



Pupil Premium Strategy 2017-18

1. Introduction

Pupil Premium funding received by Eden Boys' School, Preston this year will focus on addressing the inequalities between disadvantaged pupils and their peers. The premium was introduced in April 2011 and is allocated to work with pupils who have registered for free school meals at any point in the last 6 years, Looked After Children (LAC) and children of service personnel. Nationally, these pupils achieve at a level significantly below those not entitled to the premium grant on all key indicators.

Eden Boys' is due to receive £54,230 for the academic year 2017/18 for 58 pupils, and will rise to approximately £76,670 for 82 pupils following budget adjustment later in the academic year. The shortfall between allocation and planned spend will be made up from the generally allocated grant (GAG). For 2017-18 this equates to approximately £16,318. The school uses this funding to ensure all disadvantaged pupils achieve their potential and are supported in closing the gap to their peers. Each school can decide how to spend the premium to raise attainment levels for disadvantaged pupils. The Ofsted report on the use of premium (Pupil Premium: Reference 120197: September 2012) outlined how the premium had been used in 262 schools. The report highlights the difficulty in disaggregating pupil premium funding from general school funding.

For 2017/18 the Government allocated £935 per secondary school pupil. The following document details specific actions together with costs and impact for each element of our pupil premium spend. It should be noted that our core belief of social mobility regardless of background drives everything we do to improve pupils' life chances.

2. Key Stage 2 Performance Indicators

Year 7 - 29 disadvantaged pupils 2017-18	Y7 %	National All %	National Boys %
Reading: % of disadvantaged pupils achieving expected standard	51.7	71	68
Reading: % of disadvantaged pupils achieving a high standard	10.3	25	21
Mathematics: % of disadvantaged pupils achieving expected standard	72.4	75	74
Mathematics: % of disadvantaged pupils achieving a high standard	17.2	23	24
Reading, writing and Maths: % of disadvantaged pupils achieving expected standard (NA represents % Reading, Writing and Maths)	44.8	61	57
Reading, writing and Maths: % of disadvantaged pupils achieving a high standard (NA represents % Reading, Writing and Maths)	6.9	9	7
% Attendance for disadvantaged pupils (School average attendance 97.4%)	-	-	-
Year 8 - 21 disadvantaged pupils 2017-18	Y7 %	National All %	National Boys %
Reading: % of disadvantaged pupils achieving expected standard	57.1	66	62
Reading: % of disadvantaged pupils achieving a high standard	9.5	19	16
Mathematics: % of disadvantaged pupils achieving expected standard	89.5	70	70
Mathematics: % of disadvantaged pupils achieving a high standard	26.3	17	18
Reading and Maths: % of disadvantaged pupils achieving expected standard (NA represents % Reading, Writing and Maths)	52.6	53	50
Reading and Maths: % of disadvantaged pupils achieving a high standard (NA represents % Reading, Writing and Maths)	5.3	5	5

% Attendance for disadvantaged pupils (School average attendance 97.4%)	97.41	-	-
Year 9 - 20 disadvantaged pupils 2017-18	Y7 %	National All %	National Boys %
Reading: % of disadvantaged pupils achieving expected standard	78.9	89	86
Reading: % of disadvantaged pupils achieving a high standard	15.7	50	46
Mathematics: % of disadvantaged pupils achieving expected standard	73.7	86	86
Mathematics: % of disadvantaged pupils achieving a high standard	31.5	42	45
Reading and Maths: % of disadvantaged pupils achieving expected standard (NA represents % Reading, Writing and Maths)	63.2	-	-
Reading and Maths: % of disadvantaged pupils achieving a high standard (NA represents % Reading, Writing and Maths)	15.8	-	-
% Attendance for disadvantaged pupils (School average attendance 97.4%)	96.55	95.9	95.1
Year 10 - 12 disadvantaged pupils 2017-18	Y7 %	National All %	National Boys %
Reading: % of disadvantaged pupils achieving expected standard	81.8	89	86
Reading: % of disadvantaged pupils achieving a high standard	36.4	50	46
Mathematics: % of disadvantaged pupils achieving expected standard	63.6	86	86
Mathematics: % of disadvantaged pupils achieving a high standard	45.5	42	45
Reading and Maths: % of disadvantaged pupils achieving expected standard (NA represents % Reading, Writing and Maths)	54.5	-	-
Reading and Maths: % of disadvantaged pupils achieving expected standard (NA represents % Reading, Writing and maths)	36.3		
% Attendance for disadvantaged pupils (School average attendance 97.4%)	98.58	95.9	95.1

Disadvantaged by Group

Year Group	Total	Low overall		Middle overall		High overall		No SEN	SEN support	SEN with statement or EHC plan
		Rd	Ma	Rd	Ma	Rd	Ma			
7	29	14	8	12	16	3	5	24	5	0
8	21	9	2	10	12	2	5	21	0	0
9	20	4	5	12	8	3	6	19	1	0
10	12	2	4	5	2	4	5	11	1	0
Overall	82	29	19	39	38	12	21	75	7	0

Note: No data available for 2 Year 8 DP in mathematics, 1 Year 9 DP in Reading & mathematics, 1 Year 10 DP in Reading & mathematics

3. Rationale

Barriers to future attainment for pupils eligible for PP, including those who are more able

In-school barriers

A	Low literacy skills on entry across years 7 to 10, especially in year 7 where disadvantaged pupils are significantly below national averages. In year 9, a significant proportion of disadvantaged pupils scored at the lower end of expected standards (5 pupils at level 4c) therefore only 38.9% are securely meeting expected standard in reading.
B	Cognitive Ability Test Data indicates average scores in the verbal, non-verbal and spatial elements for year 7-10 disadvantaged pupils are below average and broadly average for the quantitative element
C	Cursive writing has been identified as an issue for all year groups by external QA inspection

D	Average scaled score for Reading, mathematics and GPS is below national averages in years 7 and 8.
E	Parental engagement, particularly from outreaching geographical areas. Latest parental meeting only 61% of parents of disadvantaged pupils attended whilst 90% of parents of non-disadvantaged pupils attended.
External Barriers	
A	All pupils are classed as coming from an ethnic minority background, with an increase of new arrivals into the country who have no prior English or very little. English as an Additional Language is 78.4% (NA 15.7%)
B	Aspirations- Geographically in the bottom 40% nationally for deprivation indicator. 97.3% of pupils are below the NA (20%) of pupils who do not live in high social class households. 79.3% of pupils are below the NA (14.6%) for pupils living in overcrowded households. 97.3% of pupils come from wards which have lower than national levels of adult participation in Higher education. (2016-2017 figures. This will be updated in conjunction with update on ASP)
C	One of the main feeder primary schools has been judged by Ofsted to be Inadequate for some time. The remaining pupils come from 28 different primary schools.
D	Limited access to learning resources such as ICT and books in the home environment.

