%	36%	9%	0%	25%	17%	0%	0%	12%
On Track	17%	75%	17%	21%	6%	25%	50%	15%	13%	43%	24%	20%	13%	11%	100%	67%	23%
Not On Track	67%	19%	76%	67%	94%	75%	25%	70%	74%	21%	67%	80%	63%	72%	0%	33%	65%

Non SEND

Progress	Art	Bus Enterprise	English	English Lit	DT	Food_Tech	French	Geo	His	IT Creative Meida	Maths	Media Studies	RE	Sci Combined	PE Sport	Urdu	ALL
Exceeding	0%	18%	15%	13%	2%	0%	40%	3%	6%	29%	15%	14%	29%	29%	8%	82%	17%
On Track	50%	67%	24%	24%	18%	0%	40%	3%	10%	61%	46%	0%	14%	11%	50%	18%	28%
Not On Track	50%	14%	61%	63%	80%	100%	20%	94%	84%	11%	38%	86%	57%	60%	42%	0%	56%

SEND/Non SEND - Gaps

Progress	Art	Bus Enterprise	English	English Lit	DT	Food_Tech	French	Geo	His	IT Creative Meida	Maths	Media Studies	RE	Sci Combined	PE Sport	Urdu	ALL
Exceeding	17%	-12%	-9%	0%	-2%	0%	-15%	12%	7%	7%	-7%	-14%	-4%	-12%	-8%	-82%	-5%
On Track	-33%	8%	-6%	-3%	-12%	25%	10%	12%	3%	-18%	-22%	20%	-2%	0%	50%	48%	-5%
Not On Track	-17%	-4%	-15%	-3%	-14%	25%	-5%	24%	10%	-11%	-29%	6%	-5%	-12%	42%	-33%	-10%

2019 Gaps for reference	Pupils	% 9-4 (E+M)	% 9-5 (E+M)	Total A8	P8
All	66	48.5%	31.8%	39.5	0.4
DV	25	36.0%	28.0%	35.7	0.3
Non DV	41	56.1%	34.1%	41.8	0.5
GAP		-20.1%	-6.1%	-6.1	-0.2

Aim	Outcome
1. **A focused and well-structured attendance strategy in line with Trust policy focusing on a graduated approach aiming to raise attendance to Trust target level. (CED)** **Success Criteria:** • Aiming for 94% attendance, in line with national (current 85.36%, national 91.4%) • PP students picked up quickly, links made with families, clarity around barriers, plans in place quickly and gap with non-PP reduced • PA students currently at 46%, aim is to reduce this to 26%	**Progress 2021-22:** PA students currently at 46%, aim is to reduce this to 26% • The identification of and contact with PA students, plus engagement with parents regarding a "back to school" plan. • Plans for individual PA students, within which were consequences in line with LA expectations. This was supported by LA traded offer, LA colleagues were able to work with some, though not all students causing concern • Work to identify particular family groups needing support and challenge around attendance was not fully completed and remains a task to begin • The Early Help process has developed further and become fully embedded into the safeguarding process. Continued Early Help work would ensure that the process always has school attendance on the agenda • The further development of a range of attendance raising strategies, including rewards and incentives remains under-developed and is planned as a focus for the coming year • The school PCSO has worked alongside the Attendance Team and the Safeguarding Team to ensure that the number of home visits made to follow up attendance has increased to between 5-10 a week and this work will continue • Prioritisation of ensuring correct registration and the LA traded offer ensured prosecutions of those students with the lowest attendance and the imposition of holiday fines, to continue. **Progress 2022-23:** • Improving school attendance was an Ofsted AFI and although there was evidence of improvement pre-lockdown (94%) this was still too low and PA high • Increasing school attendance is a whole trust priority and a school priority as we have not yet recovered even to the pre-Covid figure. 2022-23 attendance figure was 85% • Unauthorized absence in 2022-23 9.41% is the biggest driver of persistent absence e.g. term time holidays for all year groups although more so in older year groups • Daily sporadic absence is the biggest factor that is driving down the overall attendance figure, (counts for 5.38% HT 5down from 8% in March), reduced to 5.30% by end of year • An AHT with attendance as a key priority was appointed in May 2022. An Attendance Officer was appointed last year, a part time (0.6) family liaison officer was appointed in March 23 (after several rounds of advert) • There is currently a PP attendance gap of 4% and this group are prioritised for intervention. However, 11 less PP students are PA than non PP. • EHCP students have significantly lower attendance 69.14%8 this is slightly skewed by some extreme illnesses (e.g. a child who was sectioned), although they are a priority group. • School YTD 2021 – 2022 ended on 85.2% vs 89.7% FFT National/86.7% in Bradford. School YTD 22-23 ended on 85% vs 90% FFT national/

