

Uffculme School Pupil Premium Strategy (2021-2024)

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Uffculme School
Number of pupils in school	1063
Proportion (%) of pupil premium eligible pupils	21.19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22, 2022/23, 2023/24
Date this statement was published	8 th November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Alan Blackburn Headteacher
Pupil premium lead	John Roberts Deputy Headteacher
Governor / Trustee lead	Saffron Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,072
Recovery premium funding allocation this academic year	£ 26,825
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the sum available to your school this academic year	£184,897

Part A: Pupil premium strategy plan

Statement of intent

There is a substantial body of evidence that shows that children from disadvantaged backgrounds, whether that be because of socio-economic circumstances, or due to family upheaval, generally face significant additional challenges in reaching their potential at school. Consequently many do not perform as well as their peers from more advantaged backgrounds with often large gaps seen between the achievements of each group, indeed, after prior attainment, poverty is the single most important factor in predicting a child's future life chances.

At Uffculme School we are committed to maximising the achievement, progress and wider development of disadvantaged pupils, and narrowing the gap between the outcomes of these students and their peers from more advantaged backgrounds. Our ambition is that no child is left behind socially or academically because of their background and the consequent disadvantage that might arise as a result of this.

As part of this goal, we aim to eradicate the soft bigotry of low expectations, help students understand the steps they need to take in order to achieve their lifelong aspirations, and focus on removing the barriers to their learning and achieving excellence. We also aim to provide those from disadvantaged background with access to those enrichment opportunities that would otherwise be unavailable to them, thereby building their cultural capital so it is at least equal to their peers.

The Pupil Premium is a fund which comes directly into school from the government to help us to achieve these aims. It is targeted at students who are or have received Free School Meals at any time in the past 6 years; or are 'looked after children' who are in the care of a local authority; or have been adopted having previously been a looked after by a local authority.

Students with one or more parent serving in the armed forces, or in receipt of a pension from the armed forces, whilst not deemed to disadvantaged are allocated Service Pupil Premium funding, that is added to the main grant the school receives.

The Recovery Premium is a one-off grant that all state-funded schools have been awarded in the 2021-22 academic year to further help schools deliver evidence-based approaches for supporting disadvantaged pupils

Whilst the Pupil Premium Grant and Recovery Premium are designed to support schools in raising the attainment of socially disadvantaged children, many of the most effective ways to do this will also benefit other groups of students. We will therefore not limit our plans to interventions that only target disadvantaged students but will also use those 'big' levers that will support all students and help them to thrive and succeed. This includes a strong focus on the providing and further strengthening quality of teaching for all.

High-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Beyond high quality teaching, our approaches will be responsive to the common challenges faced by students from disadvantaged backgrounds, as well as individual needs. These approaches are rooted in robust diagnostic assessment of our school cohort as well as the body of evidence that exists relating to tackling the impact of disadvantage (inc that collated and published by the Education Endowment Foundation). And they are complementary approaches that will build together to help our pupils excel.

To ensure our overall strategy has maximum impact we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- act early to intervene at the point where need is identified – specifically our plans will begin as part of our transition work as we first get to know these students and their families, and place a heavy emphasis on supporting students through KS3 to close the gaps to those with more advantaged backgrounds
- ensure all disadvantaged pupils are challenged to progress and achieve in their learning and the work that they're set

