

Pupil premium strategy statement

(2021-2024; Updated 2023/24)

School overview

Detail	Data
School name	Lealands High School
Number of pupils in school	1019
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (updated for 2023-24)
Date this statement was published	2023-24
Date on which it will be reviewed	June 2024
Statement authorised by	John Burridge
Pupil premium lead	Alison Rust
Governor / Trustee lead	Edel Gillespie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23-24)	£378,295
Recovery premium funding allocation this academic year	£76,760
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	£455,055

Spending Plan 2023-24

Teaching	£240,679
Assistant Headteacher (disadvantaged pupils)	£87,036

Lit and Num teacher	£56,939
Re-engagement facility and staffing (LEAP)	£91,704
Intervention	£102,093
National Tuition Programme (NTP)	£82,942
Small group tuition	£19,151
Wider Strategies	£41,939
Chromebook subsidy (wider school funded)	£3,500
Removing barriers - uniform, music lessons, trips, equipment etc.	£38,439

Part A: Pupil premium strategy plan

Statement of intent

When creating our Pupil Premium strategy we recognise the importance of considering the context of the school and the subsequent challenges made. We use research conducted by the Education Endowment Fund and recognised literature (such as addressing Educational Disadvantage by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies.

Our overriding aim is to support disadvantaged students to achieve better outcomes in the knowledge that additionality is needed for many to reduce the gaps with non-disadvantaged peers.

Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, low aspirations, attendance and punctuality issues, more frequent behaviour and social/emotional issues and lack of access to IT equipment and reliable internet connections. We recognise that the challenges are varied and there is no 'one size fits all'.

As recognised by the EEF, we acknowledge that effective teaching is the most important lever schools have to improve outcomes for disadvantaged students and we intend to focus on developing the quality of teaching through focused CPD of teachers and a strong recruitment process. Quality first teaching is recognised as the most effective way to support the good progress of all students; including those who are disadvantaged. Additionally, staff need to be aware of the barriers, needs and strategies that are most effective in meeting the needs of disadvantaged students through specific training activities and information sharing.

The key principles of our strategy:

- Promote an ethos of attainment for all, rather than stereotyping
- Individualised approach to address barriers – rather than access to generic support
- High quality teaching
- Best staff work with disadvantaged students
- Decisions based on data and respond to evidence – frequently
- Clear, responsive leadership – setting high aspirations and responsibility for raising attainment to all staff.
- Knowing our students, their needs and their barriers through strong relationship building with students and families to help remove any barriers and raise aspirations (Parent Partnership Award)

Whilst our strategy adopts the recommended 3 tier approach we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the school's and students' priorities change.

Our ultimate objectives over the next 3 years are:

- Narrow the attainment gap between pupil premium and non-pupil premium students
- For all disadvantaged students to make or exceed nationally expected progress rates (P8 = 0) with progress continually improving for PP students
- For all disadvantaged students to have attendance at least in line with the National Average of all students.
- To ensure that all disadvantaged students engage in the wider curriculum in line with all other students by attending trips, clubs and activities that give them cultural capital and support aspiration raising
- To ensure that basic skills in reading, literacy and numeracy are in line with age expectations and to provide strong 'catch up' where this is required

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students, from all prior learning groups - but especially middle prior attaining boys - make less progress than other students. This group (especially those of white British heritage) achieve less well in all aspects of school and the challenge is to break cycles of low aspiration, engagement, attainment, aspirations and outcomes.
2	Disadvantaged students attend less consistently than non-disadvantaged peers and attendance continues to reduce for this group as they move through the school.
3	Disadvantaged students cope less well with change, uncertainty and inconsistency. To thrive they need consistent expectations. Behaviour and attitude to learning data shows that work in lessons where there is supply cover deteriorates more than for other students. Stable, strong staff and clarity/consistency is a whole school aim. Our most consistent and experienced teachers will be deployed to teach our disadvantaged students whenever possible to support their ability to regulate when there is change. LEAP provision (consistent small group teaching and behaviour modification including Zones of Regulation) is used to support this aim for cohorts on a rotating basis.
4	Disadvantaged students, on average, join the school with reading ages below that of non-disadvantaged peers. Despite efforts, this continues to be an issue to some extent affecting ability to make more progress in all subjects.
5	Disadvantage students appear less invested in school and wider school life which could have limiting effects on future prospects and cultural capital. Lack of cultural capital also affects the ability to fully engage and understand the full school curriculum as well as limiting exposure to aspiration raising activities.
6	A significant proportion of our male disadvantaged students can't focus well and are easily distracted in lessons. These boys use avoidance

	tactics towards learning and completing work, due to lack of confidence in completing the work.
7	Parents of disadvantaged students, in general, are too heavily reliant on school and don't communicate or enforce expectations strongly enough. This inevitably reinforces low expectations from home for some of the students.

