

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils. As outlined as good practice, we have adopted an approach of a three year strategy, this represents the second year of this approach.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year. There is also a separate report outlining the impact of the spend last year.

School overview

Detail	Data
School name	Penistone Grammar School
Number of pupils in school	1887 Y7 to Y14 1612 Y7 to Y11 275 Y12 to Y14
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	First published 15/12/2021 Second published 16/9/2022
Date on which it will be reviewed	First review will take place in September 2022. Second review September 2022. Final review September 2024.
Statement authorised by	Paul Crook (Principal)
Pupil premium lead	Andrew Gibbins (Vice Principal) and Elizabeth Butler (Associate Senior Leader, Pupil Premium Champion)
Governor / Trustee lead	Andy Smeaton (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 196 257
Recovery premium funding allocation this academic year	£ 70 000
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	£ 266 257

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are to bring to life the belief that there is no limit to a student achieving. We will empower our disadvantaged students to succeed in school and progress to the next stage of their life, supporting them in having high aspiration. We believe in them and want them to believe that through embracing our core values they can turn their dreams in to reality. Ensuring we challenge them to challenge their own aspirations is critical, we want them to Aim High.

Through all our Core Values we will support our disadvantaged students in various ways. We want them to enjoy reading, but before that we want them to be able to access varying texts, having the skills to be able to understand them and then decide what they enjoy. We will support them to access the breadth of a varied curriculum and ensure no assumptions are made about their ability. We will support our students when things are not going as they would like and ensure they have the skills to drive on through this. Our students will feel cared for and know that the school is willing them to succeed so that they can leave us, not only with a set of qualifications that open the door to the next steps, but also as confident and well-rounded people who will contribute to a better tomorrow.

The plan has goals that we want to achieve within the next three years. Ensuring we have subject specialists in front of our students is a priority for the school. High quality teaching and learning is a school wide focus and paired with this we have a focus on our disadvantaged students' attendance to ensure they are receiving the benefit of this expertise.

Through the use of a new provision 'Room 1392' there is a professional who has an overview of all disadvantaged students to really personalise support if and when required. This can be any walk of school life – academic or more personal needs.

Our strategy is rooted in the in the following principles:

1. Students have the right to succeed, no matter what their home circumstances are.
2. We do not equate 'disadvantaged' students with students who are 'LoE' or of 'low ability'.
3. Teachers of our disadvantaged students should be held accountable for their progress.
4. High quality teaching and learning is at the forefront of ensuring gaps are lessened and removed.
5. Disadvantaged students feel as much a part of our school as any other student.

Penistone Grammar School is a large secondary comprehensive with year groups having an admission number of 320 children. The challenge is to keep a sharp focus on disadvantaged students to ensure that there is a dedicated and personalised approach, and our ultimate goal is that Penistone Grammar School students leave with the same opportunities, regardless of barriers they may face outside of school.

Challenges

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

Challenge number	Detail of challenge																		
1	<p><u>Academic (Progress)</u></p> <p>Historically, disadvantaged students have not progressed as well as their counterparts with the same KS2 starting point. The last five years show the following:</p> <table><tr><td></td><td>PGS Disadvantaged</td><td>PGS Non-Disadvantaged</td></tr><tr><td>2018</td><td>-0.22</td><td>0.46</td></tr><tr><td>2019</td><td>-0.31</td><td>0.23</td></tr><tr><td>2020</td><td>-0.08</td><td>0.78</td></tr><tr><td>2021</td><td>0.20</td><td>0.48</td></tr><tr><td>2022*</td><td>-0.11</td><td>0.50</td></tr></table> <p>*please note the measures recorded for 2022 are based against the 2022 provisional attainment estimates.</p>		PGS Disadvantaged	PGS Non-Disadvantaged	2018	-0.22	0.46	2019	-0.31	0.23	2020	-0.08	0.78	2021	0.20	0.48	2022*	-0.11	0.50
	PGS Disadvantaged	PGS Non-Disadvantaged																	
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2022*	-0.11	0.50																	
2	<p><u>Mental Health</u></p> <p>Young people’s mental health is known to have suffered as a result of the pandemic and enforced time out of school, away from their social norms. We still see the result of this, alongside the pressures of day to day life and growing up. We will work to ensure targeted mental health/counselling support will be available at the appropriate level with increased capacity at each tier of intervention meaning reduced waiting times in school.</p>																		
3	<p><u>Attendance</u></p>																		