The plans that follow, set out the strategic actions we will take with the additional funding (Pupil Premium Grant and Recovery Premium) we have been allocated in order to tackle the main areas of challenge facing our disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students, particularly in Years 7 and 8, show significant signs of having lost learning as a result of Covid , with significant impacts seen in terms of core literacy and maths skills Evidence: KS2 Teacher Assessments; baseline assessments in English and Maths
2	Many show less engagement with reading and have lower vocabulary development Evidence: KS2 data; reading and spelling ages
3	Many have weaker numeracy and mathematical reasoning skills Evidence: KS2 data; baseline and KS3/4 maths assessments (using standardised test materials)
4	Whilst there is strong evidence (from research) that most young people already have high aspirations, it is clear that amongst some key groups (i.e., white British boys), there is a gap between their aspirations and an understanding of the steps they need to take to fulfil them . This lack of understanding leads to an apparent lack of desire and intrinsic motivation to push themselves to achieve academically Evidence: Student voice activities; observations from HOYs / Tutors
5	Key disadvantaged sub-groups make insufficient progress in their learning and outcomes (i.e., white British boys,) Evidence: GCSE Outcomes; KS3/4 tracking
6	A number of PP families struggle in parenting their children and in providing appropriate support and/or challenge with regards their education – in particular over their attendance at school; their successful engagement with home learning; their participation in the enrichment opportunities that the school makes available Evidence: Observations from SLT / HOYs / Tutors (at key data analysis points); attendance at Parents Evenings and other events
7	Average attendance levels for these pupils are lower than for their non-disadvantaged peers, and a disproportionate number are deemed to be in the persistently absent category (i.e., below 90% attendance) Evidence: Analysis of attendance data

8	<p>Many of these students lack resilience and/or are poorly organised as learners – this results in them struggling to work independently. In particular they find it hard to effectively utilise Study Support time in KS4, either because they don't have work available for that time or find it hard to sustain their effort.</p> <p>Evidence: Student voice; observations of tutors and staff leading study support groups</p>
9	<p>Many show little engagement with home learning. This is exacerbated for some that have limited access to appropriate IT equipment and/or Wi-Fi</p> <p>Evidence: Data from lockdowns 1 & 3; analysis of incident slips for homework related issues</p>
10	<p>A higher proportion of these students struggle to behave appropriately in lessons and at social times. In particular a higher proportion of disadvantaged students are responsible for low-level disruption, bullying, aggressive behaviour, and prejudice related incidents (e.g., racist or homophobic language) – this is in part related to some of them not always having a strong positive influences or role models at home.</p> <p>Evidence: Termly and annual analysis of behaviour and bullying incidents</p>
11	<p>As a result of Challenge 10, disadvantaged students are at greater risk of fixed term exclusion as they struggle more with their behaviour in lessons and at social times</p> <p>Evidence: Termly and annual analysis of exclusions data</p>
12	<p>Many are reluctant to access and/or stay involved with the enrichment opportunities available to them through school</p> <p>Evidence: Analysis of whole school extra-curricular surveys (2019) and (2021); pupil statements as part of their annual written reports; observations of SLT, HOYs and tutors</p>
13	<p>Higher levels of social, emotional and mental health issues are seen amongst a greater proportion of these students</p> <p>Evidence: Analysis of the student welfare register; analysis of safeguarding chronologies</p>

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
To improve the literacy and maths skills of those impacted by Covid	Literacy and maths assessments show that disadvantaged students in the current KS3 cohorts are achieving in line with their more advantaged peers
To improve reading comprehension and spelling ages among disadvantaged students through KS3	<p>Reading comprehension and spelling age tests demonstrate improved comprehension skills amongst disadvantaged students, and there is a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</p> <p>Teachers will also recognise improvements in these areas through engagement in lessons and book scrutinies</p>
To improve numeracy and mathematical reasoning skills among disadvantage students through KS3	<p>Numeracy and mathematical reasoning tests demonstrate improved comprehension skills amongst disadvantaged students, and there is a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</p> <p>Teachers will also recognise improvements in these areas through engagement in lessons and book scrutinies</p>
To improve students understanding of steps they need to take to realise their aspirations , (through high quality careers education) and encourage them to identify the first of these steps and then to take them	Increased understanding by students of the steps they need to take in order to fulfil their aspirations, evidenced through students being able to articulate more clearly their goals and plans
To achieve and sustain improved progress and outcomes for key sub-groups of disadvantaged students (i.e., white British boys)	<p>The following disadvantaged sub-groups to achieve these KS4 outcomes (2023/24):</p> <p>White British boys -</p> <ul style="list-style-type: none"> A8 = 55 P8 = 0.4 9-4 Basics = 85% 9-5 Basics = 65%

