

## Huntcliff School: Pupil Premium Strategy Statement 2019-20.

| Summary information           |                  |                                    |                       |   |           |
|-------------------------------|------------------|------------------------------------|-----------------------|---|-----------|
| <b>School</b>                 | Huntcliff School |                                    |                       |   |           |
| <b>Academic Year</b>          | 2019-20          | <b>Total PP budget</b>             | £181,945              | <b>Date of most recent PP Review</b>                  | Sept 2019 |
| <b>Total number of pupils</b> | 679              | <b>% of pupils eligible for PP</b> | 31.5%<br>(214 pupils) | <b>Date for next internal review of this strategy</b> | Jan 2020  |

| Current attainment  |         |         |                |                               |
|---|---------|---------|----------------|-------------------------------|
|   | PP 2017 | PP 2018 | <b>PP 2019</b> | 2018 National<br>(all pupils) |
| <b>% achieving English and Maths at Grade 4 (standard pass)</b> | 19%     | 42%     | <b>29%</b>     | 64%                           |
| <b>% achieving English and Maths at Grade 5 (strong pass)</b>   | 4%      | 26%     | <b>13%</b>     | 43%                           |
| <b>Progress 8 score average</b>                                 | -0.32   | -0.74   | <b>-1.259</b>  | -0.02                         |
| <b>Attainment 8 score average</b>                               | 34.00   | 38.08   | <b>29.48</b>   | 46.36                         |

| <b>Barriers to future attainment (for pupils eligible for PP)</b> |   |
|---|---|
| <b>In-school barriers</b>   |   |
| 1.  | PP students have, on average, lower reading age levels than non-PP students. This limits their ability to access the curriculum.                  |
| 2.  | PP students are more likely to receive behaviour points than non-PP students. They are more likely to be internally or externally excluded.       |
| 3.  | PP students are more likely to have significant SEN needs than non-PP students and /or are more likely to have lower prior attainment.            |
| 4.  | PP students are less likely to attend educational visits than non-PP students – both day trips and residential experiences.                       |
| 5.  | PP students are less likely to take part in extra-curricular activities and events after school because of transport issues.                      |
| <b>External barriers</b>  |   |
| 5.  | PP students have, on average, lower attendance than non-PP students. They are more likely to be late and more likely to be a persistent absentee. |
| 6.  | Parental attendance of parents' evenings and information evenings is lower for PP students than non-PP students.                                  |
| 7.  | PP students are more likely to miss homework deadlines. They are less likely to have access to a stable internet connection at home.              |
| 8.  | PP students are more likely to experience difficulties in the home which affects their resilience and / or emotional well being                   |

| 1. | Desired outcomes   | Success criteria   | Evidence source. |
|----|--|--|------------------|
| A. | Improve and accelerate where necessary reading age and literacy levels in Years 7 and 8                | Most, if not all, PP students demonstrate accelerated progress. This will be evidenced through Lexia Literacy testing and diagnostic programme of study.   | LS               |
| B. | Improve PP punctuality and attendance.   | The gap between PP student attendance and attendance for all pupils will close by at least 0.5% in 2019-20 (in 2018-19 this was 92.5% Vs 94.4%).   | ST               |
| C. | Improve PP behaviour and reduce exclusions.  | Comparable numbers relating to PP and 'all' pupils for IEU and FTE and comparable A2L averages.  | KA               |
| D. | PP pupils have access to a range of resources, support and facilities to support independent learning. | Improved progress for all PP cohorts in relation to target.  | PC               |
| E. | Increase parental engagement in school events.   | PP attendance at parents' evenings will be in line with 'all' pupils in each year group.   | PC               |
| F. | Increase student engagement in school visits.  | The percentage of school visits taken by PP students will match the percentage of PP on the school roll in both day trips and residential visits.  | JG               |
| G. | Address the gap in KS4 PP outcomes in mathematics.   | Maths will achieve a minimum PP Progress 8 of 0.00 in 2019. In 2019 Maths achieved a PP Progress 8 score of -1.545.  | NP               |
| H. | Personalised assessment and intervention   | Learning walks and departmental reviews will evidence that all students – with a focus on vulnerable groups – are benefiting from rigorous, personalised assessment processes in all of their subjects | PH               |
| I. | Increase student engagement in wider-curricular activities.  | All students will have the opportunity to partake in enrichment activities.  | PH               |
| J. | PP students with emotional / social difficulties are well supported.                                   | All students identified and receive appropriate bespoke programmes of support.   | KA               |