4. Key Objectives of the Strategy

Quality First Teaching- Outstanding performance comes out of high quality teaching and learning on a day to day basis, consequently our major focus, is to continue to develop the capacity and skills of all our staff. The growth model of staffing requires a high focus on quality and continual professional development for all teaching and associate staff.

Our specific objectives are as follows:

- **Outstanding progress:** to ensure disadvantaged pupils make similar progress to all pupils nationally; being 'on track' to achieve their 'Tauheedul' GCSE targets which will lead to a Progress 8 score in the top 5% of providers nationally
- **Full curriculum access:** to ensure disadvantaged pupils are sufficiently literate and numerate to access and succeed in all curriculum areas
- **Breadth of experience:** to ensure the well-being of disadvantaged pupils and encourage their engagement in learning a wide range of sporting and cultural extra curriculum activities

5. Specific Aims for Diminishing the Difference in Progress for Disadvantaged Pupils

- Refinement of tracking and analysis tools to track the progress of disadvantaged pupils in all key performance indicators
- Ensure a full programme of curriculum, pedagogical and pastoral transition is in place for disadvantaged pupils from KS2 to KS3, including for more able pupils
- Utilise the Tauheedul Quality Standard Teaching Framework to ensure quality first teaching; increasing pupil progress per lesson
- Focussed lesson observation on the learning and progress of disadvantaged pupils, including the disadvantaged more able
- Provide after school intervention sessions for years 7-11 to diminish the difference in all subjects
- Utilise the library and the Accelerated Reader programme for all pupils to address and extend literacy skills
- Develop one to one reading programmes for pupils with weak literacy skills using trained staff including teaching assistants
- Conduct performance review meetings for Year 7 - 10 pupils

6. Eden Boys' Teaching and Learning of Disadvantaged Pupils - Non-Negotiables

- Enable ease of Identification; disadvantaged pupils, including those who are more able, are clearly identifiable on all SIMS / Classcharts / SISRA data / exercise books and tracking sheets
- Ensure high quality feedback across the whole curriculum
- Improve reading comprehension to enable pupil access to the curriculum in all areas, including those pupils who are more able.

7. Pupil Premium Spending Plan 2017 - 18

Initiative 1 Use intelligent data to improve outcomes and the well-being of disadvantaged pupils							
Actions	Chosen Approach	Reasons for Approach	Who	When	Monitoring and Evaluation	Cost	Success Criteria
1.1 Continued refinement of the use of data systems to monitor and analyse progress of disadvantaged pupils	<p>Continue to refine and sharpen data and tracking systems across the school to forensically analyse pupil progress, attendance, conduct and well-being concerns.</p> <ul style="list-style-type: none"> Advanced professional development of Business Support Officers in data analysis Refresher whole school training in the use of SISRA analytics Production of data dashboard for disadvantaged pupils Development of QLA (Skills Matrices) in all subjects Teacher training in developing subject and class specific tracking sheets <p>This initiative is carried through from last year's plan as further work in embedding and refining tracking ability is needed.</p>	<p>Clear identification of those pupils who are disadvantaged and robust tracking and monitoring to ensure they do not fall below that of their peers- rapid intervention when/if gaps appear.</p> <p>A core element of a schools' success in raising achievement is a robust focus on tracking and monitoring of individual pupil progress and forensic use of assessment data for progress tracking, target setting and support for individual pupils slipping behind with targeted interventions. Data is used effectively by senior managers, teachers, teaching assistants and governors to pose and answer questions about current standards, trends over time, progress made by individual pupils, to track pupils' progress and to set high expectations.</p> <p>Using Data to Raise Achievement – Good Practice in Schools (Lambeth 2013)</p> <p>EEF Rating: no rating available</p>	IAD	Part 1 Oct 17 Part 2 Jan 18 Part 3 Mar 18 Part 4 May 18 Part 5 Jun 18	<ul style="list-style-type: none"> Data analysis Y7-10 using SISRA of disadvantaged pupil forecasts Weekly analysis Y7-10 of attendance of disadvantaged pupils Staff evaluation of data training Scrutiny of subject and class tracking sheets Reports to various stakeholders inc. Principal and LGB 	£4,682	<ul style="list-style-type: none"> Forensic tracking enables rapid analysis and identification of all underachieving disadvantaged pupils, and overall performance of disadvantaged pupils 97%+ attendance of disadvantaged pupils All subject leaders/departments monitor and report accurately P8 scores ensuring the progress for all pupils / disadvantaged pupils is clearly identified All subject leaders/departments develop and use QLA analysis to secure targeted progress for all disadvantaged pupils Curriculum plans successfully adjusted to reflect subject question level analysis
1.2 Ensure middle leaders are confident in using intelligent data sources to accurately and robustly target individual intervention plans for disadvantaged pupils	<p>Individual Intervention Plans to be constructed for all disadvantaged pupil's years 7-10 who are underachieving</p> <ul style="list-style-type: none"> Secure and set up provision mapping software Identification of barriers to learning which are subject specific for each disadvantaged pupil Individual Intervention Plans constructed for all disadvantaged pupil's years 7-10 A range of targeted and planned personalised intervention programmes across Y7-10 for all subjects including small group tuition 	<p>Develop the expertise in identification and implementation of quality, personalised intervention strategies.</p> <p>Small group tuition is effective which greater feedback from the teacher, more sustained engagement in smaller groups, or work closely matched to learners needs has a positive impact</p> <p>EEF Rating: Moderate +4 months</p>	IAD IAD AMI	Oct 17 Dec 18 Jul 17 Jul 17	<ul style="list-style-type: none"> Data analysis Y7-10 using SISRA of disadvantaged pupil forecasts Production of QLA analysis reports for disadvantaged pupils Observation of planned personalised intervention sessions Reports to Principal / LGB 	£23,249	<ul style="list-style-type: none"> Improved T&L and curriculum provision within depts. Improved accuracy and quality assurance of teacher assessment Timely identification of those pupils who are underachieving and the specific barriers/factors which contribute. Intervention plans in place for all disadvantaged pupils who are underachieving 'In school' Gap in achievement of those pupils who are disadvantaged is smaller than national

