

# Pupil premium strategy statement – The Cowplain School 2025\_26

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	992 (of which 321)
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2023/24 to 2024/25 to 2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	I Gates, Headteacher
Pupil premium lead	E Zambo Assistant Head Teacher
Governor / Trustee lead	E Capaldi

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£292,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£292,400

# Part A: Pupil premium strategy plan

## Statement of intent

The intention for all our students, no matter what background or challenges they have faced, is to work hard, enjoy learning and achieve highly. We have therefore designed a curriculum that challenges students to think hard, develop their character and understand diversity to ultimately leave this school equipped with skills and knowledge for future learning and employment. All our students will benefit from this vision and curriculum design, however, both the 3 curriculum strands of thinking hard; developing character; understanding diversity and the school's vision are based on the biggest deficits our disadvantaged students bring to the school.

Consequently, the focus of our pupil premium strategy is to support disadvantaged students to achieve the above no matter what ability. Vulnerable students, which includes students with mental health, attendance and trauma issues, young carers, and students who have external agency involvement, will also be considered.

Our objectives are ultimately our vision, and this strategy supports these based on the following 3 principles of high-quality teaching, specific, immediate and impactful targeted academic support and wider strategies considering the students' needs as a whole (e.g., mental health, attendance). The pupil premium strategy is linked and supported by the strategic whole school improvement plan. This strategy recognises the challenges and inequalities many of our vulnerable students and families experience.

The principle of high-quality teaching will impact positively on non-disadvantaged students as well; however, the aim is to use especially the individualised approaches outlined in principle 2 and 3 to level up the attainment inequalities,

Our objective for disadvantaged students to work hard, enjoy learning and achieve highly will be supported by the 3 key principles of this strategy and the evidence to support the impact will be based on soft and hard data.

## Challenges

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

Challenge number	Detail of challenge
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1 Attendance	Attendance for half term 1 (2025) shows a further closing of the SEND gap to 9.3% and the FSM gap to 9.5%, however the gap still requires this to be challenge 1.
2 Reading and Oracy	<p>Reading tests, classroom-based teacher observations of students and the first Year 7 English assessment compared to the previous year have shown that disadvantaged students do not just have lower reading levels, but also lower literacy levels in general, and lower oracy levels.</p> <p>48 of pupil premium students sat the GL reading test in September 2025. 54% were below the age-related standardised reading score with 31% being significantly lower. 56% were on or above the age-related standardised score. Students will re-sit the reading test in July 2026. This compares to 111 non-pupil premium students who completed the test, of which 27% were below the age-related standardised reading score with 15% being significantly lower. The first English assessment completed in November, showed that 55% of pupil premium student were identified as a concern compared to 31% of non-pupil premium students</p>
3 Learning Behaviours	<p>Classroom based observations show that learning behaviours especially in low ability disadvantaged students lack executive functioning skills, especially the three main skills of working memory, cognitive flexibility and inhibition control. A lack of these skills is shown in learning behaviours especially around trouble focussing, following directions and handling emotions, which is also linked to an increased intervention need on an external and internal level in terms of mental health and wellbeing.</p> <p>This trend is also supported by current learning room send data, so far during the first half term, 37% of pupil premium students have been sent to the learning room compared to 28% of non-pupil premium students. The most recent Beewell survey showed no statistical differences between pupil premium and non-pupil premium students. This has resulted in a benchmark survey being completed at the beginning of this year so there will be data to determine the wellbeing in more detail.</p>
4 Disciplinary, Cultural, Personal and Social Knowledge	Assessment results in Y7 show a gap between disadvantaged and non-disadvantaged students in subject areas, with gaps ranging from 12 to 32%, however it is not just the disciplinary knowledge stopping students from achieving but also their personal, cultural and social knowledge. Curriculum development needs to continue to close the gap in these 4 areas of knowledge. The curriculum development needs to specifically focus on disciplinary knowledge development, on the Year 7 and 8 character development curriculum, enrichment activities, careers experiences and student leadership opportunities.

## 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
Improve attendance for disadvantaged students	By the end of this strategy, whole school attendance is to improve further by 0.8%.

