

The Trinity School Pupil Premium Impact Report 2016-17

Pupil Premium Report and Strategy for 2016-17

Key Aim: *

Central to the ethos of Trinity is to make sure every student has the opportunity to experience Education for Life in all its Fullness. This means addressing and overcoming obstacles to accessing every part of school life, in addition to tackling the barriers to achievement caused by material disadvantage and raising the attainment of those students in low income families.

Objectives

Targeted additional support strategies resulting in every student, however financially disadvantaged, and being able to:

- Improve their levels of attainment and progress.
- Close attainment gaps relative to school averages.
- Have full access to our curriculum.
- Access to our co-curricular provision.

Identified Barriers to Future Attainment:

Aspiration, motivation and welfare issues

Many of the Pupil Premium students have issues with anxiety and self-esteem. This manifests itself in motivation and engagement problems and attendance issues as they move through the school. These students can find it difficult to engage fully with their learning in lessons.

Desired Outcome: Improvements in aspiration and engagement will be reflected in the Key Stage 4 Pupil Premium outcomes. Attendance at interventions and afterschool sessions will be in line with other students at the school. Students will have the opportunity to attend all paid trips and to access co-curricular activities of their choice.

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Attendance

The attendance rate for Pupil Premium students at Trinity is historically low. The level of persistent absentees within the FSM group is above national average as is the number of students who have attendance between 85% and 95%. Whilst we continue to tackle persistent absentees, there will need to be a focus on students with occasional but regular absences, which add up over a year and impact on progress.

Desired Outcome: Attendance rate for Pupil Premium students reaches the 95% target.

Access to school, trips and co-curricular activities

Due to the rural position of Sevenoaks and the limited transportation network, some students find it difficult to access school provisions outside of usual hours. This makes it difficult to access interventions, co-curricular activities and trips. Furthermore, the local low-income families for which Trinity caters also find the number of trips daunting, if not impossible, to pay for.

Desired Outcome: Pupil Premium students are able to access the same co-curricular activities and trips as their peers and engage consistently with the restorative justice system of behaviour management.

Profile of Students Qualifying for PPG

Year Group	Female	Male	PP+	Ever6 FSM	Services	Total
7	11	10	1	8	0	22
8	6	7	1	9	0	13
9	6	9	0	5	0	15
10	12	6	0	8	0	18
11	0	0	0	0	0	0
Whole School	35	32	2	30	0	67

*In addition to objectives and desired outcomes identified in overarching Pupil Premium policy.

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Pupil Premium Audit and Expenditure

Area of Spend	Objective	Item / Project	Targeted Pupils	Description of Intervention	How was impact measured	Impact
Mentoring, Counselling and Pastoral Support	<i>To provide bespoke individual mentoring and support to all children eligible for the Pupil Premium Grant (PPG), with additional services available for referral to if required. Also, ensuring there is capacity to counsel all Pupil Premium (PP) students identified as requiring specialist support.</i>	Curriculum Mentoring	Year 10	Small group of students identified by AH of Data and Intervention as requiring input to meet one-to-one with PPC every week to discuss progress and set targets for following week in every subject. (PP+)	Improvement in teacher feedback as weeks progress. Improved outcomes in Cycle Assessments.	Majority of students responded well to mentoring, with improvements in attitude to learning reflected in the mentoring reports received from teachers
		Counselling	PP students in all years	Many PPG eligible students suffer from anxiety and poor self-esteem, which affects their engagement with and attendance at school. Students meet weekly or bi-weekly with counsellor to	Improved attendance. Fewer negative behaviour logs, more positive behaviour logs.	One targeted Year 10 student is now back to full timetable. FLO attending home visits for students identified at risk. PP attendance remains at 89% (lower than previous years and the national average of 93%) and remains a top priority for the school.
		6 Week Counselling	Year 9.	A student's attendance falling due to peer and self-esteem issues. Focused sessions targeting his specific needs.	Improved attendance.	Student attendance as improved from 11% (April) to 78% (May), 85% (June) and 90.9% (July).
		School Uniform and Clothing	Year 7 & 10	Students in need of additional clothing, both uniform and for day-to-day wear due to vulnerable circumstances.	Attendance. Conforming to Trinity dress code.	
Additional Special Educational Needs (SEN) Support	<i>To offer additional SEN support for PP children identified as needing assessment or ongoing support.</i>	Students tested for ICT use in exams.	PP students in all years	Students to be tested for use of ICT, extra time and reader for exams. ICT support to be provided in lessons.	Student cycle assessments and improved outcomes. Feedback from staff and students.	Student now have access to ICT during exams.
		Accelerated Reader	Year 7	Additional support for reading to help students with low reading ages in Year 7.	Testing and improvement in reading ages.	Due to limited library facilities and the theft of ICT equipment at the beginning of the year,

