

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Oldbury Academy
Number of pupils in school	1336
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers	From Sept 2010
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Stuart Cresswell
Pupil premium lead	Patrick Dryburgh
Governor / Trustee lead	Mark White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£700,695
Recovery premium funding allocation this academic year	£285,321
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£986,016

Part A: Pupil premium strategy plan

Statement of intent

Approximately half of the students at Oldbury Academy are identified as being pupil premium, there are some large scale interventions and principles outlined below. At Oldbury Academy our main aim is to ensure we have strong teaching in all of our classrooms. We believe good teaching is the most important lever we have to improve outcomes for disadvantaged pupils.

At Oldbury Academy we use the EEF tiered approach to our pupil premium spend.

The EEF guidance suggests a 3-tiered* approach:

1 Teaching

At Oldbury Academy we are always looking to develop our teaching staff and we have a professional development programme which is followed by all of our staff.

Continuing to develop our staff ensures we have an effective teacher in front of every class, and that every teacher is supported to keep improving, this is the key ingredient of a successful school and is our top priority for our pupil premium spending.

2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching. At Oldbury Academy we use various targeted academic support to ensure those students who fall behind are intervened with at our earliest opportunity. At Oldbury Academy we also believe the use of homework can take the form of an intervention. The setting of homework is vital in developing independence and ensuring all pupils consolidate the learning which takes place in the classroom.

3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. At Oldbury Academy we want all of our pupils to be in school and we use our pupil premium spend to support us in ensuring our attendance can be as high as possible. We believe for a pupil to achieve their full potential they can only do this through attending school. We also believe that each pupil in the school should have the opportunity to learn in each of their classrooms and again we use our pupil premium spend to ensure the climate throughout the academy is one where all pupils can learn.

Finally, within our wider strategies we also ensure all of our pupils have the opportunity to attend extra-curricular and cultural capital opportunities. Our pupil premium spend is

used to financially support any pupil who for financial reason may not be able to access these opportunities. This ensures no pupil misses out due to their personal financial position whilst a pupil at the school.

Headline Figures

	18-19	19-20	20-21	21-22	22-23
Progress 8 Average score	-0.51	-0.23	-0.19	-0.64	-0.41
Attainment 8 score average	37.61	42.25	37.95	36.65	33.89
% achieving 4-9 in English and Maths	44.7%	51.2%	38.3%	49.2%	35.9%
% achieving Ebacc	11.4%	20%	17.2%	15.4%	12.5%

Challenges

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

Challenge number	Detail of challenge
1	To improve the attendance of disadvantaged pupils which impacts positively upon outcome information.
2	To improve the outcomes of all students by ensuring the delivery of high quality teaching and learning.
3	Reduction in the number of pupil premium pupils who are excluded from school.
4	Reduction in the number of pupil premium pupils who are placed in the curriculum support centre.
5	Improve parental engagement at parent's evenings.
6	Our pupils join us with reading and writing skills that are well below national average. Poor literacy skills of our pupils hinders their progress and attainment.
7	Extra-curricular and cultural capital opportunities for disadvantaged pupils outside of the classroom.
8	Ensure pupil premium pupils are aware of the career paths and college options which are available to them.

