



Summary information:						
School		MER		Academic Year		2018 – 2019
Total PP budget	£170,000	Total no. of pupils	720	Pupils eligible for PP	No: 201	%: 28

**Strategic objectives and actions**

**KPIs:** Gap between DA students and non DA students making above average progress or better across subjects is <5%

Attendance for DA students 94% or better overall, <9% DA students are Persistent Absentees

<b>Objective 1:</b> To continue to communicate a clear vision which will raise the profile of disadvantaged students and enhance the school's inclusive ethos.			
	<b>Actions</b>	<b>Sept 2019 Impact Review</b>	<b>RAG</b>
<ul style="list-style-type: none"> <li><b>We will ensure that the profile of disadvantaged/ students remains high in school.</b></li> <li><b>We will ensure that staff recognise that Disadvantaged students are not a homogeneous group but require personalised provision</b></li> <li><b>We will use research supported key strategies to improve progress for these students (and by extension, all students).</b></li> <li><b>We will regularly review DA achievement as integral part of Standards strategy meetings</b></li> </ul>	<p><b>Actions:</b> All teaching staff identify DA students and have them in mind when planning, delivering and marking. Staff use priority marking, priority questioning, priority seating.</p> <p>Staff briefings/CPD to continue to reference DA students to reinforce key messages about profile and priority, potential barriers to learning and strategies to address these.</p> <p>Mintclass software to be trialled to ensure teacher knowledge of students is current, facilitate efficient priority seating and targeted planning</p> <p>PP students also differentiated by ability group and other factors (e.g. students kept in the spotlight as priority through staff bulletins and briefings).</p> <p>HAP/PP Focus for More Able coordinator.</p> <p>For all PP children to receive a Pupil Premium Passport identifying their entitlement and 'wish list'. This can be added to by staff i.e. revision guide. This will not only show teachers what they have used, but also parents, giving pupils independence on what they spend their allowance on.</p> <p>Use of EEF/Sutton Trust research and other research backed guidance to ensure effective targeting of resources.</p>	<p><b>Sept 2019 Review :</b> Mint class highlighting PP students and academic levels – in initial stages of roll out and is helpful, but could be used more effectively. Changes made to this system – implementation of Class Charts – alternative software, similar features but allows more communication home and direct access for students via online application.</p> <p>Regular briefings to staff 'snap shots' on specific pupils to provide support has been helpful, in addition to raising awareness of DA/ LAC students via training. Allows staff to understand context, and to provide staff with strategies to support students on a needs must basis.</p> <p>Pupil Premium Passports were rolled out to trial. Keeping a log of interventions, wish lists, and personal allowance spend has empowered students, and gives a very open and accepting feel to accessing support and funds.</p> <p>LAC Champion appointed – this has significant impact and direct support and improved communication with parents, students, The Virtual School and school. This allowed quick and effective intervention for the most vulnerable.</p> <p>Analysis conducted half termly – gaps identified - PP is an area we need to focus on, gaps are starting to appear and grow in all aspects: achievement &amp; attendance. HOYs have half termly student targets to focus on for short term reward</p>	

