

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

### School overview

Detail	Data
School name	Abbeyfield School, Chippenham
Number of pupils in school	907
Proportion (%) of pupil premium eligible pupils	22.7%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2024-2027
Date this statement was published	01 September 2024
Date on which it will be reviewed	1 <sup>st</sup> June 2025 1 <sup>st</sup> June 2026 1 <sup>st</sup> June 2027
Statement authorised by	Nick Norgrove
Pupil premium lead	Spencer Cutler
Governor / Trustee lead	John Thurlow

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,052
Recovery premium funding allocation this academic year	£53,893
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,023
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£249,968

# Part A: Pupil premium strategy plan

## Statement of intent

At Abbeyfield School we ensure each student has the resources and support needed for their educational journey. With students, staff, families and the community as our foundation and educational equity and inclusion as our goal. The school utilises funding to ensure that disadvantaged pupils benefit from high quality teaching, curriculum, enrichment and pastoral support.

We have a dedicated team ensuring that our PP pupils are supported both academically and pastorally. Our aim is to reduce inequality and offer students a rich and individualised holistic curriculum encompassing our whole school ethos.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance</b></p> <p>Our current attendance percentage for PP students is 80% (2023-24) compared to the rest of the school body of 95%. National average attendance is 92%.</p> <p>Previous year attendance is:</p> <p><b>2022-23</b> I Aspire – 82% Abbeyfield School – 93% National average – 92%</p> <p><b>2021-22</b> I Aspire – 80% Abbeyfield School – 90% National average – 92%</p> <p>Maintaining a high attendance % for all students is a priority. Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been approximately 10% lower than for Non-disadvantaged pupils. 54% of disadvantaged pupils have been 'persistently absent' compared to the national average of 37.9% of their peers during that period. Our assessments</p>

	and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>• Our behaviour data indicates that 15% of students are not able to successfully follow the behaviour expectations in school compared to 9% of non-disadvantaged students.</li> <li>• Suggesting that disadvantaged students find it harder to regulate themselves in school. Subsequently hindering their progress.</li> </ul>
3	<p><b>Attainment</b></p> <ul style="list-style-type: none"> <li>• Overall attainment in English Literature at GCSE in 2024 for disadvantaged students was 0.99 with an ALPS score of 4 compared to 0.95, an ALPS score of 5. Suggesting that disadvantaged students make more progress compared to non-disadvantaged students.</li> <li>• Overall attainment in English Language at GCSE in 2024 for disadvantaged students was 1.01 with an ALPS score of 3 compared to 0.98, an ALPS score of 4. Suggesting that disadvantaged students do not make the same progress as non-disadvantaged students.</li> </ul>
4	<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Overall attainment in Mathematics at GCSE in 2024 for disadvantaged students was 1.01 with an ALPS score of 4 compared to 1.34, an ALPS score of 1. Suggesting that disadvantaged students do not make the same progress as non-disadvantaged students in mathematics.</li> </ul>
5	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• The national picture shows that on average disadvantaged backgrounds leave secondary school with a literacy gap 8 months behind their peers. This has been reinforced by our internal data which shows that our pupil premium students are not currently at age related reading, compared to those students who are not pupil premium.</li> </ul> <p><a href="https://literacytrust.org.uk/information/what-is-literacy/covid-19-and-literacy/covid-19-and-literacy-the-attainment-gap-and-learning-loss/">https://literacytrust.org.uk/information/what-is-literacy/covid-19-and-literacy/covid-19-and-literacy-the-attainment-gap-and-learning-loss/</a></p>
6	<p><b>Reading and comprehension</b></p> <ul style="list-style-type: none"> <li>• External assessments, internal assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils have lower levels of reading comprehension than peers.</li> <li>• This impacts their progress in all subjects. On entry to year 7 in the last 2 years, around 52% of our disadvantaged pupils arrive below age-related expectations compared to 30% of their peers. Subsequent internal and external assessments show that this gap narrows to around 30% during pupils' time at our school (below G4 in English and Math's).</li> </ul>

