



Summary information						
School	Maiden Erlegh School in Reading			Academic Year	2019/2020	
Total PP budget	£240,000	Total no. of pupils	900	Pupils eligible for PP	No: 258	?: 29

Strategic Plan					
Action	What is the evidence and rationale for this choice?	KPIs	Staff lead	Final Review	RAG
Objective 1 – Close gaps in attainment between PP and non-PP pupils in Yr7 and Yr8 as they emerge. (Barriers B, C)					
<p>Curriculum and year group Standards meetings have a focus on PP student progress</p> <p>Outcomes cascade at curriculum team level thus keeping profile high.</p>	<p>Maiden Erlegh Trust Standards process (modelled on PixL) facilitates diagnostic and forensic focus on specific students. Has shown to be highly effective</p>	<p>Gaps in progress across subjects reduce over the year.</p> <p>Gaps in progress between PP and non-PP are <0.1 in En and Ma</p>	<p>EL</p>	<p>Standards meetings are taking place when scheduled, and PP if a focus area on the standards form, and what CL's are doing to ensure all pupils make progress, but specifically targeted groups.</p> <p>In Years 7&8 there is on average a minimal Pupil Premium gap. Pupil Premium students are doing equally as well as non-PP students. However, there are some individual subjects where there is a small gap beginning to develop. This is being addressed by the Curriculum Leaders in those subjects.</p> <p>PP now added as a standing item on all meetings with Line Managers. Dept meetings also have standing agenda items for this.</p> <p>After school support interventions in place for all students, specifically considering DA</p>	<p>R A G</p>

				students within subjects. This is highlighted through DCP analysis and standards meetings with Curriculum Leaders.	
Access and Achievement mentor sessions used to work with PP students who are falling behind in multi subjects HLTA intervention also used (1-1 and small group)	EEF identify impact of focussed 1-1 sessions (+ 5 months) and small group sessions (+4 months)		BUR	This is something to work on further moving forward now capacity is building. This will be continuing this academic year following closing due to lockdown.	
PP students who are falling behind are prioritised for peer-mentoring/tutoring.	EEF identify impact of focussed peer tutoring sessions (+ 5 months)		BUR	This will be carried through to next academic year due to early closure.	
Objective 2 – Knowledge and skills gaps in English and Maths for PP students are addressed (Barriers A, B, C)					
PP students included within Maths and English AM intervention programmes (Reading Hive and Morning maths)	Sessions enable specific feedback and regular practise to support retention (Sweller)	Where there are Reading age deficits for PP students identified, these reduce. (NAGT figures) PP students use subsidy to purchase reading material of educational value positive attainment impact for level 3 EAL on entry	EN/ MO	Morning math is taking place in Maths, and is targeted to help raise attainment levels and progress. After school support interventions in place for all students, specifically considering DA students within subjects. This is highlighted through DCP analysis and standards meetings with Curriculum Leaders. Reading Hive is taking place, and continues to be successful. 18 Y7 students with standardised reading scores of 89 or below are involved. P:\Staff Curriculum\English\MESiR English\DCP interventions\Interventions	

			<p>2019 20\Foundation interventions\Reading Hive 2019-20.docx</p> <p>Reading scores are monitored through KS2 data, NGRT in Y7 and Y9.</p> <p>New programme also set up with UoR for PP students to close the gap. Aspiration building – was due to start but stopped due to lockdown. To continue next academic year.</p>	
Lexia/Rapidplus/Linguascope software used to address gaps and support PP students who are also EAL/weak literacy	EEF identify impact of individualised teaching and digital learning to be effective (+3/4 months)		CA	Lexia has been an incredibly powerful intervention and has supported a variety of students including PP, SEN and LAP students. Lexia has been purchased again for the next three years.
All Y7 & 8 PP student have subsidised access to Reading Fayre and Book Buzz (a books into homes/school scheme).	Communicating value of books to students. Also helps school to develop stock of books through a matching scheme. Aims to get books into disadvantaged homes when evidence says some of these students will have no books at home.		EN	<p>Schools Direct students and UOP students are placed with PP students, and often carry out 1:1 work with students.</p> <p>Year 7 all have a 'rise and read' morning, where they have set texts to read through as a class via staff, students reading, or audio books</p> <p>Think Talk training has taken place with staff, and encourages specific subject talk, and 'talking' in general to improve literacy. Excellent training for staff, and this has proven to be successful in feedback and via learning PLGs.</p> <p>EAL work has significantly improved – EAL policy has been developed by JBA and CA – this is a much better transition model for new students/ EAL students.</p>
Student support mentor deployed to support EAL students (high prevalence PP)	Mentor is TEFL trained and additional sessions to support immersion has proven effective in rapid acquisition		EN	

