

Pupil Premium Strategy Statement



1. Summary information					
School	Heanor Gate Science College				
Academic Year	18/19	Total PP budget	£286,520	Date of most recent PP Review	Oct 18
Total number of pupils	1087 (Y7-11)	Number of pupils eligible for PP	294	Date for next internal review of this strategy	Oct 19

2. Current attainment			
	Pupils eligible for PP (your school) 2018	Pupils eligible for PP (your school) 2017	Pupils not eligible for PP (national average)
% achieving 9-4 in English and Mathematics	52%	33%	63%
% achieving 9-5 in English and Mathematics	33%	21%	42%
Progress 8 score average	-0.14	-0.41	0
Attainment 8 score average	44	41.19	45

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	Students start secondary school with lower than average attainment in English and mathematics
B.	Lack of motivation and aspiration for some disadvantaged Higher Prior Attainers (HPA) results in insufficient progress across KS3 and 4
C.	Progress of Low Prior Attainers (LPA) is good, but due to low starting points, their attainment needs to be improved to meet at least age related expectations.
D.	Boys progress is lower than that of girls at both KS3 and 4

External barriers

E.	Despite improvements in the overall attendance of disadvantaged students, there remains high levels of persistent absence meaning too many disadvantaged students are not accessing high quality education in school, particularly in current years 10 and 11
F.	Although improving, proportionally less parents engage with school initiatives (i.e. parent consultation evenings), meaning parents are less informed in how to support out of school learning
G.	There is low educational aspiration for a large proportion of disadvantaged students
H.	Lack of resources to positively impact out of lesson learning

4. Desired outcomes		Success criteria
A.	Continue to diminish the overall difference between disadvantaged student and non-disadvantaged student attainment and progress.	<ul style="list-style-type: none"> Disadvantaged students achieve in line with national averages for non-disadvantaged students in relation to progress and attainment figures. There is no in school gap between disadvantaged students attainment in 9-5 English and 9-4 maths The P8 score of disadvantaged students is zero or better The improved achievement of disadvantaged students is driven up from all teams within the school – both faculty and pastoral
B.	Improve progress in History, Geography, English Language, English Literature and maths.	<ul style="list-style-type: none"> Progress figures for these subjects are rapidly improved to at least a progress score of zero and – aspirationally - meets national non-disadvantaged national progress levels.
C.	HPA students demonstrate increased aspiration and desire to improve academic outcomes	<ul style="list-style-type: none"> Progress data is showing improvements for HPA students until it is at least in line with non-disadvantaged HPA students nationally Student voice shows the number of HPA disadvantaged students planning to attend higher education is increasing and is in line with non-disadvantaged students
D.	Boys progress to improve so that it is in line with that of girls	<ul style="list-style-type: none"> Boys progress to match that of girls at KS3 and KS4 Exclusion rates are reduced to the levels of non-disadvantaged students
E.	Specific focus on improving attainment for LPA disadvantaged students	<ul style="list-style-type: none"> QA process demonstrates this cohort in each year are making more rapid progress so attainment differences between them and average national NPP are diminished
F.	Continue to improve the average attendance in all year groups for the disadvantaged cohort and reduce the level of PA for disadvantaged cohort	<ul style="list-style-type: none"> Attendance of disadvantaged students to be at least in line with national averages Levels of attendance for year 10 and 11 disadvantaged students will be no higher than non-disadvantaged students in these year groups Levels of persistent absence for year 10 and 11 disadvantaged students will be no higher than non-disadvantaged students in these year groups
G.	Improve parental engagement with parents/carers of disadvantaged students	<ul style="list-style-type: none"> Disadvantaged parent attendance at parents events is in line with that of non-disadvantaged parents There are constrictive relationships, that address barriers to learning, between leaders and parents in respect of individual DP students who are underachieving
H.	Students have higher aspirations for further study, training or apprenticeship route	<ul style="list-style-type: none"> 100% of disadvantaged students remain in full time education, apprenticeships or employer-based training after Y11. QA processes including student voice, demonstrate students are positive about their education both now and at their next key stage Alumni figures show that the number of disadvantaged students attending university is increasing and is at least in line with national averages
I.	Students are able to flourish with their learning outside of normal lessons (consolidation)	<ul style="list-style-type: none"> Work scrutiny show disadvantaged student learning outside of the classroom (consolidation) is comparable to that of non-disadvantaged students of similar abilities