	1.4% improvement in both SEN and FSM attendance, a 1.5% drop in Persistent Absence and an improved percentage of pupil premium students who feel they belong,
Improved reading, literacy and oracy levels, especially among disadvantaged KS3 students.	By the end of the current plan in 2025/26, the % of students whose reading age is below their chronological age per year group will be reduced by 10% overall and 20% for disadvantaged students. This will be demonstrated by testing the reading age of each Y7 student twice a year and all other year groups once a year. The improvement will also be recognised through classroom observations.
Improved learning behaviours and executive functioning skills, especially based on cognitive flexibility and inhibition control	<p>By the end of the current plan improved learning behaviours will result in less behaviour referrals (on average a reduction by 20%), with disadvantaged students being in line with non-disadvantaged students (a gap below 9%).</p> <p>Classroom based observations and intervention reports will show improved executive functioning skills. Mental health and well-being data will show reduced levels of disadvantaged student referrals to be equal to non-disadvantaged student referrals. Student voice and further well-being benchmarking will also show improved wellbeing.</p>
Improved disciplinary, social, personal and cultural knowledge development through curriculum design, with a specific focus on character development teaching and learning, a careers programme designed to support disadvantaged students and an extensive extra-curricular offer.	<p>The disadvantaged gap in assessment results will reduce to an average of 15% based on improved disciplinary knowledge.</p> <p>Classroom based observations (lesson and tutor time) will show improved character development, with executive functioning skills, such as planning, organisation, task initiation etc. 25% of pupil premium students will show an improvement on their character development score when compared to half term 2 baseline data.</p> <p>On average 32% of careers and enrichment events are attended by disadvantaged students.</p>

## Activity in this academic year

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

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

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Continue to develop high quality teaching based on Rosenshine's principles linked to a curriculum which responds to the needs of students and supported by:</p> <ul style="list-style-type: none"> <li>- high quality professional development based on upfront training;</li> <li>- follow up support training sessions;</li> <li>- instructional coaching via a short observation feedback;</li> <li>- developing of feedback further;</li> <li>- developing of responsive teaching further;</li> </ul>	<p>Rosenshine's principles focus on explicit instruction, scaffolding the learning using explicit explaining in combination with modelling, cognitive strategies and retrieval and retention strategies. There is strong evidence that the described aspects of teaching support the learning of disadvantaged students effectively. Rosenshine's principles also rely on learning checks with an 80% success rate.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p>Nayton, M., 2013. Improving achievement: what does the research tell us?. <i>Learning Difficulties Australia Bulletin</i>, 45(1), pp.18-20.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you">https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching">https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</a></p>	ALL
<p>Continue to develop the curriculum strands especially based on disciplinary, personal, cultural, personal and social knowledge:</p> <ul style="list-style-type: none"> <li>- By high quality professional development;</li> <li>- By developing the curriculum and a reflection time curriculum;</li> <li>- By involving year 7 tutors to develop a curriculum;</li> <li>- By</li> </ul>	<p>The role of the curriculum in closing the disadvantaged gap cannot be underestimated, our three strands of thinking hard, understanding diversity and developing character support the development of cultural and social knowledge. The disciplinary knowledge how students read, write in ways that benefit the subject will benefit especially students from disadvantaged back grounds.</p> <p>Reports/Literature on impact of careers guidance/provision on disadvantaged students is limited, with the EEF report from 2016, reporting the following if studies linking outcomes to schools' career education provision, including employer engagement: 60% of studies looking at educational outcomes are positive; 67% of studies looking at economic outcomes are positive and 62% of studies looking at social outcomes are positive. Especially higher levels of authentic exposure the labour market has shown impact.</p>	4