| 2. Planned expenditure         |  |  |            |        |        |         |
|--------------------------------|--|--|------------|--------|--------|---------|
| Academic year                  | 2019-20.   |  |            |        |        |         |
| Additional staffing resources  |  |  |            |        |        |         |
| Desired outcome                | Action   | Rationale and monitoring   | Staff Lead | Jan 20 | Apr 20 | Sept 20 |
| A – Reading age and literacy   | Employment of a LRC Officer to support the Lexia programme.            | Independent research and in-school evidence suggest that the Lexia Literacy catch up programme leads to accelerated progress in reading age. The English department will be responsible for the day to day running of the programme. This work will be monitored by the SENCO and the English department.  | LS         |        |        |         |
| A – Reading age and literacy   | Employment of SEN support staff for one-to-one and small group support | Pupil premium students are more likely to have special educational needs and so the work of our SEN team directly impacts the achievement of pupil premium students. One-to-one and small group has been shown to have a significant impact on the development of numeracy and literacy. This will be monitored by the appointed person with responsibility for SEN.   | SP         |        |        |         |
| B – Punctuality and attendance | Employment of a PSO for Attendance and Inclusion.                      | The attendance and inclusion officer (ST) is responsible for day to day tracking of attendance, initial contact with home and attendance sanction systems. The students that the attendance officer works with are more likely to be pupil premium. Attendance and punctuality will be monitored by the AHT responsible for attendance.  | KA         |        |        |         |
| C – Behaviour and Exclusions   | Employment of dedicated Pastoral Support Officers                      | Pastoral support workers provide daily behaviour support and engage regularly with parents. Evaluation of their work suggests it has led to a significant reduction in behaviour incidents. Parental feedback on their role is very positive. The majority of their time is spent with our more vulnerable students who are more likely to be pupil premium. The impact of their work will be monitored by the DP with responsibility for pastoral work. | KA         |        |        |         |
| E – Parental involvement       | Form tutors.   | Form tutors are the first point of contact for parents and assist parents to engage in all aspects of provision, including making appointments for parents' evening.   | KA         |        |        |         |

|                                |   |   |         |  |  |  |
|--------------------------------|---|---|---------|--|--|--|
| H – Personalised Intervention. | Continuation of Gateways.                     | Vulnerable pupils (many PP) will have a specialised timetable and their own centre within school to gradually prepare them for the rigours of KS4.  | SP      |  |  |  |
| I – Extra Curricular           | Deputy Head                                   | PP students who might not have access to extra-curricular provision do so through the curriculum via enrichment.  | PH      |  |  |  |
| J – Emotional support          | AHT   | Support agencies ensure all pupils, including PP students, are thoroughly supported with all emotional issues. Agencies include; EHAs, Fluent, PSOs, Life Raft, Parent Partnership, Bereavement counselling etc.  | KA      |  |  |  |
| J – Emotional support.         | Lego therapy.                                 | This is a proven strategy for support pupils with specific emotional and learning needs. Two TAs to be trained in this.   | SP      |  |  |  |
| Monitoring and evaluation      | Regular and thorough analysis of PP Progress. | A significant amount of time is dedicated to PP monitoring and evaluation by AN. This is crucial to evaluate the impact of the strategies that we are implementing. This work will be monitored by the AHT with responsibility for data.  | AN & PC |  |  |  |
| Monitoring and evaluation      | Finance team staffing                         | A significant amount of time is dedicated to PP communications, monitoring and evaluation by our finance team. This is crucial to evaluate the impact of the strategies that we are implementing. This work will be monitored by our chief finance officer.                         | JG      |  |  |  |
| Monitoring and evaluation      | Senior Leadership Team staffing               | A significant amount of time is dedicated to PP monitoring and evaluation by senior leadership team and through the Raising Standards Committee. This is crucial to evaluate the impact of the strategies that we are implementing. This work will be monitored by the Headteacher. | PD      |  |  |  |