				New TA and JBA specialised in the TEFL course and have been working on this intensely with EAL students.	
Objective 3 To continue to communicate a clear vision which will raise the profile of disadvantaged students and enhance the school's inclusive ethos (Barriers B, C)					
PP students flagged in classlists /seating plans. Staff use responsive approaches: priority marking, priority questioning, priority seating approaches as appropriate to address PP underperformance	EEF <i>"Good teaching for all pupils has a particular benefit for disadvantaged pupils."</i> Quality First teaching.	Grab-folders and discussion with staff shows evidence of knowledge of PP students in classes. Teachers can articulate their approach, evidenced in learning walks (PP focus) Training delivered and outcomes seen in lessons. QA shows that PP students have appropriate provision for prior ability (esp. HAP)	BUR	Need to reiterate Pupil Premium standards with the use of priority questioning, marking and seating. Has however been pushed through ELT pods. Do staff actually know who these students are. Class charts is now the main platform, which has replaced the trial of Mintclass. Very effective in showing teachers PP (and other needs) as well as seating them as you wish i.e. PP next to non-PP. PP at the front etc. Session from Gifted and Talented Co Ord, on MA at a whole staff meeting. SAHT has reiterated Pupil Premium students through whole staff training and CPD. Standards meetings are taking place when scheduled, and PP if a focus area on the standards form, and what CL's are doing to ensure all pupils make progress, but specifically targeted groups. PP discussed with LAB champion in regular meetings. PP now added as a standing item on all meetings with Line Managers. Dept	

				<p>meetings also have standing agenda items for this.</p> <p>Reminders given in staff bulletin of priority seating, priority questioning and priority marking.</p> <p>PP Champions for each year group employed (honorary) in July to commence in September.</p>	
<p>Staff briefings/CPD to continue to reference DA students to reinforce key messages about profile and priority, potential under assessment at prior key stage, potential barriers to learning and strategies to address these. Also, that Pupil Premium students are not an homogeneous group</p>	<p>R Montacute – potential for success recommendations</p>		BUR	<p>Pastoral staff briefings now implemented every Monday – specific focus on DA pupils/ students of concern- feedback from staff this has been very helpful</p> <p>Pastoral staff briefings now implemented every Monday – specific focus on DA pupils/ students of concern- feedback from staff this has been very helpful</p>	
<p>Additional in-class support prioritised for PP through student in school programme</p>	<p>EEF identify impact of focussed 1-1 sessions (+5)</p>			<p>Trainee students and Reading University students directed to work with those who need support the most – to be guided by the teacher.</p>	
Objective 4 – Ensure that attendance gaps between PP students and non-pp students (especially persistent absence) closes (Barriers E, G)					
<p>Attendance Officer has a particular focus on PP attendance:</p> <ul style="list-style-type: none"> - Calling families of identified PP students (in addition to FDC text messages) - Prioritising mentoring relationships with PP 	<p>Lepkowska: principles of PP success cites attendance as one of seven key building blocks.</p> <p>EEF identify impact of effective parental engagement (+ 3 months)</p>	<p>PA rates for pupil premium students reduce cf 2018/19</p> <p>Attendance and punctuality figures for PP students improve and trend is positive.</p>	BUR	<p>The appointment of a Safeguarding and Outreach Worker has significantly raised the engagement and support we are able to offer our most DA students. Home visits have allowed further work with these families, improving attendance, progress and engagement in school. Not only for the student, but for the families also (16 home</p>	

<p>students where poor attendance is a factor</p> <ul style="list-style-type: none"> - Meetings with parents of PP where attendance is an issue. - Exploring how any barriers to attendance might be addressed - Liaising with EWS and proactive Deploying EWO at agreed trigger points to support PP families 				<p>visits have been conducted from Sept 2019 – Dec 2019.)</p> <p>Regular panel meetings take place with EWO/ AO and HOs</p> <p>Further work needs to take place with Access and Achievement Mentor now capacity in this department has developed.</p> <p>Some clarity on attendance process moving forwards to ensure not ‘gaps’ are missed – tightening of process and running this through ClassCharts</p> <p>Incentives are in place and led by HOYs. i.e. pizza party, film to review attendance letter for congratulating – all above 95% every term, and in addition regular communication for attendance less than 95%.</p> <p>Attendance is flagged weekly by AO, and PA students are highlighted in staff bulletin for staff to encourage and praise.</p> <p>New Attendance Officer employed in August. To roll to new Classcharts system in September.</p>	
<p>Access and achievement and Pastoral & family support worker to have a focus on engagement with PP families where attendance/PA is an issue</p>			<p>BUR</p>		
<p>Objective 5 – Ensure that all PP students and families have access to clear, aspirational careers and destinations advice (Barriers F, L)</p>					
<p>All students to have work experience opportunity</p>	<p>Experiences of the workplace to give focus and purpose to school work. Drive aspiration</p>	<p>All PP students in yr10 participate in work experience week</p>	<p>HD</p>	<p>All students have been offered work experience, and meetings are currently being held with the WEX advisors.</p>	

