

Gladesmore Community School



PUPIL PREMIUM STRATEGY

Tuition & Covid Recovery

Evaluation and Use

2022/23 - 2023/24

[S6.1.1]

Last updated: December 2023		Next review: Annual
Governing Body:		
Status: Statutory	Index: School Improvement	Website: Y

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	1300
Proportion (%) of pupil premium eligible pupils	Circa 50%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Pupil premium lead	Ijeaku Mezue, Senior Deputy Head
Chair of Governors	Alex Sweet

Funding overview

Detail	Amount
1. Pupil Premium Grant (Deprivation Pupil Premium)	£686,052
2. Covid recovery grant (Recovery Premium)	£150,681
3. Coveted catch up grant (Covid19 School Fund)	£75,291
4. Other similar grant (School-Led Tutoring Grant)	£129,664
5. Other similar grant (Moody's donation)	£35,464
6. HAF (Holiday Activity & Food)	£50,792
Total 2022 - 2023	Circa £1,127,944
1. Estimated Pupil Premium Grant (Deprivation Pupil Premium)	£715,185
2. Covid recovery grant (Recovery Premium)	£144,589
3. Coveted catch up grant (Covid19 School Fund)	£2,144
4. Other similar grant (School-Led Tutoring Grant)	£62,462
5. Other similar grant (Moody's donation)	£35,000
6. HAF (Holiday Activity & Food)	£66,411
Total 2023 - 2024	Circa £1,025,791

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 good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through our tuition programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Detail of challenge

National attainment figures show that disadvantaged pupils in receipt of Free School Meals do not achieve as well as other pupils in school. At Gladesmore, we are committed to raise the achievement of all pupils, and as far as we are able, enable them to make the progress of which they are capable. We are ambitious for all pupils, across all economic boundaries, and ability ranges.

We are committed to narrowing the achievement gap between disadvantaged and non-disadvantaged pupils so that it no longer exists. We use several strategies to support achievement and recognise that some pupils need greater amounts of challenge and support to realise their potential.

PERFORMANCE OF PUPIL PREMIUM PUPILS

Despite high levels of progress, Year11 outcomes for Pupil Premium pupils at Gladesmore still lag behind national outcomes for non-Pupil Premium pupils. Whilst disadvantaged pupils achieve well at Gladesmore compared to their peers nationally, they do not perform as well as non-Pupil Premium pupils nationally.

Access to the wider and enriched cultural capital activities and experiences is restricted for disadvantaged pupils due to cost.

Absence and exclusion rates of disadvantaged pupils are higher than that of non-Pupil Premium pupils

DESIRED OUTCOMES FOR PUPIL PREMIUM PUPILS AT GLADESMORE

Improved GCSE & BTEC outcomes Pupil Premium pupils, including accelerated levels of progress from KS2 to KS4.

Difference between outcomes for Gladesmore Pupil Premium pupils and national non-Pupil Premium pupils is eliminated.

Improved engagement of Pupil Premium pupils in extra-curricular and tuition activities.

Overall attendance among pupils eligible for Pupil Premium improves to 95% in line with 'other' pupils.

BARRIERS AND CHALLENGES FACED BY DISADVANTAGED PUPILS AT GLADESMORE

Since the Pupil Premium funding was introduced, we have seen strong outcomes for our children in comparison to other disadvantaged pupils nationally. We continue in our drive for pupils to do even better by developing our approaches and looking for ways to increase learning and help overcome barriers disadvantaged pupils have to achievement.

The barriers faced by disadvantaged pupils at Gladesmore are varied. Being in receipt of disadvantaged funding is no indicator of ability nor does this set any limit on achievement. Children, and their personal circumstances, vary very significantly, many have very supportive backgrounds and high ambitions others less so. However, common barriers to learning might include low self-esteem, poor parenting, limited access to language, poor literacy levels, poor attendance, low aspirations, low expectations, narrow experience of life outside school.

For some children issues can also include, lack of sleep, poor nutrition, mental health, physical health issues, poor social and other skills and a lack of self-confidence and self-esteem.