	<p>Differences between groups identified during standards meetings. Outcomes cascade at curriculum team level thus keeping profile high.</p> <p>DA students to be a key focus for HOYs when analysing DCP data. Responses coordinated in liaison with Curriculum Leaders, alongside Access and Achievement Mentor.</p>	<p>incentives. PA figures shared weekly in staff bulletin for teachers to target and push</p>	
<p><b>Objective 2: To improve basic literacy/reading ages for lower ability students and to improve the progress and attainment of all disadvantaged students in English.</b></p>			
<ul style="list-style-type: none"> <li><b>We will focus on improving basic literacy and reading ages for lower ability Students.</b></li> <li><b>We will focus on Improving the progress and attainment of all disadvantaged students in English. Our aim is that 85% of disadvantaged students make progress in English in line with progress flightpath (or better)</b></li> </ul>	<p><b>Actions:</b> Students in need of support identified as part of Standards Strategy.</p> <p>Students in Schools volunteers directed to work with DA students/individual and groups</p> <p>Lexia software has been purchased for the next two years - engaging many LAP/DA pupils to support literacy. Rapid+/Linguascope in place for EAL students (many of whom are DA)</p> <p>Reading scheme (before/after school + using UTC mentors in place to support students who need help with reading)</p> <p>All DA students receive a £10 book voucher to use at the book fayre.</p> <p>Breakfast Club has a Reading corner where students can sign books out.</p> <p>Implement a reading morning for all Year 7 as part of the pastoral morning agenda.</p> <p>Language for learning strand of the SIP for 2019 - whole school focus on language and vocab development</p>	<p><b>Sept 2019 Review:</b></p> <p>Lexia software has been purchased for the next two years - engaging many LAP/DA pupils to support literacy. Rapid+/Linguascope in place for EAL students (many of whom are DA)</p> <p>Reading Scheme in place – Year 10 and 9 mentors for Reading weekly with LA/ DA students to raise literacy levels. Not only builds confidence and ability, but builds relationships between students of all abilities, and ages.</p> <p>All students (Y7 &amp; 8) receive a £12 book voucher at the book fayre. Allowing access to reading for all.</p> <p>Breakfast Club has a Reading corner where students can sign books out.</p> <p>'Rise and Read' implemented for Year 7 – each tutor group reads a book as a class once a week with their tutor during registration.</p> <p>Language for learning strand of the SIP for 2019 - whole school focus on language and vocab development – Think Talk training on CPD day for all staff. Specialised language – 'talk like a specialist'.</p> <p>Many resources shared for students to access. Learning observations very good. Metacognition also covered, showing students how to 'think and plan'.</p> <p>Rapid Plus software used to increase reading levels. This has been an effective and powerful intervention.</p> <p>Books purchased for students to read (Book Buzz) – reading trolley accessible to all via English department.</p>	<p><b>RAG</b></p>

<b>Objective 3: To improve basic numeracy skills for lower ability students and to improve the progress and attainment of all disadvantaged students in Maths</b>			
<ul style="list-style-type: none"> <li><b>We will focus on improving basic numeracy skills for lower ability students.</b></li> <li><b>We will focus on Improving the progress and attainment of all disadvantaged students in Maths. Our aim is that 85% of disadvantaged students make progress in Maths in line with progress flightpath (or better)</b></li> </ul>	<p><b>Actions:</b> Students in need of support identified as part of Standards Strategy.</p> <p>Students in Schools volunteers directed to work with DA students/individual and groups</p> <p>“Morning Maths” intervention</p> <p>DA students falling behind make use of after school support interventions.</p>	<p><b>Sept 2019 Review:</b></p> <p>Maths external day (Y7 &amp; 8) – All pupil premium paid for.</p> <p>Curriculum Leaders and teachers driving basic numeracy through subjects.</p> <p>Morning Maths intervention took place where Year 10 students worked closely with year 7 DA, this was not only an effective ‘double decker’ mentoring strategy but also built positive relationships across all ages in the school.</p> <p>All GCSE DA students received revision guides to support their studying</p> <p>Purple Pathway class sizes remain small, with HLTA support. (many students within here, also DA)</p>	<b>RAG:</b>
<b>Objective 4: To improve Attendance of Disadvantaged students and reduce the gap between disadvantaged and non- disadvantaged students for Persistent Absence</b>			
<ul style="list-style-type: none"> <li><b>We will work with families and students to improve rates of attendance of DA children</b></li> <li><b>We will bring down the rate of persistent absence among DA children</b></li> </ul>	<p><b>Actions:</b></p> <p>Out student facing attendance officer closely monitors attendance and develops range of responses and interventions with absentees and those DA students late.</p> <p>We have a clear escalation process for addressing attendance and punctuality across inclusion/pastoral teams</p> <p>We actively engage with the EWS to support.</p> <p>Our Access and Achievement mentor will work with students (and families) to help them to overcome barriers to attendance</p> <p>Through the SEF process we have regular monitoring and intervention cycle for DA absence and PA</p> <p>We run a popular breakfast club. Many attendees formerly had attendance issues. To continue promoting next academic year – to be included in induction packs for students and parents.</p> <p>Short-term incentives in place by HOYs and Attendance Officer.</p> <p>Attendance to contribute to awarding House Points and new rewards approach</p>	<p><b>Sept 2019 Review:</b></p> <p>Targeted students – PA, and lowest attendance (or those at risk of PA) targeted by Attendance officer and HOY. Short term rewards used. All students receive daily text home if late, and letter outlining concerns. Attendance officer calls daily to repeat offenders.</p> <p>New letters in place to encourage and educate parents on the importance of attendance, and the impact poor attendance can cause.</p> <p>To communicate home the importance of attendance relative to attainment – home visits conducted by Attendance Officer.</p> <p>Regular communication and Attendance panels held with Education Welfare</p> <p>Session with Inclusion team for DA students who are at risk of PA</p> <p>Further work to happen with targeting the most vulnerable and DA. Appointment of new ‘Safeguarding and Outreach worker’ can support in bridging gaps parents may have with school and accessing/ understanding education</p>	<b>RAG</b>
<b>Objective 5: To cater for the emotional and wider needs of disadvantaged students, so that they are able to fully Access their education and school life</b>			

