

Pupil Premium Strategy 2017-18

1. Introduction

Pupil Premium funding received by All Saints Catholic High School this year will focus on addressing the inequalities between disadvantaged pupils and their peers. The premium was introduced in April 2011 and is allocated for pupils who have registered for free school means at any point in the last 6 years, Looked After Children and children of service personnel. Nationally, these pupils achieve at a level significantly below their peers on all key indicators.

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. ASCHS is due to receive £448800 for the academic year 2017/18 for 480 pupils.

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. It should be noted that our core belief of social mobility regardless of background drives everything we do to improve pupils' life chances.

| Year Group | PP Boys | NPP Boys | PP Girls | NPP Girls | Total PP | Total - All |
|------------|---------|----------|----------|-----------|-----------|-------------|
| 7 | 36 | 37 | 50 | 27 | 86 (57%) | 150 |
| 8 | 51 | 27 | 47 | 37 | 98 (60%) | 162 |
| 9 | 43 | 34 | 49 | 27 | 92 (60%) | 153 |
| 10 | 54 | 35 | 47 | 24 | 101 (63%) | 160 |
| 11 | 48 | 25 | 55 | 38 | 103 (62%) | 166 |
| Total | | | | | 480 (61%) | 791 |

2. Key Performance Indicators 2017

| | All Pupils | PP - All |
|---------------|-----------------|-----------------|
| No. of Pupils | 145 | 70 |
| P8 | -0.69 ↑ (-1.06) | -0.72 ↑ (-1.31) |
| A8 | 39.41 ↑ (36.2) | 37.93 ↑ (33.1) |
| P8 En | -0.78 ↑ (-1.19) | -0.73 ↑ (-1.5) |
| P8 Ma | -0.44 ↑ (-0.82) | -0.52 ↑ (-0.93) |
| P8 EBACC | -0.93 ↑ (-1.1) | -0.96 ↑ (-1.34) |
| P8 Open | -0.57 ↑ (-1.1) | -0.59 ↑ (-1.41) |
| A8 En | 8.40 ↑ (7.7) | 8.24 ↑ (7.0) |
| A8 Ma | 8.08 ↑ (7.4) | 7.66 ↑ (7.0) |
| A8 EBACC | 13.19 ↑ (9.2) | 9.22 ↑ (8.3) |
| A8 Open | 13.19 ↑ (11.9) | 12.81 ↑ (10.8) |
| 9-5 En & Ma | 31% | 24.29% |
| 9-4 En & Ma | 53.8% ↑ (29%) | 48% ↑ (24.1%) |
| 9-5 En | 46.2% | 36.6% |
| 9-5 Ma | 40.0% | 32.4% |
| 9-4 En | 62.8% ↑ (35%) | 57.7% ↑ (32.4%) |
| 9-4 Ma | 66.2% ↑ (48%) | 60.6% ↑ (47.9%) |

* Figures in brackets indicate comparable outcomes for 2016

3. Rationale

| Barriers to future attainment for pupils eligible for PP, including those who are more able | |
|---|--|
| In-school barriers | |
| A | <i>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.</i> |
| B | <i>Attendance of disadvantaged pupils is below that for non-disadvantaged pupils in each year group. Boys' attendance is lower than girls'.</i> |
| C | <i>Exclusion data reveals disadvantaged pupils were excluded for a total of 103 days compared to 16 days for non disadvantaged pupils during academic year 2016_17.</i> |
| D | <i>Average scaled score for Reading, mathematics and GPS is below national averages in years 7 and 8.</i> |
| E | <i>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.</i> |
| External Barriers | |
| A | <i>Aspirations- Geographically in the bottom 10% nationally for deprivation indicator. Knowsley is ranked as the 4th most deprived borough in England in the 2015 deprivation index. 27.6% of Knowsley's population is living in income deprived households and 23.3% of its adults are in employment deprivation, the highest figures in England. 33% of Knowsley's children live in income deprived households.</i> |
| B | <i>Limited access to learning resources such as ICT and books in the home environment.</i> |
| C | |

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.

Our specific objectives are as follows:

1. **Good progress:** to ensure disadvantaged pupils make similar progress as all pupils nationally; being 'on track' to achieve their minimum GCSE targets
2. **Full curriculum access:** to ensure disadvantaged pupils are sufficiently literate and numerate to access and succeed in all curriculum areas
3. **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
4. **Attendance:** to ensure that all pupils, and particularly those who are disadvantaged attend school as often as possible, and are supported to do so
5. **Behaviour:** to ensure that pupils' behaviour is not a barrier to their own learning or negatively affects that of other pupils in school

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

- Enable ease of Identification for disadvantaged pupils, including those who are more able, ensuring they are clearly identifiable on all SIMS / Classcharts / SISRA data and tracking sheets
- Develop high quality tracking and analysis tools to establish and monitor progress of disadvantaged pupils in all key performance Indicators
- Focus lesson observation on the Learning and Progress of disadvantaged pupils, including the more able
- Development of curriculum and assessment planning to improve teachers' diagnostic skills, helping them to provide high quality feedback, and further improved outcomes across the curriculum
- Provide intervention sessions in Y11 to diminish the difference in all subjects. Provide additional compulsory after school intervention in English, Maths & Science for all Y11 pupils. Undertake performance review meetings for Year 11 pupils after formal assessment periods.
- Support alternative provision costs to alleviate disruption to learning caused by a small number of pupils and meet their own specific curriculum needs.
- 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
- Improve reading comprehension to enable pupil access to the curriculum in all areas, including those pupils who are more able.
- **Utilise the library and 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 specialist Teaching Assistants***
- Development of behaviour & attendance strategies through specific responsibilities allocated to support staff to work with each year team pastoral leader
- Subsidised provision of school bus service to improve pupils' attendance and punctuality
- In-school support services to work with vulnerable pupils' social and emotional needs (Mentors & Affirmation Centre)
- Development of the school's PSHE, IAG and extra-curricular provision provision to provide sporting, cultural and employment opportunities
- Engage hard to reach parents through additional information evenings, social media, the school app and other marketing strategies
- Raise aspirations of all pupils through access to higher education providers and a range of interventions with different local employers (Drop Down Days)
- Rewards for pupils who consistently demonstrate good behaviour and attitude to work, and meet their attendance and punctuality targets
- Focussed & targeted initiative to change outlook and raise aspirations of 20 disadvantaged Y10 boys who exhibit low aspirations towards their school work

6. Pupil Premium Spending Plan 2017-18

| Use of intelligent data to improve outcomes for achievement and well-being of disadvantaged pupils | | | | | | | |
|--|--|--|------------------------------|---|---|-------|--|
| Initiative 1 | 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 key support staff in data presentation & analysis Refresher whole school training in the use of SISRA analytics Reissue targets in each subject as FFT20 for all pupils Introduce aspirational targets to further motivate pupils in each subject Development of QLA (PLCs) in all subjects Teacher training in developing subject and class specific tracking sheets as part of each subject 'Learning Journey Document' | <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) EEF Rating: no rating available</p> | BC, JSM | 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. Headteacher & Governors' sub-committees | £3000 | <ul style="list-style-type: none"> Forensic tracking enables rapid analysis and identification of all underachieving disadvantaged pupils, and overall performance of disadvantaged pupils 95%+ 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 Learning Journey Documents successfully implemented to include subject question level analysis |
| 1.2 Introduction of extended and coordinated Y7 - 10 Raising Achievement Plan (RAP) for consideration of Progress 8 measures for all disadvantaged pupils | <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 Intervention Plans 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 Personal Review Meetings. (with PLs) <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> | BC All PLs All SLs | 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 Data reports to SLT and wider stakeholders Analysis of parental attendance figures Parental Questionnaires SLT review of RAP plans | £5000 | <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 42% achieving 9 to 5 in English and maths 63% achieving 9 to 4 in English and maths Overall Progress 8 (-0.4) English P8 element (target -0.4) Maths P8 element (target -0.25) English Baccalaureate P8 Element (target -0.4) Open P8 element (target -0.4) Increase in parental support and involvement in pupil learning |