Actions since September 2022:

- **Codification of the attendance protocol and systems to ensure robust and rigorous processes** – Local attendance protocol re-written, speedy 1st day calls / Unusual codes / Lates and CME protocols established, development of working relationship with LA, detention system linked to punctuality, attendance tasks codified to create further capacity for home visits and interventions. Protocol for holiday fines launched and embedded
- **Communication – communication of the importance of attendance, nuances of policy to staff, students and parents – attendance is everyone's responsibility –** Attendance data produced for form tutors, training provided to support tutor/pastoral conversations, attendance assemblies delivered to all year groups, attendance data added to students report and discussed at parent evenings, Attendance discussed at RTD meetings, Attendance team integrated into safeguarding meetings with low attendance being flagged as a student vulnerability.
- **Intervention – implementing the trust Graduated Attendance Strategy –** Development of local protocol for GAS interventions and attendance contracts, Nudge intervention stamps and My Ed interventions staff training and launched in tutor time, 'Ghost Children 'identified and action plans with key person developed for each child, LA support bought in for students below 80%, Support from LA Persistent Absence Team specifically for SEND K students in danger of entering PA, Trial of interventions module in SIMs for tracking and collating interventions, Development of a whole school tracker for attendance interventions and GAS stages
- **Celebration – Celebrating the students getting it right –** Excellent attendance weekly recognition interventions staff training and launched in tutor time, Good attendance weekly recognition interventions staff training and launched in tutor time, Attendance and punctuality rewards in half termly rewards assemblies

Impact since September 2022:

- PA dropped by 20% (YTD),
- YTD is showing an upward trend moving from 85.02% to 85.34% to 85.99% this trend puts us on track to end 2022-2023 with a higher attendance than 2021-2022
- Codification of the attendance protocol and systems to ensure robust and rigorous processes
- **Communication – communication of the importance attendance, nuances of policy to staff, students and parents** – Missing and incorrect registers reduced to zero on most days, Staff alert attendance officers to register issues immediately through raised consciousness of importance, Senior leadership all own codes and know this is our biggest barrier to increased attainment and progress
- **Intervention – implementing the trust Graduated Attendance Strategy** –
  - Holiday fines – number of G codes last year 1132 number of G codes this year 2238 whilst G codes have increased this is in part due to rigorous work by our attendance officer ensuring that all G codes are recorded and fines paperwork is submitted to the LA, and in part due to families taking extended holidays to see family post covid.
  - Students with below 30% attendance 19 students in Half term 1 16 student currently strong successes in moving AZ from 7% to 25% and on an increasing trend AK from 0% to 18% with 100% attendance in the last week
  - 171 Home visits performed
  - LA figures 232 students in LA interventions 11 penalty warnings, 3 prosecutions, 39 panel meetings 5 improved
  - LA PA numbers intervening with 30 students (too soon for impact to be known)
  - Roll out use of intervention module on SIMs to effectively track attendance interventions and their impact Now have 350 interventions live.