<ul style="list-style-type: none"> <li>• <b>We will provide 1:1 mentoring for students related to individual need.</b></li> <li>• <b>We will ensure that mentoring is to be tailored towards academic progress and achievement.</b></li> <li>• <b>We will ensure that the specific needs of LAC and Formerly-LAC students are provided for.</b></li> </ul>	<p><b>Actions:</b> Foundation students identified as requiring additional support are mentored 1:1 leading to an improvement in effort/attendance/engagement/attainment.</p> <p>Wider inclusion interventions available (e.g. School Counsellor, Sweet Science, JAC youthwork).</p> <p>Access and Achievement mentor in place to co-ordinate this work in liaison with curriculum and pastoral leads.</p> <p>Senior student support worker focuses on academic progress esp. where EAL is a barrier to learning.</p> <p>School LAC/Formerly LAC key worker is the school pastoral and academic lead for identified students. Will advise other staff on best approaches to working with individual LAC/formerly LAC students.</p>	<p><b>Sept 2019 Review:</b> Tirabad Funding Allows students to increase cultural capital, building positive relationships, and personal challenge.</p> <p>Cranbury College package purchased for 20 hours – excellent intervention for support and respite for disaffected/ medical referrals for mental health, concerns of risk of criminal behaviour.</p> <p>Cranbury College invoices for respite/ medical referrals and specific interventions on and off school site.</p> <p>Sessions with Just Around the Corner (off site and on site). In addition, Berkshire Youth have been providing 1: 1 sessions for the most vulnerable – focusing on barriers to learning and external factors that may be causing disruption to their lives.</p> <p>School Counsellor is employed by the trust and works two days a week at MER. In total, over 152 children have been seen with ‘Inclusion’ intervention in the academic year 2018 – 2019.</p> <p>Inclusion support for EAL students, strategies for staff are provided for these students, as are bespoke programmes such as lexia, and TA session to raise literacy.</p> <p>LAC Champion was appointed, and was incredibly successful ensuring all LAC/ FLAC students were provided for. 2 LAC students attended Ski Trip, and all LAC students have significant and external intervention to support them. New LAC Champion appointed for 2019 – 20, to create in house PEP meetings for FLAC also</p>	<b>RAG:</b>
<b>Objective 6: To raise achievement for disadvantaged students through a sharp focus on “Quality First Teaching”</b>			
<ul style="list-style-type: none"> <li>• <b>We will provide continuous professional development that focusses upon the needs to individual teaching to ensure all make progress.</b></li> </ul>	<p><b>Actions:</b></p> <p>Ensure the CPD programme for teaching and support staff has Quality First Teaching at its heart, in order to raise the profile of disadvantaged students. Training to highlight:</p> <ul style="list-style-type: none"> <li>• That DA students should not be viewed as a homogenous group</li> </ul>	<p><b>Sept 2019 Review:</b></p> <p>Berkshire Maestro’s Music lessons allows students who would not previously be able to access these lessons due to lack of finances.</p>	<b>RAG:</b>