| Initiative 2 Greater focus on teaching and learning pedagogy and curriculum access for disadvantaged pupils | | | | | | | |
|---|--|---|--------------------------|--|--|--|--|
| 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>Focused 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>Overall, the pattern is that small group tuition is effective. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>EEF Rating: Moderate impact for moderate cost +4 months</p> | <p>TM</p> <p>MON, MP</p> | <p>Dec 17</p> <p>Oct 17</p> <p>Part 1 Dec 17</p> <p>Part 2 Jan 18</p> | <ul style="list-style-type: none"> MER/Department Reviews Data analysis Y7-10 using SISRA Report to SLT/Governors | <p>£70000</p> | <ul style="list-style-type: none"> English P8 element (target -0.40) Maths P8 element (target -0.25) 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>2.3 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 'Doddle' 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 Introduction of p6 for Y11 pupils in English, Maths & Science (3 hours per week in total) | <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>BC JS</p> | <p>Part 1 Sept 17</p> <p>Part 2 Dec 17</p> <p>Part 3 Mar 18</p> <p>Part 4 Jun 18</p> | <ul style="list-style-type: none"> Analysis of Doddle activities and reports Pupil survey Parental Survey | <p>£3000 pa Doddle</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 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). Additional CPD for SLs to support implementation of LJD</p> <ul style="list-style-type: none"> Whole school focus on assessment to inform feedback 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>BC DMG</p> <p>AG</p> | <p>Sept 17</p> | <ul style="list-style-type: none"> Dept MER Y7-10 (coupled with pupil discussion) Work scrutiny as part of school's monitoring cycle Pupil shadowing in lessons | <p>£20000 CPD costs</p> <p>£130000 – staffing</p> <p>Quality First T&L</p> | <ul style="list-style-type: none"> Implementation of Learning Journey Document in each subject which maps out formative & summative assessments across the academic year Quality assurance of work scrutiny indicates a consistent, accurate and impact focussed approach to written feedback in line with the LJD Pupils are aware through 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 in KS3 through resources and facilities – link to catch up strategy</p> | <ul style="list-style-type: none"> Targeting Accelerated Reading Programme at disadvantaged pupils with low scores in reading comprehension and/or below average reading scores from KS2 assessments Drop Everything And Read initiative continued on a rota basis – 30 mins per day in Y7 & 8 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>MON MP</p> | <p>Jan 17</p> | <ul style="list-style-type: none"> SLT Pupil voice activities | <p>£10000</p> | <ul style="list-style-type: none"> The development of reading, writing and communication across the curriculum is rapidly improving Y7/8 systems of tracking chronological reading age to actual reading age show that 80% of identified PP pupils are on track |
| <p>2.6 Staffing and resourcing of a Nurture Group for KS3</p> | <p>Provide a nurture resource for key stage 3 pupils who will benefit from a small group environment due to their educational or social and emotional needs. Provision will include:</p> <ul style="list-style-type: none"> Literacy and Numeracy catch up Emotional and social development Haven type provision for lunch and break time TA presence in all lessons Assistance with homework | <p>Social and Emotional Learning Packages appear to benefit disadvantaged or low attaining pupils more than other pupils, though all pupils benefit on average.</p> <p>EEF Rating: Moderate +4 months</p> | <p>BB HR</p> | <p>Mar 18</p> | <ul style="list-style-type: none"> SLT | <p>£10000</p> | <ul style="list-style-type: none"> All pupils needs assessed and comprehensive Individual Education Plans compiled to ensure appropriate ongoing provision mapping Pupils in nurture group making expected progress from KS2 in reading, writing, communication and mathematics Social and emotional literacy levels improve measured by pupil voice Enjoyment in learning voiced by pupils and their parents/carers Attendance and disruption data for disadvantaged pupils in the group in line with peers |

| | |
|---------------------|--|
| Initiative 3 | Raise aspirations of disadvantaged pupils and their parents/carers to improve well-being and outcomes |
|---------------------|--|

| Action | Chosen Approach | Reason for Approach | Who | When | Monitoring and Evaluation | Cost | Success Criteria |
|--|---|--|------------------------|-------------------|---|---------------|---|
| <p>3.1 Raising boys aspirations</p> | <p>Small group mentoring programme for group of 20 Y10 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 Pupil Leadership Opportunities (JSLA) Links to local employers, sports clubs, higher | <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. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils'.</p> <p>There is a culture in school of low educational aspiration within certain groups of disadvantaged pupils evidenced within pupil voice and lack of parental experience</p> | <p>DV External</p> | <p>Jan-Jul 18</p> | <ul style="list-style-type: none"> Progress Check data v targets Numbers of behavior incidents recorded on SIMs | <p>£10000</p> | <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 behaviour and attitude to learning Reduction of sanctions for non engagement in learning Reduction in the use of Internal Fixed Term Exclusion and Removal from Class |

| | | | | | | | |
|--|---|--|---|--------|---|--------|---|
| | education providers | of higher or further education. EEF Rating: Moderate impact for moderate cost +4 months | | | | | |
| 3.2 Engaging 'hard to reach parents' | <p>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.</p> <ul style="list-style-type: none"> Improvement in home/school information and communication systems Engage hard to reach parents through differentiated approaches to home/school partnerships Additional parent information evenings in Y9, 10 & 11 re curriculum and intervention classes Continuation of APLs in each year group as 1st point of contact Continuation of attendance systems and processes | <p>Research shows the more parents get involved with school the more likely their child will:</p> <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 <p>Moderate impact +3 months</p> | <p>TM MON</p> <p>BB</p> <p>Year teams</p> | Jul 17 | <ul style="list-style-type: none"> SLT | £10000 | <ul style="list-style-type: none"> Reduced incidents of disruption in class Improved effectiveness of staged responses to negate negative pupil behaviours, including the effective and targeted use of detentions and parental reporting systems Identification of staff needing support and development Improved communication and partnership with parents/carers Accurate and complete records of pupil conduct Focus on Restorative Practices to resolve conflict Reduced Fixed Term Exclusion Improved overall attendance & reduction in PA pupil numbers |
| 3.4 Raising Aspirations through interaction with employers & higher education providers | <p>Evidence suggests that the relationship between aspirations and attainment is not straightforward. We must be mindful that approaches undertaken can have positive influences on learning.</p> <p>A key reason for this may be that most young people have high aspirations for themselves. As a result, it is more important to keep these on track by ensuring that students have the knowledge and skills to progress towards them.</p> <ul style="list-style-type: none"> Drop Down Days that include employer & higher education based activities Reading programme supported by JLR employees STEM activities supported and led by JLR employees Staff/student training led by QVC Continuation of Scholars' Programme in each year group (includes elements of meta-cognition) | <p>Research does show that a:-</p> <ul style="list-style-type: none"> Regular contact with employers will reduce the likelihood of a pupil becoming NEET at school leaving age Increase income over a working lifetime by as much as 18% | <p>TM MON</p> <p>DH</p> <p>PD</p> | Jul 17 | <ul style="list-style-type: none"> SLT | £10000 | <ul style="list-style-type: none"> All pupils to experience 1 contact per year with Higher Education provider and employer Pupil feedback is positive from each experience Increased numbers of pupils on or above track against targets in Core subjects |

| | | | | | | | |
|--|---|---|--------------------------------|---------------|--|---|---|
| <p>3.5 Raising Achievement & attainment through improved behaviour management, systems and processes</p> | <p>Introduce and modify behaviour interventions to improve attainment by reducing challenging behaviour. This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to general anti-social activities, aggression, violence, bullying, and substance abuse. The interventions themselves will be split into three broad categories:</p> <ol style="list-style-type: none"> Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning. Universal programmes which seek to improve behaviour and generally take place in the classroom. More specialised programmes which are targeted at students with specific behavioural issues. | <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective. There is some anecdotal evidence about the benefits of reducing problematic behaviour of disruptive pupils on the attainment of their classmates.</p> <p>Moderate impact for moderate cost +3 months</p> | <p>TM BB All staff</p> | <p>Jul 17</p> | <ul style="list-style-type: none"> BB | <p>£10000 (general cost) £40000 (bus) £30000 (mentors/affirmation) £100000 (AP)</p> | <ul style="list-style-type: none"> Reduced incidents of disruption in class Improved effectiveness of staged responses to negate negative pupil behaviours, including the effective and targeted use of detentions and parental reporting systems Accurate and complete records of pupil conduct Reduction in use of Alternative Provision Reduction of Reconciliation Room as an alternative to FTE Focus on Restorative Practices to resolve conflict Reduced Fixed Term Exclusion |
|--|---|---|--------------------------------|---------------|--|---|---|

| | | | | | |
|--------------------------|-------------------|---------------------------|-----------------------|--|--|
| <p>First Review Date</p> | <p>April 2018</p> | <p>Second Review Date</p> | <p>September 2018</p> | | |
|--------------------------|-------------------|---------------------------|-----------------------|--|--|