5. Planned expenditure					
Academic year		2018/19			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Continue to diminish the overall difference between disadvantaged student and non-disadvantaged student attainment and progress.	Regular timetabled faculty meetings and whole school CPD events to focus on disadvantaged students	Improving teacher feedback - and in particular the appropriateness of feedback - is EEF number one most effective impact.	Monitor CPD sessions to ensure they are high quality and then look for evidence through QA processes. Differentiated sessions for classroom teachers and CTLs on raising disadvantaged attainment through targeted teacher feedback.	SFP and middle leaders	Mar 2019 Full review in September 2019
	Create additional groups in years 10 and 11, to positively set disadvantaged students and create small groups for tuition.	Reducing class sizes, sometimes leading to small group tuition (particularly for LPAs) has shown to be highly effective in terms of rapid gains (EEF toolkit).	Timetable re-written for this to take place. QA focus on these groups	DMH to oversee timetable changes, CTLs to monitor.	Mid-year review in Feb 2019 Full review in September 2019
	Each faculty has a separate disadvantaged budget to be used to focus on improving the outcomes for disadvantaged students	Faculties are the best placed to deliver high quality first teaching and intervention for disadvantaged students and this has been shown to have the greatest impact in terms of outcomes (Ofsted, 2016).	SLT reviews with CTL line leads. QA including typicality walks and student voice	CTLs	Mid-year review in Feb 2019. Full review in September 2019
	Disadvantaged students will be the focus of weekly learning walks/typicality walks by CTLs/ALs ensuring they are making rapid progress.	Faculties are the best placed to deliver high quality first teaching and intervention for disadvantaged students and this has been shown to have the greatest impact in terms of outcomes (Ofsted, 2016).	SLT reviews with CTL line leads.	CTL/TLR holders	Mid-year review in Feb 2019. Full review in September 2019
	Implementation of Learn to Learn metacognition strategies across all year groups.	EEF rated metacognition a high impact strategy based on extensive evidence.	Strategies shared with teachers during INSET and faculty meetings. Evidence of Learn to Learn strategies being used by students in learning walks.	SFP/KW	Review in May 2018
	Teachers use their knowledge of their disadvantaged students to support their progress through quality first teaching and classroom	Quality first teaching was identified as one of the foundations of the improvements seen with last year's Y11 cohort.	Tracking of DA cohort across all year groups. QA through regular faculty and year group QA of assessment data.	SFP supported by CTLs/ALs	Mid-year review in Feb 2018. Full review in September 2018

	(wave 1) interventions.				
B. Improve progress in History, Geography, English Language, English Literature and maths.	Science teachers to share good practise as an EBACC faculty with highest performing DA students.	As a consistently high performing faculty – including progress of disadvantaged students – science performance was a key factor in last year’s improvements in disadvantaged student progress.	Feedback from INSET session and QA from learning walks in April.	GAH (CTL of science) supported by SFP.	Review in April 2019
	CTLs and teachers are held accountable for their disadvantaged student progress through weekly RAG meetings and half-termly data reviews.	Wave 1 interventions – especially individualised feedback – is identified by EEF as a high impact strategy. CTL/Teacher accountability is designed to improve the effectiveness of this.	Evidence – from faculty meetings/minutes – that departments have regular discussions to develop and share good practise, as well as challenge failure, with regard to improving disadvantaged student progress.	SFP supported by CTLs/ALs	Mid-year review in Feb 2018. Full review in September 2018
I. Students are able to flourish with their learning outside of normal lessons (consolidation)	Timetabled after school lessons for ks3 and 4 students to enhance learning taking place during the regular school day	Small group tuition has been shown to have clear impact by EEF research, particularly when combined with collaborative learning, mastery learning and metacognition strategies.	QA of after school sessions by SLT/CTLs	ASY timetabling and CTLs/teachers	Mid-year review in Feb 2019. Full review in September 2019
Total budgeted cost					£143,260