	<ul style="list-style-type: none"> <li>• However, the number of disadvantaged students in year 7 in 2024 is only 19% compared to the previous year, which is 32% and a school average of 24.7%, Many of our disadvantaged students in subsequent year groups are mid-year entries so we expect the year 7 figure to rise. The school national average of PP students is 24.7%</li> </ul>
7	<p><b>Social and emotional needs</b></p> <ul style="list-style-type: none"> <li>• Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment.</li> </ul>
8	<p><b>Cultural Capital</b></p> <ul style="list-style-type: none"> <li>• Some disadvantaged students lack cultural capital in knowledge and vocabulary, meaning they are at a disadvantage in accessing various subject curriculums. The EEF finds that a language and literacy focus can have a high impact not just on academic success but also on careers and rewarding lives.</li> </ul>
9	<p><b>Metacognition</b></p> <ul style="list-style-type: none"> <li>• Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their ability to remember and recall key knowledge as well as monitoring and evaluation of their answers.</li> <li>• The EEF has strong evidence that metacognition strategies have one of the highest impacts on pupil progress, potentially adding 7 months of progress.</li> </ul>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<ul style="list-style-type: none"> <li>• To achieve sustained improvement to attendance to ensure that we are in line with the national average.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustained high attendance by 2027 demonstrated by: <ul style="list-style-type: none"> <li>○ by the end of 2026/7 the gap between PP and non-PP has closed by 5% using effective attendance strategies to encourage enhanced engagement with school.</li> <li>○ the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 15% lower than their peers.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• To achieve sustained improved outcomes at KS4 in line with the national average or above.</li> <li>• To include closing the gap between girls and boys.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes based on end of year internal assessments as well as KS4 outcomes.</li> <li>• Targeted intervention in place for those students that require additional academic support.</li> </ul>
<ul style="list-style-type: none"> <li>• Improved numeracy and literacy among disadvantaged pupils across KS3.</li> </ul>	<ul style="list-style-type: none"> <li>• Using direct instruction to ensure mastery of content in numeracy and literacy. Taking students out of mainstream education to deliver direct instruction to allow them to rejoin once so their understanding has improved which enables them to access the curriculum. Instruction is modified to accommodate each student's rate of learning.</li> </ul>
<ul style="list-style-type: none"> <li>• Improved reading comprehension among disadvantaged pupils across KS3.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading comprehension tests demonstrate a 10% improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</li> <li>• Teachers will recognise improvements through engagement in lessons and book scrutiny.</li> </ul>
<ul style="list-style-type: none"> <li>• Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.</li> <li>• This finding is supported by improved homework completion rates across all classes and subjects.</li> </ul>
<ul style="list-style-type: none"> <li>• To provide an enriched curriculum that is focused on cultural capital and greater opportunities for learning outside of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• We will pledge that our PP students attend at least one extracurricular trip each school year.</li> <li>• We are also developing a programme of enrichment opportunities. We will gauge success based upon student feedback and attendance statistics.</li> <li>• We will allocate funding for those students who require financial support to participate in enrichment activities.</li> </ul>
<ul style="list-style-type: none"> <li>• To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</li> </ul>	<ul style="list-style-type: none"> <li>• We anticipate that between 2026 and 2027 there will be sustained high levels of wellbeing among our student body, including our pupil premium students.</li> <li>• This will be evidenced through student voice, wellbeing surveys and parental surveys as well as ensuring that there are greater enrichment opportunities.</li> </ul>
<ul style="list-style-type: none"> <li>• All students to have an enhanced careers programme starting at KS3. To include all PP</li> </ul>	<ul style="list-style-type: none"> <li>• All students will have access to Morrisby online platform for careers advice, as well as an in-house careers fair, careers days,</li> </ul>

	work experience and input from the PP mentor.
<ul style="list-style-type: none"> <li>• Students receiving qualified guidance about their next steps at post 16.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will receive aspirational careers advice from their subject teachers which will lead to greater outcomes and post 16 choices.</li> </ul>
<ul style="list-style-type: none"> <li>• To become an 'Affordable School' through the Wiltshire Council Affordable Schools initiative.</li> </ul>	<ul style="list-style-type: none"> <li>• The 'Affordable Schools' strategy is built on a set of guiding principles, ensuring that every day, in all our interactions, we take advantage of opportunities to challenge and steadily overcome the effects of disadvantage</li> <li>• We commit to reducing poverty related stigma by deliberately making positive changes to every aspect of school policy and practice through the lens of affordability.</li> <li>• Any 'affordable' provision is a universal provision: we cannot be certain at any one-time which families, or members of the school community, are experiencing financial hardship so our policies and practice should not identify, exclude, treat differently or make assumptions.</li> <li>• Being 'affordable' means being creative and solutions focused to ensure our provision and curriculum offer is always easily accessible to all students, without limiting the quality of education.</li> <li>• Relationships are key to the success of the Affordable Schools strategy.</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £153,934