<p>1.3 Introduction of extended and coordinated Y7 - 10 Raising Achievement Plan (RAP) for consideration of Progress 8 measures for all disadvantaged pupils</p>	<ul style="list-style-type: none"> Monitor all KPI's for Y7-10 disadvantaged pupils on a half termly basis, identifying underachievement and ensuring robust Individual Intervention Plans (IIP) are in place for disadvantaged pupils to address barriers to learning Develop and implement a strategy to improve communication and involvement with parents of disadvantaged pupils, including parental information sessions and PRMs. <p>This initiative is carried through from last year's plan.</p>	<p>Identification of all barriers to learning and progress both across faculty areas and within individual subjects. Personalized plans devised through forensic analysis of data will ensure any intervention is targeted and effective</p> <p>Parental involvement is consistently associated with pupil success at school. Supporting parents with their first child may have benefits to siblings</p> <p>EEF Rating: Moderate impact +3 months</p>	<p>IAD MMA</p>	<p>Part 1 Oct 17 Part 2 Jan 18 Part 3 Mar 18 Part 4 May 18 Part 5 Jun 18</p>	<ul style="list-style-type: none"> Data analysis Y7-10 using SISRA of disadvantaged pupil forecasts Data reports to SLT and wider stakeholders Analysis of parental attendance figures Parental Questionnaires SLT review of RAP plans DP monthly strategy review meeting 	<p>£11,135</p>	<ul style="list-style-type: none"> Forensic analysis of cohorts and individuals who can make a difference to KPI's such as the Progress 8 score or EBacc outcomes 76% achieving 9 to 5 in English and maths 90% achieving 9 to 4 in English and maths 47% disadvantaged pupils achieving the English Baccalaureate (9-4 EM top 5% of providers) 43% disadvantaged pupils achieving the English Baccalaureate (9-5 EM) top 5% Overall Progress 8 (0.71) English P8 element (target 0.71) Maths P8 element (target 0.71) English Baccalaureate P8 Element (target 0.71) Open P8 element (target 0.71) Increase in parental support and involvement in pupil learning
--	--	---	--------------------	--	---	----------------	---

Initiative 2 Improve standards of teaching and learning across the school which will disproportionately advantage those pupils who are disadvantaged							
Action	Chosen Approach	Reason for Approach	Who	When	Monitoring and Evaluation	Cost	Success Criteria
<p>2.1 Appointment of additional teachers in Maths and English</p> <p>Focussed CPD on differentiated teaching approaches</p>	<ul style="list-style-type: none"> Adding additional capacity to further the influence and performance of the Maths and English Faculties Develop a focussed literacy strategy for Y7-10 across the curriculum for those who are disadvantaged Increased staff expertise in the use of differentiated approaches for teaching and learning and additional interventions for those who are disadvantaged 	<p>Reducing the number of pupils in a class to 20 or below suggests the range of approaches a teacher can employ and the amount of attention each pupil's will achieve will increase.</p> <p>EEF Rating: Moderate impact +3 months</p>	<p>AMI NPA NPA</p>	<p>Dec 17 Oct 17 Part 1 Dec 17 Part 2 Jan 18</p>	<ul style="list-style-type: none"> Lesson observation and learning walks (including a sharp focus on literacy) Data analysis Y7-10 using SISRA for DP Report to Principal /LGB 	<p>£9,700</p>	<ul style="list-style-type: none"> English P8 element (target 0.71) Maths P8 element (target 0.71) No significant P8 element gap for English and mathematics between disadvantaged pupils and non-disadvantaged pupils and all pupils (and disadvantaged sub-groups) Increase in reading age, reading scores and spelling, punctuation and grammar measures for Y7-10 pupils
<p>2.2 Group sizes in English/Maths smaller than average for school</p>	<ul style="list-style-type: none"> Where many pupils are disadvantaged, ensure groups in English and maths have a class size of no more than 18 This initiative is carried through from last year's plan. 	<p>Reducing the number of pupils in a class to 20 or below suggests the range of approaches a teacher can employ and the amount of attention each pupil will achieve will increase.</p> <p>EEF Rating: Moderate impact +3 months</p>	<p>NPA</p>	<p>Jan 18</p>	<ul style="list-style-type: none"> Lesson observation and learning walks Data analysis Y7-10 using SISRA for DP Report to Principal /LGB 	<p>£27,200</p>	<ul style="list-style-type: none"> Progress for pupils in receipt of pupil premium is judged as at least good, with all pupils making progress in line with the top 5% of providers nationally PP pupils made similar progress to their peers, reflecting highly effective use of the Pupil Premium Funding English P8 element (target 0.71) Maths P8 element (target 0.71) No significant P8 element gap for English and mathematics between disadvantaged pupils and non-disadvantaged pupils and all pupils (and disadvantaged sub-groups)