| Additional Learning Resources        |   |  |              |        |        |        |
|--------------------------------------|---|--|--------------|--------|--------|--------|
| Desired Outcome                      | Action  | What is the evidence and rationale for this choice?  | Staff lead   | Jan 20 | Apr 20 | Sep 20 |
| A - Reading age and literacy         | Subscription to Lexia Literacy and use of PiXL CODE (paid for in one-off payment in previous academic year).<br>Provision of reading materials.<br>Magazine subscriptions for PP students | Independent research and in-school evidence suggest that the Lexia programme leads to accelerated progress in reading age. The creation of a dedicated space for Lexia lessons will lead to a discrete pathway for catch up pupils with more focused lessons and increased progress. | SP & English |        |        |        |
| B – Punctuality and attendance       | Implementation of an Attendance Rewards Programme   | Funding for attendance rewards, for example book tokens, have been cited by students as a real motivation for improving attendance. Those rewards for improved attendance are more likely to be won by PP students (who have lower attendance overall).                              | KA           |        |        |        |
| D – Homework and access to resources | Revision guides and revision resources for all students   | Revision guides are provided for all PP students for all KS4 subjects.<br>All PP students receive equipment for specialist GCSE courses, such as fabrics for textiles, materials for Art and Technology and Kindles.   | PC           |        |        |        |

|                                       |   |  |                   |               |               |                |
|---------------------------------------|---|--|-------------------|---------------|---------------|----------------|
|                                       |   |  |                   |               |               |                |
| D – Homework and access to resources  | ICT access at lunchtimes.   | Many studies suggest that effective use of IT can increase engagement and with it student progress. Providing access to iPads and laptops lessons has been highlighted by staff and students as key in the delivery of flexible, personalised lessons.   | PC & AF           |               |               |                |
| G – Maths Outcomes                    | Passport Maths.   | This testing, intervention and testing programme will accelerate the learning of the pupils who joined the school below the national expectation in Maths.   | NP                |               |               |                |
| G – KS4 Maths Outcomes                | Use of KS2 QLA data.<br>Purchase and Implementation of PiXL Maths strategies / Maths Watch and maths equipment. | KS2 tests; the school will receive cohort and individual diagnostics that will facilitate personalised delivery that targets the KS2 gaps that need to be addressed before the start of GCSE Maths. These web-based programmes can be used to support independent work and homework, giving students (and parents) guidance on how to approach mathematics questions. Surveys suggest that lack of independent work was a key factor in PP students' underachievement in maths and these programmes will help to address this trend. | NP                |               |               |                |
| <b>Additional learning activities</b> |   |  |                   |               |               |                |
| <b>Desired outcome</b>                | <b>Action</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>Staff Lead</b> | <b>Jan 20</b> | <b>Apr 20</b> | <b>Sept 20</b> |
| A - Reading age and literacy          | Lexia testing and intervention lessons in Year 7.   | This programme has been shown to increase students' progress in literacy. It is accessed by a disproportionately high number of PP students as their literacy levels tend to be lower on entry.  | SP & English      |               |               |                |
| F – School visits                     | PP pupils to be well represented in all educational and aspirational trips.                                     | So that PP pupils aspire towards educational excellence.   | PC                |               |               |                |
| G – Maths Outcomes                    | Provision of extra learning events.   | To boost all pupils, especially PP students, with their attainment in maths. Events include; PiXL Student Conferences (if applicable), Form time maths, maths in enrichment and Period 6 Maths sessions on a weekly basis.   | NP                |               |               |                |

| <b>Additional continued professional development.</b> |                       |  |                   |               |               |                |
|---|-----------------------|--|-------------------|---------------|---------------|----------------|
| <b>Desired outcome</b>                                | <b>Action</b>         | <b>What is the evidence and rationale for this choice?</b>   | <b>Staff Lead</b> | <b>Jan 20</b> | <b>Apr 20</b> | <b>Sept 20</b> |
| Various   | Partnership with PiXL | Our partnership with PiXL results in the sharing of a vast array of strategies, many of which directly address some of our desired outcomes. They do specific work on closing the gap and English and maths achievement. | PD / PC           |               |               |                |
| <b>Additional spending on student welfare</b>         |                       |  |                   |               |               |                |