<ul style="list-style-type: none"> <li>• <b>We will ensure HAP DA students are given sufficient stretch and challenge to enable them to make strong progress</b></li> <li>• <b>We will provide resources for individual departments/teachers to target specific resources that support QFT for disadvantaged students.</b></li> <li>• <b>We will ensure equality of opportunity for disadvantaged students.</b></li> </ul>	<ul style="list-style-type: none"> <li>• That many DA students are likely to have been under-assessed at KS2 and therefore progress expectations should be stronger</li> </ul> <p>Resources purchased via the Teacher Premium make a positive impact on those students using them.</p> <p>Students have financial support for additional opportunities, such as trips, resources, uniform, bespoke opportunities, peripatetic music lessons</p> <p>Tirabad Guarantee – every PP student is entitled to a trip to outdoor education in Wales.</p>	<p>Homework Club and after school interventions with TA. Mentors from MES attend homework club to act as a support, as well as a role model to younger students. This gives students access to computer weekly, and support in their work.</p> <p>DA students have access to all opportunities, including trips, both local and international. Personal Allowance allows for more access to resources and opportunities.</p> <p>CPD and training to staff on meeting the needs and understanding individual students. Equity V Equality training. There should be</p>	
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**Objective 7: To raise aspiration and to ensure successful transitions for disadvantaged students**

<ul style="list-style-type: none"> <li>• <b>We will ensure all disadvantaged students have a clear supported plan to make the transition into the next stage of work/education/ Training</b></li> <li>• <b>We will provide appropriate role models/visitors to the school as part of the PSMSC programme to raise aspiration and horizons.</b></li> </ul>	<p><b>Actions:</b></p> <p>Full Implementation of the IAG strategy:</p> <p>All disadvantaged students have a plan in place for future progressions.</p> <p>Effective communication with parents about options and future career/training/programmes of study beyond 16</p> <p>Year 8 students have individual guidance to ensure aspirational and appropriate KS4 pathways.</p> <p>Transition for Vulnerable students in place for Y6 to Y7. Additional induction visit.</p> <p>Variety of external guests for assembly/PSMSC and in other contexts to inspire students to achieve</p>	<p><b>Sept 2019 Review:</b></p> <p>Y10 Work Experienced was arranged with all DA students having access to this, and support.</p> <p>Careers interviews took place with local external businessmen/women to guide students with expectations of what this may be like and give students the opportunity to meet a new professional face.</p> <p>Now the school is full, further work will take place with regards to careers and next stages.</p> <p>Taster session were offered at MES, and buses to provide transport for students. This has a very good uptake and was beneficial for the students.</p> <p>PSMSC/ Assemblies have seen a number of visits to raise aspiration and provide positive role models. For example, Military Assembly (Army Air Corps). Where a Q &amp; A session was provided afterwards for those interested.</p> <p>External mentors have worked with targeted students from established local companies to raise aspiration and provide guidance on life after school.</p> <p>'Elevate' group bought in to raise aspiration and build techniques for revision for Year 9 – (G &amp; T initially) from a survey all 32 students gave positive feedback, and felt they</p>	<p><b>RAG:</b></p>
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		<p>had learnt something new that they could apply. Very effective and to now be used to close gap and target Pupil Premium students underachieving.</p> <p>Offsite 6-week Hair and Beauty Programme for disaffected DA students. This course ran twice, and was successful for all students who attended.</p> <p>BCA placements arranged for next academic year, following taster sessions trialled by DA students. Further options for education after school - including vocational qualifications, starting at level 1, meaning all students can access courses.</p>	
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## Summary of Academic Performance

### Year 7

Subj	F	M	Gap	NoDA	DA	Gap
Ma	0.04	-0.03	0.07	0.03	-0.02	0.05
En	-0.20	-0.23	0.03	-0.18	-0.29	0.11
Cp	-0.30	-0.27	-0.03	-0.33	-0.20	-0.13
Te	-0.24	-0.36	0.12	-0.30	-0.29	-0.02
Sc	-0.41	-0.40	0.00	-0.41	-0.40	-0.01
Gg	-0.41	-0.43	0.02	-0.40	-0.45	0.04
Rp	-0.44	-0.44	0.00	-0.40	-0.51	0.11
Hi	-0.63	-0.50	-0.12	-0.58	-0.55	-0.03
Blank						
Fr	0.27	0.04	0.23	0.19	0.11	0.07
Dr	-0.08	-0.06	-0.02	-0.08	-0.06	-0.02
Mu	-0.14	-0.07	-0.07	-0.09	-0.14	0.05
Es	-0.11	-0.13	0.03	-0.10	-0.15	0.05
Ar	-0.29	-0.14	-0.15	-0.22	-0.20	-0.01
Pe	-0.31	-0.23	-0.07	-0.30	-0.21	-0.09
Tot	-0.25	-0.24	-0.01	-0.24	-0.25	0.00

Blue	Exceptional
Green	Strong
Yellow	Good
Amber	Sound
Red	Concern
Pink	Serious concern

## Strengths

- Progress at this stage refers to a baseline assessment compared with flight path and department scale criteria. Overall progress is good with even performance across groups at this stage.