Intended Outcomes

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

Intended outcome	Success criteria																																																		
The progress students make who are pupil premium	<p>Improved progress data for pupils who are identified as pupil premium in the following subjects: Geography, Health and Social Care, German, History, Catering, Religious Education, English Literature, English Language and Science Combined.</p> <p><u>Year 11</u></p> <table><tr><th>Subject PP</th><th>2023/24 (DS1 P)</th><th>2023/24 (DS2 P)</th><th>2023/24 (DS3 P)</th><th>2023/24 (Final)</th></tr><tr><td>Geography</td><td>-0.18</td><td></td><td></td><td></td></tr><tr><td>Health and Social Care</td><td>-1.04</td><td></td><td></td><td></td></tr><tr><td>German</td><td>-0.95</td><td></td><td></td><td></td></tr><tr><td>History</td><td>0.14</td><td></td><td></td><td></td></tr><tr><td>Catering</td><td>-2.11</td><td></td><td></td><td></td></tr><tr><td>Religious Education</td><td>-0.36</td><td></td><td></td><td></td></tr><tr><td>English Language</td><td>-0.63</td><td></td><td></td><td></td></tr><tr><td>English Literature</td><td>-0.70</td><td></td><td></td><td></td></tr><tr><td>Science Combined</td><td>-0.21</td><td></td><td></td><td></td></tr></table>	Subject PP	2023/24 (DS1 P)	2023/24 (DS2 P)	2023/24 (DS3 P)	2023/24 (Final)	Geography	-0.18				Health and Social Care	-1.04				German	-0.95				History	0.14				Catering	-2.11				Religious Education	-0.36				English Language	-0.63				English Literature	-0.70				Science Combined	-0.21			
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The progress students make who are pupil premium and who are SEN	<p>Improved progress data for pupils who are identified as pupil premium and who are SEND in the following subjects: Physics, Biology, Chemistry, Geography, German, ICT Btec, English Language, English Literature, Health and Social Care and Mathematics.</p> <p><u>Year 11</u></p> <table><tr><th>Subject SEND</th><th>2023/24 (DS1 P)</th><th>2023/24 (DS2 P)</th><th>2023/24 (DS3 P)</th><th>2023/24 (Final)</th></tr><tr><td>Physics</td><td>-1.19</td><td></td><td></td><td></td></tr><tr><td>Biology</td><td>-0.88</td><td></td><td></td><td></td></tr><tr><td>Chemistry</td><td>-0.79</td><td></td><td></td><td></td></tr><tr><td>Geography</td><td>-0.58</td><td></td><td></td><td></td></tr><tr><td>German</td><td>-0.91</td><td></td><td></td><td></td></tr></table>	Subject SEND	2023/24 (DS1 P)	2023/24 (DS2 P)	2023/24 (DS3 P)	2023/24 (Final)	Physics	-1.19				Biology	-0.88				Chemistry	-0.79				Geography	-0.58				German	-0.91																							
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The progress of students who are pupil premium higher prior attaining students in the following subjects:

ICT Btec	-1.11			
English Language	-1.32			
English Literature	-1.39			
Health and Social Care	-2.62			
Mathematics	-1.10			

Improve progress data for pupils who are identified as pupil premium and who are high attaining upon entry in the following subjects: German, Catering, Computer Science, Religious Studies, Geography, Music BTEC, History, Physics, English Language, English Literature, Chemistry, Biology and Science (combined)

Year 11

Subject High Ability	2023/24 (DS1 P)	2023/24 (DS2 P)	2023/24 (DS3 P)	2023/24 (Final)
German	-1.52			
Catering	-6.29			
Computer Science	0.45			
Religious Studies	-0.04			
Geography	-0.03			
Music BTEC	-1.82			
History	0.39			
Physics	0.58			
English Language	-0.31			
English Literature	-0.39			
Chemistry	0.52			
Biology	0.79			
Science (combined)	-0.07			

Reduction in the number of pupil premium pupils who are excluded from school

Year	Number of disadvantaged pupils excluded from school (2022/23)	Number of disadvantaged pupils excluded from school (Term 1)	Number of disadvantaged pupils excluded from school (Term 2)	Number of disadvantaged pupils excluded from school (Term 3)
7		18		
8	90	53		
9	21	9		
10	52	60		
11	31	20		

Reduction in the number of pupil premium pupils who are placed in the curriculum support centre

Year	Number of disadvantaged pupils placed in the CSC (2022/23)	Number of disadvantaged pupils placed in the CSC (Term 1)	Number of disadvantaged pupils placed in the CSC (Term 2)	Number of disadvantaged pupils placed in the CSC (Term 3)
7		39		
8	172	102		
9	81	46		
10	163	91		
11	134	74		

Our pupils join us with reading and writing skills that are well below national average.

Poor literacy skills of our pupils hinders their progress and attainment.