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	- o Develop and roll out even more strategic use of data to target specific groups researching use of SIMs module Discover to feed into Intervention module this means intervention groups can be easily identified - o G code fines and prosecutions protocol to be adjusted because of LA policy change – two prosecutions in process - o Trained staff and launch attendance contracts for GAS (impact to be assessed this half term) - o Adjust and launch lates protocol considering the shift to morning meetings and adjustments to detention processes (Number of U codes has decreased, late students are now recorded accurately) **Attendance** 	Attendance Headlines			YEAR TO DATE			05/09/2022 - 21/07/2023
All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees
85.0%	85.7%	84.7%	82.3%	87.0%	50.4%	 	Attendance breakdown			YEAR TO DATE				05/09/2022 - 21/07/2023
All Pupils	Pupils		All	Year 7	Year 8	Year 9	Year 10	Year 11
All Pupils	576	School	85.0%	88.9%	84.6%	85.3%	83.5%	82.2%
		FFT National	90.7%	92.8%	91.2%	90.1%	89.6%	89.4%
		Difference	-5.7%	-4.0%	-6.6%	-4.8%	-6.1%	-7.2% | YTD Persistent Absenteeism (% of persistently absent pupils) MAT / School FFT National PA |	All	Year 7	Year 8	Year 9	Year 10	Year 11
MAT/School	50%	47%	52%	50%	58%	45%
FFT National PA	27%	21%	26%	30%	31%	30%	
2. (EAL) The development of a well-coordinated and robust package of teaching support for disadvantaged students who are new to English on admission, as well as for students for whom the acquisition of English as a second language continues to present a barrier to their progress/ achievement. (ASM) **Success Criteria:**	<u>**2021-22:**</u> There has been substantial progress in the shape of disadvantaged students who are new to English on admission: - Students are now all assessed by our Catch-Up Coordinator (Heather) as part of their admission process - If a student is assessed as having little/no English then they will be offered interventions to support them across the week - The assessment results are shared with Faculty Leads to support the setting process for student timetables This process will continue alongside plans to expand the assessment process by purchasing a new assessment tool which will enable colleagues to more fully assess students for whom the acquisition of English as a second language continues to present a barrier to their progress/achievement, particularly in KS4. **Librarian:** Purchase of parallel texts in Slovakian and English in the library and the development of librarian reading sessions with a small group of disadvantaged Slovak-speaking students. This work was successful, though students were reluctant to stay for after school sessions. Next step moving forward would be to include this in intervention work. There has been some progress in respect of this aim, but further work will need to carried forward into academic year 2022-23.

	Current clear and transparent admission process has continued to develop, coordinated by the Admission Team, ensuring that newly admitted students are nurtured and supported into school, settle quickly and have minimal flags for behavioural incidents
	An admission assessment process coordinated by the Admission Team alongside the Co-SENDCo Team, the Catch-Up Coordinator and Faculty Leads has continued to develop, ensuring accurate assessment of need and the identification of the most appropriate interventions which are then implemented swiftly.
	The further development of a specialist teaching team offering specific support for students

2022-23:

- Current clear and transparent admission process has continued to develop, coordinated by the Admission Team, ensuring that newly admitted students are nurtured and supported into school, settle quickly and have minimal flags for behavioural incidents – work remains to be done in this area in respect of students who are new to English on arrival, support currently offered in modest and consists of an assessment and the offer of weekly sessions with Catch-Up Coordinator. There is a particular challenge when students arrive into KS4 with little/no English, the space in school used previously to support attendance at core lessons only is no longer available.

- An admission assessment process coordinated by the Admission Team alongside the Co-SENDCo Team, the Catch-Up Coordinator and Faculty Leads has continued to develop, ensuring accurate assessment of need and the identification of the most appropriate interventions which are then implemented swiftly. This is in place, but requires continued LT Admissions Lead, alongside SENDCos re. students with SEND, issues remain around the small number of new to English students who join us each year.

- The further development of a specialist teaching team offering specific support for students for whom English is a second language to ensure that they are able to reach their potential as learners, linking with other providers who are able to model ways of working and offer training to staff. This was only partially developed, an additional colleague joined the Catch-Up Coordinator one full day a week (FMK), but this additional work has currently ceased pending next steps decisions on funding this year.

There has been further progress in respect of this aim, but further work will need to carried forward into academic year 2023-24.