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						<p>Accelerated Reader has not been implemented across Year 7.</p> <p>Library has been set up in line with Accelerated Reader. A number of Year 7 students have started taking quizzes and utilising the accelerated reader system.</p>
Academic Intervention Work	<i>To subsidise educational excursions that promote learning outside the classroom environment. These should enable students to see and experience things outside and beyond the syllabus.</i>	Compulsory GCSE Trip to Juniper Hall	Year 10	The geography department took their Year 10 students to Juniper Hall as part of their Geography GCSE (fieldwork component) where they would receive expert guidance.	Feedback from pupils and staff. PP attendance on trip.	Majority pupils identified as PPG attended the trip. Allows them to access exam fully in Year 11.
		Travel and Tourism Trip to Thorpe Park	Year 10	The geography department took their Year 10 students on a trip to Thorpe Park as part of their curriculum studies.	PP attendance on the trip. Pupil feedback.	Trip was well-attended. All students eligible to go attended.
		George's Marvellous Medicine	Year 7	Year 7 attended as part of their English/Drama studies.	PP attendance on the trip. Feedback from students.	Trip was well-attended (and thoroughly enjoyed) by students. Staff feedback was extremely positive.
		GCSE Art Trip to the National Gallery	Year 10	Attended as part of their GCSE Art to gain ideas for their portfolios.	Attendance on trip. Feedback from staff and students.	The trip was well-attended by students eligible for PPG funding. Students conducted themselves in an exemplary fashion.
		River Darent Trip	Year 10	To attend as part of their GCSE Geography qualification to practice fieldwork before their assessed unit.	Attendance on trip. Feedback from staff and students.	The trip was well-attended by students. Majority of those eligible for PPG funding attended. One student refused to engage with the school re: funding and so did not attend.
		Hindu Temple Trip	Year 8	All students in Year attended a day trip to a Hindu temple in Neasden	Attendance on trip and interest of students attending. Engagement with learning outside the classroom.	All Year 8 PPG students attended.

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		GCSE History Trip to Berlin	Year 10	Students to attend field trip as a part of GCSE studies.	Trip will encourage engagement with GCSE studies and aspiration for top grades at GCSE.	Trip attended by all eligible PP students. Positive feedback from students and staff.
		PGL Trip to Windmill Hill	Year 10	Students attended a motivational team-building trip with members of SLT. It was designed to boost student engagement and motivation.	Attendance on trip. C4 data drop for student.	All targeted PP students attended the trip.
	<i>To provide support for specific departmental projects and curriculum initiatives, supporting the development of key skills and pupil confidence. These should target PP students that are underachieving or those that are Gifted and Talented.</i>	Additional music theory lessons for GCSE students.	Year 10	Performing Arts department requested funding for their Year 10 class (high % of PP students) who were falling behind due to the gaps in their knowledge.	Improved music exam results (Cycle 2 and Cycle 3 assessments). Supplementary music theory tests.	Students showed marked improvement in music theory tests set by visiting teacher. Feedback from GCSE Music teacher that students were showing definite improvements in application to composition work.
	<i>To provide additional small group tuition in a range of subjects for any PP pupils at risk of not achieving a Grade 5 in their GCSE exams.</i>	Targeted Intervention across all subjects	Year 10	HoDs identified students requiring additional support in their subject area through the use of 4Matrix.	Cycle and end of year assessment data. Student mentoring reports for weakest students identified.	PP Students: CAG C1 (-2.34), CAG C3 (-1.8), CAG C4 (-1.99) Non-PP Students: CAG C1 (-1.73), CAG C3 (-0.8), CAG C4 (-1.21) A gap still exists between PP and non-PP students. Notably, those that attended intervention sessions regularly demonstrated marked improvement in their attainment. Non-PP students also did significantly worse in their C4 PPEs than their C3 assessments, thus narrowing the gap. 5 students identified as not attending were removed from data and had a significant impact (CAG C3 P8 score