Appendix

| | | Year 11 Mar. 2018 |
|--|-----|-------------------------|
| Average Total Progress 8 Disadvantaged | Yes | -0.894 |
| | No | -0.571 |
| | Gap | 0.323 |
| Average English Progress 8 Disadvantaged | Yes | -0.548 |
| | No | -0.290 |
| | Gap | 0.258 |
| Average Maths Progress 8 Disadvantaged | Yes | -1.426 |
| | No | -0.903 |
| | Gap | 0.523 |
| Average Ebacc Progress 8 Disadvantaged | Yes | -0.899 |
| | No | -0.601 |
| | Gap | 0.298 |
| Average Open Progress 8 Disadvantaged | Yes | -0.765 |
| | No | -0.505 |
| | Gap | 0.260 |

Year 7 Subjects – Pupil Premium

| Grade Totals | | | | | | |
|---------------------|---------------|--------------|------------------|---------------|------------|---------------|
| Name | Pupil Premium | Total Grades | On/Above Track % | Above Track % | On Track % | Below Track % |
| Art | All | 151 | 86.6 | 60.4 | 26.2 | 13.4 |
| | N | 1 | 0 | 0 | 0 | 0 |
| | No | 66 | 89.2 | 64.6 | 24.6 | 10.8 |
| | Yes | 84 | 84.5 | 57.1 | 27.4 | 15.5 |
| Computer Science | All | 151 | 78.5 | 50.3 | 28.2 | 21.5 |
| | N | 1 | 0 | 0 | 0 | 0 |
| | No | 66 | 70.8 | 44.6 | 26.2 | 29.2 |
| | Yes | 84 | 84.5 | 54.8 | 29.8 | 15.5 |
| Design Technology | All | 151 | 80.5 | 60.4 | 20.1 | 19.5 |
| | N | 1 | 0 | 0 | 0 | 0 |
| | No | 66 | 86.2 | 63.1 | 23.1 | 13.8 |
| | Yes | 84 | 76.2 | 58.3 | 17.9 | 23.8 |
| English | All | 149 | 83.1 | 49.3 | 33.8 | 16.9 |
| | No | 65 | 89.1 | 48.4 | 40.6 | 10.9 |
| | Yes | 84 | 78.6 | 50 | 28.6 | 21.4 |
| Geography | All | 151 | 69.8 | 52.3 | 17.4 | 30.2 |
| | N | 1 | 0 | 0 | 0 | 0 |
| | No | 66 | 67.7 | 47.7 | 20 | 32.3 |
| | Yes | 84 | 71.4 | 56 | 15.5 | 28.6 |
| History | All | 151 | 71.1 | 47 | 24.2 | 28.9 |
| | N | 1 | 0 | 0 | 0 | 0 |
| | No | 66 | 66.2 | 38.5 | 27.7 | 33.8 |
| | Yes | 84 | 75 | 53.6 | 21.4 | 25 |
| Maths | All | 151 | 76.5 | 42.3 | 34.2 | 23.5 |
| | N | 1 | 0 | 0 | 0 | 0 |
| | No | 66 | 76.9 | 43.1 | 33.8 | 23.1 |
| | Yes | 84 | 76.2 | 41.7 | 34.5 | 23.8 |
| Music | All | 149 | 78.5 | 29.5 | 49 | 21.5 |
| | No | 65 | 83.1 | 26.2 | 56.9 | 16.9 |
| | Yes | 84 | 75 | 32.1 | 42.9 | 25 |
| Physical Education | All | 151 | 82.6 | 67.1 | 15.4 | 17.4 |
| | N | 1 | 0 | 0 | 0 | 0 |
| | No | 66 | 76.9 | 56.9 | 20 | 23.1 |
| | Yes | 84 | 86.9 | 75 | 11.9 | 13.1 |
| Religious Education | All | 151 | 61.7 | 32.9 | 28.9 | 38.3 |
| | N | 1 | 0 | 0 | 0 | 0 |
| | No | 66 | 56.9 | 24.6 | 32.3 | 43.1 |
| | Yes | 84 | 65.5 | 39.3 | 26.2 | 34.5 |
| Science | All | 151 | 88.6 | 71.8 | 16.8 | 11.4 |
| | N | 1 | 0 | 0 | 0 | 0 |
| | No | 66 | 89.2 | 72.3 | 16.9 | 10.8 |
| | Yes | 84 | 88.1 | 71.4 | 16.7 | 11.9 |
| Spanish | All | 124 | 83.7 | 53.7 | 30.1 | 16.3 |
| | N | 1 | 0 | 0 | 0 | 0 |
| | No | 62 | 82.3 | 54.8 | 27.4 | 17.7 |
| | Yes | 61 | 85.2 | 52.5 | 32.8 | 14.8 |
| Summary | All | 1781 | 78.4 | 51.4 | 27 | 21.6 |
| | N | 10 | 0 | 0 | 0 | 0 |
| | No | 786 | 77.8 | 48.7 | 29.1 | 22.2 |
| | Yes | 985 | 78.8 | 53.5 | 25.3 | 21.2 |

Year 8 Subjects – Pupil Premium

| Grade Totals | | | | | | |
|---------------------|---------------|--------------|------------------|---------------|------------|---------------|
| Name | Pupil Premium | Total Grades | On/Above Track % | Above Track % | On Track % | Below Track % |
| Art | All | 163 | 65.4 | 38.4 | 27 | 34.6 |
| | No | 66 | 69.4 | 40.3 | 29 | 30.6 |
| | Yes | 97 | 62.9 | 37.1 | 25.8 | 37.1 |
| | GAP | | 6.5 | 3.2 | 3.2 | -6.5 |
| Computer Science | All | 163 | 67.3 | 48.4 | 18.9 | 32.7 |
| | No | 66 | 69.4 | 48.4 | 21 | 30.6 |
| | Yes | 97 | 66 | 48.5 | 17.5 | 34 |
| | GAP | | 3.4 | -0.1 | 3.5 | -3.4 |
| Design Technology | All | 163 | 78.6 | 54.1 | 24.5 | 21.4 |
| | No | 66 | 74.2 | 46.8 | 27.4 | 25.8 |
| | Yes | 97 | 81.4 | 58.8 | 22.7 | 18.6 |
| | GAP | | -7.2 | -12 | 4.7 | 7.2 |
| English | All | 160 | 66.9 | 38.9 | 28 | 33.1 |
| | No | 63 | 73.3 | 40 | 33.3 | 26.7 |
| | Yes | 97 | 62.9 | 38.1 | 24.7 | 37.1 |
| | GAP | | 10.4 | 1.9 | 8.6 | -10.4 |
| Geography | All | 163 | 62.9 | 40.3 | 22.6 | 37.1 |
| | No | 66 | 61.3 | 38.7 | 22.6 | 38.7 |
| | Yes | 97 | 63.9 | 41.2 | 22.7 | 36.1 |
| | GAP | | -2.6 | -2.5 | -0.1 | 2.6 |
| History | All | 163 | 67.3 | 39 | 28.3 | 32.7 |
| | No | 66 | 58.1 | 37.1 | 21 | 41.9 |
| | Yes | 97 | 73.2 | 40.2 | 33 | 26.8 |
| | GAP | | -15.1 | -3.1 | -12 | 15.1 |
| Mathematics | All | 163 | 68.6 | 32.1 | 36.5 | 31.4 |
| | No | 66 | 66.1 | 30.6 | 35.5 | 33.9 |
| | Yes | 97 | 70.1 | 33 | 37.1 | 29.9 |
| | GAP | | -4 | -2.4 | -1.6 | 4 |
| Music | All | 160 | 70.4 | 22.6 | 47.8 | 29.6 |
| | No | 63 | 75.8 | 21 | 54.8 | 24.2 |
| | Yes | 97 | 67 | 23.7 | 43.3 | 33 |
| | GAP | | 8.8 | -2.7 | 11.5 | -8.8 |
| Physical Education | All | 163 | 66.7 | 40.3 | 26.4 | 33.3 |
| | No | 66 | 75.8 | 53.2 | 22.6 | 24.2 |
| | Yes | 97 | 60.8 | 32 | 28.9 | 39.2 |
| | GAP | | 15 | 21.2 | -6.3 | -15 |
| Religious Education | All | 163 | 52.2 | 26.4 | 25.8 | 47.8 |
| | No | 66 | 48.4 | 21 | 27.4 | 51.6 |
| | Yes | 97 | 54.6 | 29.9 | 24.7 | 45.4 |
| | GAP | | -6.2 | -8.9 | 2.7 | 6.2 |
| Science | All | 163 | 80.5 | 42.1 | 38.4 | 19.5 |
| | No | 66 | 80.6 | 29 | 51.6 | 19.4 |
| | Yes | 97 | 80.4 | 50.5 | 29.9 | 19.6 |
| | GAP | | 0.2 | -21.5 | 21.7 | -0.2 |
| Spanish | All | 138 | 72.6 | 48.1 | 24.4 | 27.4 |
| | No | 61 | 70.7 | 43.1 | 27.6 | 29.3 |
| | Yes | 77 | 74 | 51.9 | 22.1 | 26 |
| | GAP | | -3.3 | -8.8 | 5.5 | 3.3 |
| Summary | All | 1925 | 68.2 | 39.1 | 29.1 | 31.8 |
| | No | 781 | 68.6 | 37.4 | 31.2 | 31.4 |
| | Yes | 1144 | 68 | 40.2 | 27.8 | 32 |
| | GAP | | 0.6 | -2.8 | -3.4 | -0.6 |