## Areas of focus

- Monitor small gaps emerging in Cp and En.

## Year 8

### Progress indicator

Subj	F	M	Gap	NoDA	DA	Gap
Cp	-0.17	-0.24	0.07	-0.22	-0.17	-0.05
Ma	-0.18	-0.32	0.15	-0.26	-0.23	-0.03
Fr	-0.21	-0.31	0.10	-0.27	-0.24	-0.03
Sc	-0.20	-0.36	0.15	-0.31	-0.23	-0.08
En	-0.45	-0.47	0.03	-0.42	-0.56	0.14
Rp	-0.41	-0.65	0.24	-0.52	-0.58	0.06
Hi	-0.57	-0.77	0.19	-0.67	-0.68	0.00
Gg	-0.80	-0.90	0.10	-0.83	-0.91	0.08
Blank						
Mu	-0.08	-0.12	0.04	-0.09	-0.13	0.03
Te	-0.33	-0.57	0.25	-0.47	-0.44	-0.03
Pe	-0.61	-0.42	-0.19	-0.53	-0.45	-0.08
Es	-0.50	-0.55	0.04	-0.45	-0.67	0.22
Ar	-0.59	-0.53	-0.06	-0.56	-0.56	-0.01
Dr	-0.63	-0.69	0.06	-0.66	-0.67	0.01
Total	-0.41	-0.49	0.08	-0.45	-0.45	0.01

Blue	Exceptional
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## Strengths

- Attainment of groups is also encouraging but with some differential between boys and girls which is being addressed through a focus on literacy (this will support attainment of DA and K students)
- Progress is good overall and for Pupil Premium there is a relatively small difference across subjects.
- The impact of our work to support Y7CU students also continues to be strong.

## Areas of focus

- Monitor DA gaps in Es, En and Pe.

## Year 9

Subj	F	M	Gap	NoDA	DA	Gap
Py	-0.29	-0.16	-0.14	-0.27	-0.20	-0.08
Pe	-0.44	-0.46	0.02	-0.50	-0.31	-0.19
En	-0.28	-0.69	0.41	-0.38	-0.79	0.42
Ee	-0.34	-0.67	0.32	-0.37	-0.88	0.51
Sc	-0.44	-0.59	0.15	-0.48	-0.61	0.13
Ma	-0.49	-0.56	0.07	-0.50	-0.60	0.09
Ar	-0.60	-0.65	0.04	-0.77	-0.38	-0.39
Tp	-0.19	-0.84	0.65	-0.57	-0.82	0.25
Ec	-0.69	-0.60	-0.09	-0.63	-1.00	0.37
Fn	-1.01	-0.25	-0.76	-0.46	-0.89	0.43
Es	-0.76	-0.72	-0.04	-0.71	-0.83	0.12
Dr	-0.71	-1.09	0.38	-0.64	-1.08	0.44
Rp	-1.57	-1.92	0.35	-1.64	-2.03	0.38
Gg	-2.06	-2.51	0.44	-2.22	-2.56	0.34
Hi	-2.44	-2.68	0.24	-2.52	-2.59	0.07
Cp	-2.76	-2.71	-0.05	-2.65	-3.00	0.35
Im	-0.50	-0.55	0.14	-0.50	-0.65	0.22
Hs	-0.84	-0.30	-1.09	-0.42	-1.62	0.26
Tot	-0.85	-1.05	0.21	-0.88	-1.13	0.25

Blue	Exceptional
Green	Strong
Yellow	Good
Amber	Sound
Red	Concern
Pink	Serious concern



## Strengths

- Focused needed in some subject's area, reference gaps, small gaps only appear in Hi, Es, Ma and Sc.