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 (Keep it for these outcomes, review measurability)
Students make significant progress in catching up with non-disadvantaged peers	Gap will close in progress made between PP and non PP. The difference between PP KS3 students attainment compared to targets is comparable to non-PP students
Increase overlearning and reinforcement in reading and maths at home and school.	Increase in reading ages and progress measures in English and Maths. (Extended learning)
Pupils access a wide range of interventions to meet their individual needs	As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in all subjects
Increased focus and awareness of PP students by all teachers, with regular professional dialogues taking place with students and parents. Teachers know their PP students, any barriers and how best to address these.	Regular contact home by teachers and pastoral staff. Disadvantaged Students Champion to liaise between departments, pastoral staff, parents and students High engagement of PP parents at school events such as parents evenings. Teachers have strong knowledge of PP students and appropriate teaching strategies/adaptations.
Assessments are robust and follow a coherent Scheme of Work that looks backwards and forwards. PP students know how to learn, revise and what to study for key assessments.	Gap will close in progress made between PP and non PP. PP students know what they will be assessed on, and their confidence and competence in having assessment grows and their progress is accelerated. PP students have knowledge organisers and use these.

	All PP students have access to IT at home to support learning through various school apps. Question Level Analysis completed for at least PP students in KS4 assessments to support the focus for learning and intervention.
Improved attendance of disadvantaged students.	Attendance of PP students to be in line with National average . Rigorous monitoring of attendance and early intervention from school and EWO, strategies include parental liaison, home visits, meet and greet, escorting to lessons, breakfast club, school engagement plans, parenting contacts. All PP students attend regularly and well with adjustments in place to support where needed.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and teamwork are developed. PP students attending trips, educational experiences and taking on leadership roles is comparable with non-PP students working towards full engagement.
Improved behaviour and well-being	PP students' attitudes to learning improve individually over time where needed and cohort data supports this; as does their ability to regulate their emotions. Students are able to seek support for their well-being and are signposted to appropriate agencies. Reduction in suspensions and missed learning time for PP students

Activity in this academic year (2023-2024)

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £240,679

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Coordination and leadership and management of the PP strategy and action plan by senior leader with dedicated responsibility for disadvantaged pupils.</p>	<p>Successful schools ‘have clear, responsive leadership.’ DFE ‘Supporting the attainment of disadvantaged pupils; articulating good success and good practice’</p> <p>EEF implementation guide states that ‘school leaders play a central role in improving education practices through high-quality implementation’ by defining both a vision for, and standards of desirable implementation’</p>	<p>1,2,3,4,5,6,7</p>
<p>Intervention teacher for Literacy and Numeracy (primary trained and supported by links with outstanding primary school): Small group intervention within the curriculum</p>	<p>EEF Toolkit – Reading comprehension + 6 months impact and EEF Toolkit - small group interventions</p> <p>EEF toolkit – Oral language interventions +6 months impact</p> <p><i>Small group interventions focused on the specific aspects of the curriculum that the student finds difficult.</i></p>	<p>1,3,4</p>
<p>Quality First teaching and support through enhanced training and development programme with focused regular T&L briefings as well as PErsonal Growth Plans. Encourage staff to study NPQs so number of staff with enhanced training is high.</p> <p>Successful training, CPD, mentoring and coaching to ensure that all students experience quality first teaching.</p> <p>Learning Walk strategy implemented with regular re-visits and department action plans.</p>	<p>EEF –Quality first teaching</p> <p>All students to receive QF teaching in all lessons. Assistant Headteacher T&L implement and monitor the 6 pillars of teaching (see T&L handbook).</p> <p>Lealands Lesson delivered consistently well in all departments and by all teachers.</p>	<p>1,3</p>
<p>Re-engagement co-ordinators to continue working at LEAP (on-site AP)</p> <p>Small group intervention within the curriculum, identified cohort to support</p>	<p>Zones of regulation to support students who struggle to regulate themselves. Small group, and small school experience.</p> <p>EEF toolkit – Mentoring +2 months impact</p> <p>EEF toolkit – Metacognition and self regulation +7 months impact</p> <p>EEF toolkit – behaviour interventions +4 months impact</p>	<p>1,5,6</p>