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Continue to diminish the overall difference between disadvantaged student and non-disadvantaged student attainment and progress.	Use Disadvantaged Calculator/profiling of disadvantaged students to identify where and what students need to improve upon.	By a more targeted approach resources can be more precisely directed.	The Disadvantaged calculator will be shared with and used by all faculties so that there is a consistent approach. This will be evaluated through QA of students prioritised for intervention.	SLT/CTLs	Mid-year review in Feb 2019. Full review in September 2019
	Continue targeted use of LPAs at faculty level to intervene with disadvantaged students. CTLs to direct their LPAs in order to have the greatest impact on disadvantaged outcomes	EEF evidence the positive impact of teaching assistance used with direct targeted approach.	Use of tracking data by class teachers and faculty leaders to look at impact between assessment points.	CTLs/LPAs	Mid-year review in Feb 2019. Full review in September 2019
	Focus groups of disadvantaged students identified by Achievement Leaders for each year group.	Evidence from 2017/18 Progress 8 Maximisers focus group showed significant improvements in progress versus other disadvantaged students.	Reviews during Achievement Team meetings. Regular agenda item to share successes and good practice.	SFP/ALs	Mid-year review in Feb 2019. Full review in September 2019
	Additional faculty budgets ring-fenced for disadvantaged students.	Faculties are the best placed to deliver high quality first teaching and intervention for disadvantaged students and this has been shown to have the greatest impact in terms of outcomes (Ofsted, 2016).	Review of impact for Y11 students before rolling out to other year groups.	SFP/KW CTLs	Y11 review march 2019. Full review in September 2019
C. HPA students demonstrate increased aspiration and desire to improve academic outcomes	All Disadvantaged HPA invited/encouraged to participate in the Brilliant Club, Y8 Graduation process and other aspirational schemes	EEF evidence has demonstrated the effectiveness of targeted feedback specific to individual students	Review of aspirations within year group through pupil voice and QA of the interventions by ALs/tutors.	ALs/Tutors/A GM	Mid-year review in Feb 2019. Full review in September 2019
	Develop mentoring scheme for disadvantaged HPA in main school with sixth form role models to develop ambition to attend universities.	Peer tutoring has been shown by EEF to have positive impact on both students and peer-mentors.	QA through student voice around aspirations/pathways. Destinations data shows increasing numbers of disadvantaged students attending sixth form and university	ALs	Mid-year review in Feb 2019. Full review in September 2019
	Disadvantaged students receive targeted intervention during school and through extra-curricular activities	Small group tuition has been shown to have clear impact by EEF research, particularly when combined with collaborative learning, mastery learning and metacognition strategies.	QA of intervention sessions by SLT/CTLs	CTLs/ALs	Mid-year review in Feb 2019. Full review in September 2019

E. Specific focus on improving attainment for LPA disadvantaged students and progress of MPA students in English and Maths.	Current FSM students will form the majority of students identified for interventions	P8M project from 2017/18 has provided a successful blueprint for raising progress in 2018/19 and onwards.	Review intervention groups and sessions through typicality walks as well as student voice. Data collection should show impact of interventions.	CTLs/ALS	Mid-year review in Feb 2019. Full review in September 2019
	1-2-1 tuition for students who are not making desired progress in English/mathematics	Disadvantaged students who attended maths/English sessions made comparatively better progress than students who did not	Weekly RAG meetings and data collection should show impact of interventions. Evaluate participating student progress weekly.	DH/CTLs	Review at least each half term.
	Review of transition processes from KS2 – KS3 so academic data is more accurate.	Teaching and learning is improved through more accurate early school years intervention	Progress of year 7 students is closely monitored and shown to improve compared to previous year 7 cohort.	Y7 AL	Mid-year review in Feb 2019. Full review in September 2019
	Improvement of KS3 assessment processes in order to obtain more reliable data	Resulting in better targeted early interventions	Work with CTLs and TLR holders to restructure KS3 assessment so it is more rigorous.	CTLs/TLR holders SFP/LH	Mid-year review in Feb 2019. Full review in September 2019
	Learning and Progress Assistants at faculty level are used appropriately to ensure disadvantaged students are making rapid progress	EEF evidence the positive impact of teaching assistants used with direct targeted approach.	QA through learning walks and lesson observations. Improvements in progress of students identified.	CTLs/Line managers	Mid-year review in Feb 2019. Full review in September 2019
G. Improve parental engagement with parents/carers of disadvantaged students	Positive relationships are built with parents during the transition from KS2 to 3 through Y6 Meet and Greet sessions for hard-to-reach families.	Evidence from last year's P8M and Y11 events, as well as evidence from the EEF, show the importance of parental engagement.	Attendance at parent transition events is evaluated.	Transition coordinator /SFP	Full review of 2017/18 transition process in September 2018.
	Parents are targeted to attend parents evenings with pro-active phone calls taking place	Evidence from last year's P8M and Y11 events, as well as evidence from the EEF, show the importance of parental engagement.	Attendance at parent evenings and other parent events – e.g. Welcome to HGSC and Y9 Pathways events – is monitored and evaluated.	ALS	Review after each parent event. Full review in September 2019
	ALS/AALs to conduct phone calls, meetings and home visits as and when required for difficult to reach families	There has been significant success in school with small group sessions run for SEND students with positive parent feedback. We would like the same for difficult to reach parents of disadvantaged students.	Review of disadvantaged students contacted by ALS/teachers following each parent event at subsequent Achievement Team meetings.	ALS/SFP	Mid-year review in Feb 2019. Full review in September 2019
Total budgeted cost					£85,306