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition training for staff linked to Rosenshine and the whole school principles	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p>This will ensure that staff are developing independent learners as evidence suggests that PP students make greater progress when being equipped with this level of independence.</p> <p><a href="https://nationalcollege.com/courses">https://nationalcollege.com/courses</a></p>	3, 4, 5, 6, 9
Direct Instruction to improve numeracy and literacy in key stage 3	<p><a href="https://my.chartered.college/impact_article/the-case-for-direct-instruction#:~:text=Students%20who%20received%20Direct%20Instruction,by%20agreed%20Dupon%20affective%20measures.">https://my.chartered.college/impact_article/the-case-for-direct-instruction#:~:text=Students%20who%20received%20Direct%20Instruction,by%20agreed%20Dupon%20affective%20measures.</a></p> <p>Students who receive Direct Instruction demonstrate significantly higher academic achievement than students taught by any of the other approaches. They also demonstrated higher self-esteem and self-confidence.</p>	3, 4, 5, 6, 8
Additional recruitment into the core subject areas to allow for smaller class sizes and effective intervention.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size#:~:text=What%20is%20it%3F-.Reducing%20class%20size%20is%20an%20approach%20to%20managing%20the%20ratio,pupils%20per%20teacher%20becomes%20smaller.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size#:~:text=What%20is%20it%3F-.Reducing%20class%20size%20is%20an%20approach%20to%20managing%20the%20ratio,pupils%20per%20teacher%20becomes%20smaller.</a></p> <p>This has allowed there to be smaller class sizes of fewer than 15, allowing for a more individualised curriculum and supporting our most vulnerable.</p>	3, 4

<p>External CPD provided by PP specialists</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>The TDD trust research states that there is greater staff development when a theme is deployed among staff relating to CPD. Having a variety of a specialist teachers deliver CPD, including PP support allows staff to share best practice from other schools and evaluating new approaches.</p> <p><a href="https://nationalcollege.com/">https://nationalcollege.com/</a></p> <p>The National College has a wide range of opportunities to further teachers understanding and development.</p> <p><a href="https://www.creativeeducation.co.uk/courses/succeed-with-the-pupil-premium-with-this-3-point-plan/">https://www.creativeeducation.co.uk/courses/succeed-with-the-pupil-premium-with-this-3-point-plan/</a></p> <p><a href="https://rightchoice.wiltshire.gov.uk/Event/123281">https://rightchoice.wiltshire.gov.uk/Event/123281</a></p>	<p>1, 2, 7, 9</p>
<p>Careers advisor for pupil premium students</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a></p>	<p>1, 2, 8</p>
<p>Direct Instruction Training</p>	<p><a href="https://www.direct-instruction.co.uk/">https://www.direct-instruction.co.uk/</a></p>	<p>3, 4, 5, 6</p>

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

Budgeted cost: £71,321

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <p>By targeting intervention, there is an opportunity for effective smaller group work.</p>	3, 4, 5, 6
Teaching resources including a toolkit and textbooks	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p> <p>Equipping students with the textbooks that they need has seen a rise in attainment, particularly in some subjects where annotations are key.</p> <p>A teaching and learning toolkit allow for greater engagement among some of our most vulnerable.</p> <p>Visualisers are encouraged as these help with modelling and enables teacher focus to stay on classroom management.</p>	3, 4, 5, 6
Homework club for PP	<p>This is delivered each day of the week in a small group as well as a drop-in session. This is targeted at PP and those with additional SEN status.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	3, 4, 5, 6
Behaviour contact form	<p>Behaviour contact form will allow staff to complete information on an incident quickly. This information can be downloaded and assessed to enable targeted intervention to help best support students.</p>	1, 2, 3, 4, 5, 6, 7, 8