Year 9 Subjects – Pupil Premium

| 9-1 GCSE (Att8 Points) | | | | | | | | | | | | | | | |
|------------------------|---------------|----|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|--------------|---------------|----------------|
| Name | Pupil Premium | 9% | 9 - 8 % | 9 - 7 % | 9 - 6 % | 9 - 5 % | 9 - 4 % | 9 - 3 % | 9 - 2 % | 9 - 1 % | 9 - U % | Other | Total Grades | Average Grade | Average Points |
| Art | All | 0 | 0 | 18.2 | 27.3 | 72.7 | 100 | 100 | 100 | 100 | 100 | 100 | 11 | 5+ | 5.18 |
| | No | 0 | 0 | 40 | 60 | 80 | 100 | 100 | 100 | 100 | 100 | 100 | 5 | 6+ | 5.8 |
| | Yes | 0 | 0 | 0 | 0 | 66.7 | 100 | 100 | 100 | 100 | 100 | 100 | 6 | 5- | 4.67 |
| | GAP | 0 | 0 | 40 | 60 | 13.3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 1.13 |
| Biology | All | 0 | 0 | 0 | 0 | 9.1 | 36.4 | 95.5 | 100 | 100 | 100 | 100 | 22 | 3+ | 3.41 |
| | No | 0 | 0 | 0 | 0 | 9.1 | 36.4 | 100 | 100 | 100 | 100 | 100 | 11 | 3+ | 3.45 |
| | Yes | 0 | 0 | 0 | 0 | 9.1 | 36.4 | 90.9 | 100 | 100 | 100 | 100 | 11 | 3+ | 3.36 |
| | GAP | 0 | 0 | 0 | 0 | 0 | 0 | 9.1 | 0 | 0 | 0 | 0 | 0 | | 0.09 |
| Chemistry | All | 0 | 0 | 0 | 18.2 | 81.8 | 100 | 100 | 100 | 100 | 100 | 100 | 22 | 5+ | 5 |
| | No | 0 | 0 | 0 | 27.3 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 11 | 5+ | 5.27 |
| | Yes | 0 | 0 | 0 | 9.1 | 63.6 | 100 | 100 | 100 | 100 | 100 | 100 | 11 | 5- | 4.73 |
| | GAP | 0 | 0 | 0 | 18.2 | 36.4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.54 |
| Computer Science | All | 0 | 0 | 0 | 0 | 0 | 5.9 | 67.6 | 97.1 | 97.1 | 97.1 | 100 | 34 | 3- | 2.76 |
| | No | 0 | 0 | 0 | 0 | 0 | 6.7 | 80 | 100 | 100 | 100 | 100 | 15 | 3+ | 2.87 |
| | Yes | 0 | 0 | 0 | 0 | 0 | 5.3 | 57.9 | 94.7 | 94.7 | 94.7 | 100 | 19 | 3- | 2.67 |
| | GAP | 0 | 0 | 0 | 0 | 0 | 1.4 | 22.1 | 5.3 | 5.3 | 5.3 | 0 | 0 | | 0.2 |
| Drama | All | 0 | 0 | 0 | 6.3 | 18.8 | 62.5 | 100 | 100 | 100 | 100 | 100 | 16 | 4+ | 3.88 |
| | No | 0 | 0 | 0 | 0 | 0 | 57.1 | 100 | 100 | 100 | 100 | 100 | 7 | 4- | 3.57 |
| | Yes | 0 | 0 | 0 | 11.1 | 33.3 | 66.7 | 100 | 100 | 100 | 100 | 100 | 9 | 4+ | 4.11 |
| | GAP | 0 | 0 | 0 | -11.1 | -33.3 | -9.6 | 0 | 0 | 0 | 0 | 0 | 0 | | -0.54 |
| English Language | All | 0 | 0 | 0 | 0.7 | 7.8 | 26.8 | 69.3 | 90.2 | 96.7 | 96.7 | 100 | 153 | 3+ | 3.01 |
| | No | 0 | 0 | 0 | 1.6 | 14.8 | 41 | 80.3 | 95.1 | 98.4 | 98.4 | 100 | 61 | 3+ | 3.37 |
| | Yes | 0 | 0 | 0 | 0 | 3.3 | 17.4 | 62 | 87 | 95.7 | 95.7 | 100 | 92 | 3- | 2.77 |
| | GAP | 0 | 0 | 0 | 1.6 | 11.5 | 23.6 | 18.3 | 8.1 | 2.7 | 2.7 | 0 | 0 | | 0.6 |
| Geography | All | 0 | 0 | 0 | 0 | 8.3 | 25 | 69.4 | 88.9 | 100 | 100 | 100 | 36 | 3+ | 2.92 |
| | No | 0 | 0 | 0 | 0 | 8.3 | 33.3 | 75 | 83.3 | 100 | 100 | 100 | 12 | 3+ | 3 |
| | Yes | 0 | 0 | 0 | 0 | 8.3 | 20.8 | 66.7 | 91.7 | 100 | 100 | 100 | 24 | 3+ | 2.88 |
| | GAP | 0 | 0 | 0 | 0 | 0 | 12.5 | 8.3 | -8.4 | 0 | 0 | 0 | 0 | | 0.12 |
| Graphics | All | 0 | 0 | 0 | 0 | 7.7 | 46.2 | 92.3 | 92.3 | 92.3 | 92.3 | 100 | 13 | 3+ | 3.58 |
| | No | 0 | 0 | 0 | 0 | 0 | 42.9 | 100 | 100 | 100 | 100 | 100 | 7 | 4- | 3.43 |
| | Yes | 0 | 0 | 0 | 0 | 16.7 | 50 | 83.3 | 83.3 | 83.3 | 83.3 | 100 | 6 | 3+ | 3.8 |
| | GAP | 0 | 0 | 0 | 0 | -16.7 | -7.1 | 16.7 | 16.7 | 16.7 | 16.7 | 0 | 0 | | -0.37 |
| History | All | 0 | 0 | 12 | 22 | 32 | 50 | 68 | 88 | 98 | 100 | 100 | 50 | 4- | 3.78 |
| | No | 0 | 0 | 22.7 | 36.4 | 40.9 | 59.1 | 81.8 | 86.4 | 100 | 100 | 100 | 22 | 4+ | 4.27 |
| | Yes | 0 | 0 | 3.6 | 10.7 | 25 | 42.9 | 57.1 | 89.3 | 96.4 | 96.4 | 100 | 28 | 3+ | 3.37 |
| | GAP | 0 | 0 | 19.1 | 25.7 | 15.9 | 16.2 | 24.7 | -2.9 | 3.6 | 3.6 | 0 | 0 | | 0.9 |