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
F. Continue to improve the average attendance in all year groups for the disadvantaged cohort and reduce the level of PA for disadvantaged cohort	Focus on disadvantaged students in all ks3 and 4 Year groups, making it an agenda item in all AL meetings.	Raising the profile of this issue has demonstrated continued success throughout 2017/18.	AL's weekly agenda items that will be discussed and actioned.	SFP/ALS	Review following every attendance cycle (each half term). Full review in September 2019
	Breakfast Reading Club for all disadvantaged students	Encouraging students into school with breakfast will mean students will have a positive start to the day.	Central location that will be supported with key members of staff.	BB/LPAs	Mid-year review in Feb 2019. Full review in September 2019
	Continue the PA attendance Focus Groups for groups of students with attendance concerns identified following each attendance cycle.	Improving attendance means students will have greater access to quality first teaching and therefore increased chance of academic success. Disadvantaged student persistent absence was improved considerably in 2017/18 with clear evidence that the focus group attendance showed more rapid improvement than other students	Attendance checkpoints QA data and review impact of interventions. Each AL to identify and record their Focus Group students so outcomes can be evaluated and successes shared at AL meetings.	SPF/ALS	Review following every attendance cycle (each half term) Full review in September 2019
	Provide a small budget for disadvantaged students for whom we identify uniform/equipment as a barrier to attendance.	Removing uniform/equipment barriers means we can support attendance for some whilst identifying other potential causes of absence for others.	Reception are to facilitate and monitor equipment/uniform provided.	SFP/ALS Reception staff	Review following every attendance cycle (each half term) Full review in September 2019
	Regular attendance checkpoints are completed by ALs which inform progress towards goals and interventions.	Following implementation of checkpoints last year disadvantaged attendance improved significantly on the previous year	AL's weekly agenda items that will be discussed and actioned.	SFP/ALS	Review following every attendance cycle (each half term) Full review in September 2019
	Attendance panels with the EWO are regular and target persistently absent students.	Attendance panels were highly effective for the vast majority of participant families in 2017/18 aiding in the significant lowering of persistent absence.	Regular attendance data reviews by Attendance Data Manager and review by Attendance Lead.	GC/SFP	Review following every attendance cycle (each half term) Full review in September 2019
	Every student will receive career advice/interviews and there is evidence of a coherent plan for disadvantaged students	Disadvantaged students are given priority for careers interviews so early interventions can occur where a lack of aspiration is evident and relevant support provided.	Line management meetings with CAEIG lead	ES/MTJ	Mid-year review in Feb 2019. Full review in September 2019
	H. Students have aspirations for further study, training or apprenticeship route	Unifrog software is rolled out to all year groups with a focus on monitoring the engagement of disadvantaged students – particularly current	Beginning conversations about futures and pathways earlier so that opportunities are identified sooner and students causing concern can have targeted support.	Analysis of Unifrog completion by students	Tutors/ALS