Summer School mentoring scheme	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a> We believe it is important to ensure that the transition between KS2 and KS3 is smooth. This scheme now provides us with settled starts to the year which has delivered improved attendance statistics for Year 7.	4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,713

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a> Our mentoring programmes have seen a rise in student disclosures. This has meant that we have been able to offer support for both young people and their families, removing any barriers to their learning.	1, 2, 3, 4, 5, 6, 7, 8
I Aspire reward scheme	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation</a> Reward trip at the end of the year. <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-incentives-and-education-what-can-we-learn-from-trials-in-schools">https://educationendowmentfoundation.org.uk/news/eef-blog-incentives-and-education-what-can-we-learn-from-trials-in-schools</a>	1, 2, 6, 7

**Total budgeted cost: £ 249,968**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Priority	Outcome																		
<b>Attendance</b>	<p><b>2023-2024</b></p> <table border="1"> <thead> <tr> <th>Status</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>85.63</td> <td>83.04</td> <td>81.94</td> <td>81.96</td> <td>75.18</td> </tr> <tr> <td>Not Pupil Premium</td> <td>93.57</td> <td>90.91</td> <td>91.76</td> <td>91.72</td> <td>82.89</td> </tr> </tbody> </table> <p>Attendance for the PP cohort stands at 81.9% with National Figures for PP Students at 85.3% a clear gap (2023).</p> <p>This is compared to previous year's attendance of</p> <p><b>2022-23</b>            I Aspire – 82%            Abbeyfield School – 93%            National average – 92%</p> <p><b>2021-22</b>            I Aspire – 80%            Abbeyfield School – 90%            National average – 92%</p> <p>Our current attendance percentage for PP students is 80% (2023-24) compared to the rest of the school body of 95%. National average attendance is 92%. Attendance continues to be a problem.</p>	Status	7	8	9	10	11	Pupil Premium	85.63	83.04	81.94	81.96	75.18	Not Pupil Premium	93.57	90.91	91.76	91.72	82.89
Status	7	8	9	10	11														
Pupil Premium	85.63	83.04	81.94	81.96	75.18														
Not Pupil Premium	93.57	90.91	91.76	91.72	82.89														
<b>Outcomes</b>	<table border="1"> <thead> <tr> <th></th> <th>On or above target</th> <th>Lower of split grades</th> <th>Below target by 1 grade</th> <th>More than 1 grade below target</th> </tr> </thead> <tbody> <tr> <td>Student Performance % - All courses</td> <td>42.4%</td> <td>3.8%</td> <td>28.6%</td> <td>25.2%</td> </tr> <tr> <td>Disadvantaged - Student Performance % - All courses</td> <td>37.8%</td> <td>4.3%</td> <td>23.4%</td> <td>34.5%</td> </tr> </tbody> </table> <p>As the table shows, disadvantaged students are continuing to work below their target grades. This is a wider county issue that is seen in reception through to GCSE.</p> <p style="text-align: right;">2019/20      2020/21      2021/22      2022/23</p>		On or above target	Lower of split grades	Below target by 1 grade	More than 1 grade below target	Student Performance % - All courses	42.4%	3.8%	28.6%	25.2%	Disadvantaged - Student Performance % - All courses	37.8%	4.3%	23.4%	34.5%			
	On or above target	Lower of split grades	Below target by 1 grade	More than 1 grade below target															
Student Performance % - All courses	42.4%	3.8%	28.6%	25.2%															
Disadvantaged - Student Performance % - All courses	37.8%	4.3%	23.4%	34.5%															

Alps QI score - Non-Disadvantaged students	1.03	1.13	0.98	0.98
Alps QI grade - Non-Disadvantaged students	3	2	4	4
Alps QI score - Disadvantaged students	0.98	0.95	0.82	0.89
Alps QI grade - Disadvantaged students	4	4	7	5
Alps QI Gap Analysis	-0.05	-0.18	-0.16	-0.09

The Alps QI grade shows there is considerable difference between disadvantaged student outcomes at GCSE and non-disadvantaged. This gap has fluctuated over the years. During COVID the gap narrowed which was standard across the country, but this is an issue that continues to be seen.