Analysis of the challenges faced by our disadvantaged pupils include listening to pupils, shadowing pupils, book trawls, learning walks, talking to parents and staff and data analysis of progress, attendance, behaviour and involvement in extra-curricular activities. The use of Pupil Premium funding is designed to address these very broad challenges faced by our disadvantaged children.

Attendance

Low attendance is a major barrier to achievement. Our analysis shows that our disadvantaged pupils are less likely to have good attendance. They are more likely to have time away from school. There is strong research to suggest that well-targeted support to improve attendance is an effective use of disadvantaged funding and we have strategies in place to address these.

Attitudes to learning

Pupils in receipt of disadvantaged funding are more likely to become passive or reluctant learners. Analysis of learning walks, pupil response to feedback and observations show that disadvantaged pupils are less likely to take risks with their learning and less likely to be resilient when responding to improvement targets. Pupils in receipt of disadvantaged funding are more likely to engage in off-task behaviour in lessons. They are also less likely to participate in reading, trips, visits, or other enrichment activities. They are less likely to voluntarily participate in additional tuition sessions, after school, Saturday, and holiday study sessions. Our strategy tackles this.

Social and emotional

Improvements have been noted through working with pupils' social and emotional skills and their key skills. These being barriers to learning and therefore we have used some of the funding to support pastoral intervention and provision.

Aspiration and Ambition

Some disadvantaged pupils are less likely to have focused and ambitious career targets to work towards. They are less likely to have plans for post-16 study and often do not value education as a key to a more fulfilling life after school. At Gladesmore, through our ethos we relentlessly strive to address this.

Curriculum and Teaching quality

No analysis of barriers to achievement could be complete without a continued focus on the quality of the teaching pupils receive. At the heart of our ethos is that we strive to improve, and this applies just as much to teachers as their pupils. We see high quality learning and teaching to be at the core of all pupil premium work.

For this reason, many of our disadvantaged achievement strategies consistently focus on improving the quality of learning. We are mindful of implementing strategies that make the most difference and impact on all disadvantaged children. Class sizes and the arrangement of classes are fundamental to helping address the challenges children have with their learning. We see this as our central to providing high quality provision for disadvantaged children. The additional investment in teachers in core subjects has facilitated.

Curriculum adaptations

We have made adaptations to provision and adapted the curriculum to benefit disadvantaged pupils. One size does not always fit all, and pupils work best in subjects that they can access. For most pupils this is best served by traditional subjects within an academic pathway but for a few at KS4 a carefully selected curriculum offer is needed to overcome barriers to achievement.

Resources

Disadvantaged pupils are less likely to purchase optional revision materials such as study guides, have a variety of reading books at home or buy specialist equipment such as sports equipment. As a result, they are less likely to take part in optional enrichment opportunities.

Difficulties of studying at home

Some disadvantaged pupils reported that home does not always provide a conducive learning environment for them either because of a lack of family engagement in

education, not having a space to learn or because there are too many distractions at home.

Academic confidence and resilience

Teachers report that many of our disadvantaged pupils lack resilience when things did not go well and do not have the self-belief that is more common in non-disadvantaged pupils. They are far less likely to have family role models who have high academic achievement through hard work and determination.

Conduct

Our behaviour analysis shows that disadvantaged pupils at Gladesmore are more likely to engage in both low level and more serious behaviour incidents. They are more likely to receive both fixed term exclusions. Teacher observations suggest that disadvantaged pupils are more likely to be negatively influenced by other pupils with poor behaviour; bad behaviour by a few key pupils can lead to worse behaviour by others around them. The impact of this has been a failure to reach their academic potential.

OUR APPROACH

Our strategy recognises the barriers outlined above. Fundamentally, it is based on the importance of quality teaching and learning alongside outstanding pastoral support to raise achievement and engagement in learning. With this in mind, we adopt a multi-strand approach to secure positive outcomes for our pupils including those deemed disadvantaged.