EAL

EAL

Progress	Art	Bus Enterprise	English	English Lit	DT	Food_Tech	French	Geo	His	IT Creative Meida	Maths	Media Studies	RE	Sci Combined	PE Sport	Urdu	ALL
Exceeding	10%	17%	13%	12%	2%	0%	33%	9%	8%	32%	12%	11%	18%	22%	13%	100%	15%
On Track	30%	68%	19%	23%	20%	25%	50%	6%	10%	52%	37%	11%	27%	12%	50%	0%	25%
Not On Track	60%	15%	68%	65%	78%	75%	17%	86%	82%	16%	51%	78%	55%	66%	38%	0%	60%

Non EAL

Progress	Art	Bus Enterprise	English	English Lit	DT	Food_Tech	French	Geo	His	IT Creative Meida	Maths	Media Studies	RE	Sci Combined	PE Sport	Urdu	ALL
Exceeding	0%	13%	12%	15%	0%	0%	33%	5%	8%	29%	16%	0%	36%	33%	0%	17%	16%
On Track	50%	71%	26%	23%	5%	0%	33%	11%	13%	59%	44%	0%	0%	8%	67%	67%	27%
Not On Track	50%	17%	62%	63%	95%	100%	33%	84%	79%	12%	40%	100%	64%	59%	33%	17%	57%

EAL/Non EAL - Gaps

Progress	Art	Bus Enterprise	English	English Lit	DT	Food_Tech	French	Geo	His	IT Creative Meida	Maths	Media Studies	RE	Sci Combined	PE Sport	Urdu	ALL
Exceeding	10%	5%	1%	-3%	2%	0%	0%	3%	0%	3%	-4%	11%	-18%	-11%	13%	83%	-1%
On Track	-20%	-3%	-7%	0%	14%	25%	17%	-5%	-2%	-7%	-7%	11%	27%	4%	-17%	-67%	-2%
Not On Track	-10%	2%	-6%	-3%	17%	25%	17%	-2%	-2%	-4%	-11%	22%	9%	-7%	-4%	17%	-3%

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for whom English is a second language to ensure that they are able to reach their potential as learners, linking with other providers who are able to model ways of working and offer training to staff	
3. Literacy interventions for all students assessed as below age related reading expectations. 54% of students assessed as being below age related reading are disadvantaged. (ACA) **Success Criteria:** • All students receiving intervention to have made accelerated progress in their reading age beyond their expected chronological age development. • All students to be functionally literate, with at least a	**Literacy: Reading Age Impact 2022-23** Data is taken from testing of 309 students who were in Years 7, 8 and 9 as of July 2023. Percentages are calculated against the tested students. Students for whom there is no Test 2 data are not included. **Targets:** **1. All students receiving intervention to have made accelerated progress in their reading age beyond their expected chronological age development.** • RAG: Red • 3 out of 19 students receiving either Ruth Miskin or small group reading intervention made higher or much higher progress. 14 made expected progress. 8 made lower progress. Reading interventions must be far more impactful and consistently delivered. **2. All students to be functionally literate, with at least a reading age of 11, so that they can access the mainstream curriculum.** • RAG: Green • 220 out of 309 (71%) students tested are functionally literate with a reading age of 11 or higher. Efforts to sustain and increase this must now be made via the Literacy Everywhere policy and its application across the curriculum. **3. The majority of students to be no more than 2 years below their chronological age (quintile 3).** • RAG: Green

Target		No.	%			Intervention	No.	Higher	Expected	Lower
1	Intervention made accelerated progress	3	12			RM	6	0	5	1
2	All students functionally literate (RA is 11+)	220	71			Reading	19	3	9	7
3	Majority no more than 2 years below CA	208	67							

All					
Quintile	Reading Age	KS3	Year 7	Year 8	Year 9
1	At/Above	133	43	43	47
2	Up to 1 year below	38	15	16	7
3	1 year to 2 years below	37	8	13	15
4	2 years to 5 years below	59	18	31	24
5	5 years or more below	42	14	12	16
	Total Below	176	55	72	62
	Total Tested	309			

reading age of 11, so that they can access the mainstream curriculum.
- The majority of students to be no more than 2 years below their chronological age (quintile 3).