| Mathematics | All | 0 | 0 | 0 | 0.7 | 1.3 | 11.8 | 31.6 | 61.2 | 97.4 | 97.4 | 100 | 152 | 2+ | 2.09 |
| | No | 0 | 0 | 0 | 1.6 | 1.6 | 21.3 | 37.7 | 77 | 98.4 | 98.4 | 100 | 61 | 2+ | 2.42 |
| | Yes | 0 | 0 | 0 | 0 | 1.1 | 5.5 | 27.5 | 50.5 | 96.7 | 96.7 | 100 | 91 | 2- | 1.88 |
| | GAP | 0 | 0 | 0 | 1.6 | 0.5 | 15.8 | 10.2 | 26.5 | 1.7 | 1.7 | 0 | 0 | | 0.54 |
| Music | All | 0 | 0 | 25 | 41.7 | 66.7 | 87.5 | 95.8 | 95.8 | 100 | 100 | 100 | 24 | 5+ | 5.13 |
| | No | 0 | 0 | 50 | 50 | 50 | 66.7 | 83.3 | 83.3 | 100 | 100 | 100 | 6 | 5- | 4.83 |
| | Yes | 0 | 0 | 16.7 | 38.9 | 72.2 | 94.4 | 100 | 100 | 100 | 100 | 100 | 18 | 5+ | 5.22 |
| | GAP | 0 | 0 | 33.3 | 11.1 | -22.2 | -27.7 | -16.7 | -16.7 | 0 | 0 | 0 | 0 | | -0.39 |
| PE GCSE | All | 0 | 0 | 0 | 0 | 2.4 | 14.3 | 23.8 | 42.9 | 76.2 | 92.9 | 100 | 42 | 2- | 1.72 |
| | No | 0 | 0 | 0 | 0 | 0 | 11.1 | 22.2 | 44.4 | 77.8 | 100 | 100 | 9 | 2- | 1.56 |
| | Yes | 0 | 0 | 0 | 0 | 3 | 15.2 | 24.2 | 42.4 | 75.8 | 90.9 | 100 | 33 | 2- | 1.77 |
| | GAP | 0 | 0 | 0 | 0 | -3 | -4.1 | -2 | 2 | 2 | 9.1 | 0 | 0 | | -0.21 |
| Physics | All | 0 | 0 | 9.1 | 13.6 | 40.9 | 95.5 | 100 | 100 | 100 | 100 | 100 | 22 | 5- | 4.59 |
| | No | 0 | 0 | 9.1 | 18.2 | 54.5 | 100 | 100 | 100 | 100 | 100 | 100 | 11 | 5+ | 4.82 |
| | Yes | 0 | 0 | 9.1 | 9.1 | 27.3 | 90.9 | 100 | 100 | 100 | 100 | 100 | 11 | 4+ | 4.36 |
| | GAP | 0 | 0 | 0 | 9.1 | 27.2 | 9.1 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.46 |
| Product Design | All | 0 | 0 | 0 | 0 | 7.7 | 38.5 | 76.9 | 92.3 | 92.3 | 92.3 | 100 | 13 | 3+ | 3.33 |
| | No | 0 | 0 | 0 | 0 | 16.7 | 50 | 100 | 100 | 100 | 100 | 100 | 6 | 4- | 3.67 |
| | Yes | 0 | 0 | 0 | 0 | 0 | 28.6 | 57.1 | 85.7 | 85.7 | 85.7 | 100 | 7 | 2+ | 3 |
| | GAP | 0 | 0 | 0 | 0 | 16.7 | 21.4 | 42.9 | 14.3 | 14.3 | 14.3 | 0 | 0 | | 0.67 |
| Religious Studies | All | 0 | 0 | 0 | 5.3 | 32.9 | 54.6 | 76.3 | 96.7 | 96.7 | 96.7 | 100 | 152 | 4- | 3.75 |
| | No | 0 | 0 | 0 | 9.8 | 44.3 | 65.6 | 80.3 | 98.4 | 98.4 | 98.4 | 100 | 61 | 4+ | 4.03 |
| | Yes | 0 | 0 | 0 | 2.2 | 25.3 | 47.3 | 73.6 | 95.6 | 95.6 | 95.6 | 100 | 91 | 3+ | 3.55 |
| | GAP | 0 | 0 | 0 | 7.6 | 19 | 18.3 | 6.7 | 2.8 | 2.8 | 2.8 | 0 | 0 | | 0.48 |
| Science | All | 0 | 0 | 0 | 3.1 | 10.7 | 33.6 | 65.6 | 96.9 | 96.9 | 96.9 | 100 | 131 | 3+ | 3.17 |
| | No | 0 | 0 | 0 | 6.1 | 18.4 | 40.8 | 59.2 | 98 | 98 | 98 | 100 | 49 | 3+ | 3.27 |
| | Yes | 0 | 0 | 0 | 1.2 | 6.1 | 29.3 | 69.5 | 96.3 | 96.3 | 96.3 | 100 | 82 | 3+ | 3.1 |
| | GAP | 0 | 0 | 0 | 4.9 | 12.3 | 11.5 | -10.3 | 1.7 | 1.7 | 1.7 | 0 | 0 | | 0.17 |
| Spanish | All | 0 | 0 | 0 | 0 | 12.5 | 43.8 | 93.8 | 96.9 | 96.9 | 96.9 | 100 | 32 | 3+ | 3.55 |
| | No | 0 | 0 | 0 | 0 | 21.4 | 71.4 | 100 | 100 | 100 | 100 | 100 | 14 | 4+ | 3.93 |
| | Yes | 0 | 0 | 0 | 0 | 5.6 | 22.2 | 88.9 | 94.4 | 94.4 | 94.4 | 100 | 18 | 3+ | 3.24 |
| | GAP | 0 | 0 | 0 | 0 | 15.8 | 49.2 | 11.1 | 5.6 | 5.6 | 5.6 | 0 | 0 | | 0.69 |
| Textiles | All | 0 | 0 | 0 | 0 | 33.3 | 71.4 | 85.7 | 85.7 | 85.7 | 85.7 | 100 | 21 | 4- | 4.22 |
| | No | 0 | 0 | 0 | 0 | 40 | 80 | 100 | 100 | 100 | 100 | 100 | 5 | 4+ | 4.2 |
| | Yes | 0 | 0 | 0 | 0 | 31.3 | 68.8 | 81.3 | 81.3 | 81.3 | 81.3 | 100 | 16 | 3+ | 4.23 |
| | GAP | 0 | 0 | 0 | 0 | 8.7 | 11.2 | 18.7 | 18.7 | 18.7 | 18.7 | 0 | 0 | | -0.03 |
| Summary | All | 0 | 0 | 1.7 | 4.9 | 17.7 | 38.2 | 66.9 | 86.8 | 96.2 | 96.9 | 100 | 946 | 3+ | 3.22 |
| | No | 0 | 0 | 2.9 | 8 | 23.3 | 47.2 | 73.2 | 92 | 98.4 | 98.9 | 100 | 373 | 3+ | 3.49 |
| | Yes | 0 | 0 | 0.9 | 2.8 | 14 | 32.3 | 62.8 | 83.4 | 94.8 | 95.6 | 100 | 573 | 3+ | 3.04 |
| GAP | 0 | 0 | 2 | 5.2 | 9.3 | 14.9 | 10.4 | 8.6 | 3.6 | 3.3 | 0 | 0 | | 0.45 | |

Year 9 Subjects – Pupil Premium – cont.

