

**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
<b>Total 2022 - 2023</b>	<b>Circa £1,127,944</b>
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
<b>Total 2023 - 2024</b>	<b>Circa £1,025,791</b>

## 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 all pupils, including 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, Year 11 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 wider and enriched cultural capital activities and experiences is limited 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 for 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 reduced.

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 achieve.

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.

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 extracurricular activities. The use of Pupil Premium funding is designed to address these very broad challenges faced by our disadvantaged children.

### **1. Attainment and Progress**

The attainment and progress of disadvantaged pupils at GCSE is generally lower than their non-disadvantaged peers

Our assessments on entry shows that the average CAT's scores for our disadvantaged pupils in year 7 is 94.7 compared to 97.4 for non-disadvantaged pupils, a difference of 2.7 points. While in year 9, the difference between the scores of disadvantaged pupils and non-disadvantaged pupils is 5.4.

### **2. 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.

Analysis of the current cohort shows that the average attendance of disadvantaged pupils for Autumn Term two was 89.2% compared to 91.3% for non-disadvantaged pupils.

### **3. 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.

Reading data from our Accelerated programme shows that 53.34% of the pupils with a reading age lower than their chronological age at the start of secondary school were disadvantaged pupils.

#### **4. Social and emotional**

Since the pandemic, there has been a significant increase in the number of pupils identified as having social and emotional issues. Disadvantaged pupils are over represented in referrals to our Safeguarding Team and our counselling provision. This is particularly evident at Key Stage 4 driven by anxiety linked to approaching examinations. This obviously has an impact on attainment for these pupils.

#### **5. Aspiration and Ambition**

Some disadvantaged pupils are less likely to have families that are able to support ambitious career targets through their own personal life experience. Their families are less likely to have clear plans for their child's post-16 study and although they see the link between educational success and a more fulfilling life after school they lack the experience, skills and resources to adequately facilitate that transition.

#### **6. 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. Teacher feedback and performance of Year 10 pupils in their calculator paper supports anecdotal feedback from the exam team that disadvantaged pupils often lack a scientific calculator.

#### **7. 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.

#### **8. Academic confidence and resilience**

Teachers report that many of our disadvantaged pupils lack resilience when things do 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. This is particularly evident at Key Stage 4 following internal examinations.

#### **9. 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.

Analysis of teacher referrals for behaviour indicates that disadvantaged pupils are 20% more likely to engage in behaviour that impacts their learning and the learning of others.

## **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, particularly in English and Maths, 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 teaching 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 the majority of 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

carried out by and through work scrutinies, line management, 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.

## 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	
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the attendance gap between disadvantaged pupils and their non-disadvantaged peers.</li> <li>the percentage of pupils who are persistently absent.</li> </ul>
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). In 2024 disadvantaged pupils achieving an EBacc Progress 8 score greater than that of 2023 (-0.19)
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3.	By 2024/2024, reading comprehension tests to demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.

	<p>Furthermore, the gap between disadvantaged pupils and non-disadvantaged in terms of expected progress in English.</p>
<p>Improved transition outcomes for Disadvantaged pupils post 16.</p>	<p>By 2024/2025, a reduction in the number of disadvantaged pupils not in sustained education or training.</p> <p>An increased number of high ability disadvantaged pupils accessing A Level provision.</p>
<p>Improved self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own behaviour and learning.</p> <p>Progress data at Key Stage 3 supports improvements in behaviour and academic progress for disadvantaged pupils.</p> <p>Fixed Term exclusions (suspensions) for disadvantaged pupils reduced and in line with non disadvantaged pupils.</p> <p>This is supported by home learning completion rates across all classes and subjects.</p>

## Activity in this academic year

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

### Teaching

Activity	Detail	Evidence	Challenge number
<b>Extended English Team</b>	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.	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	1,3, 4, 8
<b>Extended Mathematics Team</b>	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.	<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><a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p>	
<b>Extended Science Team</b>	Additional teacher to support smaller group sizes and intervention for PP pupils.	<p><a href="https://www.tandfonline.com/doi/abs/10.1080/03004279.2021.1874370">https://www.tandfonline.com/doi/abs/10.1080/03004279.2021.1874370</a></p> <p>Scholarship consistently supports the idea that pupils perceive an improved learning experience when class size decreases. For example, pupils tend to assign higher ratings to instructors and courses when class size is smaller (<a href="#">Bedard and Kuhn, 2008</a>; <a href="#">Benton and Cashin, 2012</a>; <a href="#">Kwan, 1999</a>; <a href="#">Mandel and Süßmuth, 2011</a>; <a href="#">Monks and Schmidt, 2011</a>; <a href="#">Sapelli and Illanes, 2016</a>; <a href="#">Westerlund, 2008</a>). Furthermore, pupils in smaller classes report learning more (<a href="#">Benton and Pallett, 2013</a>; <a href="#">Monks and Schmidt, 2011</a>), being more engaged (<a href="#">Gleason, 2012</a>), and having a more positive attitude toward the discipline (<a href="#">Benton and Pallett, 2013</a>; <a href="#">Edgell, 1981</a>).</p>	
<b>Extended Humanities Team</b>	Additional teacher to support smaller group sizes and intervention for PP pupils.		
<b>Extended Languages Team</b>	Additional teacher to support smaller group sizes and intervention for PP pupils.	<p>Further research shows the positive impact of small class sizes Blatchford (2020)</p> <p><a href="https://journals-sagepub-com.libproxy.ucl.ac.uk/doi/full/10.1177/1469787417735607">https://journals-sagepub-com.libproxy.ucl.ac.uk/doi/full/10.1177/1469787417735607</a></p>	