Year	Number of disadvantaged pupils on/above their chronological reading age (Term 1)	Number of disadvantaged pupils on/above their chronological reading age (Term 2)
7	31	
8	21	
9	29	
10	23	

Improve parental engagement at parents evenings

Year	Number of disadvantaged pupils whose parents engaged with parents evening (2023/24)
7	
8	
9	
10	64
11	

Extra-curricular and cultural capital opportunities for disadvantaged students outside of the classroom

Increased attendance rates at extra-curricular clubs, trips, visits and enrichment opportunities.

Increased attendance rates at session 5 subjects.

Our extra-curricular and session 5 programme on offer to the students of the school can be found at the back of this strategy.

Registers to monitor the attendance to our extra-curricular and session 5 programme are collated electronically.

Ensure pupil premium pupils are aware of the career paths and college options which are available to them.

Each KS4 pupil premium child receives a careers interview over the academic year

Form	Number of disadvantaged students	Careers interviews (Term 1)	Careers interviews (Term 2)	Careers interviews (Term 3)
10A	15	0		
10B	15	0		
10C	13	0		
10D	14	0		
10E	14	0		
10F	11	0		
10G	12	0		
10H	9	0		
10I	14	0		
10J	10	0		

Form	Number of disadvantaged students	Careers interviews (Term 1)	Careers interviews (Term 2)	Careers interviews (Term 3)
11A	12	12		
11B	11	11		
11C	10	9		
11D	16	5	11	
11E	14	14		
11F	13	13		

11G	11	11		
11H	17	14		
11I	10	7		
11J	12	0	12	
11K	13	11		

Activity in this academic year

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

Teaching

Budgeted cost: £322,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A high quality professional development programme to ensure all teaching staff deliver quality first teaching in the classroom to ensure engagement and progress of ALL students	In order to diminish the difference for our disadvantaged pupils we are working on delivering quality first teaching and equity between ALL – Strategies sit within our teacher expectations.	2, 6
Ensuring the retention of key members of teaching staff to ensure Quality First Teaching	What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high quality training is limited – EEF ‘Closing the gap: Key lessons in the EEF’s first 6 years’	2, 6
Quality first teaching: Lead Practitioners deployed to teach classes that have a high number of disadvantaged pupils	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.” EEF PP Guidance 2019	2, 6
All students to receive regular homework in line with the school policy Weekly homework reports will be produced to monitor the amount of homework being set.	Research from Education Endowment Foundation (EEF) shows that secondary homework is one of the most effective ways to improve progress and is cost effective	2, 6
Whole school marking policy with pupils engaging in feedback	Research reviewed in the Teaching and Learning Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional	2, 6

through DIRT time and the use of a green pen	months' progress over the course of a year. This ensures that students receive consistently high levels of teacher feedback and have the opportunity to respond in dedicated improvement time (DIRT).	
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Targeted academic support

Budgeted cost: £328,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coordinated session 5 timetable for pupils in year 11	The evidence indicates that, on average, students make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that pupil premium pupils benefit disproportionately, making approximately two and a half months' additional progress. After school targeted intervention that support and encourage children academically while providing a stimulating environment and activities that are more likely to have an impact on attainment	2
Academic coaches used in humanities, English and mathematics to work with identified disadvantaged pupils in and outside of the classroom.	Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Some whole class and whole-school interventions have shown promise but may take longer to show results – Further to guidance on making tutoring most effective (by EEF (Robbie Coleman) and Marc Rowland), ensure that coaches to form positive relationships with students and supplement what is being taught in the curriculum.	2

Aspirational targeting for disadvantaged students from entry in Year 7	These aspirational targets create a higher expectation from staff and the students themselves during their time at Oldbury Academy. To also support the aspirational targets given on entry to the school a disadvantaged pupil at Oldbury Academy do not move down set unless agreed with DHT/AHT outcomes.	2
Disadvantaged pupils KS2 scores are reviewed and are uplifted using the RADY principles. This ensures aspirational targets are set.	Raising the Attainment of Disadvantaged Youngsters – Summary Report to the School Improvement Team, Summer 2013.	
Addressing: Low levels of Literacy and Numeracy	<p><u>Literacy coordinator</u> role in place and embedded to lead on reading and literacy specific strategies, as well as raising the profile of literacy and reading across the curriculum. “Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.” EEF KS3/4 Literacy Guidance</p> <p><u>Numeracy coordinator</u> role in place and embedded to lead on numeracy specific strategies, as well as raising the profile across the academy.</p>	6
Birmingham University higher ability programme to raise aspirations	This will allow us to remove the glass ceiling and aspire all pupils to achieve beyond their potential.	2, 8