<p>To strengthen the levels and quality of parental engagement from families of disadvantaged students</p>	<p>Attendance at parents' evenings and other events shows sustained improvement with the gap to the attendance levels of non-disadvantaged parents reduced below 10%.</p> <p>SLT , HOY and teacher reports show that levels of support for disadvantaged pupils with regards their attendance and home learning is significantly stronger</p>
<p>To achieve and sustain improved attendance levels for all pupils, including those who are disadvantaged</p>	<p>There are sustained high levels of attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 2%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
<p>To improve the metacognitive and self-regulatory skills of disadvantaged pupils across all subjects (inc KS4 Study Support lessons)</p>	<p>Teacher reports and class observations (particularly in KS4 study support groups) show that disadvantaged pupils are more able to monitor and regulate their own learning. This finding is further supported by homework completion rates across all classes and subjects (see 8)</p>
<p>To achieve and sustain improved engagement with home learning by disadvantaged students</p>	<p>Teacher reports show a sustained improvement in homework completion rates by disadvantaged students across all classes and subjects, as well as the quality of homework being produced. This is further supported by a sustained reduction in the number of incident slips recorded for non-completion or poor completion of home learning tasks</p>
<p>To improve the behaviour and conduct of disadvantaged students in lessons and at social times and then sustain these improvements</p>	<p>There is a sustained reduction in the number of incidents reported of poor behaviour in lessons and at social times by disadvantaged students. This is supported by teacher feedback in lessons and duty staff around the school site</p>

<p>To reduce the levels of exclusions for disadvantaged students and then sustain these lower levels</p>	<p>There is a sustained reduction in the percentage of fixed term exclusion for disadvantaged students relative to their non-disadvantaged peers</p>
<p>To achieve and sustain increased participation levels of disadvantaged students in extracurricular activities / enrichment opportunities</p>	<p>There is a sustained increase in the percentage of disadvantaged students regularly participating in extra-curricular activities / enrichment opportunities offered by the school. There is also an increase in the numbers participating in multiple activities / opportunities across the year</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>High levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.</p>

Activity in this academic year

This section details how we intend to spend our pupil premium grant (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £70,626

Activity	Evidence that supports this approach	Challenge number addressed
Maintain strong leadership of the school's Pupil Premium Strategy	In recognition of the importance of narrowing the gap in the outcomes between that of our disadvantaged students and their more advantaged peers, one of the school's Deputy Headteachers has a specific responsibility for the leading the school's strategy in tackling this gap	All
Keep class sizes small in KS4 English and Maths, particularly for low/middle ability students, by ensuring that there are additional teaching groups in both populations within each subject.	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations: EEF Reducing class size	5
Maintain and further develop the KS3 Reading Programme	Reading comprehension strategies are known to have a high impact on students learning and progress. Studies have further shown that with disadvantaged students the benefits are even greater than for more advantaged students. The security of the evidence around reading comprehension strategies is rated as high: EEF Reading programmes and reading comprehension	1, 2
Improve literacy teaching in all subjects in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: EEF Improving Literacy in Secondary Schools	1, 2