- 208 of 309 (67%) students tested have a reading age of no more than 2 years below their chronological age. 176 (57%) of 309 are no more than 1 year below. Efforts to raise the threshold for this target must now be made to ensure that the vast majority are no more than 1 year below.

Literacy Impact 2023-24 Groups of Learners

Target		No.	%
1	Intervention made accelerated progress	3	12
2	All students functionally literate (RA is 11+)	220	71
3	Majority no more than 2 years below CA	208	67

Intervention	No.	Higher	Expected	Lower
RM	6	0	5	1
Reading	19	3	9	7

Cohort Size	All	PP	SEND	Male	Female	Non-PP
KS3	431	187	188	273	158	244
Y7	143	72	55	82	61	71
Y8	141	59	73	91	50	82
Y9	147	56	60	100	47	91

All

Quintile	Reading Age	KS3	Year 7	Year 8	Year 9
1	At/Above	133	43	43	47
2	Up to 1 year below	38	15	16	7
3	1 year to 2 years below	37	8	13	15
4	2 years to 5 years below	59	18	31	24
5	5 years or more below	42	14	12	16
	Total Below	176	55	72	62
	Total Tested	309			
	Total Untested	122	45	26	38

PP

Quintile	Reading Age	KS3	Year 7	Year 8	Year 9
1	At/Above	41	15	16	11
2	Up to 1 year below	13	6	5	2
3	1 year to 2 years below	13	5	5	3
4	2 years to 5 years below	30	9	8	13
5	5 years or more below	24	11	6	7
	Total Below	80	31	24	25
	Untested	66	26	19	20

Non-PP

Quintile	Reading A	KS3	Year 7	Year 8	Year 9
1	At/Above	91	28	27	36
2	Up to 1 ye	25	9	11	5
3	1 year to 2	24	3	9	12
4	2 years to	29	9	9	11
5	5 years or	18	3	6	9
	Total Belo	96	24	35	37
	Untested	57	19	20	18

All

Quintile	Reading Age	KS3 %	Year 7 %	Year 8 %	Year 9 %
1	At/Above	31	30	30	32
2	Up to 1 year below	9	10	11	5
3	1 year to 2 years below	9	6	9	10
4	2 years to 5 years below	14	13	22	16
5	5 years or more below	10	10	9	11
	Total Below	41	38	51	42
	Untested	28	31	18	26

PP %

Quintile	Reading Age	KS3 %	Year 7 %	Year 8 %	Year 9 %
1	At/Above	22	23	25	18
2	Up to 1 year below	7	9	8	3
3	1 year to 2 years below	7	8	8	5
4	2 years to 5 years below	16	14	13	21
5	5 years or more below	13	17	10	11
	Total Below	43	43	41	45
	Untested	35	36	32	36

PP %

Quintile	Reading A	KS3 %	Year 7 %	Year 8 %	Year 9 %
1	At/Above	37	44	43	59
2	Up to 1 ye	10	14	17	8
3	1 year to 2	10	5	14	20
4	2 years to	14	14	14	18
5	5 years or	7	5	10	15
	Total Belo	39	34	43	41
	Untested	23	27	24	20

SEND

Quintile	Reading Age	KS3	Year 7	Year 8	Year 9
1	At/Above	22	5	9	8
2	Up to 1 year below	10	2	4	4
3	1 year to 2 years below	9	1	6	2
4	2 years to 5 years below	18	10	8	10
5	5 years or more below	14	9	7	8
	Total Below	51	22	25	24
	Untested	115	28	39	28

Male/Female

Quintile	Reading Age	KS3 M	KS3 F	Year 7 M	Year 7 F	Year 8 M	Year 8 F	Year 9 M	Year 9 F
1	At/Above	79	54	25	18	26	17	28	19
2	Up to 1 year below	21	17	8	7	9	7	4	3
3	1 year to 2 years below	21	16	4	4	7	7	10	5
4	2 years to 5 years below	39	20	12	6	12	5	15	9
5	5 years or more below	34	8	13	1	8	4	13	3
	Total Below	115	61	37	18	36	23	42	20
	Untested	79	43	20	25	29	10	30	8