	<p>The attendance of Pupil Premium students compared to non-PP students shows us that PP students are more likely to be absent than their non-PP peers. PP attendance levels at PGS at the end of the last school year not affected by the lockdown were significantly higher than national figures although the gap to the whole school cohort was slightly wider than that found nationally.</p> <p>The attendance gap between our PP students and our “All Students” cohort has grown over the years affected by school closures due to the pandemic and those difficulties continued in 2021/22 where the gap between All PGS students and PP PGS students was 4.4% (3.4% gap to National average attendance figure).</p> <p>Our aim for 2022/23 is to close the gap to All PGS students to 3.5% and to move our PP students’ attendance levels closer to National average figures as a minimum. Changes implemented around attendance management and accountability structures will enable us to have impact on overall attendance levels but specifically allow focus on PP attendance levels.</p>
4	<p><u>Behaviour</u></p> <p>PP students historically encounter more difficulties with school behaviour systems than their non-PP peers.</p> <p>Since its introduction our Values Driven Expectations system has allowed us to support PP students so that they have had 73% fewer visits to Supporting Expectations (64% reduction for all students) however we have only reduced after school detentions by 56% (60% for all students). We will work with mentors, teachers, families and students to identify where lines are repeatedly being incurred leading to after school detentions and reduce these, thus reducing the number of after school detentions.</p> <p>Steps taken in 2021/22 have increased the reduction in after school detentions for PP students at a faster rate than for the “all students” cohort. For other behaviour measures (SE and exclusions) the number has fallen but at a slower rate for PP students than for all students. We will work with the Head of Behaviour to identify support to reduce the number of times these sanctions are being incurred by PP students</p>
5	<p><u>School Support for Students/Parents</u></p> <p>Our own survey of our students, their parents and carers and their teachers showed us that our students and their parents/carers value PGS but do not always feel valued by it. There is an issue of preparedness for learning and also a lack self-confidence/self-belief required to take risks in the classroom. Our PP students also do not display a feeling of “belonging” in school, which is vital if students are to</p>

	engage fully and believe that they have an equal part in our school community.
6	<p><u>Y7 reading comprehension</u></p> <p>Data from our disadvantaged students' flight path suggests that some of our disadvantaged students join us with limiting comprehension skills. This challenge impacts on academic attainment in all subjects and eventual life chances. We intend to accelerate a students' learning through reading.</p>
7	<p><u>Personal Development</u></p> <p>Our survey of our PP students/parents/carers and our staff showed our PP students are not adequately prepared for their future; students say they know what they are going to do but our teachers and their parents/carers are less sure that this is the case. They say they have a clear plan and know what qualifications they will need but they are less sure about the possibility of being able to do anything they want when they leave.</p> <p>We recognise that strong careers guidance is needed and will undertake investigation into the degree of ambition being shown as well as a programme of aspirational university visits to broaden horizons.</p> <p>PP students are prioritised for careers meetings and can have as many as they feel they need. Parents are informed of when these take place and are welcome to attend if they wish. We also run Careers drop-in sessions in Room 1392 at lunchtime on a regular basis so that students can have less formal access to this service.</p> <p>Guidance/opportunities will be given to Pupil Premium students to support them in becoming confident leaders and participating in leadership within school.</p>

