



Summary information						
School		Maiden Erlegh School		Academic Year		2018/19
Total PP budget	£122,485	Total no. of pupils Y7-11	1387	Pupils eligible for PP	No: 131	?: 9.4%

Objective 1			
To develop and communicate a clear vision which will raise the profile of disadvantaged students and enhance the schools inclusive ethos.			
Aims/Desired Outcome	Outcomes/Success Criteria	Actions/Chosen Approach	Impact Review
Ensure that the profile of disadvantaged students remains high in school.	Publish lists of DA students to staff.	All PP/DA students on SIMS Letter sent to all PP students. Tutors phoned new PP parents to ensure they understood £150 and Tirabad.	<i>All teachers know who their PP students are in the classroom. Evidenced via learning walks and observations. Letters sent to all parents regarding PP allowance and Tirabad. Reminders sent to all PP parents to remind them if allowance not spent. PP allowance spent this year (on 15/07/19) is 55%. Further guidance needs to be provided to staff, parents and pupils about how they can use this money. This will be done via PP Champions.</i>
	Provide training and induction to new staff so they understand out ways of working with DA students	Email to HR regarding inclusion of this alongside safeguarding and GDPR as part of induction process for teachers. This will form part of NQT induction programme.	<i>PP training is now part of the induction process for new staff. This has been delivered by the PP Champion. NQTs have also received bespoke training from PP Champion</i>
	Publish protocol for allocation of allowances and sixth form bursaries and examples of spending.	Sixth form bursaries have been applied for awarded. No further funds available. Next year need to send information home to parents, as students didn't always communicate this home. Letter to sixth form students in receipt of a bursary who still have funds left after half	<i>Students all received a presentation in assembly on Students Bursaries at the start of the year. Some students didn't take this information home. Therefore for the 2019/20 academic year, information will be given to both students and parents regarding the application process.</i>

		term, to remind them regarding revision books, exam materials etc. <i>Email to finance been sent to ask for deadline to bursary claims and for a list of students who still have money available in their bursary.</i>	
	Lesson observations	To be arranged by PP Champion.	<i>Lesson observations and book scrutiny completed and outcomes to be used to inform strategy/training. E.g. More training for staff on priority marking and what this means.</i>
	Standards Strategy Meetings	DA students are now separately identified in the Strategy Meetings with HODs and HOYs. PP Champion attends 1 x SLG Curriculum meeting each half term to agree actions for PP students.	<i>DA students now separately identified at SLG standards strategy meetings. PP champion attends this meeting and takes away intervention actions as a result to implement. This was also discussed directly with students as part of 1-2-1 action plan meetings.</i>
Ensure that staff recognise that disadvantaged students are not a homogeneous group but required personalised provision and an understanding that they are likely to have underperformed previously, thus 'over-expecting' must be the norm.	Staff Briefings/CPD to continue to reinforce DA students to reinforce key messages about profile and priorities, potential barriers to learning and the need to 'over expect'	CPD Session to all staff by PP champion to remind them of strategies for PP students in the classroom.	<i>CPD Session completed. Key students highlighted in staff briefing, so that staff do not see them as a homogeneous group and understand their individual issues.</i>
	HAP/PP kept in the spotlight via briefings and CPD (lists shared with staff)	Identify Top 3 focus students and brief staff – do through Thursday briefing and keep updating.	<i>Key students highlighted in staff briefing, so that staff do not see them as a homogeneous group and understand their individual issues Next academic year more will be done in staff briefing or staff bulletin including a regular section in staff bulletin.</i>
	Identify Top 3 focus students and brief staff – do through Thursday briefing and keep updating.	Review of DDPs for core subjects.	<i>Maths and English implemented PP strategies this year, see below. Maths work:</i> <ul style="list-style-type: none"> • <i>PP Walkthrough in February.</i> • <i>Revision Books for GCSE students</i> • <i>PP breakfast May 2019 (Thursday period 1).</i>