| <b>Desired outcome</b>            | <b>Action</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>Staff Lead</b> | <b>Jan 20</b> | <b>Apr 20</b> | <b>Sept 20</b> |
|-----------------------------------|--|--|-------------------|---------------|---------------|----------------|
| F – Engagement in school life     | Subsidies for school visits  | All students should have access to school visits that enrich the curriculum or are directly relevant to examination courses. This funding acts to ensure all students can attend these visits. This will be managed by the finance team with oversight from AHT. | PC                |               |               |                |
| F – Engagement in school life     | Subsidies for school uniform   | Pupil Premium families are eligible for support and payment plans for school uniform to ensure they can play a full part in the life of the school. This will be managed by the finance team with oversight from KA.   | KA                |               |               |                |
| F – Engagement in school life     | Subsidies for school equipment   | Pupil Premium families are eligible for support and payment plans for school equipment to ensure they can play a full part in the life of the school. This will be managed by the finance team with oversight from AHT.  | PC                |               |               |                |
| J – Emotional and Social support. | Employment of support workers, such as Fluent coaches and Educational Psychologists. | PP students may require additional support accessed through an EHA.  | KA                |               |               |                |
| Various                           | Pupil Premium Projects fund.   | This funding is to be used to fund projects suggested by staff to deal with PP-relevant issues that emerge during the course of the year. This will be managed by the finance team with oversight from the Headteacher.  | PD                |               |               |                |

### 3. Evaluation of impact.

#### Impact of strategies:

**Attendance:** We perform marginally below the national average (94%). In 2018-19, the gap between children who are Pupil Premium at Huntcliff compared to ‘All’ pupils was closed again.

|            | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|------------|---------|---------|---------|---------|
| <b>All</b> | 95%     | 95%     | 94.3%   | 94.4    |
| <b>PP</b>  | 92%     | 93%     | 92.0%   | 92.5    |

#### Fixed Term Exclusions:

\*Comparisons are invalid as from this point forth we now have to present the data as a percentage of the PP cohort only as opposed to a percentage of all pupils. Reducing FTE for all pupils (especially PP pupils) remains a focus for school improvement.

|                   | 2012-2013 | 2016-17 | 2017-18 | 2019-20 |
|-------------------|-----------|---------|---------|---------|
| <b>All Pupils</b> | 8%        | 4%      | 4.29%   | 7.1%    |
| <b>PP</b>         | 14%       | 2%      | 2.83%   | 8.2%    |

**Attainment:** In 2019 the percentage achieving a pass in English and Maths combined dipped for both PP and ‘all’ pupils. Whilst the attainment gap in English and Maths between PP and ‘all’ pupils narrowed significantly between 2017 and 2018, it has widened again. Improving the outcomes for PP pupils remains a focus for school improvement.

|                   | 2015-2016 | 2016-2017 | 2017-18 | 2018-19 |
|-------------------|-----------|-----------|---------|---------|
| <b>All pupils</b> | 57%       | 45%       | 50%     | 48%     |
| <b>PP</b>         | 38%       | 19%       | 42%     | 29%     |





**Progress 8 by element.**

Progress scores dipped in 2019 for all pupils. PP pupils made less progress than ‘all’ pupils.

|                | All/Dis | 2016  | 2017  | 2018  | 2019   |
|----------------|---------|-------|-------|-------|--------|
| <b>English</b> | All     | 0.00  | -0.40 | -0.21 | -0.611 |
|                | Dis     | -0.03 | -0.20 | -0.53 | -1.461 |
| <b>Maths</b>   | All     | -0.40 | -0.50 | -0.17 | -0.824 |
|                | Dis     | -0.73 | -0.9  | -1.02 | -1.545 |
| <b>Ebacc</b>   | All     | -0.03 | 0.0   | 0.13  | -0.641 |
|                | Dis     | -0.29 | -0.2  | -0.53 | -1.043 |
| <b>Open</b>    | All     | -0.11 | -0.1  | -0.15 | -0.731 |
|                | Dis     | -0.36 | -0.2  | -0.92 | -1.594 |

**Destinations:** The latest set of available data shows that 99% of our pupils went on to post-16 learning places (including colleges, 6<sup>th</sup> form schools and apprenticeships).

| <b>Pupil destinations post-16.</b>      |                       |                          |
|---|-----------------------|--------------------------|
|   | <b>% of PP Cohort</b> | <b>% of ‘all’ Cohort</b> |
| <b>Further Education College</b>        | 60%                   | 46%                      |
| <b>Other further education provider</b> | 10%                   | 5%                       |
| <b>School Sixth Form</b>                | 5%                    | 4%                       |
| <b>Sixth Form College</b>               | 15%                   | 38%                      |
| <b>Apprenticeships</b>                  | 5%                    | 6%                       |
| <b>Work Based Learning</b>              | 2%                    | 0%                       |
| <b>NEET</b>                             | 0.5%                  | 0.5%                     |