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
<p>Academic</p> <p>Support our students to leave with the foundation of strong passes in their GCSE subjects, allowing them to progress on to their chosen Post 16 destination.</p>	<p>By 2024 we want our disadvantaged students to be able to complete their exams and be in line with, at least, the national average progress score for their non-disadvantaged counterparts. This would represent a positive shift for our children.</p> <p>Target overall Progress 8 of 0.13 – this is based on 2019 outcomes and will be reviewed annually to ensure it remains challenging.</p> <p>Target disadvantaged students Attainment 8 of 47.75.</p>
<p>Mental Health</p> <p>A twice yearly survey of the state of the mental health of our PP students will enable us to appropriately direct our interventions.</p> <p>Students will be engaged in their learning and in school. They will grow to speak openly about their emotional wellbeing and will seek support when they identify an issue.</p>	<p>A survey of the state of the mental health of our students will be undertaken twice a year in conjunction with the school Mental Health Practitioner. Interventions will be planned based on the outcome of these surveys and the entry/exit questionnaires for these interventions will show an improvement in the overall emotional wellbeing of our PP students.</p>
<p>Attendance</p> <p>Our Pupil Premium students will be attending at a level equal to that of their counterparts prior to the pandemic.</p>	<p>School attendance was further impacted in 2021/22 by the Covid-19 Pandemic; students with positive tests were isolated and we also found a nervousness amongst our parents when the requirement to test was removed. Furthermore, absence due to family holidays was considerably higher in 2021/22 with some 800 more sessions being lost for this reason across all students compared to 2018/19 our last full school year.</p>

Overall it is our aim that our PP students should be attending school at a rate equal to the national average school attendance as a minimum.

School attendance data for the past 4 years is shown below:

Academic Year	All Students PGS	All National	PP Students PGS	PP Students National	Gap PGS All to PGS PP	Gap National All to PGS PP
2018/19	96	94.5	93.1	91.8	-2.9	-1.4
2019/20	95.4	n/a	91.7	n/a	-3.7	n/a
2020/21	95.2	94.5	90.8	91.1	-4.4	-3.4
2021/22	92.7	n/a	88.4	n/a	-4.3	n/a

Based on information provided by our Local Authority, PGS attendance levels in 2021/22 were above national average; the gap between PGS All students and PGS PP students was higher than anticipated and steps have been taken to close this gap in 2022/23, target level in SIP is 3.5%.

<i>Attendance 5 Half Terms 2021/22</i>	
<i>National*</i>	86.9%
<i>Barnsley*</i>	86.9%
<i>PGS All students**</i>	92.95%
<i>PGS Pupil Premium**</i>	89.12%
<i>PGS Non-Pupil Premium**</i>	93.48%

**based on data received from the LA, compiled from average of Thursday returns to the DfE*

***PGS figures based on actual data*

Changes to attendance which are intended to have impact on overall attendance levels but specifically allow focus on PP attendance levels are:

- SLT attendance lead will have more operational involvement with the Head of Attendance to provide another strategic viewpoint
- The responsibilities within the attendance team have been redistributed with the creation of an Attendance Co-ordinator to oversee the day-to-day running of the attendance system, thus allowing the Head of Attendance to assign more time to building