<p>closely monitoring and promoting disadvantaged students to take part in enrichment activities; - By adapting the existing careers increasing employer encounters</p>	<p><a href="https://www.sec-ed.co.uk/content/best-practice/working-class-students-four-domains-of-secret-knowledge">https://www.sec-ed.co.uk/content/best-practice/working-class-students-four-domains-of-secret-knowledge</a></p> <p><a href="https://develop.clf.uk/content/teaching-and-learning/closing-the-disadvantage-gap-curriculum-as-the-lever/">https://develop.clf.uk/content/teaching-and-learning/closing-the-disadvantage-gap-curriculum-as-the-lever/</a></p> <p>Bromley, M. and Griffith, A., 2023. <i>The Working Classroom: How to make school work for working-class students</i>. Crown House Publishing Ltd.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Careers_review.pdf?v=1765119444">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Careers_review.pdf?v=1765119444</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Careers_Education_summary_infograph.pdf?v=1765119444">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Careers_Education_summary_infograph.pdf?v=1765119444</a></p>	
<p>Improve literacy, reading and oracy in all subject areas: -By training staff to deliver reading strategies to all students; - By using staff training to increase phonics teaching awareness; -By delivering phonics teaching specifically to low attaining and/or disadvantaged students across the curriculum; - By developing reading as an enrichment activity; - By developing high quality teaching of oracy; - By developing embedding and evaluating a curriculum where literacy, reading and oracy is an integral aspect</p>	<p>Improving literacy, reading and oracy levels is key to improve attainment in all subjects, but specifically for English, Maths and Science. It will directly impact on cognitive skills and consequently problem solving, skills specifically required in Maths and Science</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	<p>2 and 4</p>
<p>Developing learning behaviours: -By staff training to positively develop</p>	<p>Developing executive functioning skills, metacognition and self-regulation have been shown to be inexpensive with high impact strategies as students have to think about their own learning more explicitly using taught strategies.</p>	<p>1, 3</p>

<p>students' behaviours in classroom situation; - By creating a range of classroom-based strategies which all staff are trained to use; - By developing a curriculum which supports the development of executive functioning skills in reflection time; - By developing adaptive teaching even further</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-power-of-wondering">https://educationendowmentfoundation.org.uk/news/eef-blog-the-power-of-wondering</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1716987567">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1716987567</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function">https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-can-we-fix-it-the-role-of-executive-functioning-skills-in-childrens-behavioural-regulation">https://educationendowmentfoundation.org.uk/news/eef-blog-can-we-fix-it-the-role-of-executive-functioning-skills-in-childrens-behavioural-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you">https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 97,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy and Reading intervention for low attaining disadvantaged students based on phonics in Y7 and Y8 English; - A peer reading programme to support the middle ability reader; -A reading leader programme; - A pre-vocab teaching intervention group based on readers whose reading is limited by vocabulary. Maths tutoring for identified students</p>	<p>A positive and statistically significant impact of phonics teaching has been shown at primary level and positive impact has been shown at secondary level even though not statistically significant. Even though the EEF quotes an impact of +5 months with low implementation cost and high evidence strength The intervention also shows a lower impact on disadvantaged students, however considering the needs of the selected disadvantaged students the improvement in terms of comprehension and reading will be beneficial.</p> <p>Peer tutoring has shown to have a positive impact on learning when pupils are provided with support that ensures the quality of interaction is high, and peer tutors are trained accordingly.</p> <p>Small group tuition approaches (EEF) can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. It can have an impact if implemented well.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2

	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/butterfly-phonics?utm_source=/projects-and-evaluation/projects/butterfly-phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=ph">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/butterfly-phonics?utm_source=/projects-and-evaluation/projects/butterfly-phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=ph</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	
<p>Targeted support for students to develop learning behaviours and executive functioning skills by specialist support by the school psychologist, pastoral leaders and external agencies using a one-to-one approach and small group intervention approach</p>	<p>Explicit instruction of learning behaviours and executive functioning skills can improve learning and can possibly add 7 months of progress, and the impact is very high especially for disadvantaged students. However, even if teachers are trained in delivering strategies it can be overwhelming for them and consequently for students with great need in this area explicitly teaching them the strategies outside the classroom context can prepare them for teachers to explore metacognition and self-regulation in terms of learning in the classroom. This can be in turn also support to development form guided to independent practice as per Rosenshine's principles.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=/education-evidence/guidance-reports/metacognition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=metac">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=/education-evidence/guidance-reports/metacognition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=metac</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1716987567">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1716987567</a></p>	1, 3



Targeted small group support with the specific focus on disadvantaged students with SEN needs in combination with strategic deployment of Learning Support Assistants in combination with extensive staff training on the trends of needs identified within the school	<p>Strategic deployment of LSAs and small group interventions delivered by LSAs relies on training of LSAs and teaching staff to be highly successful. The average impact is about four months progress, especially with targeted small group interventions and when LSAs are deployed to the classroom a similar level is achieved if LSAs and teachers work together effectively. The small group interventions are linked to Literacy, Numeracy, Learning behaviours and Executive functioning skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send">https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</a></p>	ALL
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 131,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing attendance by continuing to develop:- parental engagement; - support before and after school; - increasing level of communication with parents especially text messages and emails; - designing home learning which parents can support; - offering sustained and intensive support to parents if needed – developing an emotional based school avoidance (EBSA) unit approach to facilitate lower levels of	<p>Increasing parental engagement needs to specifically be based on activities to engage parents with the students learning and can add up to 4 months of additional progress but is sometimes hard to develop at secondary level. The development of the EBSA unit allows students to bridge the anxiety gap between complete avoidance and attending school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=paren">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=paren</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=paren">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=paren</a></p>	1