		Predicted NEETS at 10% by Easter 2020 0% by July 2020		<p>Clear CEIAG plan rolled out to all students. Careers meetings held with students via Adviza.</p> <p>Year 8 students all receive a 1:1 Meeting with SLT to discuss options and their plans.</p> <p>Further work at getting external visitors in for assembly, however at present the timings are very tight, leaving only approximately 6 minutes for an assembly. This is being looked into as part of a bigger plan for the school day.</p>	
Progression agreement with Reading college	Reciprocal agreement with college guarantees a place for all students who wish to take a place at college. Access given to the college to potential students		HD	All students guaranteed a place a Reading College following GCSE results.	
Objective 6 – Ensure that PP students have full access to appropriate curriculum opportunities (including enrichment) (Barriers E, G)					
Personal budgets (£150) can be used to ensure that students do not face access barriers to school (e.g. Uniform)	Supports sense of belonging and easy access to school life. Students are then able to flourish. Personal budgets give agency to families and encourage dialogue about wider needs (including academic) and how the school can support	Analysis shows that personal budgets are appropriately focussed.	BUR	Personal Budgets are pushed by HOYs and Access and Achievement mentor.	
Equipment and resources provided in a number of subjects to remove any barrier of accessing subject (e.g. food tech resources, Maths equipment etc.)	Ensure full access to PP students to fully experience the curriculum	AP reports show positive achievement. AP for identified students has no detriment on their other courses.	BUR	<p>Equipment borrowing is in the process of being set up, and will be for all DA (and any other vulnerable) student to 'hire' for exams. To be coordinated through inclusion.</p> <p>Revision guides have been purchased in many subjects, in addition to class text</p>	

				books so CL's can 'hire' out text books for DA students	
Some identified PP students have AP opportunities to ensure they have the right curriculum offer.	Some PP students will benefit for alternative provision – lays beyond mainstream curriculum. Achievement in AP also has a positive impact re-engagement across all subjects		BUR/CA	<p>There has been a big push on ALP provision this year, ensuring paperwork is compliant with the new Ofsted Inspection Handbook. ALP used so far this academic year includes Autoskills, YMCA Carpentry, Readipop, Cranbury College (interim, respite and Hair & Beauty), Reading College 14 – 16 programme– spend for Sept 19 – Dec 19 £3700</p> <p>Please also see Objective 8</p> <p>In addition, a Reading University trip is being organised for DA students to help raise aspiration – This did not take place but is being rearranged following Covid.</p>	
Objective 7 – Enhance opportunities for PP students to build cultural capital (Barriers E, J)					
Personal budget money can be used to support access to school trips, extra-curricular activity	<p>Hattie's Visible learning analysis suggests: enrichment programmes +0.53 extra-curricular +0.26</p> <p>R Montacute – potential for success recommendations</p>	<p>PP Students engage with trip, extra-curricular and other forms of enrichment proportionally (or better)</p> <p>PP students attend Tirabad at least in proportion with cohort as a whole</p>	BUR	Personal Budgets are pushed by HOYs and Access and Achievement mentor – this is used, and tracked tightly. i.e. Ski Trip/ curriculum trips	
Tirabad guarantee offers PP students the opportunity to attend Tirabad outdoor activity centre	EEF-studies of adventure learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such		Enrich co-ord	All students have a Tirabad guarantee. (once in their school life)	