	<p>relationships with families and working to remove barriers to regular school attendance</p> <ul style="list-style-type: none">- The introduction of the Sol Attendance tracker and accountability structure will facilitate tighter tracking of student attendance and clearer accountability for actions around the improvement of this- The implementation of the suggested support structure in the DfE publication “Working Together to Improve School Attendance”																																				
<p>Behaviour</p> <p>Students will be in lesson, behaving appropriately so their access to learning will be improved and not affected by time out of lesson for sanctions.</p> <p>Consequently, students will access learning at the same rates as their peers. Their self-confidence and self-esteem will rise as their behaviour issues in school reduce and the praise they receive grows. The positivity this will bring to them will be reflected in their engagement in our school community.</p>	<p>Pupil Premium students will have reduced the amount of time they spend in after school detentions. This will largely be achieved by working with students to reduce the number of lines they are receiving for issues which our support provision (Room 1392) can affect:</p> <ul style="list-style-type: none">- Home learning- Organisation- Uniform <p>We will work with mentors to achieve quicker intervention in the mornings to address issues around equipment and uniform.</p> <p>Our student resources survey identified students who did not have an appropriate device at home to complete home learning as well as not having all equipment/uniform items required. We will work to fill the gaps in items required and we will carry out the survey each school year.</p> <div><p>Overview</p><table><tr><th>Category</th><th>2017-18</th><th>2018-19</th><th>2019-20</th><th>2020-21</th><th>2021-22</th></tr><tr><td>SLT Detention</td><td>488</td><td>237</td><td>200</td><td>196</td><td></td></tr><tr><td>SLT Detention PP</td><td>109</td><td>58</td><td>48</td><td>48</td><td></td></tr><tr><td>IEX</td><td>0</td><td>11</td><td>5</td><td>0</td><td>4</td></tr><tr><td>SE</td><td>292</td><td>184</td><td>117</td><td>106</td><td></td></tr><tr><td>SE PP</td><td>119</td><td>47</td><td>45</td><td>33</td><td></td></tr></table></div> <p>We will also provide facilities for tasks to be completed in school where this is more appropriate than expecting this to be done at home.</p>	Category	2017-18	2018-19	2019-20	2020-21	2021-22	SLT Detention	488	237	200	196		SLT Detention PP	109	58	48	48		IEX	0	11	5	0	4	SE	292	184	117	106		SE PP	119	47	45	33	
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<p>School Support for Students/Parents/Carers (Room 1392)</p> <p>We will have a focused opportunity to engage Pupil Premium students in our school life, providing all round support and encouragement to influence all aspects of their experience. Overall, the impact will be positive on the outcomes at GCSE level and so also on future life chances.</p>	<p>Room 1392 is a dedicated resource focussing on the needs of our Pupil Premium students across Y7 – 11. The engagement of our PP Students and their families will be improved thus impacting positively on outcomes and eventual life chances.</p> <p>Through the provision offered by Room 1392 the barriers to attending school and accessing learning which can be posed by financial disadvantage will be reduced/removed.</p> <p>Parents/carers will be aware of the support we can offer them and their child. The attendance of the parents and carers of our PP students at Open Evenings and Parent/Student Evenings will be maximised through our offer of support to remove barriers such as transport and childcare where necessary so that our teachers can have appropriate conversations with our students.</p> <p>Through the interventions of the Student Engagement Officer who will staff the Room 1392 provision but work under the strategic direction of the ASL: PP Champion and the VP Raising Achievement:</p> <ul style="list-style-type: none"> • The gap between the attendance of PGS PP and PGS All students will be reduced by the end of 2022/23 to 3.5%. It is our aim that PGS PP attendance will move to the National level of attendance of all students thus ensuring an equality in the learning opportunities for all • The number of visits to SE will reduce • The strong position of parental engagement at sign up for Parents' Evenings, Y9 Options Evening and GCSE Success evening will continue and the tracking of attendance at the events will continue with steps introduced to ensure parents attend. • Transition from Y6 to Y7 will be eased through support with purchasing uniform items for FSM families and introductory evenings at PGS in July • Parental engagement particularly of our Y11 students will be developed so that their full participation in interventions and exam support can be achieved thus enhancing our Y11 students' eventual outcomes and life chances
<p>Y7 Reading Comprehension</p> <p>As a minimum we expect that students reach a minimum of their age-expected reading age.</p>	<p>Retrieval of knowledge and comprehension through reading will be enhanced for our students.</p> <p>Students will accelerate in their reading age, Zone of Proximal Development and Normed Referenced Standardised Score and will thus be allowed opportunities to develop and improve in every subject.</p>

	<p>Good comprehension will be achieved through focus on critical skills students are expected to be working at by the time they reach Y7. These are focused around: vocabulary, discussion skills, understanding and interpreting texts and engaging and responding to texts.</p>
<p>Personal Development</p> <p>Increased levels of aspiration enable students to access higher grades and to feel empowered in their future lives.</p>	<p>Careers</p> <p>Our PP students will be prioritised for careers support, which will support increased levels of aspiration that will enable students to access higher grades and to feel empowered in their future lives. They will have 1:1 careers interviews and lunchtime drop-in sessions in Room 1392 will be available.</p> <p>University Visits</p> <p>Students will participate in visits to local universities as well as key students engaging in Oxbridge outreach programmes.</p> <p>Aspiration</p> <p>Students in Y9-11 will be supported by a non-academic mentoring programme (Dreams2 Reality – Cameron Parker) to boost their personal development which in turn will positively impact on their attitudes and approaches to their academic commitments. They will be encouraged to grow in ways they had not previously considered. Their parents will be encouraged to join them on this journey through access to a parents' event and ongoing updates via email from the programme leader, Cameron Parker.</p> <p>Dreams2Reality will provide data at the end of the programme showing the growth in our students from Day 1 to Day 4 of the programme.</p> <p>Furthermore, students will form a relationship with a role model from outside of school and the relationship between school and home will be enhanced.</p> <p>Staff will be asked to "buddy" with PP students in Y7 & Y8 to form "non-academic mentor" relationships with them through brief meetings every 2 weeks. Staff will be encouraged to investigate ways to develop the relationship with students through shared interests. Student voice and questionnaires from the students involved will be used to measure impact and to shape the programme. A pilot project in this area is planned for Term 2 2022/23.</p> <p>Strong relationships in school will encourage personal development of our students in the non- academic arena.</p>