To be updated after the January 2020 DfE data release.



|                               |  |        |  |  |
|-------------------------------|--|--------|--|--|
|                               | Librarian                                      | £4,500 | Narrow gap in literacy and academic progress   | Please see Catch Up statement / analysis.  |
|                               | A Simpson (i/c LACs)                           | £9,400 | To support our LAC pupils  | 2018 cohort – three pupils.<br>P8 scores of 0.449 and 0.307 for two of the three with the other on an appropriate part-time timetable.<br><br>Current Y11 – five pupils.<br>One has a predicted P8 score of 0.355 and one has -1.30. The other three have no KS2 scores but are predicted to perform only marginally below their FFT20 targets.<br><br>Current Y10 – one pupil. This pupil has no KS2 scores but is predicted to achieve an average point score of 3.46 which is above the FFT20 target of 3.31. |
|                               | Fluent Coach                                   | £6,900 | To support pupils with emotional and social needs.                                       | 16 PP pupils currently receive support from Fluent Coaches.<br>PP Case studies available upon request.   |
|                               | Careers Adviser (LP)                           | £5,500 | Reduce % NEET and inform progression   | Destinations data in ASP Report (January).<br>The latest available data shows that only 0.05% of PP pupils were NEETs.<br>We currently hold the Careers Gold Mark.<br>Sections D6 and F5 relate to the provision for disadvantaged pupils.<br>D6 – the school has high expectations for all learners.<br>F5 – the school identifies, targets and prioritises those most at risk of disengaging from learning or becoming NEET when scheduling face-to-face interviews.   |
|                               | Assistant Headteacher                          | £8,500 | Monitoring of PP progress and setting of appropriate interventions using SIMS and SISRA. | Impact data available in Data Packs and Subject Standards Reports.   |
|                               | <b>Total for additional staffing resources</b> |        | <b>£125,800</b>  |  |
| Additional learning resources | Additional LAC expenditure from PEP            | £9,000 | To raise achievement of LAC pupils.  | 2018 cohort – three pupils.<br>P8 scores of 0.449 and 0.307 for two of the three with the other on an appropriate part-time timetable.<br><br>Current Y11 – five pupils.   |

|                |  |         |   |  |
|----------------|--|---------|---|--|
|                |  |         |   | One has a predicted P8 score of 0.355 and one has -1.30. The other three have no KS2 scores but are predicted to perform only marginally below their targets.<br><br>Current Y10 – one pupil. This pupil has no KS2 scores but is predicted to achieve an average point score of 3.46 which is above the target of 3.31. |
|                | Green car project.   | £1526   | To improve motivation and social skills and to develop a positive work ethic. | The green car team has successfully completed in regional races and this strategy will be repeated and further developed in 2019-20.   |
|                | Passport Maths / Maths Watch including resources and training. | £1,290  | Accelerate and improve attainment and progress in Maths.                      | Attainment and progress were improved in Maths in the academic year 2017-18. Please see catch Up Statement / analysis.   |
|                | Lexia Literacy Programme                                       | £1,894  | Accelerate and improve attainment and progress in English.                    | Please see catch Up Statement / analysis.  |
|                | Librarian system for Literacy Programme                        | £1,296  | Accelerate and improve attainment and progress in English.                    | Attainment and progress improved from 2017-2018. Please also see Catch Up Statement / analysis.  |
|                | ICT systems and provision.                                     | £2,000  | To improve attainment and progress across all subjects.                       | Please see PP results above.   |
|                | Revision guides and text books                                 | £2,500  | Increase PP access to revision materials                                      | September 2017-March 2018 72 revision guides have been issued to PP pupils. Contributing to improved PP predictions in all years. Please see table below.  |
|                | <b>Total for additional learning resources</b>                 |         | <b>£19,506</b>  |  |
|                | Out of hours learning activities.                              | £4,000  | Narrow gap in academic progress   | Contributing to improved PP predictions in all years. Please see table below.  |
|                | <b>Total for additional learning activities</b>                |         | <b>£4,000</b>   |  |
| Additional CPD | Music tuition  | £15,000 | Promote progress.   | 37 pupils attend music tuition at school, of which 18 (49%) are subsidised using PP funds.   |
|                | Partnership with PiXL  | £4,050  | Share strategies with partner schools   | Contributing to improved PP predictions in all years. Please see table below.  |
|                | <b>Total for additional CPD</b>                                |         | <b>£19,050</b>  |  |