SEND %

Quintile	Reading Age	KS3 %	Year 7 %	Year 8 %	Year 9 %
1	At/Above	15	12	16	16
2	Up to 1 year below	7	5	7	8
3	1 year to 2 years below	6	2	11	4
4	2 years to 5 years below	12	23	14	20
5	5 years or more below	9	21	13	16
	Total Below	34	51	45	48
	Untested	77	65	70	56

Male/Female %

Quintile	Reading Age	KS3 M	KS3 F	Year 7 M	Year 7 F	Year 8 M	Year 8 F	Year 9 M	Year 9 F
1	At/Above	28	34	29	30	28	34	27	40
2	Up to 1 year below	8	11	9	12	10	14	4	6
3	1 year to 2 years below	8	10	5	7	8	14	10	11
4	2 years to 5 years below	14	13	14	10	13	10	15	19
5	5 years or more below	12	5	15	2	9	8	13	6
	Total Below	41	39	44	30	39	46	41	43
	Untested	29	27	24	41	32	20	30	17

Key findings:
- Higher number of students below their chronological age (quintiles 2, 3, 4 and 5) than at/above (quintile 1) for every sub-group
- Non-PP outperforming PP but gap is narrow
- Girls are outperforming boys, particularly at Year 9 (current Year 10): quintile 1 M: 27%, F: 40%
- Lower percentage of SEND students in quintile 1 than other sub-groups

4. A continued focus on the food in the canteen served to students, in particular a breakfast offer, available free to all disadvantaged students first thing each morning and at morning breaktimes. (SUE) **Success Criteria:** • Students are well nourished during the school day, in particular eating breakfast either at home or in school and are eating during the middle of the day at some point • Food is culturally appropriate, well balanced and healthy	Magic breakfast established 2022-23, free bagels/toast for all PP students, good take -up and recently extended to include morning breaktimes, to continue. • How many students have access to free breakfast and meals during the school day? All students have access to the school free breakfast. • What is the take-up of students having breakfast? The uptake of student has doubled this last 2 weeks • How many of our Pupil premium students have free school meals? The number of free school meals @ the moment is 277, also no child goes unfed we cater for students. • How has the food offer changed/been developed in the canteen over the past 12 months? Over the past 12 months the Burger bar (Yumi) we have had to create " serveries to try get down queue faster. Also, we have introduced Halal chicken wrap to which as taken off by storm the students love it. • How has the menu been developed to ensure it is culturally appropriate, well balanced, and healthy? FM (Catering) the company is very on point with all ingredients to make sure all student are offered a balanced healthy diet, the more the student eats healthy they are based on a point score, the top 5 with highest points get a voucher to the cost of £50. FM also display a halal logo, so the students and staff know they are eating the food to suit their religion. All closed foods with packaging are clearly labelled with all allergens. (Natasha Law regulations)

5.	A focus on disadvantaged year 11 students who are currently behind targets, the development of a robust strategy to support them to achieve at least target levels at the end of year 11.

Success Criteria:

Targets for Basics:
Whole school:
4+ = 62%
5+ = 38%

Pupil Premium:
4+ = 50%
5+ = 28%

During the academic year 2022-23 there will be a focus on routines for learning and the embedding of learning modes, as a strategy to close the gap between PP and non PP student attainment and to support more PP students to achieve at least target levels at the end of year 11.

Attainment 2021-22: DV gap 9-5 = 18%, DV gap 9-4 = 15.6%

This focus will carry forward into academic year 2022-23 via a continued focus on disadvantaged students who are currently behind targets, through the development of strategies known to be supportive for raising the attainment of disadvantaged students.