## Wider Strategies (Emotional and Behaviour Support, Attendance)

Activity	Detail	Evidence	Challenge number
<b>Attendance &amp; Key Steps</b>	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.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Parental engagement has been shown to improve attendance of specific pupils</p> <p><a href="https://core.ac.uk/download/pdf/188181529.pdf">https://core.ac.uk/download/pdf/188181529.pdf</a></p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,5,6,8,9
<b>Counselling and emotional therapy</b>	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	<p>There is evidence to suggest that CBT and person centred &amp; psycho dynamic integrated models of therapy support young people's social and emotional skills and can reduce symptoms of depression and anxiety</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	1,2,4,9

## Targeted Academic Support (structured interventions, tutoring)

Activity	Detail	Evidence	Challenge number
<b>Booster Sessions?</b>	The Success Manager is an excellent role model who mentors targeted pupils and provides intervention support for children to improve their basic literacy, reading and numeracy skills.	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  <a href="https://www.gov.uk/government/publications/extended-activity-provision-in-secondary-schools">https://www.gov.uk/government/publications/extended-activity-provision-in-secondary-schools</a>	1,3, 6,7,8
<b>Tutoring</b>	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: <a href="#">One to one tuition   EEF (education endowment foundation.org.uk)</a>  And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,3, 8, 9
<b>Home Learning</b>	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	Key findings from EEF show that home learning activities inclusive of home learning clubs have a high impact on improving attainment  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	1, 3,7,8

## 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 Bacalaureate average point score for Pupil Premium Pupils is more than a half grade higher than the national Pupil Premium average.

<b>PROGRESS SUMMARY</b>	<b>2018</b>	<b>2019</b>	<b>2020</b> (FFT data)	<b>2021</b> (FFT data)	<b>2022</b>	<b>2023</b>
<b>Overall Progress 8</b> All Pupils	+0.26	+0.06	+0.36	+0.1	+0.01	<b>-0.30</b>
<b>Overall Progress 8</b> Pupil Premium	+0.17	-0.04	+0.23	+0.07	-0.24	<b>-0.54</b>
<b>Overall Progress 8</b> Non-Pupil Premium	+0.41	+0.33	+0.61	+0.13	+0.49	<b>+0.03</b>
<b>English Progress 8</b>						
<b>English Progress 8</b> All Pupils	+0.45	+0.15	+0.19	+0.04	+0.15	<b>-0.18</b>
<b>English Progress 8</b> Pupil Premium	+0.35	+0.10	+0.08	+0.05	-0.05	<b>-0.40</b>
<b>English Progress 8</b> Non-Pupil Premium	+0.59	+0.28	+0.39	+0.02	+0.55	<b>+0.15</b>
<b>Maths Progress 8</b>						
<b>Maths Progress 8</b> All Pupils	+0.28	+0.08	+0.52	+0.23	-0.01	<b>-0.38</b>
<b>Maths Progress 8</b> Pupil Premium	+0.19	-0.10	+0.42	+0.23	-0.23	<b>-0.51</b>
<b>Maths Progress 8</b> Non-Pupil Premium	+0.43	+0.58	+0.72	+0.22	+0.42	<b>-0.19</b>
<b>EBACC Progress 8</b>						
<b>EBACC Progress 8</b> All Pupils	+0.51	+0.32	+0.75	+0.28	+0.25	<b>+0.09</b>

<b>EBACC Progress 8</b> Pupil Premium	+0.39	+0.18	+0.61	+0.24	-0.03	<b>-0.19</b>
<b>EBACC Progress 8</b> Non-Pupil Premium	+0.82	+0.71	+1.01	+0.35	+0.78	<b>+0.50</b>

<b>ATTAINMENT SUMMARY</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Attainment 8</b>	49	44	54	51	48	<b>43</b>
<b>Attainment 8</b> Pupil Premium	48	43	52	48	45	<b>39</b>
<b>English and Maths 9-4 ( A*-C)</b> Overall						
<b>English and Maths 9-4 ( A*-C)</b> Overall	68%	63%	78%	74%	66%	<b>60%</b>
<b>English and Maths 9-4 ( A*-C)</b> Pupil Premium						
<b>English and Maths 9-4 ( A*-C)</b> Pupil Premium	63%	61%	78%	71%	63%	<b>53%</b>
<b>English and Maths Gde 9-5</b> Overall						
<b>English and Maths Gde 9-5</b> Overall	53%	38%	54%	47%	50%	<b>37%</b>
<b>English and Maths Gde 9-5</b> Pupil Premium						
<b>English and Maths Gde 9-5</b> Pupil Premium	49%	35%	50%	41%	44%	<b>28%</b>
<b>EBACC 4+</b>						
<b>EBACC 4+</b>	34%	30%	48%	41%	39%	<b>29%</b>
<b>EBACC 4+</b> Pupil Premium						
<b>EBACC 4+</b> Pupil Premium	31%	26%	44%	36%	30%	<b>17%</b>
<b>EBACC 5+</b>						
<b>EBACC 5+</b>	23%	17%	34%	30%	27%	<b>16%</b>
<b>EBACC 5+</b> Pupil Premium						
<b>EBACC 5+</b> Pupil Premium	23%	14%	31%	23%	19%	<b>7%</b>