|                                       |                             |        |  |  |
|---------------------------------------|-----------------------------|--------|--|--|
| Student fund                          | Subsidies for school visits | £5,000 | Narrow gap in extra-curricular activities                                      | PP funding allocated for Venice trip, Live Lab and Bowling trips.<br>Contributing to improved PP predictions in all years.<br>Please see table below.                        |
|                                       | Subsidies for uniform.      | £1,000 | Support PP students in access to basics  | Between September 2017 and March 2018, three uniforms have been purchased for PP pupils.<br>Contributing to improved PP predictions in all years.<br>Please see table below. |
|                                       | Subsidies for food tech     | £1,089 | Provision of ingredients so PP pupils can participate fully in practical work. |  |
|                                       | Subsidies for equipment     | £6,500 | Support PP students in equipment funding                                       | Contributing to improved PP predictions in all years.<br>Please see table below.   |
| <b>Total for student welfare fund</b> |                             |        | <b>£13,589</b>   |  |

## Impact to date: 2019-20.

### Predicted Disadvantaged Performance.

Green = on or above FFT50 target, amber = below FFT50 target. (We are aspiring towards our FFT20 targets).

Positive predicted progress is shown in green, negative predicted progress in amber.

|  | 2018<br>National | 2017<br>School<br>Results | 2018<br>School<br>Results | 2019<br>School<br>results | 2020<br>Cohort<br>(Y11) | 2021<br>Cohort<br>(Y10)       | 2022<br>Cohort<br>(Y9)        | 2023<br>Cohort<br>(Y8)        |
|--|------------------|---------------------------|---------------------------|---------------------------|-------------------------|-------------------------------|-------------------------------|-------------------------------|
| % English and Maths Combined at Grade 5 (FFT 50 / 20 target) | 50               | 4<br>(12/18)              | 26<br>(37 / 42)           | 13<br>(22 / 29)           | 29<br>(20 / 25)         | 20<br>(22 / 29)               | 27<br>(23 / 29)               | 21<br>(25 / 29)               |
| Average Attainment 8   | 49.96            | 33.96                     | 38.08                     | 29.48                     | 39.69                   | 39.98                         | 43.37                         | 41.79                         |
| Average Progress 8   | 0.13             | -0.31                     | -0.74                     | -1.259                    | -0.076                  | No methodology yet available. | No methodology yet available. | No methodology yet available. |

### 2019 Cohort.

Disadvantaged pupils performed worse than what they did in 2018 in relation to all indicators. They made significantly less progress as similar pupils nationally.

### Current Cohorts.

Across all current year groups, average predicted attainment 8 scores for disadvantaged pupils are estimated to improve on 2017, 2018 and 2019 school results. With the exception of the current Years 10 and 8, this is also true in relation to English and maths at grade 5. The current Year 11 disadvantaged cohort is estimated to make fractionally less progress than similar pupils nationally but much better progress than similar pupils did in school in 2017, 2018 and 2019. Improving the performance of disadvantaged pupils remains a focus for school improvement.