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						went from -0.56 to +0.22 for PP students).
		Elevate Education	Year 10	Students lacked role models and/or study skills. Elevate brought in to teach students the basics of revision and note-taking technique. As recent graduates, they were good role models for students.	Comparison C1 and C4 data drop for Year 10.	<p>PP Students: CAG C1 (-2.34), CAG C3 (-1.8), CAG C4 (-1.99)</p> <p>Non-PP Students: CAG C1 (-1.73), CAG C3 (-0.8), CAG C4 (-1.21)</p> <p>A gap still exists between PP and non-PP students. Notably, those that attended intervention sessions regularly demonstrated marked improvement in their attainment. Non-PP students also did significantly worse in their C4 PPEs than their C3 assessments, thus narrowing the gap.</p>
		Emily Witchell Tutor	KS3 PPG Students	Additional Maths tutoring for one PPG student in school for one day per week	Academic progress in Maths and improved attitude to learning in Maths	<p>See analysis attached in strategy review.</p> <p>The gap in attainment has narrowed significantly at KS3, with Year 9 students overtaking their non-PP peers in levels of progress. There is still work to do with the Year 8 cohort.</p>
Resources	<i>To provide equipment and technology that will help break down some of the learning barriers experienced by the school's PP cohort. This encourages pupils to explore different methods of learning, helping them develop techniques that work best for them.</i>	Provision of iPads	Year 7	iPads are an important part of life at Trinity and will assist students in accessing online resources such as ShowMyHomework. iPads also greatly encourage and enhance independent learning.	All Year 7 students eligible for PPG have access to an iPad.	10 Year 7 and 8 students provided with iPads on a payment plan. iPads used regularly to access content during lessons.
		Trinity Equipment Store	All years.	Equipment store provided to allow all students to access equipment easily within	Sales of equipment. Reduction in the number of 'no equipment logs' throughout the	Equipment sales are steady. Students encouraged to use it by tutors.

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				school. Store will be self-sustaining and make a small profit to be placed into a 'hardship fund' for those with low income but not eligible for PPG.	academic year.	
		Revision Guides	Year 9 and 10.	Students struggling to access revision guides due to financial issues. Identified by teachers that PP students were not fully equipped for learning at home. (PP+)	Distribution of revision guides to relevant pupils. C4 data drop in subjects that opted in.	PP Students: CAG C1 (-2.34), CAG C3 (-1.8), CAG C4 (-1.99) Non-PP Students: CAG C1 (-1.73), CAG C3 (-0.8), CAG C4 (-1.21) A gap still exists between PP and non-PP students, although the dip in PP data was not as significant as that of non-PP. Non-PP students did significantly worse in their C4 PPEs than their C3 assessments, thus narrowing the gap.
Staffing	<i>To employ staff to increase capacity to track PP students' academic and social development, whilst ensuring they are all benefitting from the funding they are entitled to, as well as ensuring PP students have access to high quality teaching in all areas of academic study.</i>	Pupil Premium Co-ordinator (PPC)	PP students in all years	Teacher responsible for coordinating management of pupil premium funds and ensuring interventions are timely and cost effective; monitoring progress and attendance.	Attendance to intervention. Punctuality. Attendance. Record of funding produced.	Website updated with historic PP expenditure. Funding audit and evaluation completed for 2016/17. Attendance and punctuality monitored, with timely interventions put in place for most students.
		Gifted and Talented Co-ordinator	All years.	Teacher responsible for coordinating management of gifted and talented students and ensuring interventions are timely and cost effective; opening opportunities for students from all backgrounds.	G&T students to have enrichment opportunities outside the curriculum. Improvement seen in Cycle Assessments. G&T provision identified in lesson planning and greater stretch and challenge provided in lessons.	All departments have identified G&T students, including some students identified as PPG. Extra-curricular trips organised across departments, e.g. D&T trip and trip to Oxford University.