| BTEC 2018 (Att8 Points) | | | | | | | | | | | | | |
|-------------------------|---------------|------|----------|----------|----------|------------|------------|------------|----------|-------|--------------|---------------|----------------|
| Name | Pupil Premium | D* % | D* - D % | D* - M % | D* - P % | D* - L1D % | D* - L1M % | D* - L1P % | D* - U % | Other | Total Grades | Average Grade | Average Points |
| Dance | All | 23.5 | 35.3 | 64.7 | 76.5 | 76.5 | 100 | 100 | 100 | 100 | 17 | M | 5.38 |
| | No | 28.6 | 57.1 | 71.4 | 71.4 | 71.4 | 100 | 100 | 100 | 100 | 7 | M | 5.79 |
| | Yes | 20 | 20 | 60 | 80 | 80 | 100 | 100 | 100 | 100 | 10 | M | 5.1 |
| | GAP | 8.6 | 37.1 | 11.4 | -8.6 | -8.6 | 0 | 0 | 0 | 0 | | | 0.69 |
| Engineering | All | 0 | 0 | 0 | 40 | 40 | 40 | 94.3 | 100 | 100 | 35 | L1M | 2.28 |
| | No | 0 | 0 | 0 | 46.2 | 46.2 | 46.2 | 100 | 100 | 100 | 13 | L1D | 2.52 |
| | Yes | 0 | 0 | 0 | 36.4 | 36.4 | 36.4 | 90.9 | 100 | 100 | 22 | L1M | 2.14 |
| | GAP | 0 | 0 | 0 | 9.8 | 9.8 | 9.8 | 9.1 | 0 | 0 | | | 0.38 |
| Enterprise | All | 0 | 0 | 31 | 89.7 | 89.7 | 89.7 | 100 | 100 | 100 | 29 | P | 4.18 |
| | No | 0 | 0 | 35.3 | 94.1 | 94.1 | 94.1 | 100 | 100 | 100 | 17 | P | 4.37 |
| | Yes | 0 | 0 | 25 | 83.3 | 83.3 | 83.3 | 100 | 100 | 100 | 12 | P | 3.92 |
| | GAP | 0 | 0 | 10.3 | 10.8 | 10.8 | 10.8 | 0 | 0 | 0 | | | 0.45 |
| Health & Social Care | All | 0 | 0 | 0 | 90.9 | 90.9 | 90.9 | 93.2 | 93.2 | 100 | 44 | P | 3.93 |
| | No | 0 | 0 | 0 | 94.7 | 94.7 | 94.7 | 100 | 100 | 100 | 19 | P | 3.86 |
| | Yes | 0 | 0 | 0 | 88 | 88 | 88 | 88 | 88 | 100 | 25 | P | 4 |
| | GAP | 0 | 0 | 0 | 6.7 | 6.7 | 6.7 | 12 | 12 | 0 | | | -0.14 |
| Travel & Tourism | All | 12.5 | 18.8 | 31.3 | 68.8 | 68.8 | 68.8 | 75 | 81.3 | 100 | 16 | L1D | 4.63 |
| | No | 16.7 | 16.7 | 33.3 | 83.3 | 83.3 | 83.3 | 83.3 | 83.3 | 100 | 6 | P | 5.2 |
| | Yes | 10 | 20 | 30 | 60 | 60 | 60 | 70 | 80 | 100 | 10 | L1D | 4.28 |
| | GAP | 6.7 | -3.3 | 3.3 | 23.3 | 23.3 | 23.3 | 13.3 | 3.3 | 0 | | | 0.92 |
| Summary | All | 4.3 | 6.4 | 17.7 | 73.8 | 73.8 | 76.6 | 93.6 | 95.7 | 100 | 141 | P | 3.81 |
| | No | 4.8 | 8.1 | 21 | 80.6 | 80.6 | 83.9 | 98.4 | 98.4 | 100 | 62 | P | 4.05 |
| | Yes | 3.8 | 5.1 | 15.2 | 68.4 | 68.4 | 70.9 | 89.9 | 93.7 | 100 | 79 | L1D | 3.61 |
| | GAP | 1 | 3 | 5.8 | 12.2 | 12.2 | 13 | 8.5 | 4.7 | 0 | | | 0.44 |