## Areas of focus

- Pupil Premium gap is beginning to develop in many subjects ( En/Ee, Fn, Dr)This needs to be addressed.
- Year 7 CU students are beginning to fall behind, particularly in English but in smaller numbers in maths and Science.

## Year 10

### Value Added-Progress indicators

	Best 8	Eng	Ma	Ebacc	Open	Sci	Hums	MFL	Av Ebacc
All	1.02	0.33	1.54	1.21	1.05	1.36	1.55	1.13	5.06
Male	0.72	-0.01	1.39	1.02	0.65	1.20	1.29	0.61	4.75
Female	1.32	0.68	1.69	1.40	1.47	1.53	1.81	1.57	5.36
Gap	0.60	0.70	0.30	0.38	0.82	0.33	0.52	0.96	0.61
DA	0.65	0.33	1.19	0.86	0.67	0.90	1.28	0.66	4.47
Not DA	1.16	0.33	1.68	1.34	1.21	1.54	1.65	1.26	5.26
Gap	0.51	0.00	0.48	0.48	0.54	0.64	0.36	0.60	0.79
FSM	0.81	0.45	1.26	0.88	0.83	0.91	1.30	0.69	4.54
<b>LAP</b>	0.81	0.74	1.37	0.58	0.82	0.62	1.13	0.69	2.40
<b>MAP</b>	0.98	0.28	1.57	1.14	0.95	1.17	1.48	1.25	4.50
<b>HAP</b>	1.12	0.27	1.56	1.44	1.22	1.74	1.69	1.07	6.76
EAL	1.18	0.41	1.71	1.35	1.21	1.47	1.66	1.26	5.29
SEN E	0.70	-0.08	2.30	0.18	0.00	0.00	0.00		2.50
SEN K	0.38	-0.14	0.72	0.34	0.53	0.67	0.74	1.09	3.72
No SEN	1.12	0.40	1.65	1.35	1.13	1.47	1.66	1.14	5.27

	No.	APS (KS2)	Average 1-9 Scale grade	Progress Measure
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10 PP	45	27.12	3.9	-0.89
10 ALL	179	28.25	4.32	-0.84
Gap		-1.13	-0.42	-0.05