	as self-confidence (+4 months)				
Objective 8 – Improve our support students with more challenging behaviour (Barriers D, H, I)					
Timely and effective intervention from inclusion mentors and pastoral team where PP student's conduct deteriorates in order to identify appropriate support.	EEF identify impact of behaviour intervention (+3 months) https://www.phf.org.uk/wp-content/uploads/2014/10/therapeuticearlyinterventions.pdf	Exclusion rate for PP overall reduces cf 2018/19 Gap between PP rate of exclusion and non-PP rate reduces	HD/BUR	Significant intervention is available in school, including ELSA sessions, mentoring, staff mentoring, designated LAC TA, and newly appointed LAC Champion. A large number of students receive 1:1 mentoring via the above. External interventions this year so far include Reading Football Club, Berkshire Youth (Free youth service provided through funding from TVP), Thalia School Counsellor, Cindy Aziz counselling, and external counselling from Tex (church) and an Art Therapist. Sweetscience has not taken place this year due to reliability concerns. Reading Rockets is also being looked into, as is support from Reading University	
Continue to develop "Therapeutic thinking schools" approach. Whole staff training and consideration of wider context of presenting behaviours and therapeutic responses. Also developing support and response systems (e.g. supported study)				Therapeutic Thinking work continues, and BUR has recently delivered trust wide training in this regard. New CLA Champion appointed following promotion of previous CLA Champion. Has already started to develop this and is doing more advocacy and morning work with these students. Designated LAC TA helps support these students, and priorities them. Strong working relationship with the VS. Training is in place for new LAC champion, and a 'aspiration' building trip to Reading University is in the process of being developed for both LAC and DA students. Staff training has taken place on raising awareness of LAC students, and 'laser sharp' briefings have also highlighted	
Commission appropriate external support to provide those PP students with the most complex behaviour, appropriate support to enable them to access learning and achieve					

				specific pupils and strategies, alongside collective LAC information sharing. Many have also been given the opportunity to attend ACE's training at the Trust conference day.	
Objective 9 –make wraparound provision to support access, attendance and achievement (Barriers E, K, L)					
Afterschool Homework club is resourced five day a week for 1 hour	Homework can be difficult for some PP students to complete (lack of space or facilities). Additionally, Homework club offers support	High proportion of attendance/usage from students who are PP (attendance lists)	BUR	Homework Club continues to be a popular after school activity and is run and attended by sixth formers from MES (in addition to TAs)	
Breakfast club is provided. (termly fee can be funded from personal budgets)	To avoid some students starting the day hungry – has had a positive impact on learning and behaviour for those attending (PP majority)			Breakfast Club continues to be popular with mostly DA students. Books and magazines are available for the students to borrow.	
Objective 10 To cater for the emotional wider needs of PP students, so that they are able to fully engage with their education (Barriers D,E,H,L)					
Timely and effective intervention from Inclusion team (including ELSA)	EEF identify impact of social and emotional learning (+4 months)	Mentoring records evidence PP student engagement Referral records evidence PP student engagement	BUR	As stated in objective 8	
MHFA support offered to PP students and further signposting for mental health support services.	Higher prevalence of MH issues within disadvantaged families https://www.mentalhealth.org.uk/statistics/mental-health-statistics-poverty			Signposting in the process of being created for parents, students to be added to the school website and behind toilet doors. Sharing of key resources for all pastoral staff.	

Final results data for KS2/GCSE comparing DA with non-DA.

All data used is from August 2020.

Year 11 Data

GCSE Results Data – Comparison Headline Measures

	Gr4+ Eng		Gr5+ Eng		Gr4+ Ma		Gr5+ Ma		Gr4+ Eng&Ma		Gr5+ Eng&Ma		x2 Gr5+ Science		Gr5+ MFL	
	Result	DCP3	Result	DCP3	Result	DCP3	Result	DCP3	Result	DCP3	Result	DCP3	Result	DCP3	Result	DCP3
All	82%	76%	63%	59%	89%	81%	71%	69%	80%	72%	59%	56%	63%	66%	58%	53%
Male	74%	64%	51%	51%	86%	75%	68%	66%	70%	59%	49%	49%	59%	59%	52%	46%
Female	90%	88%	75%	68%	91%	87%	74%	73%	89%	84%	69%	63%	66%	73%	64%	59%
Gap	16%	23%	25%	17%	5%	12%	6%	8%	19%	26%	19%	14%	7%	15%	12%	13%
DA	64%	61%	49%	43%	80%	63%	53%	50%	64%	54%	49%	41%	51%	48%	50%	42%
Not DA	88%	82%	68%	65%	92%	87%	77%	76%	85%	78%	63%	62%	66%	73%	61%	56%
Gap	23%	21%	19%	21%	12%	24%	24%	26%	20%	24%	14%	21%	15%	25%	11%	15%
FSM	65%	61%	48%	44%	80%	61%	50%	46%	65%	54%	48%	41%	50%	49%	45%	41%
LAP	26%	11%	11%	5%	42%	16%	5%	5%	16%	11%	5%	5%	18%	11%	100%	100%
MAP	83%	82%	51%	48%	89%	78%	64%	62%	81%	71%	46%	42%	44%	54%	33%	29%
HAP	96%	96%	90%	91%	100%	100%	99%	99%	96%	96%	90%	91%	93%	97%	77%	72%
EAL	83%	77%	68%	63%	90%	85%	76%	74%	81%	74%	65%	60%	65%	68%	60%	59%
SEN E	50%	50%	0%	0%	50%	50%	50%	50%	50%	50%	0%	0%	50%	0%		
SEN K	65%	63%	40%	37%	65%	53%	35%	32%	55%	47%	30%	26%	33%	42%	0%	0%
No SEN	84%	78%	67%	63%	92%	85%	76%	74%	83%	75%	64%	61%	66%	70%	63%	57%

