

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	John Whitgift Academy
Number of pupils in school	1012
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2023 2023 – 2024 2024 – 2025
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr Spendlow
Pupil premium lead	Ms Smiech
Governor / Trustee lead	Mrs Young

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£411,205.00
Recovery premium funding allocation this academic year	£94,806.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£506,011.00



## Part A: Pupil premium strategy plan

### Statement of intent

At John Whitgift Academy we are proud of our positive progress rates and high attainment outcomes for all students, across the curriculum, regardless of internal/external barriers to learning. Year on year we have tackled pupil premium with strategies to reduce and close gaps with those at a disadvantage and our aim is to continue with our success but reduce any gaps further. We have exceptionally high standards and continually instil self-belief into all our students, thus improving opportunities and prospects for life beyond Year 11. We are a dedicated and enthusiastic team and closely monitor the progress of all students, thus intervening effectively and rapidly. All students strive towards a minimum expectation of grade 5 or higher in both GCSE English and mathematics.

The quality of teaching and learning at John Whitgift Academy is of the highest of standards and there are robust quality assurance systems in place to ensure learning is consistently at its highest standards and that all learners are catered for. We are very proud of how the curriculum is delivered, using a variety of methods, and adaptive teaching through highly skilled and professional teachers. This has proven over time through our outcomes of GCSE especially for the results of the disadvantaged students.

Attendance is above national average for each year group and has been historically, something John Whitgift Academy is very proud of. There are however still small gaps in the overall attendance percentage for disadvantaged students being slightly lower compared to non-disadvantaged students. The tutor time attendance drive and the attendance team, work tirelessly to keep attendance high and students are punctual at the start of each day, this is recognised by the Department for Education being within the top 10% of the country and now 1 of 14 Attendance Hubs in the UK.

The average reading age of disadvantaged students entering Year 7 is below national average (Chronological) and with literacy being the main focus throughout the academy, along with many intervention strategies within the day-to-day learning and additional reading programs, our students gradually catch up. The outcomes for GCSE English Language and English literature are above national averages hence proves the success of all the early and continuous intervention are highly effective.

The curriculum offers a broad range of subjects carefully designed to prepare our students for further education and the local labour market. Following on from our well-developed KS3 curriculum, our mix of GCSEs and BTEC Tech Awards from year 10

create bespoke pathways to continue to interest, motivate and challenge our students all the way through their five-year learning journey. New courses of triple science, computer science, travel and tourism and drama have also been incorporated into the curriculum, hence more subjects available and maybe more appealing for some disadvantaged students.

Here at John Whitgift Academy, we pride ourselves in providing a rich personal development curriculum which enables our students to enhance knowledge and cultural capital they need to succeed in life, hence become well-rounded members of society. It also builds excellent study habits and shared values, underpinned by a culture of success and praise. The curriculum supports students' growth and offers enriching opportunities and experiences which may not be possible elsewhere, particularly for disadvantaged students.

Disadvantaged students have been particularly impacted by the COVID-19 pandemic. Gaps in learning dropped during this time particularly for disadvantaged students who although had additional support and resources to access remote learning it still proved difficult to access the learning this way. These gaps in knowledge and skills require more intervention than usual.

## Challenges

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

Challenge number	Detail of challenge						
1	<p><b>Attainment and Progress</b></p> <p>The overall average Progress 8 score is high for all students and above national averages, but these are still lower for disadvantaged students compared with non-disadvantaged students. The average percentage for Grade 4+ and 5+ in English and Maths combined is high for all students and above national averages, but these are still lower for disadvantaged students.</p> <p>The challenge is to continue to raise progress and attainment of disadvantaged students to be as high as students without disadvantage.</p>						
		2019/20		2020/21		2021/22	
		PP	Other	PP	Other	PP	Other
	Progress 8	0.61	1.12	0.61	0.79	0.25	0.67
5+ in English and Maths	40.0%	62.0%	59.0%	69.0%	48.0%	59.0%	