			<ul style="list-style-type: none"> • <i>PP Intervention Sessions – GB/KW (every Friday)</i> • <i>Dept meetings discussed what else we can do with PP students on top of priority marking, priority seating plan, etc, so that class teachers can implement does interventions.</i> • <i>PP students priority for Option E</i> <p>English:</p> <ul style="list-style-type: none"> • <i>English tutoring</i> • <i>Books for GCSE students</i> • <i>121 help in classes organised with PP money</i> • <i>Books purchased for PP students</i> • <i>EAL support</i> • <i>Using KS2 data or current performance PP students were put into top sets.</i> • <i>Tracking PP students to ensure good performance against benchmark.</i> <p><i>DDPs needs to be closely reviewed next year and PP objectives included in staff appraisals.</i></p>
		Book Reviews to be arranged by PP Champion.	<i>Completed and feedback provided.</i>
		PP Participants of the gold and silver programme reviewed and identified PP students who narrowly missed the criteria and invited them onto the programme	<i>Completed and additional students invited. Now included in selection criteria.</i>
		Reviewed set choices in Maths, to check that no PP students could be moved up.	<i>Completed and students identified who could move sets. Continuous review through the year after DCPs.</i>
Focus work with and by disadvantaged students on effective strategies.	2018/19 strategies to improve learning and progress: <ul style="list-style-type: none"> - Reading Comprehension - Worked Examples Meta-cognition	Department led transformation strategies to focus on one or more of these areas. Monitored through the standards meetings.	<i>Maths and English did specific intervention for PP students. Ensure this is written into their DDP for next year. Look at work done by English, specifically with Year 11 and the impact this had on gaps. Ensure knowledge is shared.</i>

	Difference between DA students and their peers with same starting points are reduced.	PP champion identifying students through SLG-C standards meeting, meeting with students and creating 1-2-1 bespoke plans for intervention. This includes, revision books, tutoring, revision materials, etc.	<i>PP Champion attended meetings with SLG C. 1-2-1 plans were created/modified as a result of these meetings. Interventions put in place to tackle gaps.</i>
	LAB Champion Notes	PP Champion to work with LAB champion – Ian Miller to look at gaps work. Ongoing on a half termly basis by BD and Headteacher.	<i>Pupil Premium work reported on. Gaps meetings handed over to the Headteacher.</i>
Develop the use of the Pupil Premium Passport to allow even more student ownership and independence.	Develop a process for that all DA students have their own PP Passport.	Create standard process and roll out in Y7 and 8 initially. Roll out to Y9-11 in Sept 2019. Ensure all PP students have one.	<i>Pupil Premium passport introduced to Year 7 and 8, due to their only being one Champion, more work could be done on the implementation of this. This will be rolled out again by a dedicated PP Champion for Year 7 and 8 in the 2019/20 academic year. On evaluation will not roll out to Year 9-11.</i>
		Do ½ termly tutor time drop ins to discuss progress.	<i>Focus was on Year 10 and 11 this year, 1-2-1 plans put in place and revised as appropriate. More frequent meetings to be held across all year groups with 3 champions in the role next year.</i>
		Liaise with Activity Leader and monitor PP participations in extracurricular activities.	<i>Encouraged participation through action plan discussions, spreadsheet required to record all students participating next academic year.</i>
Disadvantaged progress and learning over time is monitored through Standards strategy and with LAB champion.	DA students a key focus for HOYs and HODs when analysing DCP data.	DA students identified separately as part of standards meetings with HOYs and HODs.	<i>Completed. SLG-C monitored these student separately in meetings.</i>
	Standards discussions drill down to comparators of prior attainments groups		<i>Completed. SLG-C monitored these student separately in meetings.</i>
	Focus on multiple needs DA to support streamlined and co-ordinated strategies out in place.	PP champion identifying students through SLG – C standards meeting, meeting with students and creating 1-2-1 bespoke plans for	<i>Completed by PP Champion and to be rolled out in more detail next year via 3 PP Champions.</i>

intervention. This includes, revision books, tutoring, revision materials, etc.