	F	M	Gap	NoDA	DA	Gap	E	K	EAL	HAP	MAP	LAP	DCP4	DCP3		
Im	-0.36	-0.17	0.19	-0.40	0.33	0.73	-0.05	-0.16	-0.38	-0.25	-0.24	-0.11	-0.23	0.24	Blue	Exceptional
Tp	0.30	-0.65	-0.95	-0.27	-0.25	0.03	0.70	-0.51	-0.11	-0.48	-0.13	0.14	-0.26	-0.03	Green	Strong
Sc	-0.18	-0.48	-0.30	-0.24	-0.54	-0.30	0.00	-0.52	-0.19	-0.42	-0.35	-0.16	-0.33	-0.33	Yellow	Good
Ph	-0.31	-0.43	-0.11	-0.42	-0.20	0.22		0.05	-0.32	-0.40	-0.15		-0.38	-0.20	Amber	Sound
Ma	-0.34	-0.51	-0.17	-0.44	-0.38	0.06	0.35	-0.56	-0.32	-0.61	-0.34	0.06	-0.42	-0.35	Red	Concern
Mu	-0.20	-0.93	-0.73	-0.33	-1.00	-0.67		-0.33	-0.72	-0.66	-0.67	2.00	-0.44	-0.24	Pink	Serious concern
Bi	-0.42	-0.48	-0.06	-0.47	-0.42	0.05	0.00	-0.42	-0.51	0.15			-0.46	-0.29		
Ar	-0.60	-0.41	0.19	-0.56	-0.47	0.09		-0.56	-0.41	-0.64	-0.57	-0.21	-0.54	-0.48		
Bs	-0.38	-0.70	-0.32	-0.57	-0.53	0.04	1.00	-0.46	-0.50	-0.83	-0.46	0.06	-0.55	-0.75		
Fn	-0.01	-0.94	-0.93	-0.51	-0.76	-0.25	-1.30	-1.08	-0.62	-0.18	-0.58	-1.03	-0.60	-0.79		
Gg	-0.56	-0.71	-0.16	-0.56	-0.82	-0.26		-0.64	-0.56	-0.53	-0.69	-0.79	-0.64	-0.60		
Ec	-0.63	-0.66	-0.02	-0.60	-0.93	-0.33			-0.61	-0.70	0.30		-0.65	-0.67		
Py	-0.68	-0.67	0.01	-0.50	-0.94	-0.44		-0.57	-0.66	-1.00	-0.34		-0.67	-0.55		
Ch	-0.72	-0.73	-0.01	-0.77	-0.58	0.19		-0.45	-0.71	-0.77	-0.30		-0.73	-0.66		
Ee	-0.73	-0.78	-0.05	-0.72	-0.83	-0.11	-0.85	-0.93	-0.61	-0.74	-0.88	-0.47	-0.75	-0.70		
Pe	-0.52	-0.99	-0.47	-0.75	-0.92	-0.17		-2.15	-0.65	-0.53	-0.97	-0.53	-0.79	-0.63		
Fr	-0.45	-1.22	-0.77	-0.68	-1.23	-0.55		-0.94	-0.73	-0.84	-0.73	-0.30	-0.80	-0.85		
En	-0.79	-0.95	-0.16	-0.86	-0.90	-0.04	-0.70	-0.88	-0.80	-0.91	-0.97	-0.49	-0.87	-0.69		
Hs	-1.05	-0.44	0.62	-0.64	-1.56	-0.92		-2.86	-0.10		-0.48	-1.09	-0.91	-0.70		
Cp	-0.84	-1.11	-0.27	-1.01	-1.00	0.01			-0.91	-1.05	-0.65		-1.01	-0.67		
Hi	-0.87	-1.21	-0.34	-0.96	-1.48	-0.52	-1.00	-1.40	-1.00	-1.29	-0.96		-1.02	-1.04		
Dr	-1.47	-1.47	0.01	-1.48	-1.30	0.18		-1.67	-1.33	-1.43	-1.59	-1.20	-1.47	-1.55		
Es	-1.56	-1.65	-0.09	-1.52	-1.85	-0.33		-0.60	-1.56	-1.66	-0.65		-1.60	-0.77		
Rp	-2.48	-2.59	-0.11	-2.50	-2.61	-0.11	-2.00	-3.20	-2.32	-2.35	-2.92	-2.17	-2.53	-2.02		
Total	-0.76	-0.91	-0.16	-0.82	-0.89	-0.07	-0.28	-1.01	-0.74	-0.89	-0.87	-0.47	-0.84	-0.70		

### Strengths (N.B (Previous DCP))

- This is a clear indication that strategies in place to support the new specifications are consistently effective in mitigating inherited KS2 gaps.
- Y7 Catch Up students are making strong progress in all the core subjects. The impact of our work to support Y7CU students also continues to be strong with all performing at or above national age-related expectations.

## Focus areas

- Pupil Premium gap in Mu, Sc, Fn, Fr, Pe, Hs, Hi and Py. The growing number of subjects in this list is a concern from DCP4 to 5. PP needs to be a focus in 2019-2020.

## Summary of Attendance and Punctuality

### ATTENDANCE

	Year 7	Year 8	Year 9	Year 10	All Years
All	95.52%	95.78%	95.40%	94.29%	95.25%
Male	95.33%	95.62%	95.41%	94.94%	95.33%
Female	95.70%	95.97%	95.39%	93.67%	95.16%
FSM	93.20%	93.36%	91.26%	88.48%	91.70%
Not FSM	95.96%	96.10%	96.08%	95.03%	95.79%
CLA	93.23%	94.05%	94.53%	0%	94.13%
Not CLA	95.53%	95.79%	95.41%	94.29%	95.25%
CLA or FSM	93.20%	93.40%	91.46%	88.48%	91.79%
Not CLA or FSM	95.97%	96.11%	96.08%	95.03%	95.79%
Pupil Premium	93.62%	94.24%	92.51%	91.65%	93.05%
Not Pupil Premium	96.51%	96.41%	96.62%	95.21%	96.17%
PA Low	0%	0%	0%	89.54%	89.54%
PA Middle	0%	0%	0%	93.37%	93.37%
PA High	0%	0%	0%	96.15%	96.15%
EAL	96.42%	95.93%	96.21%	95.54%	96.03%
Not EAL	93.73%	95.53%	93.85%	92.04%	93.80%
SEN	92.26%	94.16%	92.29%	86.81%	91.38%
Not SEN	96.17%	95.99%	96.06%	95.49%	95.92%