	4+ in English and Maths	71.0%	88.0%	78.0%	85.0%	67.0%	78.0%
2	<b>Literacy and Reading</b>						
		Year 7		Year 8			
		PP	Other	PP	Other		
	Average SAS	102.6	105.2	101.1	107.8		
	Average Reading Age	12 Years 8 Months	13 Years 2 Months	13 Years 1 Month	14 Years 3 Months		
3	<p><b>Attendance</b></p> <p>Attendance is high and above national averages numerous years. Although the attendance percentage is above national average figures it's still marginally lower than that of non-disadvantaged students. Our persistent absenteeism figures are lower than the national average</p>						
		2017/18		2018/19		2021/22	
		PP	Other	PP	Other	PP	Other
	Attendance	93.7%	95.5%	93.2%	96.1%	93.2%	95.5%
	Persistent Absenteeism	23.2%	9.2%	20.1%	7.9%	20.3%	8.0%
4	<p><b>SEMH Pastoral</b></p> <p>Some of our PP students have Social, Emotional and Mental Health disorders (SEMH), variable support from home and outside agencies, for counselling, coaching/mentoring either for individuals or their family as whole. Although this is not just isolated to disadvantaged students, it does mean that certain key students (who are more likely to be disadvantaged) struggle to access our pastoral curriculum and need support via pastoral key workers. Pastoral key workers provide reactive and proactive strategies to counter disadvantage.</p>						
5	<p><b>Enrichment</b></p> <p>Some of our PP students do not have the wealth of life experiences. There is a lack of career aspiration from some of these students and confidence levels are low in their beliefs.</p>						

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Attainment and Progress</i>	All students strive towards a minimum expectation of grade 5 or higher in both GCSE English and mathematics, and positive progress in every qualification taken.

	Outcomes of disadvantaged students will be balanced with non-disadvantaged students.
Literacy and Reading	<p>Incremental increase in students reading ages, predominately across Years 7 and 8, measured using GL assessments, narrowing the gap towards age related expectations and the ability and confidence to access complex texts across the curriculum with confidence.</p> <p>Vernon spelling test is used to measure spelling age. Increments towards actual age.</p> <p>Assessments measure progress over KS3 and KS4. All students have a target of grade 5 or above.</p>
Attendance	<p>Maintain above national average figures for all year group.</p> <p>All students have a target of 97% to strive for.</p> <p>Attendance of disadvantaged students to be in line with that of non-disadvantaged.</p> <p>Keep the proportion of persistent absentees to a minimum and below the national average.</p>
SEMH Pastoral	Students with social, emotional and mental health needs will build up resilience and confidence. Continuous monitoring and intervention strategies will reduce in pastoral referrals to internal support and external agencies. Students feel safe and happy across the academy.
Enrichment	All students have raised aspirations through current and future activities. All students have access to enrichment and extra-curricular interests, deepening experiences. NEET figures and destination data shows no gaps.

## Activity in this academic year

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

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

Budgeted cost: £ [£3,370,714.00]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Dedicated teaching and learning CPD at weekly whole staff meetings to ensure high quality first wave teaching and learning. Weekly CPD programme for ECTs on quality first teaching.</i></p>	<p>Weekly CPD programme created to equip all staff with a variety of skills and resources to deliver high quality teaching to all students, regularly reviewed to meet the individual needs of staff at certain career stages, students, and the Academy as a whole. CPD will focus on these mechanisms:</p> <ul style="list-style-type: none"> <li>• Build knowledge</li> <li>• Motivate staff</li> <li>• Develop teaching techniques</li> <li>• Embed practice</li> </ul> <p>Staff can share best practice with colleagues to meet the needs of all students in their care. The success of this will be measured through the Performance Management process and outcomes of the students because of the teaching and learning taking place.</p> <p>EEF Toolkit – Effective Professional Development EEF Toolkit – Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving,</p>	<p>1,2,3,4,5 and 6</p>
<p><i>Lead teacher role for leading literacy across the curriculum- cross-curricular activities support a whole-school reading culture.</i></p> <ul style="list-style-type: none"> <li>• <i>Word of the Week</i></li> <li>• <i>Drop Everything and Read</i></li> </ul>	<ul style="list-style-type: none"> <li>• Word of the Week is delivered every week to support vocabulary acquisition. Termly testing shows improved understanding of the words used within context. Students use these to tackle more complex texts.</li> <li>• Drop Everything and Read is delivered weekly so that students value reading beyond English lessons. Students read and discuss</li> </ul>	<p>1,2 and 4</p>