Objective 2: To close the gap between non-disadvantaged students and disadvantaged students in both Progress 8 and Attainment 8 key performance indicators

Aims/Desired Outcome	Outcomes/Success Criteria	Actions/Chosen Approach	Impact Review
To meet SIP objectives for each year group with regards to disadvantaged gaps	Ensure actions in this plan are implemented.		N/A
	Ensure the standards strategy meeting actions are implemented post DCPs and internal assessments	Ongoing bespoke plans being implemented by PP champion after each DCP review.	<i>Completed and PP Champion met with SLG C after each DCP and implemented interventions through the actions plans and with departments.</i>
	Improve parent engagement	Arrange workshop for PP student for how to support your child.	<i>Built into the Year 9 and 10 parent information evenings. Needs to be rolled out across the school.</i>
To ensure that Quality First Teaching us of the highest quality for all students, especially disadvantaged.	All depts. To focus on QfT School focused on questioning, reading and bookwork. Staff to receive ongoing training at dept. and school level. School monitoring systems include impact on DA students	All covered in other actions, part from department level training. PP champion to liaise with core subjects and dept. training for staff	<i>PP training provided to all staff via CPD</i>
There is a continued focus on reducing differences in the core subjects.	AHT and Heads of Key Stage in English and Maths have specific strategies in place for DA students.	<p>Maths work:</p> <ul style="list-style-type: none"> • PP Walkthrough in February. • Revision Books for GCSE students • PP breakfast May 2019 (Thursday period 1). • PP Intervention Sessions - GB/KW (every Friday) 	<i>All of these actions completed.</i>

		<ul style="list-style-type: none"> Dept meetings discussed what else we can do with PP students on top of priority marking, priority seating plan, etc, so that class teachers can implement does interventions. PP students priority for Option E <p>English:</p> <ul style="list-style-type: none"> English tutoring Books for GCSE students 121 help in classes organised with PP money Books purchased for PP students EAL support Using KS2 data or current performance PP students were put into top sets. Tracking PP students to ensure good performance against benchmark. 	
	Attainment gaps in core subjects reducing	Monitored via DCP SLG – C review meeting.	<i>Completed with PP Champion attending all SLG C Meetings.</i>
All disadvantaged students identified as underachieving have access to appropriate interventions to support them.	Intervention menu developed	Standards strategy meetings DA focus at SLG-C 1-2-1 meetings with students and PP champion	<i>Completed with PP Champion attending all SLG C Meetings.</i>

Objective 3: To improve attendance for disadvantaged students and reduce the numbers for persistent absence.

Aims/Desired Outcome	Outcomes/Success Criteria	Actions/Chosen Approach	Impact Review
Further development of work with families and students to:	Attendance officer monitoring attendance and implements range	½ termly updates being provided by attendance	<i>Completed and half termly meetings took place to discuss actions plans for all students, including PP.</i>

<p>(a) Improve rates of attendance of disadvantaged students</p> <p>(b) Reduce rates of persistent absence amongst disadvantaged students (especially those currently eligible for free school meals)</p>	of responses with absentees and DA students	officer to HoYs to manage persistent absence overall. PP champion to look at DA students	
	Inclusion and pastoral staff to work with students and families to overcome barriers to attendance	See action above Inclusion working with students who are struggling to come into school.	<i>PP students prioritised by inclusion. Inclusion working with allocated students to encourage them to come into school.</i>
	Engage with EWS to support PAs	Using EWS but limited by Silver Contract, look at alternatives for 2019/20 academic year to enable more students to be supported at one time.	<i>New contract procured for Sept 2019 to support in addressing the gaps in attendance for DA and non DA students.</i>
	Short term incentives in place for HoY's and attendance officer.	Half termly prize put into place for improvement in attendance figures	<i>Attendance incentives put in place for specific year groups/groups e.g. attendance at Prom for Year 11. Annual attendance certificates for all students.</i>
	Counselling and CBT available	School counsellor in place 2 days a week. Brief BA until end of 2018/19. New solution for 2019/20 needs to be sourced.	<i>School counsellor and JAC to continue. Confidence and Communication Club to return in Sept 2019 and new counsellor found to plug gaps as required.</i>
	Review attendance escalation process and punctuality escalation process with inclusion/pastoral teams. Key Stage AHTs to intervene where no improvement is seen.	Review and communication to staff required.	<i>AHTs for Key Stage involved in the attendance review process. Intervention included in the Intervention Checklist, which was rolled out to all HOYS and AHTs.</i>
	Develop Inclusion Study for those students whom disapplication is appropriate.	Inclusion Study Area in place and work being completed being monitored by Inclusion Study Manager.	<i>Completed</i>

