#  Image preview

**Pupil Premium Strategy**

**2024-25**

#  Pupil premium strategy statement 2024-25

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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

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| Detail | Data |
| School name | Esteem North Academy |
| Number of pupils in school  | 228 at census point |
| Proportion (%) of pupil premium eligible pupils | 71.7% |
| Academic year/years that our current pupil premium strategy plan covers  | 2024-25 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Janine Dix |
| Pupil premium lead | Janine Dix |
| Governor / Trustee lead | Candace Steele |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £185,475 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £185, 475 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * At Esteem North Academy we aim for disadvantaged pupils to aspire to be the very best they can be. Their academic pathways, attainment, and career options should be in line with their non-disadvantaged peers. All pupils on roll at our academy are vulnerable pupils and the vast majority are permanently excluded from mainstream school. Typically, 70-75% are entitled to PP. When pupils arrive to roll in the academy in KS3 and 4, a significant majority arrive well below their initial academic flightpaths from KS1. We aim to be an academy that all pupils, and especially disadvantaged pupils, enjoy attending for the wide variety of pathways available to them. This plan prioritises core strategies to improve the learning experience and therefore outcomes for disadvantaged pupils. To enable any gap between disadvantaged pupils and their peers to narrow, we must address SEMH, wellbeing, behaviour, attendance, aspirations and a curriculum that meets their interests. The plan also acknowledges the academy’s responsibility to provide opportunities for all to explore and engage in the wider curriculum enrichment activities.
* All pupils in our academy have additional needs due to being permanently excluded. We intend to support pupils to re-engage in education through further identification of needs, through staff CPD and the provision of equipment and assistive technologies that aid learning.
* Key principles of equality of opportunity for disadvantaged pupils, will ensure:
	+ that pupil premium funding helps disadvantaged pupils to access a suitable curriculum, with opportunities for progress relative to their starting points, AND
	+ that the curriculum prepares pupils for the next stage of transition, this could be a return to mainstream, a new curriculum pathway or a positive post-16 destination, AND
	+ that pupils have made targeted progress with their numeracy and literacy skills from their starting points.
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## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Academic gaps for pupils following permanent exclusion and fragmented schooling. The flightpath analysis of a significant majority KS3 and 4 PEX pupils compared to their KS1 and 2 data highlights that the pupils begin to move further away from their projected trajectory as they increase in age. The average incoming attendance for our PEX pupils in 2023-24 was 54.1%. If pupils are not in school learning, then they are not learning. The average incoming attendance for the PP cohort was only 51.9%. KS4 pupils assessed on entry using BKSB are assessed as working at pre GCSE and below age related expectations. |
| 2 | Reading age assessments demonstrate low reading ages on entry. Of our secondary age pupils assessed, 45% are typically working with a reading age below that of 9.5 years. Of those 54% have reading ages at 3 or more years below their chronological age.  |
| 3 | Poor engagement and lack of interest in learning following permanent exclusion |
|  4 | Equality of access owing to personal and family circumstances, including access to appropriate clothing and resources for school with nearly three quarters of pupils being from low socio-economic background.  |
|  5 | Pupil’s attendance records from their previous excluding school show poor historical attendance and low starting points. The average incoming attendance for the PP cohort was only 53%.  |
| 6 | Vulnerable pupils subjected to CRE, other such safeguarding concerns and being in care. 40% of our pupils have a named social worker and may be subject to a safeguarding plan. |
| 7 | Low resilience and wellbeing. Baseline assessments of pupil’s wellbeing on entry show that more pupils need to improve their wellbeing.  |
| 8 | Lack of aspirations and value for education. At induction, pupils discuss their aspirational career and plans for leaving school. Not a significant majority have aspirations for being employed or trained beyond school.  |
| 9 | A limited view of the world and few family experiences, trips or holidays. Socio-economic disadvantages may prevent access to memorable moments underpinning each curriculum and extra curricula activities alongside the opportunity for pupils to develop talents.  |
| 10 | Unidentified learning needs. Many parents state on entry during the on- rolling induction process that they feel their child has undiagnosed needs.  |
| 11 | This year we have 1 ECT, 1 Teaching Assistant who have stepped up as an unqualified teacher and 2 other employed UQTs. Therefore, we need to ensure that Quality First Teaching is high as is staff knowledge and skills across every curriculum area leading to the best possible outcomes in every subject area. |