<ul style="list-style-type: none"> <li>• <i>Reading Routes</i></li> <li>• <i>Read to Succeed</i></li> <li>• <i>Literacy newsletter</i></li> <li>• <i>Written accuracy Campaign</i> <ul style="list-style-type: none"> <li>○ <i>Whole-school literacy marking focus</i></li> <li>○ <i>Seven deadly sins</i></li> </ul> </li> </ul> <p><i>Use of Secondary Reading strategy to be consistently embedded in the Classroom.</i></p> <p><i>Disciplinary reading</i></p> <p><i>Teacher knowledge and expertise refined through CPD programme.</i></p> <p><i>GL assessments for all KS3 students.</i></p> <p><i>Reading interventions for weaker readers.</i></p> <p><i>Reading Plus</i></p> <p><i>Ruth Miskin</i></p> <p><i>Phonics</i></p> <p><i>Toe by Toe</i></p> <p><i>Attack Spelling</i></p> <p><i>Lexia</i></p>	<p>non-fiction texts, connecting to our personal development and culture curriculum. Students have a wider knowledge of the world.</p> <ul style="list-style-type: none"> <li>• Reading Routes- KS3 students partake in a genre of reading per half term. They have access to 6 books for each route. Students read for pleasure. These books are read outside of English lessons.</li> <li>• Read to Succeed- KS3 students read for 5 minutes at the start of every lesson. Students read for pleasure. Reading is regular and valued.</li> <li>• The LAC lead teacher creates a literacy letter which rounds up half-termly news. Communication is improved. Literacy focus is emphasised.</li> <li>• The written accuracy campaign- a half termly focus on improving student accuracy with an element of punctuation. Staff across all curriculum areas focus on this in their marking. Student accuracy and confidence improve over time.</li> </ul> <p>The English secondary reading strategy is delivered via English lessons, where all students are given access to a range of fiction and non-fiction texts. Students read and reread texts to find layers of meaning and increase understanding. Each text also focuses on a key theme to encourage our students' personal development. Students can tackle difficult texts with confidence by applying strategies taught in English.</p> <p>All staff are responsible for literacy across the curriculum. Staff have been trained in Disciplinary Reading which puts reading skills at the forefront of all learning. Staff have a common toolkit to promote reading skills within their subjects. Students can use their toolkit in every subject to tackle difficult texts.</p> <p>Teachers are trained in the secondary reading strategy so there is a consistent approach to teaching English. CPD is delivered half-termly in updating core messages, sharing good practice, and</p>	
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intellectually preparing materials- questioning is targeted, difficult vocabulary is introduced prior to reading and learning opportunities are adaptive and well-planned.

All students in Years 7 and 8 are assessed using GL Assessment's reading test <https://www.gl-assessment.co.uk/products/new-group-reading-test-ngrt> .The assessment helps highlight which students require support with their reading. This support is provided in different ways depending on the need of each student. This could include an extra timetabled literacy intervention lesson, focusing on key literacy skills and comprehension and some students will receive additional reading time in the library.

Reading interventions:

- On entry to year 7, those students whose literacy skills need improvement are provided with extra support through targeted intervention on a rotation basis. This ensures that they still have access to a broad and balanced curriculum. We use Attack Spelling, Toe by Toe, Reading Plus and Lexia programmes. Our students most in need of literacy support follow a phonics pathway. Students gain confidence and make progress in their areas of need.