anxiety when returning to the classroom – develop a attendance liaison officer to directly work with families of students of low attendance	<a href="https://www.annafreud.org/schools-and-colleges/resources/addressing-emotionally-based-school-avoidance/">https://www.annafreud.org/schools-and-colleges/resources/addressing-emotionally-based-school-avoidance/</a>	
Increasing the capacity of on-site inclusion provision and develop an inclusive curriculum to support the most disadvantaged students	<p>Developing an onsite inclusion provision to develop students so they can access mainstream education after a (short term) period of interventions and support, academically, socially and emotionally. Creating an inclusive environment is the most important thing a school can do and at the same time there is a reduction in the risk of permanent exclusion.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/trauma-informed-short-term-managed-intervention-centres-2024-pilot">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/trauma-informed-short-term-managed-intervention-centres-2024-pilot</a></p>	1, 3, 4
Contingency fund for acute individual support	A fund to support students in need, when there is a quick response required or so they can successfully access the curriculum in terms of enrichments, resources for practical subjects, home learning, and/or to remove barriers to learning in school.	ALL

**Total budgeted cost: £ 292,400**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Overall data summary, based on 2025 GCSE results:** The performance of our students in the previous academic year comes down to prior attainment and attendance, based on Attainment 8 data:

	2025	2024	2023
All	39.63	38.46	38.63
Disadvantaged	25.91	26.42	30.56
Non-Disadvantaged	44.34	43.5	42.06

Attainment for all students overall has improved in 2025. Specifically looking at the disadvantaged students, some patterns can be identified to explain the drop:

47 students: 20 Males = 19.84; 27 Females = 30.41. So, there is a gender difference in performance.

16 Low = 16.31; 23 Mid = 26.27; 7 High = 48.93.

However, the balance was Low (9 male, 7 female); Mid (10 male, 13 female) and High (all female). So, the boys were all low or mid-prior attainers, making achieving high attainment harder.

#### Looking at attendance (figures % of attendance)

	Male			Female		
	Low	Mid	High	Low	Mid	High
All	87	79	92	79	81	92
Disadvantaged	77	48	-	83	65	90
Non-Disadvantaged	94	91	92	72	91	93

The data for the male disadvantaged students is skewed dramatically by the Mid prior attaining boys. This group contained 3 students educated off-site who had poor attendance, and 2 students