	<p>Enrichment</p> <p>After school enrichment opportunities will be developed and made available to all. These will be based around problem solving working to build resilience, broad mindedness, openness to different approaches and team working.</p> <p>Cultural Capital (2022/23)</p> <p>A programme of events will be organised to expose our PP students to different experiences. Y7, 8 & 11 students will view an appropriate theatre performance, Y9 will participate in a maths workshop at The Deep (Hull) and Y10 students will visit the National Space Centre, Leicester. These trips will be free to students to encourage maximum participation.</p> <p>The PP budget will contribute towards the cost of school trips for PP students on a graduated scale depending on the nature of the trip.</p>
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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.

Academic (Teaching) (for example, CPD, recruitment and retention)

Budgeted cost: £ 79,140.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subject specialist teachers teaching groups</i>	Basing lots of our approach around The EEF Guide to The Pupil Premium, we have focused in on key areas. The Education Endowment Foundation clearly states the importance of an effective teacher is in front of every class. To support this the specialism in the subject area is critical and will ensure secure knowledge of both content and exam criteria to support our students.	1
<i>Second in Department responsibility</i>	When considering the published findings of the Education Endowment Foundation, the area addressing	1

	targeted academic support is critical. Through clear focus on our disadvantaged students driven by our second in department there will opportunity to consider what targeted support is required.	
<i>Achievement Leaders</i>	When considering the published findings of the Education Endowment Foundation, the area addressing targeted academic support is critical. Through clear focus on our disadvantaged students driven by our Achievement Leaders there will a professional who has an overview of the whole student across all subject areas and school life.	1, 3, 4, 5, 6, 7
<i>HLTA</i>	When considering the published findings of the Education Endowment Foundation, the area addressing targeted academic support is critical. Through interactions between the HLTA, Seconds in Department and Achievement Leaders there will be a focus on gaps in learning, including those generated as a result of Covid, and support given to close these.	1, 2, 3, 4, 5, 6, 7
<i>Alternative provision</i>	Ensuring students have every opportunity in school is vital, but we also consider whether opportunities in other educational establishments may suit our students on occasions. Working with a local provider we review what pathway a student wants to follow once they progress from Penistone Grammar School and support the students in Aiming High. We support students accessing courses that Penistone do not offer, such as Mechanics, so that they can progress on to full time training and then employment. This is supported by research conducted by the EEF around wider strategies.	1, 2, 3, 4, 5, 7

Pastoral support

Budgeted cost: £ 48,626

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School Support for Students and Parents (Room 1392)</i></p>	<p>We conducted a survey of our PP students and their parents/carers and teachers. We also surveyed a control group of non-PP students/parents/carers.</p> <p>The responses received showed us the barriers we need to overcome to enable our PP students to access our school community and its offerings in the same way as their non-PP counterparts.</p> <p>The strongest barriers which were evident from the responses received were:</p> <ul style="list-style-type: none"> • There is a lack of self-confidence/self-belief amongst PP students – this can be seen in their strong statements that “mixing with other people makes me anxious”, “I find break and lunchtime difficult”, “I do not fit in at school”, “I am afraid to answer questions in class”, “I feel awkward around my peers” • PP students also acknowledge that they may not do as well as they possibly can as they “do not understand what is happening in lessons” due to absence • Several issues at home appear to have a greater impact on PP students than on their non-PP peers – no equipment, have to help family, no quiet space to study, no money for bus fare/petrol – although it should be noted that these are 	<p>1, 2, 3, 4, 5, 7</p>