Objective 4: To improve/raise aspiration for disadvantaged students

Aims/Desired Outcome	Outcomes/Success Criteria	Actions/Chosen Approach	Impact Review
Individual careers and transition guidance is offered post Foundation, post – 16.	Students are allocated careers appts for post 16 transition and guidance with mentors	All careers interviews taking place with Year 11.	<i>Completed</i>
	Claire McIntyre working with Rob Buck on supporting any identified NEETs.	Inclusion staff to work with any students vulnerable to NEET.	<i>Completed</i>
	Ongoing. Visits to Reading College already supported by Inclusion SEN team.	DA students supported with college visits and applications	<i>Completed. SEN Inclusion Team took students to some college open days and communicated directly with parents about what they have to do.</i>
	DA students supported with UCAS applications and interviews.	Assembly to all students on UCAS process completed. Support for UCA applications provided by BL and GM Letter to remind them how they can use student bursary.	<i>Assembly re UCAS completed. More time allocated to this in new PSMSC programme for 2019/20</i>
	Develop ways to raise aspiration: a) Work experience b) University and college visits c) Students in Schools d) Fast Tomato/Unifrog e) Visiting speakers/mentors f) Gold programme visits	All students in school have access to a new careers platform – BH. Letter to all parents to remind them of how to support their child in using this. Careers evening as part of careers programme.	<i>All students have access to careers platform. Careers evening very well attended.</i>

Objective 5: To cater for the emotional and wider needs of disadvantaged students, so that they are able to fully engage with their education

Aims/Desired Outcome	Outcomes/Success Criteria	Actions/Chosen Approach	Impact Review
1-2-1 support provided for students with	Students identified requiring additional	Ongoing identification of students by HoY.	<i>All intervention support continued this year with prioritisation completed by Inclusion Triage person. Young Carers</i>

identified/diagnosed individual needs	support will be mentored by pastoral/inclusion team. JAC, School counsellor, LAC, Brief BA.	Long waiting list an issue with school counsellor. Young carers supported by keyworker. LAC keyworker in place. Mentoring set up for Year 11 students through SLG.	<i>keyworker in place and LAC worker in place. Role expanded to encompass ex-LAC for new academic year and strategy documents development to compliment this one. Mentoring completed for Year 11 students.</i>
Opportunities provided for DA students outside the classroom	All staff running trips reminded to encourage DA students to participate. Tirabad guarantee. Priority calling for DA students for Tirabad trip in June.	Tirabad questionnaire implemented for PP students to look at impact. Additional trip laid on to Tirabad with priority calling. See previous action for monitoring participation with Activity Leader.	<i>Tirabad questionnaire used and positive feedback received from students. Additional trip completed and more PP students attended this from mixed year groups.</i>

Objective 6: To raise achievement for DA students through a sharp focus on 'Quality first teaching' we will

Aims/Desired Outcome		Actions/Chosen Approach	Impact Review
Continue to promote continuous professional development that focusses upon the needs to individual teaching to ensure all make progress.		See previous actions for CPD whole school and department training. Lesson observations and book reviews.	<i>PP training provided to all staff via CPD and Thursday staff briefings. Lesson observations and book reviews completed.</i>
Ensure that funding is available for staff to buy resources and equipment for PP students.	Teacher premium ring fenced for depts. And teachers to have access to resources that support DA students.	Reminder to staff via Thursday briefing about using this to close gaps.	<i>Reminder to core subjects on Pupil Premium and proactive ordering of revision books completed ahead of the next academic year. Would like them to think more about how they can use the money and the impact it can have, over and above ordering revision guides. See previous interventions from Maths and English as an example.</i>

Objective 7: To plan for successful transitions for disadvantaged students

Aims/Desired Outcome	Outcomes/Success Criteria	Actions/Chosen Approach	Impact Review
All DA students have a clear supported plan to make the transition into the next stage of work/education/training.	See objective 4		<i>See Objective 4</i>

Summary of Academic Performance

Foundation:

Year 7

Flight path progress indicators

	NoDA	DA	Gap
Sc	0.02	-0.02	0.04
Ma	-0.06	-0.13	0.07
Gg	-0.09	-0.33	0.24
Te	-0.12	-0.29	0.17
Rp	-0.15	-0.20	0.05
En	-0.20	-0.25	0.05
Hi	-0.22	-0.19	-0.02
Cp	-0.24	-0.29	0.05
Pe	0.19	0.09	0.10
De	0.06	0.15	-0.08
Mu	0.08	0.01	0.07
Ar	0.04	0.06	-0.02
Es	0.05	0.01	0.04
Dr	0.02	-0.08	0.10
Fr	-0.06	0.01	-0.07
Tot	-0.06	-0.11	0.05

Blue	Exceptional
Green	Strong
Yellow	Good
Amber	Sound
Red	Concern
Pink	Serious concern

Foundation Gaps:

Gaps exist, but are very small for nearly all subjects in Foundation.

Specific focus next year on:

- Year 7:
 - Geography
 - PE
 - Drama
- Year 8:
 - Maths
 - Spanish

Year 8

Flight Path Progress Indicator

Progress indicator

	NoDA	DA	Gap
Te	-0.19	-0.22	0.03

Blue	Exceptional
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Sc	-0.22	-0.29	0.07
Cp	-0.25	-0.21	-0.04
Ma	-0.28	-0.42	0.14
Gg	-0.32	-0.40	0.08
En	-0.39	-0.39	0.00
Hi	-0.48	-0.53	0.04
Rp	-0.53	-0.61	0.08
Blank			
Fr	0.15	0.24	-0.10
Mu	0.13	0.24	-0.12
De	0.04	-0.03	0.06
Dr	-0.11	-0.06	-0.05
Ar	-0.14	-0.11	-0.03
Pe	-0.24	0.01	-0.25
Es	-0.49	-0.13	-0.36
Total	-0.23	-0.22	-0.01

Green	Strong
Yellow	Good
Amber	Sound
Red	Concern
Pink	Serious concern

Year 10

Value Added Indicators	Best 8	Eng	Ma	Ebacc	Open	Sci	Hums	MFL	Av Ebacc
All	1.14	0.76	1.00	1.34	1.34	1.47	1.79	1.02	5.87
Male	0.92	0.46	1.01	1.18	1.02	1.39	1.58	0.63	5.67
Female	1.44	1.17	1.00	1.57	1.80	1.59	2.09	1.52	6.15
Gap	0.52	0.71	0.01	0.39	0.77	0.20	0.51	0.88	0.47
DA	1.10	0.87	0.81	1.33	1.20	1.44	1.65	1.04	5.31
Not DA	1.14	0.74	1.02	1.35	1.35	1.48	1.80	1.02	5.92
Gap	0.05	0.13	0.22	0.02	0.15	0.03	0.15	0.02	0.61
FSM	1.11	0.88	0.88	1.34	1.19	1.50	1.71	0.95	5.27
LAP	0.91	0.19	1.62	1.02	1.00	1.06	1.64	-0.30	2.80
MAP	1.25	0.98	1.08	1.49	1.34	1.31	2.00	1.14	4.98
HAP	1.09	0.66	0.90	1.28	1.38	1.61	1.67	0.97	6.73
EAL	1.38	1.00	1.32	1.54	1.51	1.61	1.84	1.38	6.06
SEN E	0.93	0.14	1.53	0.94	0.00	0.00	0.00	0.00	4.07
SEN K	0.09	0.13	-0.08	0.25	0.29	0.54	0.63	-0.01	4.50
No SEN	1.18	0.79	1.02	1.39	1.38	1.51	1.83	1.02	5.96

Year 10 Gaps

- Small gaps still exist between DA and non DA, specific focus required on Maths/Humanities
- English has a +ve gap, need to look at what specifically is having impact from the English Team and share this knowledge.

Year 11

The cohort of pupil premium students in year 11 was: 28 (10%)

There were 17 HAPs, 4 MAPS, 7 LAPS

	2019	2018	2017	2016
P8 (ALL)	0.64	0.65	0.64	0.41
P8 (DA)	0.2 (0.43*)	0.17	0.4	0.31
Gap	-0.44 (-0.21*)	-0.48	-0.24	-0.10

* Without Top 4 PP students – significant contextual safeguarding issues)

	2019	2018	2017	2016
Att 8 (ALL)	57.38	57.43	55.53	57.2
Att 8 (DA)	47.98	40.58	47.12	47.8
Gap	-9.4	-16.85	-8.41	-9.40

With only 28 students, the Pupil Premium cohort had 4 students who, with contextual safeguarding issues, had a larger impact on the progress 8 figures. These we have shown the figures with and without these students included.