regulation and learning as well as improved routines for behaviour.		
---	--	--

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £102,093

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> NTP small group tuition for KS4 using technology to support (Science, Maths, English) with School led tutors and external tutors 	<p>EEF guide to pupil premium targeted academic support - +4 months impact</p> <p>DFE School led tutoring guidance - +4 months impact</p>	1,4
<ul style="list-style-type: none"> NTP small group tuition for KS3 using technology to support 	<p>EEF guide to pupil premium – targeted academic support +4 months impact</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice. - +5 months impact</p>	1,4
<ul style="list-style-type: none"> Reading interventions for students below or significantly below expected reading ages, and staff training on how to support in whole class. Enhanced training for phonics and reading strategies and clear strategy in place to meet range of needs. 	EEF toolkit – reading comprehension +6 months impact	1,3,4,7
<ul style="list-style-type: none"> Targeted Period 6 catch up and revision sessions for Y11 with encouragement and engagement activities to ensure PP students attend and progress as a result. 	EEF Toolkit – extending the school day +3 months impact	1,5,7
<ul style="list-style-type: none"> Deliver and add to a range of targeted workshops for specific needs eg. 	EEF toolkit – behaviour interventions +4 months impact	1,5,6

self esteem, anger management		
-------------------------------	--	--

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £41,939

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> CPD, T&L briefings, Assemblies and systems (including RJ) to develop a culture to embed high expectations and standards for all. Core values: Respect Responsibility Excellence 	EEF – behaviour interventions – approaches to develop a positive school ethos and discipline with also aims to support greater engagement in learning - +4 months impact	1,6
<ul style="list-style-type: none"> Creation and ongoing development of the work of a Disadvantage School Champion to maintain focus of PP within departments, liaise with pastoral, departments, parents and students to signpost potential interventions and build strong relationships. 	EEF – putting evidence to work, A guide to implementation – states that schools should build leadership capacity through implementation teams	2,5, 6,7
<ul style="list-style-type: none"> Increased parental engagement through regular contact by teachers and pastoral staff (achieved Parent Partnership Award 2023) 	EEF – parental engagement - +4 months impact	5,6,7
<ul style="list-style-type: none"> SLT secondment position to focus on attendance and build on tracking and identify students to EWO 	DFE 2016 – found that the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. ‘Overall absence had a statistically negative link to attainment’	2

	'Improving School Attendance' DFE September 2022	
<ul style="list-style-type: none"> Praise, reward incentives to support attendance and progress at interventions 	Case Studies of Behaviour Management Practices in Schools rated Outstanding (DFE March 2017)	1,2,5, 7
<ul style="list-style-type: none"> PP capitation – hardship fund to prevent PP students from being unable to access enrichment opportunities and have resources and equipment required for learning and meeting basic needs 	<p>Maslow's hierarchy of needs</p> <p>EEF Arts participation + 2 months</p> <p>EEF Sports participation +2 months</p> <p>Research by 'A new direction' shows the importance of cultural and arts opportunities to support wider learning of PP students.</p> <p>EEF 'think enrichment education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.'</p> <p>Uniform</p>	1,2,7
<ul style="list-style-type: none"> Staff training and support systems in place for emotionally based school refusal including trained Emotional Literacy Support Assistant to work with PP students 	<p>Anna Freud National Foundation for Children and Families - Addressing Emotionally Based School Avoidance</p> <p>EBSA Toolkit</p>	
<ul style="list-style-type: none"> SLA for enhanced EWO support deployed to focus on PP students. 	EEF evidence on approaches that work to improve attendance	

Total budgeted cost: £384,711

Part B: Review of outcomes in the previous academic year

2022/23 Exam results

Our exam results

The Pupil Premium students, boys in particular remain a focus; attainment improved for all groups except disadvantaged boys between mocks and final exams..