Attainment PG

	Cohort	KS2 APS	Gr4+ Eng	Gr5+ Eng	Gr4+ Ma	Gr5+ Ma	Gr4+ Eng&Ma	Gr5+ Eng&Ma	x2 Gr5+ Science	Gr5+ MFL	Gr5+ Hums	Ebacc	Entered Ebacc
All	100%	28.33	82%	63%	89%	71%	80%	59%	63%	58%	68%	35%	66%
Male	49%	28.42	74%	51%	86%	68%	70%	49%	59%	52%	61%	28%	60%
Female	51%	28.25	90%	75%	91%	74%	89%	69%	66%	64%	75%	42%	73%
Gap	1%	0.17	16%	25%	5%	6%	19%	19%	7%	12%	14%	14%	13%
DA	26%	27.24	64%	49%	80%	53%	64%	49%	51%	50%	63%	27%	53%
Not DA	74%	28.76	88%	68%	92%	77%	85%	63%	66%	61%	70%	37%	71%
Gap	49%	1.52	23%	19%	12%	24%	20%	14%	15%	11%	6%	11%	18%
FSM	23%	26.93	65%	48%	80%	50%	65%	48%	50%	45%	64%	25%	55%
LAP	11%	19.13	26%	11%	42%	5%	16%	5%	18%	100%	18%	0%	5%
MAP	41%	27.35	83%	51%	89%	64%	81%	46%	44%	33%	52%	14%	58%
HAP	40%	31.84	96%	90%	100%	99%	96%	90%	93%	77%	93%	69%	93%
EAL	64%	28.23	83%	68%	90%	76%	81%	65%	65%	60%	68%	38%	69%
SEN E	1%	0.00	50%	0%	50%	50%	50%	0%	50%	0%	0%	0%	0%
SEN K	11%	26.25	65%	40%	65%	35%	55%	30%	33%	0%	53%	0%	40%
No SEN	88%	28.73	84%	67%	92%	76%	83%	64%	66%	63%	70%	40%	71%

Value Added-Progress Indicators

Value Added Indicators	Best 8	Eng	Ma	Ebacc	Open	Sci	Hums	MFL	Av Ebacc
All	0.95	0.32	1.18	1.24	0.93	1.57	1.19	0.63	5.17
Male	0.60	-0.13	1.04	0.97	0.42	1.33	0.88	0.15	4.88
Female	1.32	0.81	1.32	1.52	1.46	1.82	1.52	1.04	5.45
Gap	0.72	0.93	0.27	0.56	1.04	0.49	0.63	0.89	0.57
DA	0.46	-0.24	0.91	0.75	0.34	1.16	0.67	-0.13	4.33
Not DA	1.14	0.54	1.28	1.43	1.15	1.72	1.38	0.85	5.45
Gap	0.67	0.79	0.37	0.67	0.81	0.56	0.71	0.98	1.13
FSM	0.54	-0.12	0.91	0.80	0.45	1.18	0.83	-0.19	4.31
LAP	0.48	0.13	0.84	0.63	0.33	1.15	0.92	1.69	2.22
MAP	0.86	0.12	1.24	1.21	0.77	1.27	1.11	0.02	4.34
HAP	1.16	0.59	1.20	1.43	1.25	1.98	1.31	1.01	6.83
EAL	1.15	0.52	1.36	1.39	1.17	1.69	1.32	0.87	5.38
SEN E	0.17	-0.52	0.87	0.56	0.00	0.00	0.00		2.25
SEN K	0.11	-0.29	0.16	0.38	0.07	0.88	1.00	-0.97	3.42
No SEN	1.07	0.42	1.32	1.36	1.06	1.66	1.22	0.76	5.43