<p>2.3 Improved access to learning resources through Homework Clubs</p>	<p>Improve quality and access to home learning through:</p> <ul style="list-style-type: none"> • Introduction of after school homework clubs for those who do not have access to private space, ICT or parental support at home • Implement 'Show My Homework' programme across school • Training of staff in setting quality relevant home learning activities • Engagement of parents in sessions to encourage parental help and support for homework 	<p>On average, the impact of home learning on learning is consistently positive. There is some evidence that homework is most effective when used as a short and focused intervention (e.g. in the form of a project or specific target connected with a particular element of learning with some exceptional studies showing up to eight months' positive impact on attainment.'</p> <p>EEF rating: Moderate impact for very low or no cost +5 months to +8 months</p>	<p>IAD</p>	<p>Part 1 Sept 17 Part 2 Dec 17 Part 3 Mar 18 Part 4 Jun 18</p>	<ul style="list-style-type: none"> • Scrutiny of schemes of work for homework programmes • Analysis of SMH activities and reports • Pupil survey • Parental Survey 	<p>£6,081</p>	<ul style="list-style-type: none"> • Consistency in the quality of homework set across subjects and year groups within school • Quality of feedback on homework • 90%+ of disadvantaged pupil's attendance at homework club monthly • Homework completion high for Y7-10 disadvantaged pupils and to a high standard • Pupil engagement in learning seen to be positive in lesson observation
<p>2.4 Focus on the improvement of teacher feedback and pupil response</p>	<p>Provision of CPD to all teaching staff to enable quality feedback on pupil work which is specific, accurate and clear (including homework).</p> <ul style="list-style-type: none"> • To be linked to complex or challenging tasks or goals likely to emphasise the importance of effort and perseverance. • Training and development of Middle Leaders in the quality assurance of teacher feedback • Quality Assurance and development of Feedback and responses to and from pupils to improve understanding and skill development • Development of peer and self-assessment as well as that from adult 	<p>'Studies show very high effects on learning in general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact.'</p> <p>Quality feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. AfL research indicates an impact of half a GCSE grade per subject is achievable,</p> <p>EEF Rating: High impact for low cost +8 months</p>	<p>NPA IAD</p>	<p>Sept 17</p>	<ul style="list-style-type: none"> • Work scrutiny Y7-10 (coupled with pupil discussion) • Work scrutiny carousel • Pupil survey (and interview) • Scrutiny of QA documents • Teaching and Learning report to Principal and LGB 	<p>£1000</p>	<ul style="list-style-type: none"> • Quality assurance of work scrutiny indicates a consistent, accurate and impact focussed approach to written feedback • Pupils are aware through impact focussed feedback of what they are doing right and what they have done wrong • Feedback is linked to more complex and challenging tasks and emphasises the importance of effort and perseverance • Pupil voice indicates their value of quality feedback • QA process shows quality of marking and feedback having a positive impact on pupil progress • Pupil attitudes to learning are consistently positive
<p>2.5 Improve Literacy levels for disadvantaged pupils in Y7-10 through targeted literacy support work</p>	<ul style="list-style-type: none"> • Targeting Accelerated Reading Programme at disadvantaged pupils with low scores in reading comprehension and verbal element of CAT • Library provision extended to before and after school to facilitate improved access and extension of the Library stock and facilities • This initiative is carried through from last year's plan. 	<p>On average reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p> <p>EEF Rating: Moderate impact 5+ months</p>	<p>NPA IAD</p>	<p>Jul 18</p>	<ul style="list-style-type: none"> • STAR reading tests (termly) • Report to Principal • Pupil reading logs • Listening to pupils read • Provision map data • Report to LGB and Principal 	<p>£2,379</p>	<ul style="list-style-type: none"> • The development of reading, writing and communication across the curriculum is rapidly improving • Systems for the tracking of chronological reading age to actual reading age show that 90% of identified disadvantaged pupils are on track to make gains in literacy, specially reading

Initiative 3							
Specific Initiatives to raise aspirations of disadvantaged pupils							
Action	Chosen Approach	Reason for Approach	Who	When	Monitoring and Evaluation	Cost	Success Criteria
3.1 Raising boys' aspirations	<p>Small group mentoring programme for groups of disadvantaged boys alongside 1:1 mentoring sessions for those with ingrained low aspirations. In addition:</p> <ul style="list-style-type: none"> Parental sessions targeted at raising the aspirations of their child PSHE input around 'What a Good Attitude to Learning Looks Like' Initiate targeted Pupil Leadership Opportunities <p>Links to local sports clubs</p>	<p>'On average Social and Emotional Aspects of Learning have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself. SEAL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils'.</p> <p>There is a culture of low educational aspiration within certain groups of disadvantaged pupils evidenced within pupil voice and lack of parental experience of higher or further education. EEF Rating: Moderate impact for moderate cost +4 months</p> <p>Outdoor adventure involves collaborative learning experiences with a high level of physical challenge. Practical problem solving, explicit reflection and discussion of thinking and emotion (meta-cognition and self-regulation). Studies show positive effects on academic learning EEF Rating: Moderate impact for moderate cost +4 months</p> <p>The impact of sports participation on academic achievement tends to be positive. Recent evidence indicates sports participation can have a dramatic effect on for example mathematics EEF Rating: Moderate impact for moderate cost +2 months</p>	MMA BMG OTH	<p>Part 1 Dec 17</p> <p>Part 2 Feb 18</p> <p>Part 3 May 18</p> <p>Part 4 Jul 18</p>	<ul style="list-style-type: none"> Pupil voice Attitudinal survey Analysis of KPIs for identified pupils Rewards and sanctions data IFTE data Behaviour and rewards data Attendance and participation logs Written report to Principal / SLT / LGB 	£6,239	<ul style="list-style-type: none"> Improvement in the academic outcomes and engagement of pupils who are disadvantaged Raised self-esteem of pupils as evidenced in pupil voice Improved attitudes to learning as evidenced by pupil voice and attendance at school Increase in rewards for engagement in learning and associated reduction in sanctions for non-engagement in learning Reduction in the use of internal fixed term exclusion and removal from class 90%+ engagement in pupil leadership opportunities