Wider strategies

Budgeted cost: £336,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
BookBuzz, Accelerated readers and Bedrock learning have been purchased to support pupils with additional reading materials	Reading should be social and books read for pleasure not just study. The programmes we use provide our students with lots of texts to support improvement in literacy and are at no cost to our pupils. Specifically targeted to years 7 – 9 pupils.	6

Increasing participation at enrichment clubs amongst disadvantaged pupils	Support pupils with opportunities and facilities they might not have outside of school. Extra-curricular programme available to the pupils is given at the end of this strategy.	1
Support disadvantaged students with academic and enrichment support and opportunities	This will allow us to remove the glass ceiling and aspire all pupils to achieve beyond their potential.	2, 8
Additional resources provided to pupil premium pupils in preparation for exams.	Removing barriers to learning and family engagement have been highlighted by EEF as key drivers in the progress of pupil premium pupils.	2
Careers interview for all pupil premium pupils in KS4	To ensure that pupil premium pupils remain in education, employment, or training post-16.	8
College and careers information provided to KS3 pupil premium students through Aim Higher	To support the government's objectives of doubling the proportion of disadvantaged young people entering higher education by 2020. Improve the Progress 8 and Attainment 8 outcomes of pupil premium pupils through raising their aspirations.	2, 8
Improving attendance of disadvantaged pupils Year teams and the attendance teams to monitor all students and follow up quickly on truancies and attendance. First hour of the day response and follow up. Letters about attendance to families/carers. Attendance team to visit all PA at home to discuss attendance with families/carers and explore barriers.	National Foundation for Educational Research briefing for school leaders identifies addressing attendance as a key step.	1

Total budgeted cost: £986,016

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Section 1 - High quality teaching and learning which results in an improvement of the outcomes achieved by pupil premium students.

	18-19	19-20	20-21	21-22	22-23
Progress 8 Average score	-0.51	-0.23	-0.19	-0.64	-0.41
Attainment 8 score average	37.61	42.25	37.95	36.65	33.89
% achieving 4-9 in English and Maths	44.7%	51.2%	38.3%	49.2%	35.9%
% achieving Ebacc	11.4%	20%	17.2%	15.4%	12.5%

Pupil Premium	18-19	19-20	20-21	21-22	22-23
Overall	-0.51	-0.23	-0.19	-0.64	-0.41
English	-0.82	-0.48	-0.65	-0.55	-0.50
Maths	-0.36	-0.23	0.03	-0.35	-0.23
Ebacc	-0.73	-0.47	-0.42	-0.77	-0.63
Open	-0.22	0.13	0.20	-0.13	-0.04

Section 2 - Improved progress data for pupils who are identified as pupil premium and who are SEN.

SEN Pupil Premium	18-19	19-20	20-21	21-22	22-23
Overall	-1.49	-0.75	-0.70	-1.03	-0.74
English	-1.42	-0.88	-1.06	-0.96	-0.89
Maths	-1.28	-0.76	-0.63	-0.77	-0.91

Ebacc	-1.73	-1.02	-1.07	-1.39	-0.89
Open	-1.74	-0.47	-0.13	-0.91	-0.49

Section 3 - Improve progress data for pupils who are identified as pupil premium and who are high attaining upon entry.

HA Pupil Premium	18-19	19-20	20-21	21-22	22-23
Overall	-0.61	-0.05	0.07	-0.81	0.09
English	-1.11	-0.02	-0.72	-0.85	0
Maths	-0.24	-0.39	0.70	-0.29	0.09
Ebacc	-0.65	-0.22	0.13	-1.12	-0.64
Open	-0.65	0.33	0.13	-0.84	0.16

Our pupils join us with reading and writing skills that are well below national average. Poor literacy skills of our pupils hinders their progress and attainment.