	<p>minor features of the results of the survey</p> <ul style="list-style-type: none"> • For all students (PP and non-PP) knowing how to organise selves or revise for tests/exams was indicated as a strong factor which stops them achieving as well as they can, but this was 7.8% higher for PP students (43.9% indicated this as an issue whereas it featured as a response for 36.1% of non PP students). For PP students this <i>lack of organisation/revision skills</i> was exacerbated by a recognition that they do not work at home, preferring to be with friends, on social media or gaming and not always wanting to come to school as homework not done so there is a fear of getting a line <p>We also surveyed our teaching staff about gaps between the attitudes of our whole school and those of our Pupil Premium cohort. The main points drawn from their responses are as follows:</p> <ul style="list-style-type: none"> • Largely the attitudes of our teaching staff towards PP students follow a similar trend as those towards non-PP students but they start from a more negative position on the scale – we saw in the student survey that our PP students hovered around the middle of the scale where their non-PP peers were more to the positive ends and this is echoed in the opinions of our staff • Responses showed strongly that our staff believe there is an issue with home learning for our PP students • Our staff believe that probably our PP students feel the weight 	
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	<p>of expectation more heavily than our non-PP students</p> <ul style="list-style-type: none"> • There is a strong belief amongst our staff that our PP students are not so aware of what their options for the future are and this is born out in further comments where staff feel strong career advice is necessary • Our staff do not feel as supported or see as high a level of encouragement towards PP students from PP parents/carers • Attendance is highlighted as an issue which staff feel needs to be addressed and this is exacerbated by their belief that PP students do not know how to catch up on work missed • There is a gap between the readiness for learning (resources/equipment) of our PP students and our non-PP students • Our student survey exposed a confidence issue for our PP students, and this is supported by our teaching staff who state that their participation and confidence levels are lower than those of their non-PP colleagues 	
<i>Mental Health support</i>	<p>In the area of the survey which addressed “feelings”, our students told us that they suffer from</p> <ul style="list-style-type: none"> • Too much stress/pressure to do well • Fear of other people’s opinions, issue of self-image • Mental health difficulties <p>This survey took place prior to the first lockdown, and it is widely acknowledged that the mental health of young people has suffered during the pandemic.</p>	2, 3, 4, 5, 7

<i>Mentoring</i>	1 st tier interventions can help young people learn resilience and how to deal with issues with minimal intervention rather than having to access mental health support or our school counsellor.	2, 3, 4, 5, 7
<i>Transition Support KS2 – KS3</i>	Working with students and their parents/carers as part of the transition process so that they are all aware of the support which is available was trialled successfully in 2020/21 and continued with a more personal approach in 2021/2022, leading to parents being more willing to reach out and request support than in previous years thus enabling students to transition successfully.	2, 3, 4, 5, 6

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

Budgeted cost: £ 68,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Associate Senior Leader – Pupil Premium Champion</i>	Gov.Uk guidance highlights the need to develop an understanding of the needs of our disadvantaged students, both academic and non-academic. Through the creation of this post there is a professional in the school who has a dedicated focus in driving forward the school focus on our disadvantaged students, this is vital.	1, 2, 3, 4, 5, 6, 7
<i>Attendance</i>	EEF and Gov.uk both address the most successful strategies being based around high quality teaching and learning. To ensure this can be effective our disadvantaged students have to have high levels of attendance in order to access this teaching. Our tracking still shows this to be an area for improvement in terms of attendance.	1, 2, 3, 4, 5, 6, 7
<i>Careers Guidance/University Visits/Cutlers programme</i>	We use the Gatsby Benchmarks to measure how we are supporting students. TES stated that, 'children cannot be what they cannot see'. The TES stated that the evidence suggests that children who have a broader understanding of	1, 2, 3, 4, 5, 7

options when they leave school will experience higher motivation in school and increased earnings when they leave.

Our intelligence shows that our disadvantaged students have a mixed progression route, sometimes this is the correct route but others we believe could strive to move on to a higher-level course.

Pupil Premium Students 25 in Year Group		
Destinations	No	%
School Sixth Form	6	24.00
Other School Sixth Form		0.00
Sixth Form College	3	12.00
FE College	12	48.00
Apprenticeship	2	8.00
Traineeship / Study Programm	1	4.00
Employment with Training		0.00
Employment		0.00
Unknown		0.00
NEET	1	4.00
Other		0.00

PP Intended Level of Study		
Level	No.	%
3	18	72.00
2	4	16.00
1	2	8.00
Other	1	4.00

Total budgeted cost: £ 196,396.50