- Majority of results are above national averages in the headlines
- Most subjects have exceeded their targets for 9-4.
- Disadvantaged gaps in Humanities is low
- Over half of catch up students achieved 4+ in maths and nearly half in English
- Gap between disadvantaged and non-disadvantaged across the board in both headlines and progress indicators

Years 7 – 10

Foundation

- Year 7 55 DA students
- Year 8 56 DA students

Key Stage 4

- Year 9 – 52 DA students
- Year 10 – 47 DA student
- Year 11 – 47 DA students

Context – Key Stage 4

	Year 9		Year 10		Year 11	
ALL		180		174		179
M	54%	98	53%	93	50%	89
F	46%	82	47%	81	50%	90
DA	29%	52	27%	47	26%	47
FSM	14%	26	18%	31	13%	24

Medical	13%	23	10%	18	9%	17
Service	0%	0	1%	1	1%	1
LAC	1%	1	2%	4	0%	0
EAL	65%	117	68%	119	64%	115
SEN E	1%	2	0%	0	1%	2
SEN (K)	10%	18	16%	28	11%	20

Comparison Headline Measures

	Gr4+ Eng		Gr5+ Eng		Gr4+ Ma		Gr5+ Ma		Gr4+ Eng&Ma		Gr5+ Eng&Ma		x2 Gr5+ Science		Gr5+ MFL	
	DCP2	DCP1	DCP2	DCP1	DCP2	DCP1	DCP2	DCP1	DCP2	DCP1	DCP2	DCP1	DCP2	DCP1	DCP2	DCP1
All	85%	84%	64%	66%	85%	96%	69%	74%	80%	82%	58%	61%	62%	60%	54%	83%
Male	81%	77%	53%	57%	82%	97%	66%	71%	75%	77%	51%	53%	61%	56%	48%	80%
Female	89%	91%	77%	77%	88%	95%	73%	78%	85%	88%	67%	70%	64%	65%	60%	86%
Gap	8%	14%	24%	20%	6%	2%	7%	7%	11%	10%	17%	18%	3%	9%	12%	6%
DA	83%	77%	53%	53%	74%	94%	60%	62%	70%	72%	49%	51%	55%	51%	52%	84%
Not DA	85%	87%	68%	71%	88%	97%	73%	79%	83%	86%	62%	65%	65%	64%	55%	83%
Gap	2%	10%	15%	18%	14%	3%	14%	17%	13%	13%	13%	14%	10%	13%	3%	1%
FSM	87%	82%	55%	56%	71%	95%	55%	59%	71%	77%	50%	54%	53%	54%	50%	86%
LAP	73%	70%	36%	39%	71%	93%	43%	51%	61%	67%	29%	32%	32%	27%	20%	56%
MAP	97%	95%	78%	76%	95%	100%	78%	83%	95%	95%	69%	69%	75%	72%	50%	91%
HAP	100%	100%	95%	97%	100%	100%	100%	100%	100%	100%	95%	97%	95%	95%	78%	95%
EAL	85%	84%	66%	68%	86%	97%	75%	78%	81%	83%	62%	63%	64%	63%	51%	79%
SEN E																
SEN K	64%	61%	32%	32%	54%	89%	29%	32%	46%	57%	21%	25%	29%	29%	29%	43%
No SEN	89%	88%	70%	73%	91%	97%	77%	82%	86%	87%	65%	68%	69%	67%	56%	86%

Attainment

	Cohort	KS2 APS	Gr4+ Eng	Gr5+ Eng	Gr4+ Ma	Gr5+ Ma	Gr4+ Eng&Ma	Gr5+ Eng&Ma	x2 Gr5+ Science	Gr5+ MFL	Gr5+ Hums	Ebacc	Entered Ebacc
All	100%	26.89	85%	64%	85%	69%	80%	58%	62%	54%	68%	28%	52%
Male	54%	26.72	81%	53%	82%	66%	75%	51%	61%	48%	66%	21%	45%
Female	46%	27.07	89%	77%	88%	73%	85%	67%	64%	60%	71%	37%	60%
Gap	7%	0.35	8%	24%	6%	7%	11%	17%	3%	12%	5%	16%	14%
DA	27%	25.97	83%	53%	74%	60%	70%	49%	55%	52%	60%	28%	53%
Not DA	73%	27.26	85%	68%	88%	73%	83%	62%	65%	55%	72%	28%	52%
Gap	47%	1.29	2%	15%	14%	14%		13%	10%	3%	12%	1%	2%
FSM	21%	26.23	87%	55%	71%	55%	71%	50%	53%	50%	57%	26%	53%
LAP	32%	21.32	73%	36%	71%	43%	61%	29%	32%	20%	37%	4%	27%
MAP	33%	28.26	97%	78%	95%	78%	95%	69%	75%	50%	78%	27%	58%
HAP	22%	32.80	100%	95%	100%	100%	100%	95%	95%	78%	97%	74%	95%
EAL	69%	26.92	85%	66%	86%	75%	81%	62%	64%	51%	73%	27%	53%