3.2 Engaging 'hard to reach parents'	Evidence suggests of the impact of family literacy, language and numeracy programmes on children's academic ad learning related outcomes is extensive and robust, particularly in the case of literacy, but also numeracy and can have a positive impact on the most disadvantaged families. <ul style="list-style-type: none"> Improvement in home/school information systems Engage hard to reach parents through differentiated approaches to home/school partnerships Parental literacy support sessions to encourage reciprocal reading programmes Learning together initiative Identification of staff needing support and development 	Research shows the more parents get involved with school the more likely their child will: <ul style="list-style-type: none"> Achieve better grades Score more highly in tests Higher attendance rate Improved social skills More likely to complete homework Have a more positive attitude to school More likely to graduate from Higher education Parent Partnership Research	IAD MMA	Jul 18	<ul style="list-style-type: none"> Parental questionnaire and interview Data analysis Y7-10 using SISRA for DP Attendance data SMH analysis reports Attitudinal survey Report to Principal / SLT 	£1,126	<ul style="list-style-type: none"> 85% + parental engagement at identified sessions 90%+ positive feedback from parental sessions 97%+ pupil attendance Improved effectiveness of staged responses to negate any negative pupil behaviours with parents Parent voice indicates improvement in communication and partnership with parents/carers Accurate and complete records of pupil conduct Fixed Term Exclusion less than 2% 90%+ homework completion 90%+ improvement in reading age scores 	
3.3 Staffing and resourcing of a Nurture Group for KS3	Provide a nurture resource for key stage 3 pupils whose transition from primary phase has not been as successful due to unidentified and previously unmet need. Provision will include: <ul style="list-style-type: none"> Literacy and Numeracy catch up Emotional and social development Creative development Haven type provision for lunch and break time Assistance with homework Assess all pupils' needs and comprehensive Individual Education Plans compiled to ensure appropriate ongoing provision mapping This initiative is carried through from last year's plan	Social and Emotional Learning Packages appear to benefit disadvantaged or low attaining pupils more than other pupils, though all pupils benefit on average. EEF Rating: Moderate +4 months	IAD	Part 1 Mar 18 Part 2 Jul 18	<ul style="list-style-type: none"> Provision map Data analysis Y7-9 using SISRA (inc. for DP) Pupil interview Attendance analysis Rewards and sanctions data SMH reports 	£1,270	<ul style="list-style-type: none"> Pupils in nurture group on track to secure progress in top 5% of schools nationally and 'catch up' with their peers from KS2 in reading, writing, communication and mathematics Improved social and emotional literacy levels measured by pupil voice 95%+ enjoyment in learning voiced by pupils and their parents/carers Attendance, rewards and disruption data for disadvantaged pupils in the group in line with or below peers 90%+ homework completion 95%+ attendance at homework support activities 	
Total Spend						£92,988		
First Review Date	January 2018	Second Review Date	April 2018	Third Review Date	July 2018	Final Review Statement	October 2018	

Evaluation of Pupil Premium 2017-18

Review of Expenditure				
Previous Academic Year				
Use intelligent data to improve outcomes and the well-being of disadvantaged pupils				
Action	Intended Outcome	Estimated Impact: Did you meet the success criteria? (include impact on pupils not eligible for PP, if appropriate)	Lessons Learned (and whether you will continue with this approach)	Cost
<p>1.1 Continued refinement of the use of data systems to monitor and analyse progress of disadvantaged pupils</p>	<ul style="list-style-type: none"> Forensic tracking enables rapid analysis and identification of all underachieving disadvantaged pupils, and overall performance of disadvantaged pupils 97%+ attendance of disadvantaged pupils All subject leaders/departments monitor and report accurately P8 scores ensuring the progress for all pupils / disadvantaged pupils is clearly identified All subject leaders/departments develop and use QLA analysis to secure targeted progress for all disadvantaged pupils Curriculum plans successfully adjusted to reflect subject question level analysis 	<ul style="list-style-type: none"> Leaders sourced, set up and implemented SISRA Analytics as an analytical tool for sharply focussed scrutiny of pupil performance data. Leaders provided SISRA linked training for six members of staff including the Business Support Officer and Vice Principal to ensure robust use of analysis tools to improve disadvantaged pupils' outcomes Leaders developed highly refined subject specific tracking tools to look at whole school performance and performance within and across subject areas. Individual disadvantaged pupils and cohorts of disadvantaged pupils can now be scrutinised forensically Middle leaders received targeted professional development to use and interpret subject specific tracking sheets. As a result, they are now more aware of and have greater skill in the analysis and evaluation of the academic performance of disadvantaged pupils in their curriculum areas All middle leaders possess and use subject based tracking and analysis sheets that enable them to review the progress of disadvantaged pupils forensically and apply appropriate interventions as necessary Subject leaders of English and mathematics have reviewed, and adjusted curriculum plans and altered pedagogy to reflect incoming pupils' strengths and weaknesses (using KS2 data) All subject leaders have developed QLA tracking sheets and deployed the analysis based on DC1-5 to provide targeted intervention and to improve performance in weaker topics. Targeted intervention for disadvantaged pupils has taken place to tackle gaps in their learning Attendance of disadvantaged pupils is significantly above national attendance rates for FSM (92.8%) and national all (94.8%) exceeds target. Attendance of all disadvantaged pupils 2017-2018 at EBP is 97.22% 	<ul style="list-style-type: none"> Leaders will continue to refine and use SISRA Analytics, subject specific tracking sheets and QLA analysis Teachers and wider staff will continue to receive targeted professional development in the use of these data systems Leaders will continue to review and adapt the curriculum in response to data analysis 	£4682
<p>1.2 Ensure middle leaders are confident in using intelligent data sources to accurately and robustly target individual intervention plans for disadvantaged pupils</p>	<ul style="list-style-type: none"> Improved T&L and curriculum provision within depts. Improved accuracy and quality assurance of teacher assessment Timely identification of those pupils who are underachieving and the specific barriers/factors which contribute. 	<ul style="list-style-type: none"> Provision mapping software has been installed and a learning plan set up for each disadvantaged pupil Initial barriers to learning for individual pupils have been identified and inputted into the learning plans Underperforming disadvantaged pupils are targeted for intervention across Y7-10 for all subjects. Year 10 – AP5 P8 Score 0.77 Year 9 – AP5 P8 Score 0.80 Year 8 – AP5 P8 Score 1.95 	<ul style="list-style-type: none"> Leaders will continue to procure and utilise provision mapping software Learning plans to be developed further with accompanying staff training Maintain subject interventions for disadvantaged pupils to ensure in-school gap is eliminated 	£23,249