We deploy Pupil Premium funding with the intention of:

1. Raising progress and achievement
2. Improving attendance and punctuality
3. Providing additional support and intervention for our most vulnerable pupils
4. Strengthening parental engagement
5. Raising motivation and aspirations
6. Building social capital and enhancing social mobility

We utilise pupil premium funding to give maximum benefit to our pupils afforded through additional staffing. This primarily enables us to reduce class sizes in EBACC subjects and provide targeted intervention in various forms such as tuition or pastoral mentoring. We ensure that spending is directly linked to addressing gaps in attainment by facilitating

smaller groups to boost engagement and progress. We supplement this with booster sessions after school, in the holidays and on Saturdays.

At Gladesmore, it is significant that most pupils are disadvantaged. Many at some point during their time at the school qualify for free school meals or are close to this threshold. This is a key factor. The approaches that we adopt to raise achievement enables us to smoothly implement broad targeted strategies without drawing attention to disadvantage or creating any sense of stigma.

Staff are aware of disadvantaged pupils. Staff are accountable for reducing attainment and progress gaps in their teams and this is addressed through systematic review, work scrutiny, line management, dept meetings and monitoring at all levels.

Funding is used to benefit all disadvantaged children and supports higher as well as lower ability children by extending provision on offer.

We revise our assessment and monitoring systems to support improvement in the quality of teaching and interventions to impact on these pupils the most.

Additional pastoral support, and attendance staff, provide advice and guidance to bolster the achievement of disadvantaged pupils by addressing behaviour concerns, building confidence, and improving well-being.

The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.

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	
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2024/25, an increasing trend of disadvantaged pupils enter and achieve the English Baccalaureate (EBacc).
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should

	also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by home learning completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers. • the percentage of pupils who are persistently absent.

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.

Activity	Costs (including on-costs)
Additional English Staff	
Teacher	£77,146
Teacher	£73,888
Additional Mathematics Staff	
Teacher	£57,393
Teacher	£78,574
Additional Science Staff	
Teacher	£52,630
Additional Humanities Staff	
Teacher	£61,083
Additional MFL Staff	

Teacher	£68,306
Success Lounge & Home Learning Staff	
Success Manager	£48,857
Raising Achievement Posts	
Teacher	£94,821
Teacher	£115,158
Booster Support Staff	
Learning Assistant	£30,099
Teacher Unq	£44,537
Teacher Unq	£70,177
Attendance Staff	
Attendance Officer	£91,314
Emotional & Behaviour Support Staff	
Safeguarding Officer	£46,511
Pastoral Mentor	£55,648
Learning Mentor	£49,550
Counsellor	£37,650
Counsellor	£37,000
Tuition Programme	
Tuition provision	£120,000
Profiled Expenditure TOTAL	£1,310,342

Intervention	Focus
Academic Support	
Extended English Team	Pupils below national levels in English at KS3 and KS4 allocated to Extended English lessons on the timetable to receive booster skills lessons. The programme is designed to accelerate the children's writing and reading skills.
Extended Mathematics Team	This tuition targets children in year 7 to 11 to reduce class sizes and to provide intensive coaching in small groups to provide increased personalised guidance.
Extended Science Team	Additional teacher to support smaller group sizes and intervention for PP pupils.
Extended Humanities Team	Additional teacher to support smaller group sizes and intervention for PP pupils.
Extended Languages Team	Additional teacher to support smaller group sizes and intervention for PP pupils.

Emotional & Behaviour Support	
Attendance & Key Steps	Support and guidance for vulnerable pupils who have experienced difficulties due to social or emotional factors and/or attendance. They are typically assigned to two hours a week of Key Steps. These lessons enable children to develop motivation, self-discipline and improve their social skills enabling them to improve their general behaviour, relationships and achievement. In addition, pupils are mentored and given individual support and guidance to nurture improvement.
Counselling and emotional therapy	Additional counsellors to work with designated pupils to address trauma and children's emotional needs that are barriers to their well-being and academic success
Success Lounge Team	
Booster Sessions	The Success Manager and Learning Assistant are a team of excellent role models who mentor targeted pupils and provide intervention support for children to improve their basic literacy, reading and numeracy skills.
Home Learning	The Success Lounge building has been built to add further provision for in-school and after school learning for children to do their homework and obtain additional assistance. Attendance for targeted pupils is compulsory. For others it is optional
Activity	Evidence that supports this approach
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>

<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>It will first be rolled out in maths and science followed by other subjects.</p>	<p>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:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>It will be rolled out first in maths to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>

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

Activity	Evidence that supports this approach
Adopting a targeted accelerated teaching	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is

programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF
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 Peer tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring

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

Activity	Evidence that supports this approach
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions. This includes training for school staff, collaboration with our local behaviour hub and teacher release time.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)
Embedding principles of good practice set out in	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.