Without them included there has been a significant improvement on the gap between DA and non DA students. However, when contextual safeguarding issues arise in the future, we do need to look at the bespoke support provided to these student to see if we can mitigate this effect in the future.

Progress 8 figures are currently predicted and whilst the gap within Maiden Erlegh is negative it is important to note that against National progress figures for DA and non DA Maiden Erlegh DA students made progress above the expected rate.

Summary of Attendance and Punctuality

Attendance

Session Attendance Summary (01 Sep 2018 - 17 Jul 2019) for Attendance

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
All	96.87%	96.32%	95.66%	95.05%	85.78%	93.23%	94.03%	93.91%
Male	96.92%	96.85%	95.11%	94.73%	85.40%	92.09%	95.08%	93.79%
Female	96.82%	95.80%	96.20%	95.49%	86.14%	94.12%	93.12%	94.03%
FSM	92.51%	92.55%	94.89%	91.01%	85.13%	90.87%	96.30%	91.50%
Not FSM	97.21%	96.53%	95.68%	95.26%	85.81%	93.34%	93.93%	94.04%
CLA	97.83%	98.08%	0%	94.02%	90.96%	0%	0%	94.67%
Not CLA	96.86%	96.32%	95.66%	95.05%	85.76%	93.23%	94.03%	93.91%
CLA or FSM	92.51%	92.66%	94.89%	91.22%	85.52%	90.87%	96.30%	91.55%
Not CLA or FSM	97.21%	96.52%	95.68%	95.27%	85.79%	93.34%	93.93%	94.04%
Pupil Premium	94.24%	93.89%	94.96%	92.15%	84.72%	0%	0%	92.12%
Not Pupil Premium	97.24%	96.61%	95.73%	95.31%	85.90%	93.23%	94.03%	94.07%
PA Low	0%	0%	0%	95.38%	85.02%	95.36%	95.82%	90.81%
PA Middle	0%	0%	0%	95.53%	85.43%	91.17%	93.36%	91.03%
PA High	0%	0%	0%	94.67%	86.32%	93.52%	94.58%	91.92%
EAL	97.10%	96.80%	95.69%	96.42%	86.86%	95.09%	94.07%	94.60%
Not EAL	96.76%	96.16%	95.65%	94.61%	85.34%	92.24%	94.02%	93.64%
SEN	96.66%	93.07%	90.61%	87.26%	81.52%	92.13%	96.97%	90.53%
Not SEN	96.88%	96.58%	95.91%	95.49%	85.97%	93.25%	93.97%	94.07%

- Pupil Premium attendance last year was 92.1%, which is less than the previous year at 94.1%. This compares with a national average in 2017/18 of 92.2%, so we are in line national average.
- Gap in attendance across all year groups for DA pupils vs. non-DA
- 30.5% of our Pupil Premium students were persistent absentees (10% absence or more), an large increase on the previous academic year.
- Attendance remains a focus for us in 2019/20; we have a designated colleague with specific responsibility for monitoring and challenging the non-attendance of Pupil Premium students and a more comprehensive EWO contract has been bought from the Local Authority.