## 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.

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| Intended outcome | Success criteria |
| Improved average number of outcomes  | Outcomes for disadvantaged pupils in English and Maths are in line with those of their peers.PP pupils achieve the number of outcomes in line with their peers.*Measured by: PP academic outcomes compared to peers in Summer 2024*  |
| More pupils will be functional readers  | Pupils will make progress from their starting point and those with a reading age below 9.5 years will make progress to be functional in society.*Reading age baselines, lexplore reading ages, analysis of those with reading ages below 9.5 and % who have made progress by re testing. % of pupils who have engaged with the phonics and/or reading programme.* |
| To create a literacy-rich learning environment that promotes the love of reading | Staff will have a wide range of literacy activities available in their planning in each subject. The sites will have an increase in the presence of books. Reading will be promoted across the academy, on the website and with parents. More pupils will engage in reading for pleasure.*Pupil questionnaires, book orders, website, MTPs, climate walks, CDRs.*  |
| Staff will develop their pedagogical knowledge and understanding of pupil additional learning needs including speech and language difficulties and use of the oral language | Outcomes improve for pupils. Pupil behaviour improves. Pupil’s needs are met and lessons are accessible for all. To ensure that all children who need adaptations (such as symbols, equipment and high tech. devices) to the curriculum content delivered to support their learning needs and understanding have this in place.*Behaviour scores in Arbor, average behaviour scores per the academy over time, Suspension data, results analysis for year 11, support planning documents, climate walks, class profiles.* |
| To provide accurate assessment of pupil’s current level on entry to the academy so that target setting is aspirational and interventions can be planned for | All pupils will have a suite of baseline assessments on entry, including reading, maths and English using BKSB. Pupils will have clear targets set and will make progress towards their targets. Pupils will be involved in their learning journey.*Measured by: PP baseline assessment data and target setting in Arbor, half termly progress analysis, summer 2025 exam results and outcomes,* |
| To provide greater opportunities and awareness of the world, through planned enrichment experiences  | All children will access a variety of suitable and relevant learning experiences that enhance the curriculum and expose young people to a wider view of the world. This may be achieved through external trips and visits, visiting speakers, and discreet learning on global and topical issues.*Measured by: Quality of curriculum offer, parental and pupil voice, % of pupils engaging with offsite activities, Evolve trips planned for*  |
| Improved Post 16 destinations with raised aspirations | More pupils have a planned destination for post 16 and pupils are provided with CIAG with an in- school staff member who is more accessible than out sourcing to a commissioned company. *Post 16 data, NEET %, work experience placements,* |
| Improved attendance of pupils and a reduction in severely persistent absentees | Pupil attendance is above the national average for APs. PP pupils will have an attendance more in line with their peers. Most pupils make positive progress against their starting point or historical attendance data.Severely persistent absentees will decrease*Measured by: PP attendance figures and persistent absenteeism and severe PAs, attendance progress data using academy info.* |
| All pupils, including those who are LAC are able to access the curriculum onsite and at home | LAC pupils to have access to ICT where required so that they can access education from home taking into account possible instability in living arrangements and frequent moves. BKSB Learning to support online learning.  |
| Pupils will have planned opportunities to develop their resilience and to improve wellbeing | Pupils will engage in lessons about resilience and will engage in activities that improve their fitness and wellbeing and have a positive experience in doing this whilst also developing their own personal resilience.Pupils will have access to 1:1 mentoring sessions*Engagement in wellbeing sessions* *Wellbeing questionnaire analysis, Duke of Edinburgh off site physical activities.* |
| Pupils make progress and meet their target grades within all subject areas and curriculums across the academy | To ensure Teaching quality is at the highest level through evidence related to the schools QA. To have a robust and high quality CPD in place for all staff across school. To have a robust training needs analysis audit in place. To ensure all new staff know where they can go to receive advice and CPD focused around their own pedagogy. To ensure that all new subject co-ordinators who are experts within their own subjects. To plan in time for all teachers to observe each other and share best practice. |