<p><i>Recruitment, retention, responsibility, leadership.</i></p>	<p>Education Endowment Foundation (EEF) recommends improving teaching as having the largest impact on disadvantaged pupils. Increased leadership in the following roles:-</p> <p>We currently have 4 very experienced and well-established Assistant Principals leading teaching and learning in the following ways</p> <ul style="list-style-type: none"> <li>• Assistant Principal leading teaching and leading</li> <li>• Assistant Principal leads English and line manages all aspects of literacy across the academy.</li> <li>• Assistant Principal driving curriculum needs and enrichment</li> <li>• Assistant Principal driving Cultural Capital throughout the whole academy.</li> <li>• Associate Leader Teacher of Maths (whole school role to supporting and implementing the ECT//ITT CPD package)</li> </ul> <p>We have leading teachers that support driving literacy and numeracy</p> <p>We have also appointed two Associate Assistant Principals to driving coaching/mentoring and SEND, supporting staff to enhance their skills and improve pedagogy.</p> <p>Strong leadership and good staffing structures in all core subjects.</p> <p><u>Evidence from EEF (R2):</u> <u>Putting Evidence to Work – A school's Guide to Implementation   EEF</u> <u>(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</u></p>	<p>1,2,3,4,5 and 6</p>
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<p>DELTA Subject Directors in place to support Curriculum Leaders and their strategies for Disadvantaged Pupils across the Academy</p>	<p>Regular support from DELTA Directors in all core and EBacc subjects to:</p> <ul style="list-style-type: none"> <li>• Use their expertise of the curriculum to improve outcomes for students, particularly those who are disadvantaged.</li> <li>• Use data to tailor and improve the quality of teaching, assessment and feedback.</li> <li>• Motivate, mentor and coach curriculum leaders also teaching staff.</li> <li>• Deliver high quality CPD.</li> </ul> <p>English Director support in the Academy 1 day per week. Maths Director support in the Academy two days per week. Science Director support in the Academy two days a week. MFL Director support in the Academy two days per week.</p> <p>Evidence from EEF (R5): Pulling Evidence to Work – A School’s Guide to implementation   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1,2,3, and 4</p>
<p>Consistent use of Numeracy activities and Maths Mastery.</p> <p>Use of Hegarty Maths and Sparx as online home learning and intervention,</p>	<p>All lesson are taught for pupil understanding and are designed to enable students to: Develop problem solving, mathematical thinking, resilience, independence, reasoning to apply knowledge to complex problems and prepare for future life. Develop mathematical thinking through a mastery approach develop fluency and understanding to prepare students for GCSE and beyond.</p> <p>Hegarty Maths and Sparx is used by students to consolidate and stretch their learning in the classroom.</p> <p>Evidence from EEF: Mastery learning   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [76,376]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Students in Year 11 have access to 'Option English' and 'Option Maths'</p>	<p>The timetable is constructed to offer additional curriculum time in English and Mathematics for students who require additional targeted support and intervention.</p> <p>Interventions are delivered by a qualified teacher, and re used to ensure students achieve good progress if they have fallen behind or aren't meeting their expected progress.</p> <p>Evidence from EEF: Small group tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) (impact of +4 months)</p>	<p>1,2,3, and 4</p>
<p>To implement one to one sessions for students who are showing limited progress, understanding or have gaps in knowledge</p>	<p>One to one tutors in English, Maths and science are used for one to one add small group work outside of the classroom, targeting students using question level analysis from assessments, to give academic support and intervention.</p> <p>Sessions take place during curriculum time, after school and during lunch time.</p> <p>EEF Toolkit – Targeted academic support to improve progress and attainment.</p> <p>The EEF outlines how one to one tuition can accelerate student performance by + 5 months.</p>	<p>1,2,3,4 and 5</p>
<p>All PP students to have access to one to one tuition within English, Mathematics and Science using funding from the Pupil premium, Covid Recovery Funding</p>	<p>Where a disadvantaged student is identified as not making sufficient progress, one or more interventions will be available. One to one tutors or subject directors prioritise disadvantaged students.</p> <p>Evidence from EEF:</p>	