(This includes funding appropriate professional development in each teacher's subject area.)	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: Oxford Language Report	
Enhance our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. (This includes funding teacher release time to embed key elements of the guidance in school.)	Evidence shows that to strengthen students' understanding in mathematics, teachers need to strengthen pupils' core numeracy; assess pupils' prior knowledge and understanding effectively; employ manipulatives and representations; teach problem solving strategies; and help pupils to develop more complex mental models: DfE Teaching Mathematics at KS3 and EEF Improving Mathematics in KS2/3	1, 3
Implement Edukey ProvisionMap (linked to Bromcom MIS) so that class teachers are provided with information about any additional needs that a pupil may have as part of their class profile / seating plans	Ensuring that all teaching staff have an awareness of each student in their class and their respective needs / challenges is essential, so they are able to effectively adapt their teaching to provide appropriate support and challenging where needed: EEF	1, 2, 3, 5, 8, 9, 10
Continue to develop teachers' skills in adaptive teaching / differentiation. (This will involve ongoing teacher training and support and release time.)	Pupils learn at different rates and require different levels and types of support from teachers to succeed. Seeking to understand these differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. Adapting teaching in a responsive way, (including by providing targeted support to pupils who are struggling), is likely to increase pupil success: DfE Early Careers Framework (Std 5)	1, 2, 3, 5, 8
Develop metacognitive and self-regulation skills in all pupils. (This will involve ongoing teacher training and support and release time.)	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more effective and independent as learners: EEF Metacognition and Self-regulated Learning	5, 8, 9, 10

<p>Implement an instructional coaching programme to develop the practice of teaching staff (linked to Teaching WalkThrus)</p>	<p>High quality teaching must be continually worked at, both at whole school and individual teacher level. To support individual teachers in developing their practice it is essential that each one has access to high quality professional development that empowers them to improve as practitioners:</p> <p>EEF Putting evidence to work: A school's guide to implementation</p>	<p>1, 2, 3, 5, 8, 10</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £70,377

Activity	Evidence that supports this approach	Challenge number addressed
<p>Implement a programme of in-school support to provide a blend of tuition and mentoring for those pupils (particularly in KS3) whose education has been most impacted by the pandemic, including those are already high attaining students</p>	<p>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: EEF One to One Tuition and in small groups: EEF Small group Tuition</p>	<p>1, 2, 3</p>
<p>Enhance the school's KS4 Targeted Support programme to ensure that all students have access to effective in-school support with their exam revision and preparation and are also supported with access to home learning (inc the provision of revision guides; set texts; reading books; IT resources etc)</p>	<p>Revision sessions that support students to undertake 'deliberate practice' (in which they concentrate on a specific element and repeatedly practising that element under guidance) has been shown to have a significant impact on learning APA Role of Deliberate Practice in the Acquisition of Expert Performance Ensuring equity in education (inc ensuring that all students have access to the same resources) is essential if there is to be parity of outcomes between disadvantaged and non-disadvantaged students OECD Equity and Quality in Education</p>	<p>5, 8, 9</p>
<p>Implement a new KS4 pathway for those students that would benefit from additional study support time. Continue to develop FLC support for those students that need it (with appropriate training for staff)</p>	<p>The provision of additional private study time in school provides support for those that struggle to find space at home to study, or lack the necessary skills / home support to study at home Curee Report</p>	<p>5, 8, 9</p>

<p>Implement the Lexia PowerUp Literacy programme to support the development of students' reading in KS3 (particularly of the the least able)</p>	<p>".....use of this technology can have a significant impact on the reading comprehension of lower attaining pupils, those with special educational needs and those from disadvantaged backgrounds providing intensive support to enable them to catch up with their peers."</p> <p>The York Trials Unit, University of York for EEF Projects and Evaluation 2020</p>	<p>1, 2</p>
<p>Support students' learning in mathematics through individualised retrieval exercises using Hegarty Maths</p>	<p>Research on the use of Hegarty Maths as a tool to support retrieval practice (as well as in flipped learning) has been shown to be highly effective in supporting students learning and progress</p> <p>NFER</p>	<p>1, 3</p>
<p>Use HLTAs to plan and deliver one-to-one literacy interventions to those students in Yrs 7 & 8 who were working below KS2 expectations in English upon entry to the school</p>	<p>Writing interventions as well as reading comprehension interventions show good results both in terms of supporting learning progress of students and in promoting positive attitudes to learning. They have the greatest impact when delivered in small groups or one-to-one</p> <p>DfE Literacy and numeracy catch-up strategies</p>	<p>1, 2</p>
<p>Implement a revised maths curriculum for students in Yrs, 7, 8 and 9 who were working below KS2 expectations in maths upon entry to the school, so they are 'recovered' and on a track to achieve a standard pass or higher at the end of KS4</p>	<p>Key to effective teaching of maths is the principle that ideas need to be understood deeply before moving on. Without a coherent, connected curriculum there is a danger that students will perceive maths as a set of separate topics, each one with its own rules and techniques to remember. To support the learning and progress of less able students we will adapt the KS3 curriculum, so they are able to spend increased time building their understanding of foundational concepts in preparation for later learning</p> <p>DfE KS3 Maths Curriculum Framework</p>	<p>1, 3</p>