## 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: £105,200

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff will develop their pedagogical knowledge and understanding of speech and language difficulties and use of the oral language.The Educational psychology service will be used for 3 staff CPD sessions over the year to increase their knowledge of how pupils learn and use of our language.CPD sessions for staff from the criminal justice team explaining how use it is common that young adults in prison have poor use of language and understanding of it. This will enable staff to adapt their practice. | EEF Recommendation ‘Improving literacy in Secondary Schools’ EEF Preparing for literacy recommendation 1: Prioritise the development of communication and language[Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 110 |
| New SLT role to be in place as SENDCo, Inclusion and behaviour to increase leadership capacity, develop staff CPD and meet pupil need. Assistant SENDCo to be in place to support staff development in order to meet children’s needs. | EEF Effective professional development to improve the quality of teaching and delivery in the classroomTargeted CPD to ensure Teaching quality is at the highest level. EEF Research on the effective implementation of a synthetic phonics programme who say training and pedagogical skills and knowledge is key. | 11011 |
| Subject Lead responsibility posts to be in place for all subjects to drive the quality of education. TLR payments x 5. | EEF Effective professional development to improve the quality of teaching and delivery in the classroom | 1211 |
| Maths teachers will have consultant support to develop their implementation in the classroom to improve the quality of teaching and learning and aid progress | EEF Effective professional development to improve the quality of teaching and delivery in the classroom | 111 |
| Robust, high quality CPD in place, improving pedagogy for all. Teachers/ subject co-ordinators to have time to observe each other and share best practice.  | Targeted CPD to ensure Teaching quality is at the highest level. EEF Research on the effective implementation of a synthetic phonics programme who say training and pedagogical skills and knowledge is key. | 1211 |

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

Budgeted cost: £40,275

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ensure that materials for phonics sessions are reading age related and available for pupil interests. Purchase of Read Write Inc materials for the phonics programme.  |  [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 2, 3 |
| To ensure that the academy is signed up to the development package in RWI. 45 staff to have RWI phonics CPD delivered  | RWI is a synthetic reading scheme which is an evidence based approach to improve reading | 2 |
| To continue to ensure that the academy libraries are well stocked with a wide range of books that are phonetically matched to a child’s reading ability.  | EEF Research on the effective implementation of a synthetic phonics programme.  | 2  |
| Technology to support engagement in teaching and learning. Ipads for the primary site and an increase in purchase of laptops for pupil use across the whole academy including pupils off site. Other Ed Tech support to aid pupils to learn  | [EEF\_Digital\_Technology\_Guidance\_Report.pdf](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216)   | 1, 2, 3 ,4  |
| Assessment of pupil baseline levels, gaps and target setting. Purchase of Lexplore, ICT equipment and eye trackers for all sites to enable reading assessments to take place.Purchase of BKSB online assessment tool. | EEF Using digital technology to improve learning recommendation 4. Technology can play a role in proving important assessment and feedback.EEF Supporting Maths in KS2/3, recommendation 1, “Use assessment to build upon pupils’ existing knowledge and understanding”  | 1, 2, 3 |
| Literacy activities embedded into the academy day and tutor time.Purchase of magazine subscriptions to cater for pupil’s interests and the Newshed subscription for comprehension exercises. | EEF: [Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies) | 1, 2, 3 |
| Purchase of the DCC Educational Psychology service to identify SEND and support with EHCP Needs assessments. | EEF Special Education Needs in Mainstream schools recommendation 1: Create a positive and supportive environment for all pupils, without exception | 10 |
| One to one tuition for pupils with pathways 1 and 2 of our academy offer. Employment of home tutors through our Bespoke Pathways staffing team to ensure that vulnerable pupils can be physically seen off site and attendance maintained. | EEF [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 1, 2, 3, 5, 6 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £40,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Resilience and wellbeing targeted work for pupils through 1:1 mentoring support.A part time staff member to work an additional day to offer wellbeing mentor sessions. | EEF Improving Behaviour in schools recommendation 2. Teaching pupils to be reflective.  | 3, 7, 8 |
| Attendance:* Purchase of Breakfast provision for pupils through the National school Breakfast programme.
* Rewards system with items purchased to celebrate success and positive behaviours and attendance
* Rewards off site trips funded through the PP strategy.
 |  EEF Improving Behaviour in schools recommendation 3 “Reward systems can be effective when part of a broader classroom management strategy”. | 3, 4, 5, 6 |
| Ensuring that pupils have the clothing and equipment they need to access school. Site stocks of t’shirts, jumpers and trousers to be purchased and available to families.Providing PPE for work experience and arts/forest education such as waterproof clothing, wellies, steel toe capped boots. | [School uniform | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform) | 4 |
| Supporting LAC pupils to maintain in education when they may move homes frequently through purchase of laptops and revision guides.  | EEF Using digital technology to improve learning recommendation 4. | 6 |
| Reducing NEETs and raising aspirations.Independent careers advise provided with purchase of a level 6 CIAG company.Internal staff completing the level 6 Open University CIAG course for 18 months. Purchase of DBS for work experience companies that require it to ensure pupils are safeguarded External off site vocational AP commissioned to encourage aspirations for after year 11. | EEF [Aspiration interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions) | 8 |
| Exposure to enrichment opportunities and outdoor learning.Duke of Edinburgh physical activities to be funded such as climbing walls.Off- site enrichment trips to be funded for pupils to increase their cultural capital and experience of the world.  | EEF [Outdoor adventure learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning)SEN support: A rapid evidence assessment | 8, 9 |