	<ul style="list-style-type: none"> Intervention plans in place for all disadvantaged pupils who are underachieving 'In school' Gap in achievement of those pupils who are disadvantaged is smaller than national 	<ul style="list-style-type: none"> Year 7 – AP5 P8 Score 0.29 Five pupils that are SEN/D and PP attended 1:1 or small group intervention sessions in English and maths. All five pupils have a positive P8 score. 																																
<p>1.3 Introduction of extended and coordinated Y7 - 10 Raising Achievement Plan (RAP) for consideration of Progress 8 measures for all disadvantaged pupils</p>	<ul style="list-style-type: none"> Forensic analysis of cohorts and individuals who can make a difference to KPI's such as the Progress 8 score or EBacc outcomes 76% achieving 9 to 5 in English and maths 90% achieving 9 to 4 in English and maths 47% disadvantaged pupils achieving the English Baccalaureate (9-4 EM top 5% of providers) 43% disadvantaged pupils achieving the English Baccalaureate (9-5 EM) top 5% Overall Progress 8 (0.71) English P8 element (target 0.71) Maths P8 element (target 0.71) English Baccalaureate P8 Element (target 0.71) Open P8 element (target 0.71) Increase in parental support and involvement in pupil learning 	<p>Year 10</p> <ul style="list-style-type: none"> Disadvantaged pupils in Year 10 make very strong progress from their starting points, better than all disadvantaged pupils nationally and all pupils nationally (Forecast Oct 2018 P8 1.17) 58% of disadvantaged pupils are making outstanding progress in Year 10 and P8 for disadvantaged pupils is +0.90 compared to non-disadvantaged +0.60 (June 2018) Disadvantaged pupils make more progress (P8 1.17 - Oct 2018) than non-disadvantaged pupils in Y10 (current Y11) P8 0.48 - Oct 2018 and other disadvantaged pupils nationally (0.11) and other pupils nationally (0.11) The school enters 100% of its disadvantaged pupils for the English Baccalaureate. As a result, entries are significantly above national. <table border="1" data-bbox="981 608 1547 963"> <thead> <tr> <th>Progress measure disadvantaged pupils (Oct 2018)</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>1.29</td> <td>0.11</td> </tr> <tr> <td>Mathematics</td> <td>0.93</td> <td>0.11</td> </tr> <tr> <td>E-Bacc</td> <td>0.93</td> <td>0.13</td> </tr> <tr> <td>Open</td> <td>1.49</td> <td>0.09</td> </tr> <tr> <th>Attainment measure (Oct 2018)</th> <th>School</th> <th>National</th> </tr> <tr> <td>% 9-4 in EBacc</td> <td>70%</td> <td>29%</td> </tr> <tr> <td>% 9-5 in EBacc</td> <td>50%</td> <td>26%</td> </tr> <tr> <td>% 9-4 in English and maths</td> <td>80%</td> <td>71%</td> </tr> <tr> <td>% 9-5 in English and maths</td> <td>80%</td> <td>43%</td> </tr> </tbody> </table> <p>Progress for disadvantaged pupils</p> <p>Year 9</p> <ul style="list-style-type: none"> Disadvantaged pupils in Year 9 make very strong progress from their starting points. Progress is better than all disadvantaged pupils nationally and all pupils nationally. Disadvantaged pupils have a P8 score of 0.80 compared to 0.67 for non-disadvantaged. Over 50% of disadvantaged pupils are making outstanding progress in Year 9 (P8 +0.5) <p>Year 8</p> <ul style="list-style-type: none"> Disadvantaged pupils in Year 8 make very strong progress relative to their starting points. <p>Year 7</p> <ul style="list-style-type: none"> 47% of disadvantaged pupils are making outstanding progress in Year 7 	Progress measure disadvantaged pupils (Oct 2018)	School	National	English	1.29	0.11	Mathematics	0.93	0.11	E-Bacc	0.93	0.13	Open	1.49	0.09	Attainment measure (Oct 2018)	School	National	% 9-4 in EBacc	70%	29%	% 9-5 in EBacc	50%	26%	% 9-4 in English and maths	80%	71%	% 9-5 in English and maths	80%	43%	<ul style="list-style-type: none"> Continue to write and implement targeted improvement plans for progress 8 measures Further refine analysis tools to provide a more sharply focussed review of the performance of disadvantaged pupils 	<p>£11,135</p>
Progress measure disadvantaged pupils (Oct 2018)	School	National																																
English	1.29	0.11																																
Mathematics	0.93	0.11																																
E-Bacc	0.93	0.13																																
Open	1.49	0.09																																
Attainment measure (Oct 2018)	School	National																																
% 9-4 in EBacc	70%	29%																																
% 9-5 in EBacc	50%	26%																																
% 9-4 in English and maths	80%	71%																																
% 9-5 in English and maths	80%	43%																																