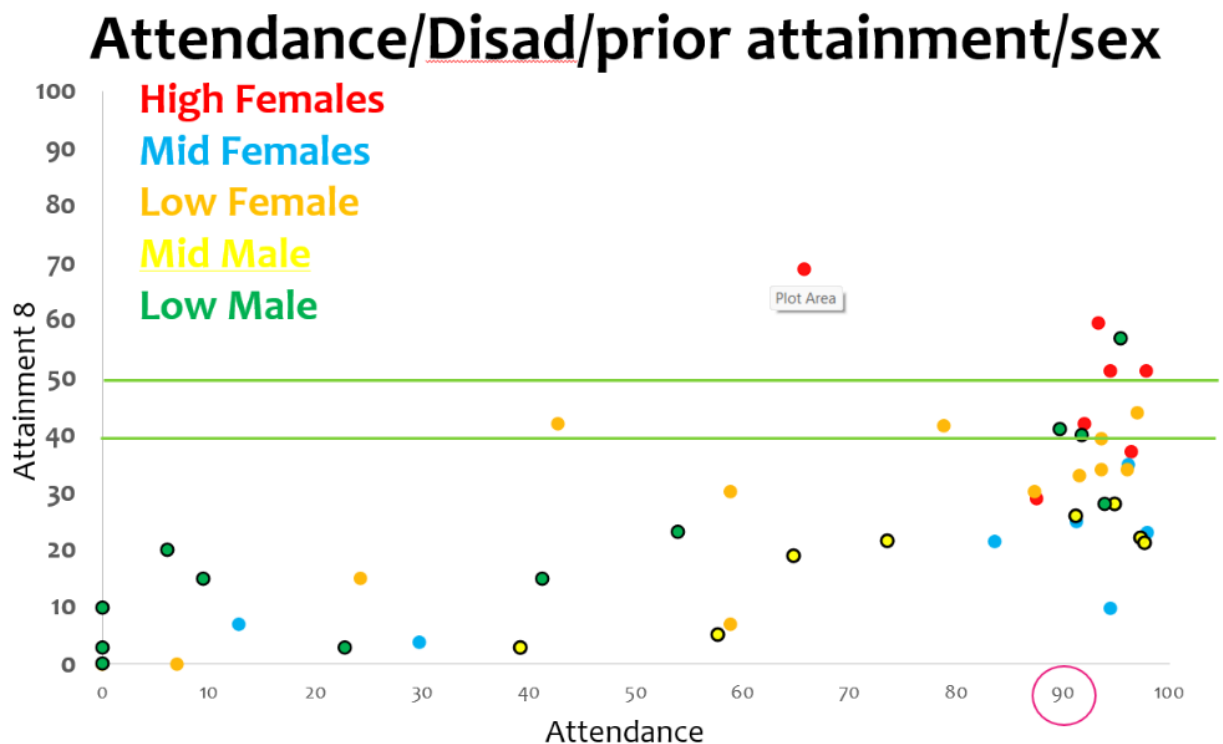
who rarely attended (one who was medically absent). Similarly, the disadvantaged females are skewed by 3 students who rarely attended.

Removing these 8 students who rarely attended their provision the disadvantaged attainment data changes to:

Males: **26.18** (so 6 points higher on average per student)

Females: **35.82** (so 5 points higher on average per pupil).

Presented in a graph you can see that attendance amongst the disadvantaged group is related to outcomes, and that 90% attendance appears crucial for attaining grade 4's.



Comparing the relative attendance of both groups and the attainment 8 scores, the evidence is less clear than for progress 8 - because in each percentile can be affected by the prior attainment of those additional students; but the pattern is clear:

Attendance	Disadvantaged (47 students)		Non-Disadvantaged (137 students)	
	Number of students in group	Attainment 8	Number of students in group	Attainment 8
>95%	9	36	62	51
>90%	21	35	109	48
>80%	25	34	124	46
>70%	27	34	128	46

>60%	29	35	131	45
<60%	18	11	6	8

This suggests a student attending 95% of the time achieves the highest results in their group (there was only 1 high prior achiever in the Disadvantaged group compared to 30 in the Non group). Then most significantly regardless of ability, attendance below 60% means you leave with very few, if any, qualifications at a pass level.

What all our underperforming students have in common is non-attendance, so it is vital that we carefully think about how we teach them when they are here.

### **Attendance Summary:**

SEN - 2.1% improvement 24/25 compared to 23/24, gap between SEN and non SEN 13%.

FSM - 1.4% improvement 24/25 compared to 23/24, gap between FSM and non FSM 12.2%.

### **Reading Literacy and Oracy, based on lowest achieving readers as all of them are deemed disadvantaged no matter whether they are pupil premium or not.**

Students now sit the GL reading test where the data is standardised and SAS and stanine scores are provided as well as data comparing our scores to national averages. These percentages are SAS scores mapped against national averages. The SAS score is the most reliable form of reading data available to us.

In Year 8 our lowest achieving readers made good progress against national averages with a 6% increase with. Whilst readers in the average range either remained the same or there was a slight decrease in progress against national averages. Higher ability readers had a 5% increase against national average.

In Year 9 our lowest achieving readers have made good progress against national average with a 7% increase in our very lowest and a 7% increase in our readers just below average. Whilst readers just above average had a 7% decrease against national average those well about average had an 11% increase.

In Y10 our lowest achieving readers made excellent progress against national average with a 10% average increase with readers in the just above average category also making a 7% increase. Our higher ability readers decreased.

In Y11 our lowest achieving readers made good progress against national average with a 4% increase with higher ability readers making a 4% increase.

Overall, Students who attain lower SAS scores in test 1 make good progress towards national averages by the time they sit test 2. In general, this is the same with the higher ability readers. Our middle ability readers who achieve SAS scores 96-103 generally remain the same. The lower ability readers receive intervention through reading leaders and SEN provision.