Year 10 Subjects – Pupil Premium

| 9-1 GCSE (Att8 Points) | | | | | | | | | | | | | | | |
|------------------------|---------------|----|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|--------------|---------------|----------------|
| Name | Pupil Premium | 9% | 9 - 8% | 9 - 7% | 9 - 6% | 9 - 5% | 9 - 4% | 9 - 3% | 9 - 2% | 9 - 1% | 9 - U% | Other | Total Grades | Average Grade | Average Points |
| Art | All | 0 | 0 | 11.8 | 23.5 | 58.8 | 88.2 | 88.2 | 100 | 100 | 100 | 100 | 17 | 5- | 4.71 |
| | No | 0 | 0 | 25 | 25 | 50 | 100 | 100 | 100 | 100 | 100 | 100 | 4 | 5- | 5 |
| | Yes | 0 | 0 | 7.7 | 23.1 | 61.5 | 84.6 | 84.6 | 100 | 100 | 100 | 100 | 13 | 4+ | 4.62 |
| | GAP | 0 | 0 | 17.3 | 1.9 | -11.5 | 15.4 | 15.4 | 0 | 0 | 0 | 0 | | | 0.38 |
| Biology | All | 0 | 0 | 10.7 | 57.1 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 28 | 5- | 4.68 |
| | No | 0 | 0 | 0 | 60 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 15 | 5- | 4.6 |
| | Yes | 0 | 0 | 0 | 23.1 | 53.8 | 100 | 100 | 100 | 100 | 100 | 100 | 13 | 5- | 4.77 |
| | GAP | 0 | 0 | 0 | -23.1 | 6.2 | 0 | 0 | 0 | 0 | 0 | 0 | | | -0.17 |
| Chemistry | All | 0 | 0 | 11.1 | 40.7 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 27 | 4+ | 4.52 |
| | No | 0 | 0 | 0 | 14.3 | 35.7 | 100 | 100 | 100 | 100 | 100 | 100 | 14 | 4+ | 4.5 |
| | Yes | 0 | 0 | 0 | 7.7 | 46.2 | 100 | 100 | 100 | 100 | 100 | 100 | 13 | 4+ | 4.54 |
| | GAP | 0 | 0 | 0 | 6.6 | -10.5 | 0 | 0 | 0 | 0 | 0 | 0 | | | -0.04 |
| Computer Science | All | 0 | 0 | 6.9 | 13.8 | 20.7 | 75.9 | 96.6 | 100 | 100 | 100 | 100 | 29 | 3= | 3.14 |
| | No | 0 | 0 | 0 | 7.1 | 14.3 | 28.6 | 78.6 | 92.9 | 100 | 100 | 100 | 14 | 3+ | 3.21 |
| | Yes | 0 | 0 | 0 | 6.7 | 13.3 | 13.3 | 73.3 | 100 | 100 | 100 | 100 | 15 | 3= | 3.07 |
| | GAP | 0 | 0 | 0 | 0.4 | 1 | 15.3 | 5.3 | -7.1 | 0 | 0 | 0 | | | 0.14 |
| Drama | All | 0 | 0 | 0 | 0 | 27.3 | 54.5 | 72.7 | 100 | 100 | 100 | 100 | 11 | 4- | 3.55 |
| | No | 0 | 0 | 0 | 0 | 33.3 | 100 | 100 | 100 | 100 | 100 | 100 | 3 | 4+ | 4.33 |
| | Yes | 0 | 0 | 0 | 0 | 25 | 37.5 | 62.5 | 100 | 100 | 100 | 100 | 8 | 3+ | 3.25 |
| | GAP | 0 | 0 | 0 | 0 | 8.3 | 62.5 | 37.5 | 0 | 0 | 0 | 0 | | | 1.08 |
| English Language | All | 0 | 1.3 | 5.4 | 11.4 | 18.1 | 44.3 | 73.8 | 96 | 99.3 | 99.3 | 100 | 149 | 4- | 3.52 |
| | No | 0 | 1.8 | 5.3 | 14 | 24.6 | 50.9 | 84.2 | 100 | 100 | 100 | 100 | 57 | 4- | 3.81 |
| | Yes | 0 | 1.1 | 5.4 | 9.8 | 14.1 | 40.2 | 67.4 | 93.5 | 98.9 | 98.9 | 100 | 92 | 3+ | 3.34 |
| | GAP | 0 | 0.7 | -0.1 | 4.2 | 10.5 | 10.7 | 16.8 | 6.5 | 1.1 | 1.1 | 0 | | | 0.47 |
| French | All | 0 | 0 | 0 | 0 | 20 | 60 | 90 | 100 | 100 | 100 | 100 | 10 | 4- | 3.7 |
| | No | 0 | 0 | 0 | 0 | 20 | 80 | 100 | 100 | 100 | 100 | 100 | 5 | 4+ | 4 |
| | Yes | 0 | 0 | 0 | 0 | 20 | 40 | 80 | 100 | 100 | 100 | 100 | 5 | 3+ | 3.4 |
| | GAP | 0 | 0 | 0 | 0 | 0 | 40 | 20 | 0 | 0 | 0 | 0 | | | 0.6 |
| Geography | All | 0 | 0 | 0 | 2 | 7.8 | 17.6 | 49 | 82.4 | 98 | 100 | 100 | 51 | 3- | 2.57 |
| | No | 0 | 0 | 0 | 0 | 11.1 | 16.7 | 61.1 | 88.9 | 94.4 | 100 | 100 | 18 | 3- | 2.72 |
| | Yes | 0 | 0 | 0 | 3 | 6.1 | 18.2 | 42.4 | 78.8 | 100 | 100 | 100 | 33 | 3- | 2.48 |
| | GAP | 0 | 0 | 0 | -3 | 5 | -1.5 | 18.7 | 10.1 | -5.6 | 0 | 0 | | | 0.24 |
| Graphics | All | 0 | 0 | 0 | 0 | 0 | 0 | 41.7 | 83.3 | 83.3 | 83.3 | 100 | 12 | 2= | 2.5 |
| | No | 0 | 0 | 0 | 0 | 0 | 0 | 60 | 100 | 100 | 100 | 100 | 5 | 3- | 2.6 |
| | Yes | 0 | 0 | 0 | 0 | 0 | 0 | 28.6 | 71.4 | 71.4 | 71.4 | 100 | 7 | 2- | 2.4 |
| | GAP | 0 | 0 | 0 | 0 | 0 | 0 | 31.4 | 28.6 | 28.6 | 28.6 | 0 | | | 0.2 |
| History | All | 0 | 1.9 | 7.4 | 13 | 25.9 | 40.7 | 72.2 | 96.3 | 98.1 | 100 | 100 | 54 | 4- | 3.56 |
| | No | 0 | 0 | 9.1 | 18.2 | 36.4 | 50 | 77.3 | 100 | 100 | 100 | 100 | 22 | 4- | 3.91 |
| | Yes | 0 | 3.1 | 6.3 | 9.4 | 18.8 | 34.4 | 68.8 | 93.8 | 96.9 | 100 | 100 | 32 | 3+ | 3.31 |
| | GAP | 0 | -3.1 | 2.8 | 8.8 | 17.6 | 15.6 | 8.5 | 6.2 | 3.1 | 0 | 0 | | | 0.6 |
| Mathematics | All | 0 | 0 | 0 | 0 | 5.4 | 33.8 | 52.7 | 82.4 | 98 | 100 | 100 | 148 | 3- | 2.72 |
| | No | 0 | 0 | 0 | 0 | 7 | 45.6 | 68.4 | 86 | 100 | 100 | 100 | 57 | 3= | 3.07 |
| | Yes | 0 | 0 | 0 | 0 | 4.4 | 26.4 | 42.9 | 80.2 | 96.7 | 100 | 100 | 91 | 2+ | 2.51 |
| | GAP | 0 | 0 | 0 | 0 | 2.6 | 19.2 | 25.5 | 5.8 | 3.3 | 0 | 0 | | | 0.56 |
| Music | All | 0 | 0 | 11.1 | 55.6 | 77.8 | 100 | 100 | 100 | 100 | 100 | 100 | 9 | 5+ | 5.44 |
| | No | 0 | 0 | 20 | 60 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 5 | 6- | 5.8 |
| | Yes | 0 | 0 | 0 | 50 | 50 | 100 | 100 | 100 | 100 | 100 | 100 | 4 | 5= | 5 |
| | GAP | 0 | 0 | 0 | 20 | 10 | 50 | 0 | 0 | 0 | 0 | 0 | | | 0.8 |
| PE GCSE | All | 0 | 0 | 2.9 | 2.9 | 35.3 | 73.5 | 91.2 | 100 | 100 | 100 | 100 | 34 | 3= | 3.06 |
| | No | 0 | 0 | 0 | 7.7 | 7.7 | 46.2 | 76.9 | 100 | 100 | 100 | 100 | 13 | 3+ | 3.38 |
| | Yes | 0 | 0 | 0 | 0 | 0 | 28.6 | 71.4 | 85.7 | 100 | 100 | 100 | 21 | 3= | 2.86 |
| | GAP | 0 | 0 | 0 | 7.7 | 7.7 | 17.6 | 5.5 | 14.3 | 0 | 0 | 0 | | | 0.52 |
| Physics | All | 0 | 0 | 3.6 | 50 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 28 | 5- | 4.54 |
| | No | 0 | 0 | 0 | 0 | 53.3 | 100 | 100 | 100 | 100 | 100 | 100 | 15 | 5- | 4.53 |
| | Yes | 0 | 0 | 0 | 7.7 | 46.2 | 100 | 100 | 100 | 100 | 100 | 100 | 13 | 5- | 4.54 |
| | GAP | 0 | 0 | 0 | -7.7 | 7.1 | 0 | 0 | 0 | 0 | 0 | 0 | | | -0.01 |
| Product Design | All | 0 | 5 | 25 | 35 | 40 | 50 | 75 | 95 | 95 | 95 | 100 | 20 | 4= | 4.42 |
| | No | 0 | 0 | 33.3 | 50 | 66.7 | 66.7 | 100 | 100 | 100 | 100 | 100 | 6 | 5= | 5.17 |
| | Yes | 0 | 7.1 | 21.4 | 28.6 | 42.9 | 64.3 | 92.9 | 92.9 | 92.9 | 92.9 | 100 | 14 | 4- | 4.08 |
| | GAP | 0 | -7.1 | 11.9 | 21.4 | 38.1 | 23.8 | 35.7 | 7.1 | 7.1 | 7.1 | 0 | | | 1.09 |
| Religious Education | All | 0 | 0 | 1.4 | 17.3 | 37.4 | 69.1 | 89.2 | 99.3 | 100 | 100 | 100 | 139 | 4= | 4.14 |
| | No | 0 | 0 | 1.9 | 18.9 | 41.5 | 84.9 | 96.2 | 100 | 100 | 100 | 100 | 53 | 4+ | 4.43 |
| | Yes | 0 | 0 | 1.2 | 16.3 | 34.9 | 59.3 | 84.9 | 98.8 | 100 | 100 | 100 | 86 | 4= | 3.95 |
| | GAP | 0 | 0 | 0.7 | 2.6 | 6.6 | 25.6 | 11.3 | 1.2 | 0 | 0 | 0 | | | 0.48 |
| Textiles | All | 0 | 0 | 18.2 | 72.7 | 81.8 | 90.9 | 100 | 100 | 100 | 100 | 100 | 11 | 5- | 4.64 |
| | No | 0 | 0 | 0 | 50 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 2 | 6- | 5.5 |
| | Yes | 0 | 0 | 0 | 11.1 | 66.7 | 77.8 | 88.9 | 100 | 100 | 100 | 100 | 9 | 4+ | 4.44 |
| | GAP | 0 | 0 | 0 | 38.9 | 33.3 | 22.2 | 11.1 | 0 | 0 | 0 | 0 | | | 1.06 |
| Summary | All | 0 | 0.5 | 2.8 | 9.9 | 24.3 | 51.4 | 74.3 | 93.4 | 98.8 | 99.5 | 100 | 777 | 4- | 3.57 |
| | No | 0 | 0.3 | 3.2 | 11 | 29.2 | 61.7 | 84.1 | 96.4 | 99.7 | 100 | 100 | 308 | 4+ | 3.86 |
| | Yes | 0 | 0.6 | 2.6 | 9.2 | 21.1 | 44.6 | 67.8 | 91.5 | 98.3 | 99.1 | 100 | 469 | 3+ | 3.38 |
| | GAP | 0 | -0.3 | 0.6 | 1.8 | 8.1 | 17.1 | 16.3 | 4.9 | 1.4 | 0.9 | 0 | | | 0.48 |