	FSM pupils and other underachieving DP students				
	Inspire HPA PP students through university visits, guest speakers and both inter-school and extra-school competitions	Evidence from last year showed that this dramatically raised the aspirations of students.	Student voice to assess aspirations Destinations data	SFP	Mid-year review in Feb 2019. Full review in September 2019
	Breakfast clubs established for students who require a place to study before school	These support some of our most vulnerable students and provide nutrition as well as an opportunity for small group support.	CTLs to review breakfast club attendance and impact.	CTLs/SFP	Mid-year review in Feb 2019. Full review in September 2019
I. Students are able to flourish with their learning outside of normal lessons (consolidation)	Spaces provided after school for revision/homework with sixth form tutors to support	Homework and peer mentoring have been shown to have positive impact on disadvantaged student progress by EEF.	Librarian to monitor attendance of students. Work scrutiny of homework quality	DT/SFP	Mid-year review in Feb 2019. Full review in September 2019
	Equipment, including revision guides and calculators are available for disadvantaged students – particularly current FSM students	Frequency of FSM students without full equipment is higher than non-FSM students.	Records of equipment checks by tutors cross-referenced with current FSM lists to target correct students.	ALs/Tutors	Mid-year review in Feb 2019. Full review in September 2019
Total budgeted cost					£57,304

Previous Academic Year			
Desired outcome	Action/approach	Estimated impact:	Lessons learned
A. Students make more rapid progress in English and mathematics in all years	Create additional groups in years 10 and 11, to positively set disadvantaged students and create small groups for tuition.	Gap between disadvantaged students and national non-disadvantaged diminished over the academic year. Progress in English and maths demonstrating more rapid progress for disadvantaged students, when compared to non-disadvantaged students.	There were rapid increases in both English and maths, and with the number of students who achieved a grade 4+ (increase of 23%) and grade 5+ (increase of 13%), when compared to the previous academic year. The structure has been reviewed and we have now taken the approach of positively setting disadvantaged students to ensure that their outcomes are maximised in the core subjects. This decision has been taken, as although progress in these subjects has improved to be closer to the national non-disadvantaged figure, the school non-disadvantaged cohort made even more progress.
	Use APP/QLA/profiling of disadvantaged students to identify where and what students need to improve upon.	<ul style="list-style-type: none"> Data is now used more regularly and effectively to identify disadvantaged students who would benefit most from interventions. Intervention processes for disadvantaged students have been set up for all year groups. Y11 attainment figures have drastically improved for disadvantaged. CVA Progress 8 score for disadvantaged students improved from 0.07 to 0.3. 	Interventions for disadvantaged students in years 7-10 should implement lessons learnt from the P8M programme in Y11 which demonstrated progress above that of other students.
	Focus on Quality First Teaching and use CPD time to develop strategies to improve classroom level intervention.	All staff were made aware of the importance of first quality teaching and were encouraged to implement specific strategies for all disadvantaged students in all years.	Improvements to the progress of all students – both disadvantaged and non-disadvantaged – are clear evidence that the quality of teaching has risen across almost all subjects. We must now continue to provide high quality strategies for improving this further, encourage better sharing of best practice and improve consistency of implementation and to reduce subject variation
	Faculties to use their Disadvantaged budget to improve the progress of all students	<ul style="list-style-type: none"> All faculties have been provided with budgets and requested to monitor impact of spending which is reviewed with line leads. Progress 8 score for disadvantaged students improved from -0.47 to -0.07. Improvement of 0.40 	Budgets will be provided again but with better sharing of successes from last year so that impact can be increased more consistently across faculties.
B. Students achieve the highest grades (at least FFT20 benchmark) across a range of subjects due to increased motivation and desire to improve academic outcomes	Exclusivity given to HPA disadvantaged students regarding the Brilliant Club.	Students in ks3, 4 and 5 are 100% positive about the experience.	Continue with this approach.
	Focus on disadvantaged students in all ks3, 4 and 5 year groups, making it a regular agenda item in all AL and CTL meetings.	<ul style="list-style-type: none"> Student progress improved, particularly for LPA disadvantaged students in last year's GCSE results. However, due to low starting points, further improvements are required. Progress 8 score for disadvantaged students improved from -0.47 to -0.07. Improvement of 0.40 Y13 disadvantaged A Level value added score was +0.13 in 2018. 	Continue with the strategy but improve the quality of interventions at KS3 through detailed analysis of impact data and encourage the sharing/implementation of good practice through AL/CTL meeting agendas.
	Review curriculum offer for disadvantaged students to ensure needs are well matched.	Students placed on appropriate curriculum and have had improved academic outcomes, particularly with the lower ability disadvantaged students. Attainment 8 elements 2 and 3 have drastically improved for disadvantaged students.	Explore the course offer for disadvantaged students much earlier in the school (i.e. from year 7 onwards, not in year 11).