	cohort	APS	Summit Steps	Difference
ALL	205	4.13	4.25	-0.12
Dis Boys	35	3.12	3.97	-0.85
Non-Dis Boys	73	4.04	3.94	+0.10
Dis Girls	33	3.82	4.33	-0.51
Non-Dis Girls	64	4.94	4.72	+0.22
Dis All	69	3.46	4.14	-0.68

March 2023 Final estimates

	Cohort	TPP3 FE APS	Summit Steps APS	Difference
ALL	20	3.97	4.40	-0.43
BOYS	98	3.53	4.23	-0.70
GIRLS	106	4.38	4.55	-0.17
Disadvantaged	72	3.31	4.30	-.099
Dis Boys	40	3.08	4.28	-1.20
Dis Girls	32	3.60	4.32	-0.72

The final push with the disadvantaged cohort between March and May did produce improvements, with exam strategy, focused and targeted intervention across key subjects and mentoring of key students did improve the forecasts.

Lealands improved its Progress 8 measure from -0.22 to -0.01, an improvement of 0.21. For Schools with Disadvantaged students within our range of 33-39%, we are the 35th percentile, i.e. stronger than 65% of similar schools.

FSM6 (PP) students had a P8 of -0.58 in 2023 which is an improvement on 2022 when this measure was -0.63. Whilst the gap has widened with non-disadvantaged peers and the improvement is relatively modest, at a time of increased challenge for disadvantaged students nationally, some of the work being done is having an impact.

Throughout the Y7-Y10, the attainment gap between PP and Non PP grows, however, we are targeting students earlier, and putting in focused and targeted interventions and mentoring at all stages. Staff have had extensive development on strategies to improve the outcomes of our disadvantaged students.

EBacc Entry

	2022	2023
ALL	19%	28.8%
Disadvantaged	18.1%	25%
Non-Disadvantaged	19.5%	30.7%

We continue to promote ambitious academic and curricular expectations for our students from disadvantaged backgrounds and the number entering EBacc continues to increase.

Catch Up Curriculum - National Tutoring Programme:

176 Students have benefitted from the opportunity to participate in tutoring through the National Tutoring Programme.

We have 3 routes:

1. Academic Mentoring - 1 part-time member of staff offered 7 hours of small group or individual maths tuition in school time, and students are removed from lessons.
2. Online tutoring - 1 part time member of staff offered 10 hours of individual or small group maths tuition in school time, and students are removed from lessons.
3. Online tutoring - using an external company

Students who have tutoring in school, attend more than those who have it outside of school.

The tutoring has a significant impact on our low prior attainers, when they engage with the tutoring but attendance can be an issue for some which we continue to address.

From September 2022 our low prior attainers and those who are hard to reach, accessed the tutoring inside of school. Our middle to high prior attainers accessed tutoring outside of school, and were given the choice over the subject to concentrate on. Greater clarity was provided by teachers on the specific topics that needed to be covered, to ensure that gaps were being plugged, this was achieved by teachers providing PLCs and students, parents and tutors being fully aware of the gaps. Much work needs to be done to 'normalise' additional help outside of school and gain support from parents. Our Disadvantage Champion is key to working with parents and students to break down barriers.

From September 2022, teachers were able to, more freely, nominate students to achieve tuition, and provide specific details of the required support.

Evidence/Data:

1. Tutor in school (maths)

39% met or exceeded their target grade in maths

46% below target grade, but will continue receiving intervention and all are closer than they were before

15% data not recorded due to attendance

0. Online maths tutor -

78% met or exceeded their target grade in maths

22% still below, but are closer than previous

0. External Online tutoring in Eng, Maths and Science

36 % exceeded their target grade in Eng, Maths or Science

24% closed the gap significantly

Additional support for disadvantaged students.

School offers a breakfast club every morning from 8am. Any student entitled to FSM is able to get a free breakfast, as well as their meal at lunch time. We are also promoting this as an area to quietly mix with friends, but also have support with some extended learning. On average we have around 46 students attend breakfast club on a daily basis (up from approx 20 last year) mainly FSM, SEN or vulnerable students. This is supported by 3 LSAs each morning.