SEN E	0%												
SEN K	16%	21.75	64%	32%	54%	29%	46%	21%	29%	29%	39%	7%	25%
No SEN	84%	27.98	89%	70%	91%	77%	86%	65%	69%	56%	73%	32%	57%

Value Added-Progress Indicators

	Best 8	Eng	Ma	Ebacc	Open	Sci	Hums	MFL	Av Ebacc
All	1.47	0.85	1.90	1.49	1.63	1.44	1.93	0.68	4.86
Male	1.29	0.57	1.93	1.41	1.27	1.40	1.73	0.49	4.55
Female	1.67	1.15	1.86	1.57	2.03	1.48	2.15	0.83	5.23
Gap	0.39	0.58	0.08	0.17	0.76	0.08	0.42	0.34	0.67
DA	1.11	0.61	1.58	1.01	1.34	0.92	1.45	0.42	4.47
Not DA	1.62	0.95	2.02	1.68	1.75	1.65	2.12	0.78	5.01
Gap	0.51	0.34	0.45	0.67	0.42	0.73	0.67	0.35	0.53
FSM	1.03	0.58	1.41	0.88	1.28	0.82	1.29	0.14	4.47
LAP	1.61	1.01	2.36	1.58	1.69	1.48	1.68	0.38	3.47
MAP	1.65	0.89	1.91	1.84	1.78	1.66	2.34	1.10	5.22
HAP	1.00	0.55	1.24	0.82	1.32	1.06	1.64	0.41	7.02
EAL	1.65	0.96	2.14	1.70	1.77	1.67	2.18	0.78	4.97
SEN E									
SEN K	1.11	0.81	1.54	0.87	1.52	0.79	1.25	-0.59	3.28
No SEN	1.55	0.86	1.96	1.62	1.66	1.58	2.05	0.77	5.16

- Predictions in DCP2 show similar results to those in 2020 results across the headline measures apart from Maths that is slightly down.
- The gap has been narrowed between DA and Not DA in those achieving the Ebacc
- Over 50% currently exceeding their flight paths in core subjects from those eligible for catch up
- Progress indicator for MFL shows a smaller gap between DA and Not DA than in 2020 results
- Progress indicators show the gap has widened between DA and not DA in Maths and science compared to 2020 results

Year 9

Comparison Headline Measures

	Gr4+ Eng		Gr5+ Eng		Gr4+ Ma		Gr5+ Ma		Gr4+ Eng&Ma		Gr5+ Eng&Ma		x2 Gr5+ Science		Gr5+ MFL	
	DCP 2	DCP 1	DCP 2	DCP 1	DCP 2	DCP 1	DCP 2	DCP 1	DCP 2	DCP 1	DCP 2	DCP 1	DCP 2	DCP 1	DCP 2	DCP 1
All	86%	87%	69%	72%	96%	98%	87%	89%	85%	86%	66%	69%	75%	77%	83%	94%
Male	80%	82%	60%	63%	94%	98%	84%	90%	79%	82%	57%	62%	75%	75%	88%	93%
Female	93%	93%	80%	81%	98%	98%	90%	89%	93%	91%	76%	78%	75%	79%	78%	94%
Gap	13%	11%	20%	18%	4%	0%	6%	1%	14%	10%	19%	16%	0%	4%	10%	1%
DA	86%	84%	66%	65%	100%	98%	78%	82%	86%	82%	60%	61%	64%	73%	68%	90%
Not DA	85%	88%	70%	74%	94%	98%	90%	92%	85%	88%	68%	73%	79%	79%	86%	95%
Gap	1%	3%	4%	10%	6%	0%	12%	10%	1%	5%	8%	12%	15%	6%	18%	4%
FSM	89%	87%	68%	67%	100%	97%	76%	79%	89%	85%	61%	62%	61%	67%	71%	88%
LAP	76%		46%		93%		67%		74%		35%		48%		51%	
MAP	92%		81%		100%		99%		92%		80%		86%		96%	
HAP	97%		95%		100%		100%		97%		95%		100%		100%	
EAL	86%	87%	66%	68%	96%	98%	86%	89%	85%	87%	61%	65%	70%	72%	81%	94%
SEN E	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
SEN K	75%	78%	50%	56%	94%	100%	75%	78%	75%	78%	50%	56%	63%	78%	100%	100%
No SEN	87%	88%	71%	74%	96%	98%	88%	91%	87%	88%	67%	71%	77%	77%	82%	93%