### Aspirations & well being

All pupil premium students were given a form to complete to assess their wellbeing. Any issues were picked up by the PP Coordinator. The summary of the main outcomes identified were:

Questions	Answer	
Managing problems well?	85% Yes 14% No	14% not coping will be a focus when considering cultural capital
I try to be nice to other people. I care about their feelings.	71% Yes 29% Maybe	Most students felt they cared about others.
I get a lot of headaches, stomach-aches or sickness	57% Maybe 19% Yes 14% No	This question was asked as an indicator of anxiety. The outcome of this is high and more work on wellbeing, resilience and mindfulness is required.
I get very angry and often lose my temper	29% Yes 29% Maybe 43% No	This question has highlighted the frustration that many students feel. Greater work is needed to find the root cause of this frustration and assistance put in place to help students cope.

	I worry a lot	14% Yes 57% Maybe 29% No	57% of students worry sometimes and 14% worry a lot. This question relates to anxiety felt by students.
	I am often unhappy, down-hearted or tearful	14% Yes 43% Maybe 43% No	Pastoral support is in place to help and guide those students who need reassurance with worries and solutions to help them regain self-confidence.
	I find it hard to control my feelings	14% Yes 43% Maybe 43% No	Pastoral support is in place to help and guide those students who need additional reassurance and help with anxiety and building resilience
	Are you or have you ever been a young carer?	43% Yes 57% No	Further support is in place to help those Pupil premium students who are young carers.
<p>The outcome of the survey is that many students are struggling in their personal lives that impact their education. More support and nurturing is required to help emotionally and socially to enable students to be able to flourish and grow.</p>			

<b>Literacy/Numeracy</b>	<b>English Literature</b>												
		2019/20			2020/21			2021/22			2022/23		
		Students	Score	Grade	Students	Score	Grade	Students	Score	Grade	Students	Score	Grade
	Overall	162	1.01	4	75	1.09	3	139	0.96	4	155	0.97	5
	Female	77	1.09	3	44	1.13	2	77	0.99	4	69	1.04	3
	Male	85	0.94	6	31	1.04	3	62	0.91	5	86	0.91	6
Disadvantaged	39	0.98	5	10	0.96	5	46	0.85	7	41	0.89	7	
Non-Disadvantaged	123	1.02	4	65	1.11	2	93	1.01	3	114	1.00	4	
<p>Boy and disadvantaged students continue to achieve the lowest grades in English literature. Considerably lower than non-disadvantaged.</p>													

## Maths

	2019/20			2020/21			2021/22			2022/23		
	Students	Score	Grade	Students	Score	Grade	Students	Score	Grade	Students	Score	Grade
Overall	164	0.98	3	75	1.14	2	143	0.90	5	156	0.96	4
Female	79	0.97	4	44	1.14	2	78	0.87	6	69	0.92	5
Male	85	0.99	3	31	1.13	2	65	0.93	5	87	0.98	3
Disadvantaged	40	0.95	4	10	1.00	3	49	0.74	8	41	0.88	6
Non-Disadvantaged	124	0.99	3	65	1.16	2	94	0.98	4	115	0.99	3

In Math's girls and disadvantaged students are achieving considerably lower. The gap between is narrowing but is still significant.

## Cultural Capital

Cultural capital continues to be a barrier for some PP students. Not all disadvantaged students are hindered but a specific group of students require more opportunities through enrichment opportunities. Cultural capital was achieved through:

- A successful careers fair was held for all year groups.
- Work experience
- Comprehensive enrichment programme
- Skills for life days

## Alternative Provision

There are currently 12 PP students using alternative provision this year.

These students engage well with their provision. The provisions are:

- SWAS
- Academy21
- KanduaArt

All students are entered for GCSE Core subjects and some of them are also entered for Functional Skill Math.















## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
External enrichment programme	Various

## Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We dedicated a proportion of our funding to allocate time to our Pastoral support team who ran sessions dedicated to service children.
What was the impact of that spending on service pupil premium eligible pupils?	We saw a slight increase in attendance and the student feedback was overwhelmingly positive.