School offers an extended learning club for Key Stage 3 students. This is voluntary for some students and highly recommended for others. It runs until 4pm on a Tuesday, Wednesday and Thursday and is supported by 3 LSAs each evening to support students. Numbers are approximately 15 (11 last year) each evening, and our aim for next year is for this number to grow and there to be significantly more support and engagement offered to our students, and staff will be trained on the expectations going forward and monitored more closely. It is our intention to advertise this more to students and to celebrate the success of this to normalise this opportunity.

Teaching of literacy & numeracy

Students with low attainment and weak progress are supported through additional literacy lessons. Reading assessments are completed at the start and end of the intervention to monitor progress. 95% of students made progress through the interventions.

Numeracy sessions are taught following a graduated programme initially supporting place value, addition, subtraction, multiplication and division. Assessments are completed in maths lessons identifying students' progress. 97% of students made progress through the interventions.

Students in year 7 and 8 have two Literacy lessons in place of their History lessons. One lesson is a History based comprehension lesson and the second teaches one of the KS2 content domains.

Year 9 have two literacy lessons and these focus on the KS2 content domains but also introduce a longer text to apply these skills to. This has been adapted for 2023/24 to be a 'bridging course' between KS3 English and GCSE English

The reading graduated response focuses on phonics (Reading Wise), fluency (Delivered by HLTA) and inference, deduction and comprehension (M Fendick).

Intervention is considered as a half term cycle as opposed to a fixed time to ensure students remain motivated and have impact on a wide range of students.

Cultural Capital

'Pupils enjoy a wide range of opportunities'

'Pupils praise the range of clubs, such as sport, art, chess and karate'

Ofsted 2023

This table shows the success of the Lealands Journey in 22-23.

Trips	Total students	Students on trips	%	PP students in year	PP students on trips	%
Year 7	205	157	77%	78	62	80%
Year 8	199	143	72%	72	47	65%
Year 9	198	143	72%	64	44	66%
Year 10	197	153	78%	73	55	75%
Year 11	203	144	71%	67	46	68%
Whole school	1002	740	74%	354	254	72%

Headlines:-

74% of pupils have been on a school trip.

72% of pupil premium pupils have been on a school trip.

The Ofsted report from their visit in May 2023 identified that '*pupils enjoy a wide range of opportunities*'.

Behaviour & Attitude to Learning

Pupil Premium suspensions have dropped significantly this year, with 49% of suspensions in 2022-23 (comparison of 64% 20/21 and 60% 21/22)

There are still proportionally more PP students receiving detentions than students not in this group. However, the detentions received by these groups have decreased this year. We aim to continue to support our PP students in learning and knowing how to behave and respond appropriately.

Progress of Attitude to Learning

We continued to track, monitor and respond to each year groups specific needs, Heads of Year, pastoral teams and our disadvantaged student champion respond quickly to data to work with students and parents to support learning in all areas of the curriculum.