Year 10 Subjects – Pupil Premium – cont.

| BTEC 2017 (Att8 Points) | | | | | | | | | | | | | | | |
|--------------------------------|---------------|-----|-------|-------|-------|---------|---------|---------|--------------|---------------|----------------|---------------|----------------|---------------|----------------|
| Name | Pupil Premium | D*% | D*-D% | D*-M% | D*-P% | D*-L1P% | D*-U% | Other | Total Grades | Average Grade | Average Points | | | | |
| Dance | All | 0 | 18.8 | 50 | 93.8 | 93.8 | 93.8 | 100 | 16 | P | 5.1 | | | | |
| | No | 0 | 42.9 | 71.4 | 85.7 | 85.7 | 85.7 | 100 | 7 | M | 6 | | | | |
| | Yes | 0 | 0 | 33.3 | 100 | 100 | 100 | 100 | 9 | P | 4.5 | | | | |
| | GAP | 0 | 42.9 | 38.1 | -14.3 | -14.3 | -14.3 | 0 | | | 1.5 | | | | |
| Engineering | All | 0 | 0 | 0 | 65.6 | 96.9 | 100 | 100 | 32 | P | 3.17 | | | | |
| | No | 0 | 0 | 0 | 60 | 100 | 100 | 100 | 15 | P | 3.1 | | | | |
| | Yes | 0 | 0 | 0 | 70.6 | 94.1 | 100 | 100 | 17 | P | 3.24 | | | | |
| | GAP | 0 | 0 | 0 | -10.6 | 5.9 | 0 | 0 | | | -0.14 | | | | |
| Enterprise | All | 0 | 2.9 | 8.8 | 44.1 | 73.5 | 100 | 100 | 34 | L1P | 2.46 | | | | |
| | No | 0 | 7.7 | 15.4 | 46.2 | 69.2 | 100 | 100 | 13 | L1P | 2.6 | | | | |
| | Yes | 0 | 0 | 4.8 | 42.9 | 76.2 | 100 | 100 | 21 | L1P | 2.37 | | | | |
| | GAP | 0 | 7.7 | 10.6 | 3.3 | -7 | 0 | 0 | | | 0.23 | | | | |
| Hospitality & Catering | All | 0 | 0 | 0 | 100 | 100 | 100 | 100 | 13 | P | 4 | | | | |
| | No | 0 | 0 | 0 | 100 | 100 | 100 | 100 | 5 | P | 4 | | | | |
| | Yes | 0 | 0 | 0 | 100 | 100 | 100 | 100 | 8 | P | 4 | | | | |
| | GAP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | 0 | | | | |
| Sport Studies | All | 0 | 0 | 0 | 92.9 | 100 | 100 | 100 | 14 | P | 3.84 | | | | |
| | No | 0 | 0 | 0 | 100 | 100 | 100 | 100 | 5 | P | 4 | | | | |
| | Yes | 0 | 0 | 0 | 88.9 | 100 | 100 | 100 | 9 | P | 3.75 | | | | |
| | GAP | 0 | 0 | 0 | 11.1 | 0 | 0 | 0 | | | 0.25 | | | | |
| Travel & Tourism | All | 0 | 0 | 16.7 | 72.2 | 88.9 | 100 | 100 | 18 | P | 3.43 | | | | |
| | No | 0 | 0 | 33.3 | 83.3 | 83.3 | 100 | 100 | 6 | P | 3.83 | | | | |
| | Yes | 0 | 0 | 8.3 | 66.7 | 91.7 | 100 | 100 | 12 | P | 3.23 | | | | |
| | GAP | 0 | 0 | 25 | 16.6 | -8.4 | 0 | 0 | | | 0.6 | | | | |
| Summary | All | 0 | 3.1 | 11 | 70.9 | 89.8 | 99.2 | 100 | 127 | P | 3.4 | | | | |
| | No | 0 | 7.8 | 17.6 | 70.6 | 88.2 | 98 | 100 | 51 | P | 3.59 | | | | |
| | Yes | 0 | 6.6 | 71.1 | 90.8 | 100 | 100 | 100 | 76 | P | 3.29 | | | | |
| | GAP | 0 | 7.8 | 11 | -0.5 | -2.6 | -2 | 0 | | | 0.3 | | | | |
| BTEC 2018 (Att8 Points) | | | | | | | | | | | | | | | |
| Name | Pupil Premium | D*% | D*-D% | D*-M% | D*-P% | D*-L1D% | D*-L1M% | D*-L1P% | D*-U% | Other | Total Grades | Average Grade | Average Points | | |
| Health & Social Care | All | 0 | 0 | 0 | 60.7 | 60.7 | 60.7 | 89.3 | 96.4 | 100 | 28 | L1D | 2.89 | | |
| | No | 0 | 0 | 0 | 66.7 | 66.7 | 66.7 | 100 | 100 | 100 | 9 | L1D | 3.08 | | |
| | Yes | 0 | 0 | 0 | 57.9 | 57.9 | 57.9 | 84.2 | 94.7 | 100 | 19 | L1D | 2.79 | | |
| | GAP | 0 | 0 | 0 | 8.8 | 8.8 | 8.8 | 15.8 | 5.3 | 0 | | | 0.29 | | |
| Summary | All | 0 | 0 | 0 | 60.7 | 60.7 | 60.7 | 89.3 | 96.4 | 100 | 28 | L1D | 2.89 | | |
| | No | 0 | 0 | 0 | 66.7 | 66.7 | 66.7 | 100 | 100 | 100 | 9 | L1D | 3.08 | | |
| | Yes | 0 | 0 | 0 | 57.9 | 57.9 | 57.9 | 84.2 | 94.7 | 100 | 19 | L1D | 2.79 | | |
| | GAP | 0 | 0 | 0 | 8.8 | 8.8 | 8.8 | 15.8 | 5.3 | 0 | | | 0.29 | | |
| Combined Science (Att8 Points) | | | | | | | | | | | | | | | |
| Name | Pupil Premium | 9% | 9-8% | 9-7% | 9-6% | 9-5% | 9-4% | 9-3% | 9-2% | 9-1% | 9-U% | Other | Total Grades | Average Grade | Average Points |
| Science - Combined | All | 0 | 0 | 0 | 0 | 1.7 | 28.3 | 83.3 | 98.3 | 98.3 | 98.3 | 100 | 240 | 33+ | 3.15 |
| | No | 0 | 0 | 0 | 0 | 4.8 | 35.7 | 85.7 | 100 | 100 | 100 | 100 | 84 | 43- | 3.26 |
| | Yes | 0 | 0 | 0 | 0 | 0 | 24.4 | 82.1 | 97.4 | 97.4 | 97.4 | 100 | 156 | 33= | 3.09 |
| | GAP | 0 | 0 | 0 | 0 | 4.8 | 11.3 | 3.6 | 2.6 | 2.6 | 2.6 | 0 | | | 0.17 |
| Summary | All | 0 | 0 | 0 | 0 | 1.7 | 28.3 | 83.3 | 98.3 | 98.3 | 98.3 | 100 | 240 | 33+ | 3.15 |
| | No | 0 | 0 | 0 | 0 | 4.8 | 35.7 | 85.7 | 100 | 100 | 100 | 100 | 84 | 43- | 3.26 |
| | Yes | 0 | 0 | 0 | 0 | 0 | 24.4 | 82.1 | 97.4 | 97.4 | 97.4 | 100 | 156 | 33= | 3.09 |
| | GAP | 0 | 0 | 0 | 0 | 4.8 | 11.3 | 3.6 | 2.6 | 2.6 | 2.6 | 0 | | | 0.17 |