<p>DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>Attendance/support officers will be appointed to improve attendance.</p>	<p>Parental engagement has been shown to improve attendance of specific students</p> <p>https://core.ac.uk/download/pdf/188181529.pdf</p>
<p>Improving the rate of home learning completion. Including setting up home learning support in the form of after school clubs/Parental support with the</p>	<p>Key findings from EEF show that home learning activities inclusive of home learning clubs have a high impact on improving attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>
<p>Adopting after school enrichment activities such as study clubs.</p>	<p>The main benefits for pupils from extended provision resulted from the direct impact of the additional activities in which pupils could participate, namely either enrichment or more directly academic activities</p> <p>https://www.gov.uk/government/publications/extended-activity-provision-in-secondary-schools</p>
<p>Having an extra teacher allows for smaller class sizes in Subjects</p>	<p>https://www.tandfonline.com/doi/abs/10.1080/03004279.2021.1874370</p> <p>Scholarship consistently supports the idea that students perceive an improved learning experience when class size decreases. For example, students tend to assign higher ratings to instructors and courses when class size is smaller (Bedard and Kuhn, 2008; Benton and Cashin, 2012; Kwan, 1999; Mandel and Süßmuth, 2011; Monks and Schmidt, 2011; Sapelli and Illanes, 2016; Westerlund, 2008).</p> <p>Furthermore, students in smaller classes report learning more (Benton and Pallett, 2013; Monks and Schmidt, 2011), being more engaged (Gleason, 2012), and having a more positive attitude toward the discipline (Benton and Pallett, 2013; Edgell, 1981).</p> <p>Further research shows the positive impact of small class sizes Blatchford (2020)</p> <p>https://journals-sagepub-com.libproxy.ucl.ac.uk/doi/full/10.1177/1469787417735607</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of</p>

	funding aside to respond quickly to needs that have not yet been identified.
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Part B: Review of outcomes in 2022-2023

Pupil premium strategy outcomes

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

Pupil Premium Plan IMPACT EVALUATION 2020-21

A range of interventions were put in place throughout the academic year to raise the achievement of disadvantaged pupils in the school. The main focus was to as far as possible ensure that disadvantaged pupils sitting public examinations achieved well, interventions also supported the raising of achievement throughout Key Stage 3.

Pupil Premium Funding was used to support pupils in two main ways:

1. Academic support by providing booster tuition in various forms.
2. Pupil welfare guidance and support programmes including: mentoring, counselling and motivational support. This was especially important for more vulnerable pupils and those in danger of losing motivation.

Additional support for pupils is summarised below:

1. Personalise the timetable to ensure that each pupil has appropriate curriculum support
2. Provide reading booster support to improve reading ages
3. Provide additional numeracy support to improve progress in mathematics
4. Provide additional literacy support to improve progress in English
5. Provide Tutoring for pupils in school, after school and on Saturdays and in the holidays
6. Provide Saturday and holiday time Booster classes
7. Provide Progress School provision for pupils in Year 7 to 10
8. Provide Internal Examination Revision and 'Try Again' opportunities
9. Additional teachers employed in English, Maths, Humanities and Languages to facilitate extra support through smaller classes and for ensuring disadvantaged pupils have access to relevant resources and support
10. Run groups for targeted pupils to accelerate progress in English.
11. Run intervention sessions which address the social, emotional and behavioural needs of pupils, including concerns that prevent any disadvantaged pupil from using appropriate learning behaviour in lessons
12. Run the Success Lounge so resources and support, ensuring that disadvantaged pupils can complete their home learning can access computers and other resources that may not be available at home
13. Utilise the Success Lounge to provide support for pupils before school, lunchtime and after school to enhance the quality of their classwork and their homework, ensuring that there is always a supervised space for disadvantaged pupils to work within

14. Utilise the Data Team able to closely track pupil performance and inform targeted interventions

Overall Impact

Quality support is given to disadvantaged pupils to ensure that they are enabled to achieve outcomes which reflect their ability.