Attainment

	Cohort	Gr4+ Eng	Gr5+ Eng	Gr4+ Ma	Gr5+ Ma	Gr4+ Eng&Ma	Gr5+ Eng&Ma	x2 Gr5+ Science	Gr5+ MFL	Gr5+ Hums	Ebacc	Entered for Ebacc
All	100%	86%	69%	96%	87%	85%	66%	75%	83%	82%	37%	52%
Male	56%	80%	60%	94%	84%	79%	57%	75%	88%	74%	32%	42%
Female	44%	93%	80%	98%	90%	93%	76%	75%	78%	91%	43%	64%
Gap	11%	13%	20%	4%	6%	14%	19%	0%	10%	17%	11%	22%
DA	28%	86%	66%	100%	78%	86%	60%	64%	68%	78%	24%	38%
Not DA	72%	85%	70%	94%	90%	85%	68%	79%	86%	83%	42%	57%
Gap	44%	1%	4%	6%	12%	1%	8%	15%	18%	5%	18%	19%
FSM	21%	89%	68%	100%	76%	89%	61%	61%	71%	76%	24%	37%
LAP	26%	76%	46%	93%	67%	74%	35%	48%	64%	51%	11%	24%
MAP	41%	92%	81%	100%	99%	92%	80%	86%	82%	96%	35%	51%
HAP	21%	97%	95%	100%	100%	97%	95%	100%	94%	100%	84%	95%
EAL	66%	86%	66%	96%	86%	85%	61%	70%	81%	81%	35%	53%
SEN E	1%	0%	0%	0%	0%	0%	0%	0%			0%	0%
SEN K	9%	75%	50%	94%	75%	75%	50%	63%	100%	69%	19%	19%
No SEN	91%	87%	71%	96%	88%	87%	67%	77%	82%	83%	39%	55%

Value Added-Progress Indicators

	Best 8	Eng	Ma	Ebacc	Open	Sci	Hums	MFL	Av Ebacc
All	1.64	0.74	2.10	1.62	1.97	1.36	2.27	1.18	5.14
Male	1.33	0.36	1.91	1.37	1.55	1.28	1.91	0.75	4.95
Female	2.04	1.22	2.33	1.93	2.49	1.46	2.72	1.58	5.37
Gap	0.70	0.86	0.42	0.55	0.93	0.18	0.81	0.83	0.42
DA	1.71	0.94	2.02	1.58	2.14	1.20	2.27	1.07	4.77
Not DA	1.62	0.66	2.13	1.63	1.89	1.43	2.27	1.21	5.28
Gap	0.09	0.28	0.12	0.06	0.25	0.23	0.00	0.14	0.50
FSM	1.84	1.17	2.15	1.66	2.24	1.28	2.33	1.30	4.84
LAP	2.08	1.02	2.64	2.20	2.29	1.88	2.30	1.71	3.95
MAP	1.87	0.90	2.38	1.81	2.25	1.42	2.58	1.68	5.36
HAP	0.68	0.09	0.91	0.55	1.04	0.62	1.62	0.49	7.02
EAL	1.74	0.75	2.29	1.69	2.07	1.41	2.34	1.22	5.07
SEN E									0.50
SEN K	1.42	0.22	1.93	1.62	1.67	1.49	2.14	1.17	4.72
No SEN	1.67	0.80	2.12	1.62	2.00	1.35	2.28	1.18	5.21

- Over 50% currently exceeding flightpath in core subjects from those eligible for catch up.
- Gaps have narrowed between DA and Not DA across the progress indicators
- Predictions for 4+ in Maths high
- Predictions in Headlines measures are high across the board
- Progress indicators very high

Foundation Students

- Year 7 and Year 8 both show that students are making progress in line with that of other subjects. The disadvantage gap is either minimal, or in some cases DA students are attaining higher than those who are not DA.