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		Student Leadership Co-ordinator	Year 9 and 10.	Teacher responsible for coordinating student leadership opportunities and ensuring students are equipped with leadership skills that will make them attractive to future employers.	Quantity of Year 9 and 10 students that have leadership responsibilities to increase. For all Year 10 students to fulfil their service requirements. Student feedback.	Prefects, Head Boy and Head Girl, House Captains, House Stars, Year 10 leading form times of lower years, Year 9 reading partners with vulnerable Year 7 students.
		Maths Teacher (PT)	All years.	To provide additional assistance to the maths department and allow them to deliver the curriculum to the high standard expected. Maths Clinics and regular Drop Ins are offered to targeted students in Year 10.	Increased subject performance from disadvantaged students and improved GCSE grades from entire cohort.	Non-PP Maths: P8 C1 (-1.77), P8 C4 (-1.29). PP Maths: P8 C1 (-2.05), P8 C4 (-2.21). The gap has grown wider here with no improvement for PP students. This is down to poor attendance to intervention by PP students who have then not been able to access the more difficult content confidently.
		Nurture Group	Year 7 and 8	Students identified as extremely weak or far behind their peers are placed within a group that will differentiate the curriculum help them catch up using Lexia and other relevant software. Member of staff designated to lead Nurture.	Cycle Assessments and progress over time. Student and parent feedback.	See analysis attached to the strategy review. Gaps have closed in English in both Year 7 and 8 and nurture students have progressed further than their non-PP peers. in Year 8 science. Significant gaps still exist in Maths. Parental feedback about the nurture group has been extremely positive – parents have commented that, had the nurture group not been available, their student would have not made as much progress this year.

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		ABA Mentor	<p>All years.</p> <p>Year 10</p>	<p>Mentoring Head of Key Stage 3 and 4, training and supporting them in their role</p> <p>Mentoring a group of Year 10 students.</p>	<p>Fewer behaviour points and exclusions.</p> <p>Improved attitude to learning and greater academic progress.</p>	<p>Heads of KS3/KS4 have taken over their role confidently.</p> <p>A range of new procedures have been introduced to ensure consistency, e.g. behaviour reports, attendance and behaviour phone calls and meetings.</p>
		SAR Salary	<p>All years</p> <p>Year 10</p>	<p>Along with JCO, auditing expenditure for Pupil Premium students.</p> <p>Co-ordination of Year 10 intervention, mentoring and extra classes.</p>	<p>Ensuring that expenditure is effective and targeted to provide best value</p> <p>To provide support for pupil premium students in improving GCSE results.</p>	<p>More effective and targeted expenditure of pupil premium funding. Improvement in GCSE results, closing the gap between pupil premium and non-pupil premium students</p>
		HoKS 4 Salary	<p>Year 9 and 10</p>	<p>Provide greater levels of pastoral care. More capacity created for tracking and maintain standards in behaviour and student care. Supporting Year 9 and 10 tutors in behaviour intervention with students. Meeting with parents of PPG students giving cause for concern with behaviour. Meeting external agencies to report and discuss LAC students. Assisting students in the transition from KS3 to KS4. (PP+)</p>	<p>Fewer behaviour points and exclusions, particularly from LAC students</p> <p>Improved attitude to learning and greater academic progress</p> <p>Evidence of greater organisation and consistency of pastoral support.</p>	<p>PP Students: CAG C1 (-2.34), CAG C3 (-1.8), CAG C4 (-1.99)</p> <p>Non-PP Students: CAG C1 (-1.73), CAG C3 (-0.8), CAG C4 (-1.21)</p> <p>A gap still exists between PP and non-PP students, although the dip in PP data was not as significant as that of non-PP. Non-PP students did significantly worse in their C4 PPEs than their C3 assessments, thus narrowing the gap.</p> <p>Behaviour systems are firmly established with the introduction of HOKS bulletin to inform staff, as well as a new layer of reports.</p> <p>Persistent low level disruption is being effectively and</p>