**Total budgeted cost: £105, 475**

# 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 2023 to 2024 academic year.

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| **Measuring Impact**Last year we spent the majority of our pupil premium funding on supporting the development of wider strategies to support our most vulnerable pupils to develop their behaviour, social and emotional regulations. As a strategy, pupil premium funding is used at ENA to support emotional resilience, to re-engage and support young people through bespoke curricula that best meets the needs that could not be met in mainstream. Additionally, funding was spent on specific interventions for Think for the Future behaviour and resilience mentoring and rewards to celebrate success. Suspension sessions were significantly reduced from 329 sessions in 2020-21 to 53 sessions in 2022-23 to 184 sessions in 2023-24. A key performance indicator for pupils at ENA is the extent to which young people move on to a positive destination when they leave the academy. 70% of all pupils in year 11 had a planned destination. However, 60% of PP pupils had a planned destination.Positive Destinations: 70%PP Positive Destinations: 60**%**Non PP Destinations: 40% **Summer 2024 Outcomes for Year 11 pupils:**PP pupils have out- performed their peers in Maths. English outcomes have very a minimal gap and have increased compared to 22-23. The number of outcomes have increased for all pupils compared to last year. However, the outcomes for PP pupils remains slightly below that of their peers.

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| **All English & Maths Outcomes - Vulnerable Groups Comparison 23-24** |
|  | **Number of Pupils** | **English Achieved** | **Maths Achieved** | **English & Maths Achieved** | **Average number of GCSEs or equivalents** | **Average number of outcomes** |
| **All Y11** | **72** | **68** | **94%** | **68** | **94%** | **66** | **92%** | **2.53** | **7.6** |
| **PP** | **49** | **46** | **94%** | **47** | **96%** | **45** | **92%** | **2.29** | **7.3** |
| **Non-PP** | **23** | **22** | **96%** | **21** | **91%** | **21** | **91%** | **3.04** | **8.2** |

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| **English & Maths GCSE and Equivalent Achievement - Vulnerable Groups Comparison 2023-24 (Highest Level of outcome achieved)**  |
| **Demographic Group** | **Number of Pupils** | **GCSE English Language** | **Functional Skills English** | **GCSE Maths** | **Functional Skills Maths** |
| **All Y11** | **72** | **38** | **53%** | **39** | **54%** | **42** | **58%** | **28** | **39%** |
| **PP** | **49** | **22** | **45%** | **18** | **37%** | **26** | **53%** | **29** | **59%** |
| **Non-PP** | **23** | **16** | **70%** | **12** | **52%** | **16** | **70%** | **10** | **43%** |

Although PP pupils have achieved slightly less outcomes on average, they have out- performed their peers for those who have met or exceeded their targets in Art and Biology. They equalled their peers in Functional Skills English and maths.