Punctuality

Session Attendance Summary (01 Sep 2018 - 17 Jul 2019) for Lates

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
All	0.61%	0.98%	1.02%	1.66%	1.83%	2.81%	2.36%	1.52%
Male	0.77%	1.24%	1.31%	1.83%	2.37%	3.83%	2.45%	1.85%
Female	0.46%	0.72%	0.73%	1.42%	1.31%	2.00%	2.29%	1.18%
FSM	1.99%	4.60%	1.45%	2.87%	3.24%	2.92%	0.90%	2.71%
Not FSM	0.50%	0.78%	1.00%	1.60%	1.75%	2.80%	2.43%	1.45%
CLA	2.17%	0.96%	0%	25.27%	0%	0%	0%	8.62%
Not CLA	0.60%	0.98%	1.02%	1.57%	1.83%	2.81%	2.36%	1.50%
CLA or FSM	1.99%	4.53%	1.45%	4.41%	3.03%	2.92%	0.90%	2.93%
Not CLA or FSM	0.50%	0.78%	1.00%	1.50%	1.76%	2.80%	2.43%	1.44%
Pupil Premium	1.45%	3.08%	1.55%	3.64%	2.57%	0%	0%	2.39%
Not Pupil Premium	0.49%	0.73%	0.97%	1.48%	1.74%	2.81%	2.36%	1.44%
PA Low	0%	0%	0%	1.73%	1.03%	1.80%	4.03%	1.54%
PA Middle	0%	0%	0%	1.81%	2.24%	3.64%	2.87%	2.44%
PA High	0%	0%	0%	1.59%	1.60%	2.26%	1.50%	1.74%
EAL	0.77%	1.04%	1.17%	1.10%	1.73%	2.61%	2.52%	1.51%
Not EAL	0.53%	0.95%	0.97%	1.84%	1.87%	2.91%	2.29%	1.52%
SEN	0.63%	1.46%	0.98%	4.60%	1.51%	2.95%	0.57%	1.91%
Not SEN	0.61%	0.94%	1.02%	1.49%	1.84%	2.80%	2.40%	1.50%

- Overall gap in punctuality across all year groups, with some year groups much worse than others.
- Require focus on punctuality as well as attendance in head of year meetings

Summary of Behaviour and Conduct

Permanent Exclusion:

PEX	Total	DA	SEN	M	F	7	8	9	10	11	12	13
2016/17	2	0	1	1	1	0	1	0	1	0	0	0
2017/18	0	0	0	0	0	0	0	0	0	0	0	0
2018/19	2	0	1	2	0	0	0	0	1	0	1	0

- No pupil premium students were permanently excluded.

Fixed Term Exclusion:

FTE	No. FTE	No of students					No. Days	Days per student	No. of FTE						
		Total	DA	SEN	M	F			7	8	9	10	11	12	13
2016/17	20	14	3	5	11	3	44	3.1	0	0	0	10	6	1	3
2017/18	10	9	1	1	8	1	23	2.6	0	0	0	4	5	1	0
2018/19	18	12	4	1	10	2	38	3.2	2	0	1	9	4	2	0

- 25% of students given a Fixed Term Exclusion, which is a higher % than the cohort in the school.
- Additional therapeutic intervention put in place in strategy for 2019/20 via the inclusion team, with PP students being a priority.
- Large number of contextual safeguarding issues in Year 10, which is having a large effect on the data.

Fixed Term Transfer:

FTT	No. FTT	No. of Students					No. Days	Days per student	No FTT by Year group						
		Total	DA	SEN	M	F			7	8	9	10	11	12	13
2016/17	14	14	2	3	13	1	36	2.6	0	0	1	11	2	0	0
2017/18	16	15	2	1	12	3	42	2.8	1	3	8	2	2	0	0
2018/19	7	6	2	2	5	1	23	3.8	0	2	0	5	0	0	0

- 33% of students given a Fixed Term Transfer, which is a higher % than the cohort in the school.
- Additional therapeutic intervention put in place in strategy for 2019/20 via the inclusion team, with PP students being a priority.
- Large number of contextual safeguarding issues in Year 10, which is having a large effect on the data.

Alternative Learning Provision:

ALP	No. ALP	No. of Students					No. Days	Days per student	No. Days						
		Total	DA	SEN	M	F			7	8	9	10	11	12	13
2016/17	91	58	19	8	43	17	116.5	2.0	8	11	4.5	47	41	5	0
2017/18	60	37	8	4	31	6	90.5	2.4	19	9	20	14	28.5	0	0
2018/19	81	51	15	10	39	12	134	2.6	15	30	24	45	12	8	0

- 29% of students given an Alternative Learning Provision, which is a higher % than the cohort in the school.
- Additional therapeutic intervention put in place in strategy for 2019/20 via the inclusion team, with PP students being a priority.
- Large number of safeguarding issues in Year 7 and contextual safeguarding issues in Year 10, which is having a large effect on the data.