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						consistently tackled.
		HoKS 3 Salary	Year 7 and 8	Provide greater levels of pastoral care. More capacity created for tracking and maintain standards in behaviour and student care. Supporting Year 7 and 8 tutors in behaviour intervention with students. Meeting with parents of PPG students giving cause for concern with behaviour. Meeting external agencies to report and discuss LAC students. Assisting students in the transition from KS2 to KS3. (PP+)	Fewer behaviour points and exclusions, particularly from LAC students Improved attitude to learning and greater academic progress. Evidence of greater organisation and consistency of pastoral support.	Behaviour systems are firmly established with the introduction of HOKS bulletin to inform staff, as well as a new layer of reports. Persistent low level disruption is being effectively and consistently tackled.
		NJO Salary (English)	Year 10.	English identified as an area of weakness, particularly with Year 10 due to previous staffing. Teacher hired to focus specifically on improving outcomes in 10B where many students eligible for PPG are set.	C4 Data Drop for English in Year 10. Improved attitude to learning in 10B.	C1 CAG (-2.42) C4 CAG (-1.44) Attitude to learning has shown marked improvement in 10B, with majority now achieving 2 or above.
		CAM Salary (Literacy and MFL)	All years.	Additional assistance for students eligible for PPG in literacy and English. A familiar face used for cover to help build relationships and ensure consistency, (PP+)	Improved attitude to learning in literacy and English. C4 Data Drop for KS3.	See analysis attached to strategy review. The gap is narrowing in Year 7 and 8, but has grown in Year 9. Attitude to learning has remained consistent across both subjects.
Extracurricular	<i>To provide access to</i>	Taxis provided to	All years	Some students lacked the	Attendance to intervention.	Student A attends off-site

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Activities	<i>additional activities outside of the curriculum to minimise barriers to PP pupils' learning and achievement, e.g. improve pupils' social, emotional and learning skills, develop confidence and self-esteem and improve their behaviour and attendance.</i>	students that otherwise could not attend events outside of school time or grounds.		ability to get home after restorative justice conversations, intervention sessions and/or access off-site provision. Taxis allow them to access every part of school life.	Attendance to RJ sessions. Attendance to off-site provision and extra-curricular activities.	provision regularly and feeds back that he finds it extremely useful to build usable skills for his future. Student B attends restorative justice to help him engage with school expectations. Student C able to attend intervention sessions and homework club.
		Duke of Edinburgh Co-ordinator	Year 10	Required to co-ordinate Year 10 in pursuing their Bronze Duke of Edinburgh award. Will provide students with valuable, expert advice and ensure that all students pass.	Attendance to Duke of Edinburgh meetings. Completion rate of Bronze Duke of Edinburgh by Year 10 students.	9 PP students in Year 9 and 10 attend D of E meetings. They were all expected to pass their Bronze Awards.
		Bronze Duke of Edinburgh	Year 10	Will provide student with an additional edge when moving on to HE/FE study and embarking on their career.	Attendance to Duke of Edinburgh meetings. Completion of Bronze Duke of Edinburgh by Year 9 and 10 students.	3 students were paid for form PPG funds and can now access the provision.
Careers Advice and Guidance	<i>To provide capacity for external careers advice, encouraging students to consider the options available to them after leaving the school.</i>	Careers Interviews with Students	Year 10	Students given the opportunity to interview and discuss prospective careers. Provided with realistic advice and guidance.	Aspiration and careers development.	PP students prioritised for this intervention. All Year 10 PP students had a careers interview.
		Sixth Form Seminars	Year 10	Students given advice and guidance in relation to sixth form study.	Aspiration and careers development.	PP student attendance prioritised. All Year 10 PP students attended.
Total Spent:						
Budget Remaining:						

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Pupil Premium Strategy Review for 2016-17

1. Gaps in Provision

The following areas identified as key focuses were not addressed this year. They need to be the focus point for next year's planning:

Teaching Improvement Schemes	<i>Linked to Performance Management targets and developing teaching and learning. Intention is to support the school development priority of raising achievement via improvements in teaching.</i>
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2. Attendance – Persistent Absentees

Average attendance for Pupil Premium students at Trinity remained steadily at 89% through Cycle 1 to 3. This is below the national average of 93% and remains an area of focus for the school moving forward.

41.7% of Pupil Premium students exceeded the 95% minimum expectation for attendance, with 6 additional students narrowly missing that target by less than a percentage point and 4 students scoring 100% attendance.

34% of Pupil Premium students are classified as 'Persistent absentees' (attendance is below 90%), with 2 on the brink of becoming persistent absentees. Many of these students have individual stories and interventions in place due to their attendance and other welfare issues, with the lowest 5 either attending a hospital school or under the care of Early Help.

Since being appointed, HOKS have taken point on tackling attendance and have asked tutors to contact home for those who establish a pattern of non-attendance. They are developing procedures and fostering an environment of high expectation when it comes to students attending school.