### Attitude to Learning Analysis 2018-19: pupil premium.

| Gold       |                |    |                |    | Silver     |                |    |                |    | Bronze     |                |    |                |    | Concern    |                |     |                |   |
|------------|----------------|----|----------------|----|------------|----------------|----|----------------|----|------------|----------------|----|----------------|----|------------|----------------|-----|----------------|---|
| Year group | PPR1 2018-2019 | %  | PPR2 2018-2019 | %  | Year group | PPR1 2018-2019 | %  | PPR2 2018-2019 | %  | Year group | PPR1 2018-2019 | %  | PPR2 2018-2019 | %  | Year group | PPR1 2018-2019 | %   | PPR2 2018-2019 | % |
| 7          | 43/62          | 69 | 36/62          | 58 | 7          | 17/62          | 27 | 20/62          | 32 | 7          | 2/62           | 3  | 5/62           | 8  | 7          | 0              | 0   | 1/62           | 2 |
| 8          | 23/41          | 56 | 26/43          | 60 | 8          | 17/41          | 41 | 13/43          | 30 | 8          | 1/41           | 2  | 4/43           | 9  | 8          | 0/41           | 0   | 0              | 0 |
| 9          | 15/43          | 35 | 16/41          | 39 | 9          | 26/43          | 60 | 19/41          | 46 | 9          | 2/43           | 5  | 6/41           | 15 | 9          | 0              | 0   | 0              | 0 |
| 10         | 14/36          | 39 | 16/34          | 47 | 10         | 18/36          | 50 | 14/34          | 41 | 10         | 2/36           | 6  | 4/34           | 12 | 10         | 1/36           | 3   | 0              | 0 |
| 11         | 6/24           | 25 | 6/24           | 25 | 11         | 10/24          | 42 | 7/24           | 29 | 11         | 8/24           | 33 | 11/24          | 46 | 11         | 0              | 0   | 0              | 0 |
| TOTAL      | 101/206        | 49 | 100/204        | 49 |            | 88/206         | 43 | 73/204         | 36 |            | 15/206         | 7  | 30/204         | 15 |            | 1/206          | 0.5 | 1/204          | 1 |

There are still significantly more gold and silver PP learners than there are bronze and concern in all year groups.

### Internal Exclusion 2018-19.

All.

| Year group | No. of pupils<br>1 <sup>st</sup> half term | No. of pupils<br>2 <sup>nd</sup> half term | No. of pupils<br>3 <sup>rd</sup> half term | No. of pupils<br>4 <sup>th</sup> half term | No. of pupils<br>5 <sup>th</sup> half term | No. of pupils<br>6 <sup>th</sup> half term |
|------------|--|--|--|--|--|--|
| 7          | 0  | 2  | 3  | 7  | 5  | 9  |
| 8          | 7  | 9  | 5  | 12   | 12   | 9  |
| 9          | 5  | 9  | 9  | 12   | 6  | 8  |
| 10         | 6  | 11   | 5  | 9  | 7  | 11   |
| 11         | 8  | 15   | 11   | 13   | 4  | 0  |
|            | <b>26 pupils</b>                           | <b>46 pupils</b>                           | <b>33 pupils</b>                           | <b>53 pupils</b>                           | <b>34 pupils</b>                           | <b>37 pupils</b>                           |

### Pupil Premium.

| Year group | No. of pupils<br>1 <sup>st</sup> half term | No. of pupils<br>2 <sup>nd</sup> half term | No. of pupils<br>3 <sup>rd</sup> half term | No. of pupils<br>4 <sup>th</sup> half term | No. of pupils<br>5 <sup>th</sup> half term | No. of pupils<br>6 <sup>th</sup> half term |
|------------|--|--|--|--|--|--|
| 7          | 0  | 2  | 1  | 5  | 3  | 4  |
| 8          | 1  | 3  | 1  | 5  | 2  | 3  |
| 9          | 2  | 2  | 1  | 5  | 3  | 2  |
| 10         | 3  | 3  | 3  | 4  | 2  | 5  |
| 11         | 5  | 8  | 6  | 6  | 2  | 0  |
|            | <b>11 pupils</b>                           | <b>18 pupils</b>                           | <b>12 pupils</b>                           | <b>25 pupils</b>                           | <b>12 pupils</b>                           | <b>14 pupils</b>                           |

Whilst the number of pupils going into internal exclusion has generally increased, the proportion of PP pupils has reduced.

### Fixed Term Exclusions 2018-19.

30 pupils were excluded last academic year. This equates to 4.4% of the total school cohort. 13 PP pupils were excluded. This equates to 0.02% of the school cohort and is a reduction on the previous year.

### Teaching and Learning Quality Assurance data.

The latest QA data regarding the teacher standards relating to the progress of disadvantaged pupils across all classes and year groups shows;

| Number | Teacher Standard  | Percentage of staff who can evidence that they are<br>'good' or demonstrating 'best practice.' |
|--------|---|--|
| 14     | Disadvantaged students make at least good progress over time  | <b>77%</b>   |
| 16     | Implements differentiation strategies to ensure that all students are challenged, incl. SEND, disadvantaged and more able | <b>78%</b>   |
| 22     | Uses effective strategies to overcome barriers faced by disadvantaged students  | <b>91%</b>   |
| 45     | The disadvantaged students make similar progress or better than their peers   | <b>81%</b>   |