Year	% of pupils who improved their reading age information	% of pp pupils who improved their reading age information	% of pupils who improved their reading age information
7	64%	57%	70%
8	54%	47%	61%
9	59%	58%	58%
10	44%	41%	46%

Academic coaches used in mathematics to work with identified disadvantaged pupils in and outside of the classroom.

ACES Summary Overall 2022-2023

Subject	Date ACES Support Started	Number of Year 11 PP Pupils Supported	Pupil Premium Pupils making progress DS1 to GCSE	% Pupil Premium Progress
Maths	September 2022	25	23	92%
Geography	End of November 2022	6	3	50%
History	January 2023	9	3	33%
Science	January 2023	10	6	60%
English	January 2023	10	5	50%
Total		60	40	67%

Coaches also supported pupils in Year 10

ACES Pupil Premium Support by Subject

AK: Maths	class	Support	EOY DS3	DS1	DS2	GCSE Grade	Progress DS1 to GCSE
Pupil 1	11b4	PE extract	2+	3-	2-	3	Y
Pupil 2	11b2	SS + PE extract	3=	3+	3+	4	Y
Pupil 3	11c2	extract twice weekly	1=	2-	2-	2	Y
Pupil 4	11c2	extract twice weekly	1-	1-	1=	1	Y
Pupil 5	11c2	extract twice weekly	1=	1=	2=	2	Y
Pupil 6	11c2	extract twice weekly	1=	0+	0+	1	Y
Pupil 7	11b1	PE Intervention	n/a	4+	6=	6	Y
Pupil 8	11b1	PE Intervention	n/a	4=	6+	6	Y
Pupil 9	11b1	PE Intervention	n/a	4-	5-	5	Y
Pupil 10	11b3	PE Intervention	2=	3-	3-	3	Y
Pupil 11	11b4	PE Intervention	2=	3-	2+	3	Y
Pupil 12	11a	PE Intervention	3=	4-	4+	4	Y
Pupil 13	11a	PE Intervention	3=	4-	4=	4	Y
Pupil 14	11a	PE Intervention	4-	4-	5-	4	Y
Pupil 15	11a	PE Intervention	4-	4+	4+	4	
Pupil 16	11a	PE Intervention	3-	3=	4-	4	Y
Pupil 17	11a	PE Intervention	4-	5=	6-	5	
Pupil 18	11a	PE Intervention	4-	3-	3+	3	Y
Pupil 19	11a	PE Intervention	4-	4=	6-	5	Y
Pupil 20	11a	PE Intervention	4=	4+	6-	6	Y
Pupil 21	11a	PE Intervention	4=	4-	6=	5	Y
Pupil 22	11a	PE Intervention	4=	5-	7-	7	Y
Pupil 23	11a	PE Intervention	4-	3+	4=	4	Y
Pupil 24	11a	PE Intervention	4=	4-	6-	5	Y
Pupil 25	11a	PE Intervention	4=	4+	5+	5	Y

SS: Geography	Class	Support	EOY DS3	DS1 (SISRA)	Raw score DS1	DS2	Raw score DS2	GCSE Grade	Progress DS1 to GCSE
Pupil 26	11F/Gg1	Extraction (Twice weekly) + S5	2-	U	6	1+	27	1	Y
Pupil 27	11E/Gg1	Extraction (twice weekly)	2=	3-	28	2=	43	2	
Pupil 28	11E/Gg1	Extraction (twice weekly) + S5	2-	2+	25	3-	49	1	
Pupil 29	11E/Gg1	Extraction (twice weekly)	2+	2+	25	2+	45	2	
Pupil 30	11E/Gg1	Extraction (twice weekly) + S5	2+	3-	28	2+	43	3	Y
Pupil 31	11G/Gg1	Extraction + S5	1-	1+	16	1=		2	Y