- Percentage of Pupil Premium Pupils entering the Ebacc (75%) greatly exceeded national (28%).
- Overall Pupil Premium Pupils continued to exceed the national levels of overall attainment and progress.
- Progress rates of Pupil Premium Pupils significantly exceeded national levels in English and Science and matched national levels in Mathematics.
- Attainment in all Ebacc areas (English, Maths, Languages, Science and Humanities) exceeded national averages for Pupil Premium Pupils.
- Percentage of Pupil Premium Pupils achieving grade 5 or above in English and Maths (28%) exceeded national (25%).
- The English Baccalaureate average point score for Pupil Premium Pupils is more than a half grade higher than the national Pupil Premium average.

PROGRESS SUMMARY	2015	2016	2017	2018	2019	2020 (FFT data)	2021 (FFT data)	2022	2023
Overall Progress 8 All Pupils	+0.02	+0.23	+0.39	+0.26	+0.06	+0.36	+0.1	+0.01	-0.30
Overall Progress 8 Pupil Premium	-	+0.08	+0.39	+0.17	-0.04	+0.23	+0.07	-0.24	-0.53
Overall Progress 8 Non-Pupil Premium	-	+0.55	+0.40	+0.41	+0.33	+0.61	+0.13	+0.49	+0.03
English Progress 8 All Pupils	0.00	+0.19	+0.42	+0.45	+0.15	+0.19	+0.04	+0.15	-0.17
English Progress 8 Pupil Premium	-	+0.04	+0.49	+0.35	+0.10	+0.08	+0.05	-0.05	-0.40
English Progress 8 Non-Pupil Premium	-	+0.49	+0.27	+0.59	+0.28	+0.39	+0.02	+0.55	+0.16
Maths Progress 8 All Pupils	+0.28	+0.43	+0.51	+0.28	+0.08	+0.52	+0.23	-0.01	-0.38
Maths Progress 8 Pupil Premium	-	+0.34	+0.52	+0.19	-0.10	+0.42	+0.23	-0.23	-0.50
Maths Progress 8 Non-Pupil Premium	-	+0.64	+0.49	+0.43	+0.58	+0.72	+0.22	+0.42	-0.19
EBACC Progress 8 All Pupils	-	+0.44	+0.51	+0.51	+0.32	+0.75	+0.28	+0.25	+0.10

EBACC Progress 8 Pupil Premium	-	+0.18	+0.40	+0.39	+0.18	+0.61	+0.24	-0.03	-0.19
EBACC Progress 8 Non-Pupil Premium	-	+0.98	+0.71	+0.82	+0.71	+1.01	+0.35	+0.78	+0.51

ATTAINMENT SUMMARY	2015	2016	2017	2018	2019	2020	2021	2022	2023
Attainment 8	46	48	48	49	44	54	51	48	43
Attainment 8 Pupil Premium	43	45	47	48	43	52	48	45	39
English and Maths 9-4 (A*-C) Overall	54%	63%	67%	68%	63%	78%	74%	66%	60%
English and Maths 9-4 (A*-C) Pupil Premium	52%	61%	66%	63%	61%	78%	71%	63%	53%
English and Maths Gde 9-5 Overall	-	-	49%	53%	38%	54%	47%	50%	40%
English and Maths Gde 9-5 Pupil Premium	-	-	47%	49%	35%	50%	41%	44%	28%
EBACC 4+	26%	32%	33%	34%	30%	48%	41%	39%	29%
EBACC 4+ Pupil Premium	19%	24%	30%	31%	26%	44%	36%	30%	17%
EBACC 5+	-	-	21%	23%	17%	34%	30%	27%	16%
EBACC 5+ Pupil Premium	-	-	29%	23%	14%	31%	23%	19%	7%