National Tutoring Programme Funding.	<u>Making Difference with Effective Tutoring   EEF</u>  <u>(educationendowmentfoundation.org.uk)</u>	
To implement small group work that focuses on phonics, handwriting, spellings, and numeracy	<p>One to one KS3 tutors provide small group intervention to support students who have skills and knowledge below their age-related expectation in KS3.</p> <p>Evidence informed interventions used are:</p> <ul style="list-style-type: none"> <li>• Ruth Miskin: Fresh start</li> <li>• Reading Plus</li> <li>• Lexia</li> <li>• Attack Spelling</li> <li>• Toe by Toe</li> <li>• Numicon</li> <li>• Sparx Maths</li> </ul> <p>The EEF Toolkit identifies small group work as being an appropriate tool to accelerate progress over a shorter time frame and can accelerate student progress by 4+ months</p>	1,2,3,4,5 and 6
Structured tutor time (and dedicated lesson time) with a focus on the improving reading and literacy skills and implementing the oracy strategy of debate and discussion	<ul style="list-style-type: none"> <li>• Reading Routes- silent reading for pleasure</li> <li>• Drop everything and Read- Reading high-quality non-fiction texts with discussion to improve oracy. Widen world view on topical issues.</li> </ul> <p>Evidence from EEF(R2,3,6 and 7):  Improving Literacy in Secondary Schools   EEF  <u>(educationendowmentfoundation.org.uk)</u></p>	
All staff to provide quality academic and holiday interventions for their subject areas, to enable all student to make rapid and sustained progress.	<p>All staff recognise the value and importance of out of classroom academic experiences. Using academic intervention and accurate data, curriculum leaders can identify those most in need of attending such activities. Evidence from DfE: Working together to improve school attendance (publishing.service.gov.uk)</p> <p>Holiday interventions ensure that students do not fall behind,</p>	1,2,3,4,5 and 6

	Revision are packs are regularly created for students to use at home, which ensure students make rapid and sustained progress	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [906,662.00]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral team to track and monitor students' progress and work with families to remove barriers to their child's education</p>	<p>2 x Vice Principal for Deep Support            1x Inclusion Manager            5x Learning Managers            1 x Pupil Support Room Manager            1x Pastoral Support Officer            1x Bridge Manager            1x Personalised Learning Centre Manager</p> <p>Working with the 'hardest to reach' disadvantaged groups within school preventing early disengagement, supporting effective transition, developing social and learning skills.</p> <p>Alternative curriculum – bespoke provision targeted for our most vulnerable students to meet their complex needs.</p> <p>Strong use of assessment and tracking ensures we can provide bespoke intervention and support, using a wide range of strategies to increase parental engagement.</p> <p>Evidence from EEF:            3. Wider strategies   EEF            (educationendowmentfoundation.org.uk)</p>	<p>1,3 and 5</p>
<p>Director of Attendance and attendance team to target students who are persistently absent (PA) or in danger of becoming PA</p>	<p>1x Vice Principal for Deep Support            2x Education Welfare Officer</p> <p>Feedback from attendance meetings. Interventions will include home visits, attendance plans, safe and well checks.</p> <p>Evidence from DfE:            Working together to improve school attendance (publishing.service.gov.uk)</p>	<p>1,3 and 5</p>