GW History	Class	Support	EOY DS3	DS1 SISRA	Raw Score DS1 SIMS	DS2 SIMS	Raw Score DS2	GCSE Grade	Progress DS1 to GCSE
Pupil 32	11D/Hi1	Extraction (Twice Weekly)	2+	1+	14	1-	13	1	
Pupil 33	11D/Hi2	Extraction (Twice Weekly)	4-	3-	X	1-	X	3	Y
Pupil 34	11D/Hi2	Extraction (Twice Weekly)	1=	0+	5	0=	6	1	Y
Pupil 35	11D/Hi3	Extraction (Twice Weekly)	2-	1=	9	1-	11	1	
Pupil 36	11E/Hi2	In-Class Intervention S0 & S5	4-	4-	36	3=	63	3	
Pupil 37	11E/Hi2	Extraction (Twice Weekly)	3+	2=	21	0-	6	1	
Pupil 38	11E/Hi2	Extraction (Twice Weekly)	2-	1=	13	1-	14	1	
Pupil 39	11E/Hi2	Extraction (Twice Weekly)	2+	X	X	1-	14	U	
Pupil 40	11F/Hi2	S0; In-Class Intervention	2+	2+	24	2-	33	3	Y

RJ: Science	class	Support	EOY DS3	DS1	DS2	GCSE Grade	Progress DS1 to GCSE
Pupil 41	11b3	EXTRACTION	3,2	3,3	3,3	4,4	Y
Pupil 42	11c1	EXTRACTION	3,3	3,2-	3,2	3,2	Y
Pupil 43	11c1	EXTRACTION	2-1+	3,2	3,2	3,2	
Pupil 44	11c1	EXTRACTION	5,4	4,3-	3,3	3,3	
Pupil 45	11c1	EXTRACTION	3,3	3,2-	3,3	3,3	Y
Pupil 46	11a3	EXTRACTION	5,3	4,4	4,4	4,4	
Pupil 47	11a3	EXTRACTION	4,4	5,4	5,5	removed as on higher pa- per	
Pupil 48	11a3	EXTRACTION	6,6	0+	4,3	4,3	Y
Pupil 49	11a2	EXTRACTION	4,4	2,2	3,3	4,3	Y
Pupil 50	11b2	EXTRACTION	2,1	2,2	3,2	3,3	Y

MA: English	class	Support	DS1	SISRA/DS2	GCSE Grade	Progress DS1 to GCSE
Pupil 51	11aEI4	In class	3=	3=	3	
Pupil 52	11aEI4	In class	3=	4-	4	Y
Pupil 53	11cEn2/11cEI2	extract Lit, Lang	2+/2+	1=, 2+	1, 2	
Pupil 54	11cEn2/11cEI2	extract Lit, Lang	3-/2-	2=, 2+	2, 3	some
Pupil 55	11bEI3	extract twice weekly	2+	2=	2	
Pupil 56	11bEI3	extract twice weekly	3=	3+	3	
Pupil 57	11bEI3	extract twice weekly/S5 (Thurs)	2+	3=	3	Y
Pupil 58	11bEI3	extract twice weekly	2=	2+	2	
Pupil 59	11bEI3	extract twice weekly/S5 (Mon and Fri)	2+	2=	3	Y
Pupil 60	11bEI3	extract twice weekly	2-	2-	2	Y

Attendance Impact Upon Outcomes

Year 11 - All Students

	<u>100-98%</u>	<u>100-95%</u>	<u>100-92%</u>	<u>100-90%</u>	<u>100%-85%</u>	<u>Below 85%</u>
Overall	0.90	0.73	0.47	0.47	0.40	-1.68
English	0.70	0.61	0.28	0.32	0.26	-1.92
Maths	1.01	0.80	0.61	0.59	0.48	-1.42
Ebacc	0.80	0.53	0.22	0.20	0.12	-1.79
Open	1.07	0.97	0.74	0.74	0.71	-1.57

Year 11 - PP Students

	<u>100-98%</u>	<u>100-95%</u>	<u>100-92%</u>	<u>100-90%</u>	<u>100%-85%</u>	<u>Below 85%</u>
Overall	0.78	0.52	0.36	0.32	0.27	-1.55
English	0.78	0.41	0.23	0.22	0.13	-1.82
Maths	0.56	0.66	0.48	0.44	0.36	-1.48
Ebacc	0.55	0.15	-0.02	-0.07	-0.11	-1.69
Open	1.15	0.88	0.74	0.70	0.68	-1.52