Year 7 (Colin Taplin) Good/Outstanding Attitude to Learning Grades										2023 TPP1	2023 TPP2										
Whole Cohort										94.7%	94.5%										
Girls										96.2%	96.5%										
Boys										93.2%	92.3%										
Pupil Premium										92.1%	91.7%										
Pupil Premium Boys										88.3%	88.9%										
Non Pupil Premium										96.3%	95.6%										
SEND										90.3%	91.1%										
Non SEND										96.0%	95.5%										
Year 8 (Meghan Cussen) Good/Outstanding Attitude to Learning Grades										2022 TPP1	2022 TPP2	2022 TPP3	2023 TPP1	2023 TPP2							
Whole Cohort										91.3%	88.2%	90.0%	89.4%	90.5%							
Girls										95.1%	94.6%	96.0%	94.8%	97.2%							
Boys										87.2%	80.6%	84.2%	84.0%	83.8%							
Pupil Premium										88.4%	87.1%	89.0%	88.8%	90.1%							
Pupil Premium Boys										83.8%	76.4%	79.8%	81.8%	80.6%							
Non Pupil Premium										93.2%	89.6%	91.0%	89.7%	90.8%							
SEND										85.3%	82.3%	83.5%	80.1%	83.3%							
Non SEND										96.2%	91.6%	93.2%	91.7%	92.3%							
Year 9 (Vlora Dervishi) Good/Outstanding Attitude to Learning Grades										2021 TPP1	2021 TPP2	2021 TPP3	2022 TPP1	2022 TPP2	2022 TPP3	2023 TPP1	2023 TPP2				
Whole Cohort										94.8%	77%	88.1%	89.2%	91.3%	90.1%	89.1%	89.6%				
Girls										97.0%	81.6%	92.2%	93.2%	94.6%	93.9%	93.5%	93.3%				
Boys										91.8%	71.7%	82.0%	83.0%	85.5%	84.7%	82.8%	84.1%				
Pupil Premium										95.0%	69.3%	84.8%	87.1%	87.2%	84.6%	85.4%	84.4%				
Pupil Premium Boys													78.8%	78.1%	74.6%	74.3%	78.0%				
Non Pupil Premium										84.7%	81.6%	88.7%	91%	92.2%	92.6%	90.8%	91.9%				
SEND										91.8%	69.7%	83.1%	87.6%	88.4%	87.0%	90.6%	88.0%				
Non SEND										89.4%	78.9%	91.5%	89.4%	91.9%	92.0%	91.9%	90.6%				
Year 10 (Scott Dummett) Good/Outstanding Attitude to Learning Grades										2020 TPP1	2020 TPP2	2021 TPP1	2021 TPP2	2021 TPP3	2022 TPP1	2022 TPP2	2022 TPP3	2023 TPP1	2023 TPP2		
Whole Cohort										87.5%	84.7%	94.1%	76.5%	83.7%	88.6%	87.1%	90.6%	88.2%	84.6%		
Girls										94.7%	90.4%	96.0%	82.4%	89.6%	91.9%	90.7%	92.3%	92.0%	89.2%		
Boys										80.7%	79.2%	92.3%	71.3%	78.3%	85.4%	83.3%	88.6%	84.4%	80.3%		
Pupil Premium										84.2%	81.4%	92.3%	69.8%	79.2%	84.8%	81.5%	86.0%	82.6%	78.3%		
Pupil Premium Boys															77.4%	74.7%	84.1%	76.5%	72.6%		
Non Pupil Premium										89.4%	86.5%	95.0%	80.3%	88.1%	90.6%	90.0%	93.0%	91.3%	88.3%		
SEND										75.0%	77.6%	90.2%	67.3%	76.7%	85.0%	83.9%	84.4%	86.4%	79.2%		
Non SEND										90.0%	86.0%	94.7%	77.9%	84.7%	89.1%	87.6%	94.0%	88.4%	85.3%		
Year 11 (Natalie Keefe) Good/Outstanding Attitude to Learning Grades										2019 TPP1	2019 TPP3	2020 TPP1	2020 TPP2	2021 TPP1	2021 TPP2	2021 TPP3	2022 TPP1	2022 TPP2	2022 TPP3	2023 TPP1	2023 TPP2
Whole Cohort										87.5%	87.4%	83.9%	81.6%	91.8%	80.1%	83.9%	86.7%	85%	82.0%	79.0%	79.4%
Girls										94.3%	94.2%	90.4%	89.7%	95.4%	86.4%	90.6%	93.2%	92.5%	88.7%	85.6%	85.8%
Boys										81.0%	81.1%	77.1%	78.4%	87.2%	73.3%	77.7%	80.8%	78.4%	76.0%	74.0%	73.7%
Pupil Premium										86%	85.1%	80.9%	76.6%	89.4%	73.9%	80.3%	80.9%	78.2%	74.8%	70.0%	69.7%
Pupil Premium Boys																	72.3%	69.5%	66.1%	64.0%	63.9%
Non Pupil Premium										88.5%	89.2%	85.4%	84.5%	93.2%	83.7%	85.9%	89.9%	88.4%	85.6%	84.9%	85.3%
SEND										78.0%	72.3%	89.7%	76.7%	81.1%	70.2%	72.7%	69.5%	69.5%	85.7%	83.0%	
Non SEND										90.0%	83.0%	92.0%	80.3%	84.1%	89.5%	86.6%	86.6%	81.6%	81.5%		

Safeguarding and Mental Health

53% of all referrals to CPOMS are for Pupil Premium students. This is indicative of the wider and National Picture. Our Pastoral and Wellbeing Team are very effective in working with our students and families to be proactive in supporting our students in and out of school. We have strengthened our relationships and referral process to our Mental Health Support Team.