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

Budgeted cost: £43,783

Activity	Evidence that supports this approach	Challenge number addressed
<p>Embed the principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>(This includes training for HOYs, tutors and support staff to identify those at risk of persistent absence and improve the speed and effectiveness in tackling PA students)</p>	<p>The DfE guidance is based on evidence gathered from schools that have significantly reduced persistent absence levels.</p> <p>DfE Improving School Attendance</p>	7
<p>Develop an effective working partnership with the local authority's Education Welfare Service to support the school's own attendance interventions</p>	<p>Research shows that the EWS are effective partners for schools in implementing both preventative measures and intervention measures to improve student attendance:</p> <p>NFER Detailed study of the EWS Working Practices</p>	7
<p>Strengthen the quality of transition work with primary schools to ensure that those disadvantaged students joining the school are identified (and any specific challenges they may face personally or at home).</p>	<p>By anticipating the risk points in transition, schools can not only foster curriculum continuity, but can also address pastoral needs and ensure appropriate academic support for individual students.</p> <p>EEF Wider Strategies - Transition</p>	6
<p>Establish effective systems for proactively engaging with these families so that each child is known as they join the school and any additional support that is required can be quickly provided.</p>	<p>Parents play a crucial role in supporting their children's learning, and the 'quality' of parental engagement is consistently associated with academic outcomes. Schools can support parents to engage with their children's learning in a wide range of ways including:</p> <ul style="list-style-type: none"> • Offering advice on improving the home learning environment. 	6

<p>Strengthen parental engagement for disadvantaged children so as to improve family support with learning at home and maintain high levels of attendance at school</p>	<ul style="list-style-type: none"> Offering advice on improving attendance <p>EEF Wider Strategies – Parental Engagement</p>	
<p>Increase levels of engagement in home learning by disadvantaged students, particularly at KS3, identifying and addressing any barriers that may exist (inc providing IT resources and/or Wi-Fi access where needed). Improve in-school systems for challenging and supporting those individuals whose engagement is poor</p>	<p>Home learning has a high positive impact on students' learning and progress. Disadvantaged pupils typically receive additional benefits from homework but only if they are supported to overcome the barriers they can face in accessing it (e.g., a quiet space at home, IT access etc)</p> <p>EEF Homework</p>	9
<p>Further strengthen the KS3/4 Careers Education programme (in relation to the Gatsby Benchmarks) to provide students with a clearer understanding of the steps needed for them to achieve their aspirations by exposing them to a range of people, jobs and career options</p>	<p>Studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap that exists between their aspirations and the necessary steps (inc knowledge, skills, and characteristics) required to achieve them. Ensuring that students are aware of the steps they need to take is likely to be more effective than intervening to change the aspirations themselves</p> <p>EEF Aspiration interventions</p>	4
<p>Continue to strengthen:</p> <ul style="list-style-type: none"> the social and emotional health / wellbeing elements of the school's Personal Development programme the school's Student Support / Wellbeing team, through the 	<p>Research evidence shows that health and education are closely linked so promoting the wellbeing of pupils and students within schools has the potential to improve their educational outcomes, particularly amongst disadvantaged students</p> <p>PHE The link between pupil health and wellbeing, and attainment</p>	13