Attainment 2022-23:

2023 PP Gaps

9-7 (E&M)				9-5 (E&M)				9-4 (E&M)		
	All	5.0%			All	32.4%			All	53.2%
	PP	5.6%			PP	35.2%			PP	48.1%
	Non PP	4.7%			Non PP	30.6%			Non PP	56.5%
	GAP	0.9%			GAP	4.6%			GAP	-8.4%

9-7 (Eng)				9-5 (Eng)				9-4 (Eng)		
	All	9.4%			All	32.4%			All	62.6%
	PP	11.1%			PP	35.2%			PP	63.0%
	Non PP	8.2%			Non PP	30.6%			Non PP	62.4%
	GAP	2.9%			GAP	4.6%			GAP	0.6%

9-7 (Ma)				9-5 (Ma)				9-4 (Ma)		
	All	13.7%			All	41.7%			All	57.6%
	PP	14.8%			PP	40.7%			PP	53.7%
	Non PP	12.9%			Non PP	42.4%			Non PP	60.0%
	GAP	1.9%			GAP	-1.7%			GAP	-6.3%

Attainment for the whole cohort in summer 2023 evidenced PP pupils outperformed non-PP students. 45% of PP students were on track or exceeding there targets compared to 39% of non-PP students. This showed a positive 6% gap.

In English PP students outperformed non-PP students at each measure, with a positive 4% gap. In Maths non-PP students outperformed PP students with a negative 2% gap although at grades 9-7, PP students performed better with a 1.9% gap. In 6/16 subjects, PP students performed better than non-PP students at all measures, and in another 6 performed better at 2/3 of the measures.

This was due to a focus and faculty plans targeting PP /disadvantaged students and also a focus on closing the gaps during 2022-23. This remains an area for further work and focus in 2023-24.

Progress

Progress	Art	Bus Enterprise	English	English Lit	DT	Food_Tech	French	Geo	His	IT Creative Meida	Maths	Media Studies	RE	Sci Combined	PE Sport	Urdu	ALL
Exceeding	8%	15%	13%	13%	2%	0%	33%	7%	8%	31%	13%	8%	27%	26%	7%	64%	15%
On Track	33%	69%	22%	23%	15%	8%	44%	7%	11%	55%	39%	8%	14%	11%	57%	29%	26%
Not On Track	58%	15%	66%	64%	83%	92%	22%	85%	81%	14%	47%	83%	59%	64%	36%	7%	59%

Pupil Premium

Progress	Art	Bus Enterprise	English	English Lit	DT	Food_Tech	French	Geo	His	IT Creative Meida	Maths	Media Studies	RE	Sci Combined	PE Sport	Urdu	ALL
Exceeding	17%	17%	15%	15%	0%	0%	50%	14%	10%	20%	13%	20%	25%	31%	0%	75%	17%
On Track	33%	78%	27%	23%	9%	0%	50%	9%	10%	67%	44%	0%	0%	13%	57%	25%	28%
Not On Track	50%	4%	58%	62%	91%	100%	0%	77%	79%	13%	44%	80%	75%	56%	43%	0%	55%

Non Pupil Premium

Progress	Art	Bus Enterprise	English	English Lit	DT	Food_Tech	French	Geo	His	IT Creative Meida	Maths	Media Studies	RE	Sci Combined	PE Sport	Urdu	ALL
Exceeding	0%	14%	11%	11%	3%	0%	20%	3%	7%	37%	14%	0%	29%	22%	14%	60%	14%
On Track	33%	64%	18%	23%	18%	13%	40%	6%	11%	48%	37%	14%	21%	9%	57%	30%	25%
Not On Track	67%	21%	70%	66%	79%	88%	40%	91%	82%	15%	49%	86%	50%	69%	29%	10%	61%

Pupil Premium/Non Pupil Premium - Gaps

Progress	Art	Bus Enterprise	English	English Lit	DT	Food_Tech	French	Geo	His	IT Creative Meida	Maths	Media Studies	RE	Sci Combined	PE Sport	Urdu	ALL
Exceeding	17%	3%	3%	4%	-3%	0%	30%	11%	4%	-17%	-1%	20%	-4%	9%	-14%	15%	3%
On Track	0%	14%	9%	1%	-9%	-13%	10%	3%	-1%	19%	7%	-14%	-21%	3%	0%	-5%	3%
Not On Track	17%	17%	12%	5%	-12%	-13%	40%	13%	3%	1%	6%	6%	-25%	12%	-14%	10%	6%

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
N/A	

Service pupil premium funding

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**
N/A
The impact of that spending on service pupil premium eligible pupils