C. Improve attainment for LPA disadvantaged students	Targeted use of Learning and Progress Assistants at faculty level to intervene with disadvantaged students	This proved successful in some faculties, particularly science where new Y11 groups were created with this in mind.	Continue with this approach but share lessons learnt from the successes in science with other faculties.	Total cost	£210,160
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)		
E. Improve the average attendance in all year groups for the disadvantaged cohort and reduce the level of PA for disadvantaged cohort	Regular attendance cycles which include forensic analysis of disadvantaged attendance data, intervention cycles and attendance panels for persistently absent pupils.	Disadvantaged attendance has improved significantly and remains in line with non-disadvantaged attendance. DP was 93.5% (within 1% of national non DP attendance) and PA 16.5%.	Further build on the attendance Focus Group intervention strategies to ensure disadvantaged attendance, and in particular disadvantaged persistent absence, is in line with national averages of non-disadvantaged students.		
F. Improve parental engagement with parents/carers of disadvantaged students	Targeted contact and appointments during parents evenings and additional meetings	Parents' attendance at school events has improved, thus developing the home school relationship. There is further work required to bring DP parent attendance in line with Non-DP.	Implement strategies, learning from SEND parent's events, which demonstrate success in supporting parent visits from more difficult to reach families.		
G. Students want to do well in school and have aspirations for further study or apprentice route	Careers interviews prioritise disadvantaged students so that concerns can be addressed early. University visits and careers events to inspire all disadvantaged students.	Student voice shows that aspirations of disadvantaged students are in line with non-disadvantaged.	There is still work to do with a small number of students/families around challenging lack of aspiration. We will review careers sessions and consider how to improve parental engagement with the process.		
H. Students are able to flourish with their learning outside of normal lessons	Contributions made for students who would otherwise be unable to attend trips and visits.	All students were able to complete coursework related excursions in ks4. All students were able to participate fully in immersion day events and end of term activities.	Students' horizons have been expanded and socially and morally their needs have been addressed. Continue with this approach.		
	After school interventions, breakfast clubs and 1 to 1/small group tuition is provided to support disadvantaged students.	Attendance at these sessions has been promising and evaluation of results – especially with the P8M group – but also with all disadvantaged students has shown positive improvements.	Further review the targeting of students so that current FSM students are prioritised as their progress is currently behind that of the wider disadvantaged student group.		
				Total cost	£77,660

6. Additional detail

There is clear evidence from all internal and external QA mechanisms that disadvantaged students are getting an improved educational experience from their secondary education:

- Drastically improved student voice
- Positive comparisons when work samples are conducted
- Raised aspirations (increased numbers of students attending sixth form and desire to attend university)
- High quality classroom performance in observations and typicality walks
- Improved and improving attendance figures

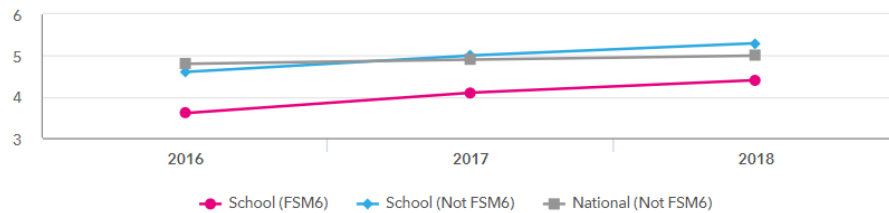
Following a relentless drive for improvement there is now clear evidence that the strategies implemented to improve disadvantaged achievement are coming to fruition. There has been a significant increase in the academic outcomes at the end of key stage 4. This is something the school is committed to continuing.

This review and plan has been comprehensively researched and reviewed by the senior leadership team. There is strong evidence that the correct structures and system are in place for disadvantaged students to continue to flourish academically and further diminish any differences that they arrived at the school with. There is a continued focus on ensuring disadvantaged students are prioritised and their outcomes remain the focus of much of the work in all aspects of the school.

Attainment and progress of disadvantaged students has improved significantly towards national non-disadvantaged levels. As a school we will work to continue to work relentlessly to further diminish the remaining difference and ensure this happens quickly.

KS4 attainment for disadvantaged pupils 2018

Attainment 8 (Overall) ✓



KS4 progress for disadvantaged pupils 2018

Progress 8 (Overall) ✓