3. Comparing C4 data with previous years at KS4: no previous comparisons available yet. *National data not yet released.*

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Indicator	PP students C4 2017	Non-PP students C4 2017
5+ 9-5 GCSEs including English and Maths	5.26%	21.10%
5+ 9-4 GCSEs including English and Maths	10.53%	35.78%
Progress 8 Indicator	-1.99	-1.21
Attainment 8 Indicator	24.17	35.95
English Baccalaureate	5.26%	10.09%

There is still a substantial gap between PP and non-PP students in all categories. Although this gap has closed slightly this year, there is still more work to be done to ensure PP students achieve in line with their peers.

ACTIONS

The following interventions are planned for next year:

- An additional £10,000 put aside for subject tutors (TutorDoctor).
- Continued targeted intervention from subject teachers.
- A focus on parental engagement, including parental meetings to establish a PEP for each Pupil Premium student.

4. Access to trips and co-curricular activities

As evidenced by the audit, a number of students have benefited from PP funding when accessing school trips. This has ensured that these students are not disadvantaged in terms of enrichment experiences, but also (with particular emphasis on the GCSE Geography trip) that they are not disadvantaged when trying to access the content of their chosen GCSE course.

ACTIONS

The following interventions are planned for next year:

- Ensure that PP students attend co-curricular clubs after school.
- Continue to monitor payment and attendance of PP students on trips, and encouraging HoDs to apply for funding if they feel it necessary.

5. Spread of Funding

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Much of the Pupil Premium funding has been focused on KS4 in an attempt to close the gap. In future, the school needs to take a more equal approach and ensure the spread of funding covers KS3 and KS4 students equally.

ACTIONS

The following interventions are planned for next year:

- Introduction of Bedrock Learning, or similar literacy initiative, targeted purely at KS3.

6. Parental Engagement

The engagement of parents remains one of our main obstacles moving forward. An impact report published by the DfE in 2008 suggested that parental interest (or lack of) had greater impact on a child's attainment than even their social class. Lack of parental engagement had a substantial impact on the success of interventions put on by staff, but also the amount of revision done by our PP students prior to their PPEs.

ACTIONS

The following interventions are planned for next year:

- Individual meetings with Pupil Premium students and their parents.
- Introduction of Family Learning programme.

7. KS3 Analysis: Key – Progress, Average Grade

Year 7: Below is the average levels of progress for each subject for all students versus Pupil Premium in Year 7.

ALL

Maths **+1.19** 4.27
English **+0.83** 3.68
Science **+1.46** 4.16
Overall (across all subjects) **+1.13** 3.31

PUPIL PREMIUM

Maths **+1.1** 4.07
English **+0.75** 3.55
Science **+1.29** 3.84
Overall (across all subjects) **+0.95** 3.08

PP: 11/23 made at least one level of progress across the board. (47.8%)

Non-PP: 107/126 made at least one level of progress across the board. (84.9%)

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Year 8: Below is the average levels of progress for each subject for all students versus Pupil Premium in Year 8.

ALL

Maths **+1.14** 4.66
English **+0.71** 4.42
Science **+1.01** 4.68
Overall (across all subjects) **+1.02** 4.56

PUPIL PREMIUM

Maths **+0.97** 4.15
English **+0.78** 4.09
Science **+1.07** 4.23
Overall (across all subjects) **+0.96** 4.07

PP: 5/13 have made at least one level of progress across the board. (38%)

Non-PP: 63/116 have made at least one level of progress across the board. (54%)

Year 9: Below is the average levels of progress for each subject for all students versus Pupil Premium in Year 9.

ALL

Maths **+1.02** 5.03
English **+0.74** 5.14
Science **+0.52** 5.61
Overall (across all subjects) **+0.99** 5.37

PUPIL PREMIUM

Maths **+1.31** 4.01
English **+0.44** 3.90
Science **+0.42** 4.93
Overall (across all subjects) **+0.93** 4.44

PP: 6/15 achieved at least one level of progress across the board. (40%)

Non-PP: 56/116 achieved at least one level of progress across the board. (48%)

Nurture (Year 7 & 8)

Year 7

English **+0.87** 2.87
Maths **+0.6** 4.07
Science **+1.18** 3.84
Overall **+0.63** 2.45

Year 8

English **+1.4** 2.90
Maths **+0.78** 1.93
Science **+1.55** 2.75
Overall **+1.06** 1.99