<p>To further broaden students experiences and widen their exposure to the wider world</p>	<p>2x Assistant Principal</p> <p>One role is for leading a wide and varied extra-curricular enrichment timetable in the Academy.</p> <p>One role is for leading a wide and varied extra-curricular enrichment timetable out of the Academy.</p> <p>Evidence from EEF:</p> <p>Arts participation   EEF (educationendowmentfoundation.org.uk) (Impact of +3 months)</p>	<p>1,2,3,5 and 6</p>
<p>Praise and celebration to further develop the culture in the Academy</p>	<p>DEEPs role for leading praise culture though:</p> <ul style="list-style-type: none"> <li>• Pledges</li> <li>• Proud Thursday</li> <li>• Positive postcards home</li> <li>• Bove and Beyond recognitions</li> </ul> <p>Y9 Graduation Y11 Post – trial exam celebration assemblies and half termly celebration assemblies.</p>	<p>3,5 and 6</p>
<p>Free breakfast for all students as they enter the Academy.</p>	<p>Settled starts to the day ensure attendance is improved and removes any unnecessary barriers to learning.</p> <p>Evidence from EEF:</p> <p>Magic Breakfast   EEF (educationendowmentfoundation.org.uk) (Impact of +2 months)</p>	
<p>External agencies to support student behaviour, attainment, wellbeing and SEMH</p>	<p>Links to external agencies (CAHMS, YMM, CompassGo) to support with therapy through anger management, mental health, and social relationships. EEF Toolkit – Wider strategy used to support students’ wellbeing and SEMH.</p>	<p>3 and 5</p>
<p>Increased support and provision for students with SEND</p>	<p>In additional to high quality teaching for all, we have a SENCO leading the learning provision in the Academy’s inclusion areas (Base, Bridge, PLC). Inclusion areas are purposeful with additional teaching assistants. New base</p>	



	<p>specifically for students with SEND, divided into learning, one to one support and sensory.</p> <p>Evidence from EEF (R3,4 and 5): Special Educational Needs in Mainstream schools   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
<p>Provide uniform and equipment for students who require additional financial support (Hardship Fund)</p>	<p>Providing equipment and uniform will remove unnecessary barriers to learning and attendance and maintain high expectations for all students. This will be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p>	<p>3 and 5</p>

**Total budgeted cost: £ 4,353,752.00**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 (including historic outcomes).

Sub Group	2019 Actual (Nat)	2021 Actual APS – 28.5 SS:101.3	2022 Actual APS – 28.7 SS:102.3	2023 Actual APS – 29.8 SS:104.1	2024 RAG SS:103
Boys	0.49 (-0.43)	0.43 (-0.27)	0.38 (-0.27)	0.12 (-0.27)	0.03 (-0.27)
Girls	0.89 (0.11)	1.00 (0.22)	0.67 (0.22)	0.21 (0.22)	0.20 (0.22)
Disadvantaged	0.53 (-0.44)	0.61 (-0.45)	0.28 (-0.45)	0.05 (-0.45)	0.04 (-0.45)
Low	0.84 (-0.18)	0.81 (-0.22)	0.95 (-0.22)	0.30 (-0.22)	0.42 (-0.22)
Middle	0.64 (-0.01)	0.94 (-0.02)	0.39 (-0.02)	0.17 (-0.02)	0.03 (-0.02)
High	0.57(-0.01)	0.43 (0.01)	0.41 (0.01)	-0.11 (0.01)	-0.08 (0.01)
SEN Support	0.08 (-0.02)	-0.58 (-0.03)	0.29 (-0.03)	-0.41 (-0.03)	-0.03 (-0.03)
EHCP	N/A	1.10 (-0.03)	-0.55 (-0.03)	0.48 (-0.03)	1.01 (-0.03)

	2017/18		2018/19		2019/20*		2020/21*		2021/22	
	PP	Other	PP	Other	PP	Other	PP	Other	PP	Other
Attendance	93.7%	95.5%	93.2%	96.1%	92.7%	94.9%	90.6%	92.6%	93.2%	95.5%
Persistent Absenteeism	23.2%	9.2%	20.1%	7.9%	28.3%	13.9%	28.3%	33.3%	20.3%	8.0%

Attendance is high and above national averages and has been for numerous years. Although the attendance percentage is above national average figures for disadvantaged students, it's still marginally lower than that of non-disadvantaged students. Our persistent absenteeism figures are lower than the national average but again there are still gaps between disadvantaged and non-disadvantaged students.

\*Covid-19 Data

### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*