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|  | **GCSE Art & Design** | **GCSE Biology** | **GCSE English Language** | **Functional Skills English** | **GCSE Food Preparation & Nutrition** | **GCSE Maths** | **Functional Skills Maths** |
| **% Achieved or Exceeded Target** | **PP (49)** | **50%** | **83%** | **54%** | **91%** | **21%** | **67%** | **81%** |
| **Non-PP (23)** | **0%** | **75%** | **81%** | **91%** | **43%** | **77%** | **81%** |

10 pupils engaged in work experience programmes and PPE was purchased for these so that the pupils could engage safely. Pupils were purchased steel toe capped boots and water- proof clothing. Alternative Provisions were commissioned which allowed pupils to re-engage in vocational learning of interest. 4 pupils achieved outcomes in Sport, music, creative media and construction. 3 of these pupils were PP pupils.All KS3 pupils had Duke of Edinburgh included in their curriculum offer. The Duke of Edinburgh activities received positive feedback from pupils during the Ofsted Inspection in February 24 and also in the Inclusion Quality Mark report in July 24. These sessions further increased pupil physical activity and therefore complimented our drive to improve wellbeing, improve behaviour and therefore have a positive impact on learning and outcomes. *“Pupils appreciate the opportunities that they have to develop their interests and talents, such as the Duke of Edinburgh’s Award scheme and through valuable work experience opportunities.” Ofsted Feb 24* Attendance for the academy was above that of the national average for AP academies and PRUs (50.6%), V’s our 54.4%. The average attendance for all year groups was 63.2%% (PP = 62.3% on average compared to 64.9% of non PP. The gap between these groups has significantly decreased over the past 3 years. We will further utilise the PP funding for 24-25 to focus on improving attendance. LAC pupils had on average an 4% higher attendance than non LAC pupils. 70% of PP pupils improved their attendance over the year from their baseline compared to 60% of non PP pupils.

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| **21-22 Vulnerable Group Differential Comparison**  |
|  |  | **LAC** | **Non LAC** | **FSM** | **Non FSM** | **Male** | **Female** | **EHCP** | **Non EHCP** | **WBRI** | **BAME** | **Pp** | **Non PP** |
| Average attendance % | 60.0% | 42.9% | 60.8% | 56.3% | 65.3% | 61.8% | 55.6% | 72.5% | 58.9% | 60.2% | 55.9% | 56.3% | 65.3% |
| Differential % between vulnerable groups |   | -17.9% |   | -9.0% |   |   | -6.2% | 13.6% |   |   | -4.3% | -9.0% |   |
|  **22-23 Vulnerable Group Differential Comparison**  |
|  |  | **LAC** | **Non LAC** | **FSM** | **Non FSM** | **Male** | **Female** | **EHCP** | **Non EHCP** | **WBRI** | **BAME** | **Pupil Premium** | **Non Pupil Premium** |
| 22-23  | **HT6** | 83.9% | 65.8% | 63.8% | 71.0% | 66.7% | 65.3% | 70.8% | 65.7% | 66.3% | 66.8% | 63.6% | 71.9% |
| Differential % between vulnerable groups (July 23) |   | 18.1% |   | -7.2% |   |   | -1.4% | 5.1% |   |   | -0.5% | -8.3% |   |
|  **23-24 Vulnerable Group Differential Comparison**  |
|  |  | **LAC** | **Non LAC** | **FSM** | **Non FSM** | **Male** | **Female** | **EHCP** | **Non EHCP** | **WBRI** | **BAME** | **Pupil Premium** | **Non Pupil Premium** |
| By 30th June |  63.2% | 67.0% | 63.0% | 62.2% | 65.0% | 63.7% | 61.9% | 65.8% | 62.6% | 63.2% | 63.1% | 62.3% | 64.9% |
| Differential % between vulnerable groups |   | 4.0% |   | -2.8% |   |   | -1.8% | 3.2% |   |   | -0.1% | -2.6% |   |

**Reading Intervention 2023-2024:** * 174 pupils completed their reading baseline - not included are Primary or Y11s
* 72% of all pupils have reading data
* Of those who do not, 40% of those are BPT pupils who are taught at home on pathways 2 and 3.
* 45% of the 174 pupils tested had a below functional reading age at the point of their baseline assessment
* 76% of these pupils who worked on the developing their reading skills made progress from their baseline assessment
* 70% of PP pupils who had below 9.5 years reading age, who were identified to work on reading intervention, improved from their baseline
* Of those who started with a reading age below functional, 43% made progress against their baseline
* Of those who started with a reading age below functional, 21% have achieved an above functional reading age
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## 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*

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| Programme | Provider |
| BKSB | British Key Skills Builder |
| Behaviour and resilience mentoring | Think for the Future |