Persistent Absence of Pupil Premium Pupils

Year	Number of disadvantaged pupils identified as PA (2018/19)	Number of disadvantaged pupils identified as PA (2019/20)	Number of disadvantaged pupils identified as PA (2020/21)	Number of disadvantaged pupils identified as PA (2021/22)	Number of disadvantaged pupils identified as PA (2022/23)
7	36	42	66	46	42
8	35	43	82	49	38
9	37	33	63	79	76
10	32	43	62	64	72
11	26	25	126	53	62

Behaviour Data of Pupil Premium Pupils

Year	Number of disadvantaged pupils fix term excluded (2018/19)	Number of disadvantaged pupils fix term excluded (2019/20)	Number of disadvantaged pupils fix term excluded (2020/21)	Number of disadvantaged pupils fix term excluded (2021/22)	Number of disadvantaged pupils fix term excluded (2022/23)
7	16	0	0	12	90
8	40	0	7	17	21
9	5	1	11	19	52
10	8	1	2	20	31
11	14	6	0	12	55
TOTAL	83	8	20	80	194

Year	Number of disadvantaged pupils placed in the CSC (2018/19)	Number of disadvantaged pupils placed in the CSC (2019/20)	Number of disadvantaged pupils placed in the CSC (2020/21)	Number of disadvantaged pupils placed in the CSC (2021/22)	Number of disadvantaged pupils placed in the CSC (2022/23)
7	35	0	0	108	172
8	36	0	64	135	81
9	33	34	58	188	163
10	32	45	41	126	134
11	24	44	23	54	74

Session 5 Programme 2023-24

Monday	Tuesday	Wednesday	Thursday	Friday
Humanities *	Maths	German/Art/ Catering **	English	Science

Extra-Curricular Programme 2023-24

Monday

Club	Staff Lead	Year Group(s)	Room	Time
Netball	Miss Thiara and Miss Beardmore	ALL	MUGA	3-4.15
Basketball	Mr Hanney	7, 8, 9	Sports Hall	3-4.15
Maths Circle club	C.Brown	7,8,9	M423	3-4
ART ks3	L WARDLE-JO PITTAM	7,8,9	E227 E231	3.15-4.15
ART KS4	L WARDLE-JO PITTAM	10,11	E227 E231	3.15-4.30
Homework Club	K Goodhall and J Doherty	All	SEND hub	3-4
Music Club	L Whittingham	All	E406	3-4
KS3 Book Club	S Harvey	Y7, 8, 9	B187	1.15-1.45

Tuesday

Club	Staff Lead	Year Group(s)	Room	Time
Weightlifting	Mr Hayer & Miss Boden	ALL	Gym	3-4.15
Homework Club	S Harbutt D Taylor	All	SEND hub	3-4
KS4 Book Club	S Pugh	Y10 & 11	C201	12-12.30
Dungeons and Dragons	C.Bodycote	ALL	Library	3-4

Wednesday

Club	Staff Lead	Year Group(s)	Room	Time
Boys Football	Mr Brooks, Mr Houlders & Mr Bullimore	ALL	Field	3-4.15
Girls Football	Miss Beardmore	ALL	MUGA	3-4.15
Drama club	Mrs Sawbridge	All	E236 - Drama studio	3-4pm
Homework Club	J Doherty K Goodhall	All	SEND hub	3-4
	C.Bodycote	ALL	Library	3-4
Coding Club	P.Fryer	KS4	B175	3-4

Thursday

Club	Staff Lead	Year Group(s)	Room	Time
Cricket	Miss Ellis	ALL	Sports Hall	3-4.15
Weighlifting	Mr Hayer & Miss Boden	ALL	Gym	3-4.15
Homework Club	A Havelin M Moran	All	SEND hub	3-4
Games Club	C.Bodycote	ALL	Library	3-4
Music Club	L Whittingham	All	E405	3-4
BTEC Drama rehearsals	Mrs Sawwbridge	Year 10	Drama studio	

Friday

Club	Staff Lead	Year Group(s)	Room	Time
Basketball	Mr Bullimore	10, 11	Sports Hall	3-4.15
French	Miss Wilkinson	All	N4	15:00 - 16:00
Quiz Night	Miss Bodycote	All	Library	3-4