## PUNCTUALITY

	Year 7	Year 8	Year 9	Year 10	All Years
All	4.88%	4.23%	7.20%	5.89%	5.56%
Male	5.52%	4.47%	7.30%	7.62%	6.22%
Female	4.27%	3.96%	7.08%	4.23%	4.87%
FSM	6.54%	6.06%	10.62%	11.86%	8.68%
Not FSM	4.56%	4.00%	6.64%	5.13%	5.09%
CLA	42.90%	9.46%	30.53%	0%	27.76%
Not CLA	4.70%	4.20%	6.93%	5.89%	5.44%
CLA or FSM	7.59%	6.22%	10.79%	11.86%	9.05%
Not CLA or FSM	4.35%	3.96%	6.59%	5.13%	5.01%
Pupil Premium	6.48%	7.23%	10.89%	9.16%	8.36%
Not Pupil Premium	4.05%	3.02%	5.65%	4.75%	4.38%
PA Low	0%	0%	0%	9.21%	9.21%
PA Middle	0%	0%	0%	7.02%	7.02%
PA High	0%	0%	0%	4.35%	4.35%
EAL	3.67%	4.22%	5.88%	5.45%	4.81%
Not EAL	7.28%	4.26%	9.73%	6.67%	6.94%
SEN	7.08%	5.71%	11.97%	5.92%	7.99%
Not SEN	4.44%	4.04%	6.20%	5.88%	5.13%

## SUMMARY

- Strong overall attendance figures approx. 96% - ahead of local and national rates
- Punctuality data shows a significant improvement as a result of the restructured day. Students value their education, and this has encouraged a positive, more orderly, and prompt start to school. Punctuality figures have significantly improved (AM late marks have halved since the restructure)
- Significant gaps are present for all years between DA students and non DA, for both attendance and punctuality. Work to be continued in addressing this in the academic year 2019 – 2020.

## Summary of Behaviour and Conduct

**PERMANENT EXCLUSION:** There have been four PEX in the current academic year

PEX	
2015/16 Total	0
2016/17 Total	0
2017/18 Total	0
2018/19 T1	0
2018/19 T2	3
2018/19 T3	1

- 3 of the 4 Permanently Excluded students were DA.
- Significant intervention was in place to support all students, making reasonable adjustment where possible.

## FIXED TERM EXCLUSIONS

FTE	No. FTE Decisions	No days	No students										Other / refused
			M	F	PP	LAC	EHC P	SEN	WB R	Ind	Pak	Bla	
2015/16 Total	5	8	1	2	3				2		1		
2016/17 Total	6	17	2	1	2		1		1		2		
2017/18 Total	11	26	7	2	5		1	4			5	1	3
2018/19 T1	18	46	4	6	9	1	1	3	3	0	1	2	5
2018/19 T2	16	40	8	3	4	1 (1 FLAC)	1	8	6	0	1	1	4
2018/19 T3	16	40.5	9	1	6	0	2	4	5	0	2	0	3

- 19 out of 32 students excluded were DA (this does not take into account repeat offending but termly figures). As detailed above, intervention has been implemented appropriately and in line with policy, making reasonable adjustments and provision here possible.
- 35 out of a possible 52 (67%) decision accounted for DA students, however 7 of these students were repeat offenders, accumulating between them 25 decisions, equating to 48% of exclusions issued.

## FIXED TERM TRANSFERS

	No. FTT Decisions	No days	No students											Other / refused
			Tot	M	F	PP	LAC	EH CP	SEN	WBR	Ind	Pak	Bla	
2015/16 Total		5	1			1				1				
2016/17 Total		17	6	5	1	3			1	2		2		2
2017/18 Total		36	15	12	2	8			3		1	4	6	4
2018/19 T1	11	27	11	3	8	8	0	1	4	4		2	1	8
2018/19 T2	19	45	15	10	5	6	2	2	5	6	0	1	2	6
2018/19 T3	16	42	16	10	6	9	3	2	4	1	0	4	3	8

- On average 56% of fixed term transfer were DA students. This does not take into account repeat offenders.
- 24 of the decisions (total 47) were for DA students, 4 of whom are repeat offenders.