Improve standards in teaching and learning across the school which will disproportionately advantage those pupils who are disadvantaged																																											
<p>2.1 Appointment of additional teachers in Maths and English</p> <p>Focussed CPD on differentiated teaching approaches</p>	<ul style="list-style-type: none"> English P8 element (target 0.71) Maths P8 element (target 0.71) No significant P8 element gap for English and mathematics between disadvantaged pupils and non-disadvantaged pupils and all pupils (and disadvantaged sub-groups) Increase in reading age, reading scores and spelling, punctuation and grammar measures for Y7-10 pupils 	<ul style="list-style-type: none"> Leaders have appointed an additional teacher in both English and mathematics. The reduced class sizes for disadvantaged pupils led to an average of Y10 – 18:1, Y9 23.5 in both English and mathematics. This led to a P8 disadvantaged (English) – Y10 (0.62), Y9 (0.73), (mathematics) – Y10 (0.70), Y9 (0.47). These figures are higher than the P8 scores for other subjects which did not have smaller classes Whole school CPD provided for all 23-teaching staff linked to data and its use in meeting the needs of all pupils. In the 2018 Ofsted report, inspectors commented that <i>‘Teachers use highly accurate assessment information to plan activities for pupil that consolidate their prior learning, deepen their understanding and stretch their thinking’</i>. Disadvantaged pupils make exceptional rates of progress’ 	<ul style="list-style-type: none"> Leaders will continue to ensure sufficient staffing is in place in both English and mathematics to ensure progress of disadvantaged pupils Leaders will continue to plan and deliver CPD sessions for teachers and support staff linked to differentiation 	<p>£9700</p>																																							
<p>2.2 Group sizes in English/Maths smaller than average for school</p>	<ul style="list-style-type: none"> Progress for pupils in receipt of pupil premium is judged as at least good, with all pupils making progress in line with the top 5% of providers nationally PP pupils made similar progress to their peers, reflecting highly effective use of the Pupil Premium Funding English P8 element (target 0.71) Maths P8 element (target 0.71) No significant P8 element gap for English and mathematics between disadvantaged pupils and non-disadvantaged pupils and all pupils (and disadvantaged sub-groups) 	<ul style="list-style-type: none"> The reduced class sizes for disadvantaged pupils led to an average of Y10 – 18:1, Y9 - 23.5 in both English and mathematics. A second in mathematics was recruited for the summer term <p>Year 10</p> <table border="1" data-bbox="981 660 1547 842"> <thead> <tr> <th>Y10 Progress measure disadvantaged pupils (Oct 2018)</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>1.29</td> <td>0.11</td> </tr> <tr> <td>Mathematics</td> <td>0.93</td> <td>0.11</td> </tr> <tr> <th>Y10 Attainment measure (Oct 2018)</th> <th>School</th> <th>National</th> </tr> <tr> <td>% 9-4 in English and maths</td> <td>80%</td> <td>71%</td> </tr> <tr> <td>% 9-5 in English and maths</td> <td>80%</td> <td>43%</td> </tr> </tbody> </table> <p>Year 9</p> <table border="1" data-bbox="981 916 1547 1123"> <thead> <tr> <th>Y9 Progress measure disadvantaged pupils (Oct 2018)</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>0.83</td> <td>0.11</td> </tr> <tr> <td>English</td> <td>0.33</td> <td>0.11</td> </tr> <tr> <td>Mathematics</td> <td>0.60</td> <td>0.11</td> </tr> <tr> <th>Y9 Attainment measure (Oct 2018)</th> <th>School</th> <th>National</th> </tr> <tr> <td>% 9-4 in English and maths</td> <td>48%</td> <td>71%</td> </tr> <tr> <td>% 9-5 in English and maths</td> <td>28%</td> <td>43%</td> </tr> </tbody> </table>	Y10 Progress measure disadvantaged pupils (Oct 2018)	School	National	English	1.29	0.11	Mathematics	0.93	0.11	Y10 Attainment measure (Oct 2018)	School	National	% 9-4 in English and maths	80%	71%	% 9-5 in English and maths	80%	43%	Y9 Progress measure disadvantaged pupils (Oct 2018)	School	National	Overall	0.83	0.11	English	0.33	0.11	Mathematics	0.60	0.11	Y9 Attainment measure (Oct 2018)	School	National	% 9-4 in English and maths	48%	71%	% 9-5 in English and maths	28%	43%	<ul style="list-style-type: none"> Leaders will continue to ensure sufficient staffing is in place in both English and mathematics to ensure pupils make progress in line with the top 5% of providers nationally 	<p>£27,200</p>
Y10 Progress measure disadvantaged pupils (Oct 2018)	School	National																																									
English	1.29	0.11																																									
Mathematics	0.93	0.11																																									
Y10 Attainment measure (Oct 2018)	School	National																																									
% 9-4 in English and maths	80%	71%																																									
% 9-5 in English and maths	80%	43%																																									
Y9 Progress measure disadvantaged pupils (Oct 2018)	School	National																																									
Overall	0.83	0.11																																									
English	0.33	0.11																																									
Mathematics	0.60	0.11																																									
Y9 Attainment measure (Oct 2018)	School	National																																									
% 9-4 in English and maths	48%	71%																																									
% 9-5 in English and maths	28%	43%																																									
<p>2.3 Improved access to learning resources through Homework Clubs</p>	<ul style="list-style-type: none"> Consistency in the quality of homework set across subjects and year groups within school Quality of feedback on homework 90%+ of disadvantaged pupil’s attendance at homework club monthly Homework completion high for Y7-10 disadvantaged pupils and to a high standard 	<ul style="list-style-type: none"> Leaders’ access reports to identify the frequency of homework set. Disadvantaged pupils in Y7-10 report that homework is set regularly A homework club was launched and supervised by staff. Attendance by disadvantaged pupils fluctuated markedly throughout the year from 90% in the first 2-3 weeks to 5% attendance of DP pupils Reports from show my homework reveal 90% teacher engagement in the settling of homework 	<ul style="list-style-type: none"> As a result of afterschool commitments by the overwhelming majority of pupils, the homework club initiative for disadvantaged pupils only will not be continued 	<p>£6081</p>																																							

	<ul style="list-style-type: none"> Pupil engagement in learning seen to be positive in lesson observation 			
2.4 Focus on the improvement of teacher feedback and pupil response	<ul style="list-style-type: none"> Quality assurance of work scrutiny indicates a consistent, accurate and impact focussed approach to written feedback Pupils are aware through impact focussed feedback of what they are doing right and what they have done wrong Feedback is linked to more complex and challenging tasks and emphasises the importance of effort and perseverance Pupil voice indicates their value of quality feedback QA process shows quality of marking and feedback having a positive impact on pupil progress Pupil attitudes to learning are consistently positive 	<ul style="list-style-type: none"> All 23 teaching staff and teaching based support staff received formal training in the ReACT strategy (linked to written feedback) and its application to pupil work. This has led to staff consistently providing feedback in line with expectation Work scrutinies conducted as part of the quality assurance programme indicates that the quality of feedback has had a positive impact on the progress of pupils. Pupils are aware of their targets and how to improve on them. Furthermore, feedback is aligned to challenging work and focusing on pupils 'grappling' with their work. This has been substantiated by the OFSTED report and external quality assurance visits. Work scrutiny and data concurred when triangulated 	<ul style="list-style-type: none"> Leaders will continue to adopt the ReACT strategy (linked to written feedback). As this showed clear evidence in pupils making improvements to their work Teachers and wider staff will continue to receive targeted professional development in the use of the ReACT approach Leaders will explore the use of more targeted quality assurance to further accelerate progress of disadvantaged pupils 	£1000
2.5 Improve Literacy levels for disadvantaged pupils in Y7-10 through targeted literacy support work	<ul style="list-style-type: none"> The development of reading, writing and communication across the curriculum is rapidly improving Systems for the tracking of chronological reading age to actual reading age show that 90% of identified disadvantaged pupils are on track to make gains in literacy, specially reading 	<ul style="list-style-type: none"> The accelerated reading programme has been introduced and all disadvantaged pupils have their scores monitored for improvement. Pupils access a number of intervention sessions to support the improvement of their reading. Analysis of scores indicates improvement in reading ages across years 7-10. 44% of disadvantaged pupils have improved their reading ages 	<ul style="list-style-type: none"> Develop systems to collate and analyse vulnerable group data for the tracking of reading ages Leaders will continue to review and adapt the curriculum and associated resources in response to improving the reading, writing and communication 	£2379
Specific initiatives to raise aspirations of disadvantaged pupils				
3.1 Raising boys' aspirations	<ul style="list-style-type: none"> Improvement in the academic outcomes and engagement of pupils who are disadvantaged Raised self-esteem of pupils as evidenced in pupil voice Improved attitudes to learning as evidenced by pupil voice and attendance at school Increase in rewards for engagement in learning and associated reduction in sanctions for non-engagement in learning Reduction in the use of internal fixed term exclusion and removal from class 90%+ engagement in pupil leadership opportunities 	<ul style="list-style-type: none"> A number of disadvantaged pupils (39%) have received 1:1 mentoring to address issues such as low aspirations. This takes place weekly Revised PSHE programmes have been developed which incorporate aspects of attitudes to learning Y7-9 Outsourced L2L to 'Positively Mad'. They delivered sessions to all Year 10 pupils. External speakers invited to school to raise aspirations through careers education A number of leadership opportunities have been developed which disadvantaged pupils are part of including library leaders, Salah prefects, sports captains. 13% of disadvantaged pupils are currently in pupil leadership positions across school. This will be developed further for 2018-2019 Leaders have provisionally identified an outdoor adventure placement for disadvantaged pupils and have established provisional costs Behaviour and rewards data show that attitudes to learning are positive with pupils taking a keen interest in their learning. 	<ul style="list-style-type: none"> Strategies will be continued by leaders in continuing to raise aspirations of disadvantaged pupils Leaders to refine the frequency and analysis of pupil voice data and associated follow up actions 	£6293