further provision of training and increased resourcing		
Strengthen systems for the early identification and support of students whose behaviour and conduct might cause concern	Behaviour of students is inseparable from academic achievement, safety, welfare and wellbeing, and all other aspects of learning. Pupils with the greatest behavioural needs, need to be proactively supported rather than waiting for their difficulties to manifest themselves, and require a response. DfE (Tom Bennett) Creating a Culture (Review of Behaviour)	10, 11
Implement a system to proactively involve disadvantaged students in extra-curricular and enrichment activities including targeted invites to students and their parents (based on an audit of students' interests); early access to activities; full or part-funding of activities	Findings from previous research suggest extracurricular activities and enrichment opportunities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (inc. achievement, attendance at school etc). Social Mobility Commission An Unequal Playing Field	12
Ensure that all disadvantaged students can have equal access to school uniform and basic equipment so as to further strengthen their sense of belonging and identity as members of the school community	It is essential that all students feel included and have a sense of belonging to the school community. Also that they are able to take part in everyday activities in lessons alongside their peers without any barriers DfE Statutory Guidance on Cost of School Uniforms	5, 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost of plans: £184,786

Part B: Review of outcomes from the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In 2020/2021 we planned an expenditure of £147,500 for the pupils who were eligible for the pupil premium. This was used to provide the following additional support for disadvantaged students:

- Literacy intervention at KS3
- Numeracy intervention at KS3
- Additional SEN support at KS3
- Additional support at KS4
 - English
 - Maths
 - Revision and Study skills
- Support via our Flexible Learning Centre
- Support from the Student Welfare Officer
- Intervention from EWO
- Specialist IAG from Careers Advisor
- Breakfast
- Off-site curriculum trips and activities
- PE Fit for Life Programme at Key Stage 4
- Enrichment and cultural visits
- Uniforms, equipment and purchase of revision materials

Oversight of this spending was provided by the Financial Director (UAT) and monitoring of pupil progress and achievement by the Deputy Headteacher in charge of Pupil Premium

Due to COVID-19, performance measures have not been published by the DfE for 2019/20 or 2020/21, however evidence from the Centre Assessed Grades shows that outcomes have remained extremely positive for disadvantaged students

GCSE Outcomes (2019 outcomes shown in brackets)

Number of pupils at the end of Key Stage 4	211	(199)
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Headline Measures

Progress 8 score after adjustment for extreme pupil scores	1.00	(0.70)
% achieving grade 5 or above in English and maths	69.7%	(64.3%)
% achieving grade 4 or above in English and maths	89.1%	(84.4%)
Average Ebacc APS	4.95	(4.82)

Disadvantaged

Number of disadvantaged pupils in the Progress 8 score	35	(34)
Progress 8 score for disadvantaged pupils	0.71	(0.47)
% of disadvantaged pupils achieving grade 5 or above in En & Ma	45.7%	(44.1%)
% of disadvantaged pupils achieving grade 4 or above in En & Ma	68.6%	(61.8%)
Average Ebacc APS	4.00	(3.71)

Attendance

All	95.5%	(96.9)
Pupil Premium	93.9%	(95.1)

Exclusions

Fixed Term Exclusions – All	49
Fixed Term Exclusions – Disadvantaged	29
Permanent Exclusions – All	1
Permanent Exclusions – Disadvantaged	1

Wider Development

Pupil Premium funding was used to support 171 student day activities at a cost of £9000 (much lower than in previous years because of the impact of Covid-19) No children were supported to take part in residential activities as these were suspended due to Covid restrictions

17 students in receipt of Pupil Premium took part in the Duke of Edinburgh's Award scheme

100% of disadvantaged students progressed to college courses, apprenticeships or employment with training (No NEETs)