		<ul style="list-style-type: none"> Attendance of disadvantaged pupils is significantly above national attendance rates for FSM (92.8%) and national all (94.8%) exceeds target. Attendance of all disadvantaged pupils 2017-2018 at EBP is 97.5% (July 2018) 1.18% of disadvantaged pupils had a fixed term exclusion. This was lower than all pupils in school and all pupils nationally. Additionally, this is significantly lower than FSM pupils nationally which is 23.1% Y7 81%, Y8 75%, Y9 71%, Y10 73% of disadvantaged pupils state that they enjoy learning 		
3.2 Engaging 'hard to reach parents'	<ul style="list-style-type: none"> 85% + parental engagement at identified sessions 90%+ positive feedback from parental sessions 97%+ pupil attendance Improved effectiveness of staged responses to negate any negative pupil behaviours with parents Parent voice indicates improvement in communication and partnership with parents/carers Accurate and complete records of pupil conduct Fixed Term Exclusion less than 2% 90%+ homework completion 90%+ improvement in reading age scores 	<ul style="list-style-type: none"> Leaders have made plans in arranging academic parent's evenings in Burnley as these parents historically have tended not to engage with the school as much as other parents. Additional staff were recruited for the summer term which enabled the school to target hard to reach parents through home visits. School will conduct further work to implement these strategies Attendance of disadvantaged pupils 97.5% (up to 20 July 2018) FTE as a percentage of the pupil group is significantly below national averages for pupils in receipt of free school meals 0% FSM/NA 18.77%), % of pupils with 1 or more FTE (0%/NA 8.93%), % pupils with more than 1 FTE (0%/NA 3.84%), and PEx (0%/0.39%). Equivalent school figures for pupils in receipt of the pupil premium grant are exceptionally low at 1.18%, 1.18%, 0%, 0% for the same measures. (July 2018) Reports from accelerated reader and show my homework indicate improvement in homework completion and reading ages 	<ul style="list-style-type: none"> Continued refinement of the use of behaviour data systems to monitor and analyse conduct of disadvantaged pupils Develop systems to collate and analyse vulnerable group data for homework and reading ages in conjunction with 'Show my homework reporting, accelerated reader reporting and class charts' 	£1126
3.3 Staffing and resourcing of a Nurture Group for KS3	<ul style="list-style-type: none"> Pupils in nurture group on track to secure progress in top 5% of schools nationally and 'catch up' with their peers from KS2 in reading, writing, communication and mathematics Improved social and emotional literacy levels measured by pupil voice 95%+ enjoyment in learning voiced by pupils and their parents/carers Attendance, rewards and disruption data for disadvantaged pupils in the group in line with or below peers 90%+ homework completion 95%+ attendance at homework support activities 	<ul style="list-style-type: none"> The nurture room has been completed and is operational. This has led to vulnerable pupils including vulnerable disadvantaged pupils feeling supported and having a base to go to during the school day for enrichment and/or other activities Soft furnishings have been introduced and pupil interviews indicate that the environment is conducive to their need Provision maps have been initiated which outline the types of interventions provided to pupils. This has allowed leaders to closely monitor the impact of provisions. IEPs have been created for SEN/D disadvantaged pupils and are reviewed termly Homework club is operational with 27% of disadvantaged pupils attending 	<ul style="list-style-type: none"> Leaders will continue to review and take further actions to improve this aspect of provisions 	£1270

Evaluation of Pupil Premium 2017-18

What difference did the use of pupil premium funding make to outcomes for supported pupils in 2017/18?

Forecast outcomes for disadvantaged pupils

	National outcomes			School level forecast outcomes (Oct 2018)				
	All pupil's national headlines 2018	Non-disadvantaged pupil's national headlines 2018	Disadvantaged pupil's national headlines 2018	2019 (Y7)	2019 (Y8)	2019 (Y9)	2019 (Y10)	2019 (Y11)
Pupils achieving English and mathematics at grade 4 or above	64%	71%	71%	n/a	n/a	90.5%	48%	80%
Pupils achieving English and mathematics at grade 5 or above	40%	50%	50%	n/a	n/a	71.4%	25%	80%
Pupils entered for English Baccalaureate	35%	43%	33%	n/a	n/a	100%	100%	100%
Pupils achieving English Baccalaureate (Standard Pass)	24%	28%	28%	n/a	n/a	71.4%	68%	70%
Pupils achieving GCSE RE at grade 4 and above	72%	Not available	Not available	n/a	n/a	90.5%	64.0	100%*
Pupils achieving GCSE RE at grade 5 and above	30.1%	Not available	Not available	n/a	n/a	57.1%	56%	100%*

Attendance outcomes for disadvantaged pupils

	National outcomes			School level outcomes 2018				
	All pupil's national headlines 2017	Non-disadvantaged pupil's national headlines 2017	Disadvantaged pupil's national headlines 2017	2018 (Y7)	2018 (Y8)	2018 (Y9)	2018 (Y10)	2018 (Y11)
Attendance	94.8%	95.2%	91.2%	97.15%	96.65%	96.84%	99.17%	n/a
Persistent absence	12.8%	8.9%	24.0%	Nil	9.0%	0.5%	Nil	n/a

* Actual GCSE Examination Results (August 2018)