



Kings Langley School

Unlocking Potential for Life

Pupil Premium Strategy

September 2023 – September 2026



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

Detail	Data
School name	Kings Langley School
Number of pupils in school (2024-25)	Total: 1107
Proportion (%) of pupil premium eligible pupils	14.8% PP 12.5% FSM
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	November 2025
Statement authorised by	Dave Fisher - Headteacher
Pupil premium lead	Antonia Sharp – Principal Assistant Headteacher
Governor / Trustee lead	Mark Morant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,050
Recovery premium funding allocation this academic year	£0 Withdrawn 24-25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£148,050

Part A: Pupil premium strategy plan



Statement of intent

Our intention is that all Kings Langley School students, irrespective of their background or the challenges they face, 'Unlock their Potential for Life'. This is achieved through ensuring that students make good progress, achieve high attainment across the curriculum and develop their Character.

Our Pupil Premium Strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which Pupil Premium students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school development plan, notably through our commitment to evidence informed, high-quality teaching and the development of Character.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage

At Kings Langley School we ensure that all students have access to our twin pillars of a rigorous academic curriculum combined with educational enrichment which will enhance the students' cultural capital.

The Key Principles of our Strategy Plan are:

1. High quality teaching and effective learning.
2. Targeted academic interventions
3. A wider approach to encourage attendance and the participation in school life, including the development of strong core character traits.

These are taken from the Educational Endowment Foundation recommendations and are research informed, as to having maximum impact on closing the progress and attainment gap.

Challenges



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

Detail of Challenge																															
1	<p>Prior attainment including reading age- a higher proportion of Pupil Premium students join us having not yet met Age Related Expectations at KS2 in Reading and Maths than their peers and/or with a reading age below their chronological age</p> <table border="1"> <thead> <tr> <th></th> <th>2024 Cohort – Year 11</th> <th>2025 Cohort – Year 10 No SATs Covid</th> <th>2026 Cohort – Year 9 No SATs Covid</th> <th>2027 Cohort – Year 8</th> <th>2028 Cohort – Year 7 TBC</th> </tr> </thead> <tbody> <tr> <td>KS2 Scaled Score R+M</td> <td>PP – 102.5 All – 104.8 <i>(Non-PP – 105.3)</i></td> <td>No SATs Covid</td> <td>No SATs Covid</td> <td>PP – 101.3 All – 105.0 <i>(Non-PP – 105.7)</i></td> <td>PP – 101.2 All – 105.0 <i>(Non-PP – 105.7)</i></td> </tr> <tr> <td>KS2 Reading</td> <td>PP – 102.8 All – 105.0 <i>(Non-PP – 105.5)</i></td> <td></td> <td></td> <td>PP - 101.4 All – 105.3 <i>(Non-PP – 105.9)</i></td> <td>PP – 101.5 All – 105.6 <i>(Non-PP – 106.1)</i></td> </tr> <tr> <td>KS2 Maths</td> <td>PP – 102.3 All – 104.7 <i>(Non-PP – 105.2)</i></td> <td></td> <td></td> <td>PP – 100.9 All – 104.4 <i>(Non-PP – 105.0)</i></td> <td>PP – 100.9 All – 104.5 <i>(Non-PP – 105.2)</i></td> </tr> <tr> <td>Reading Age</td> <td>PP – 97.8 All – 104.1 <i>(Non-PP – 105.4)</i></td> <td>PP – 95.6 All – 105.6 <i>(Non-PP – 107.4)</i></td> <td>PP – 100.9 All – 106.3 <i>(Non-PP – 107.8)</i></td> <td>PP - 96.1 All – 104.9 <i>(Non-PP – 106.5)</i></td> <td>PP – TBC All - TBC</td> </tr> </tbody> </table>		2024 Cohort – Year 11	2025 Cohort – Year 10 No SATs Covid	2026 Cohort – Year 9 No SATs Covid	2027 Cohort – Year 8	2028 Cohort – Year 7 TBC	KS2 Scaled Score R+M	PP – 102.5 All – 104.8 <i>(Non-PP – 105.3)</i>	No SATs Covid	No SATs Covid	PP – 101.3 All – 105.0 <i>(Non-PP – 105.7)</i>	PP – 101.2 All – 105.0 <i>(Non-PP – 105.7)</i>	KS2 Reading	PP – 102.8 All – 105.0 <i>(Non-PP – 105.5)</i>			PP - 101.4 All – 105.3 <i>(Non-PP – 105.9)</i>	PP – 101.5 All – 105.6 <i>(Non-PP – 106.1)</i>	KS2 Maths	PP – 102.3 All – 104.7 <i>(Non-PP – 105.2)</i>			PP – 100.9 All – 104.4 <i>(Non-PP – 105.0)</i>	PP – 100.9 All – 104.5 <i>(Non-PP – 105.2)</i>	Reading Age	PP – 97.8 All – 104.1 <i>(Non-PP – 105.4)</i>	PP – 95.6 All – 105.6 <i>(Non-PP – 107.4)</i>	PP – 100.9 All – 106.3 <i>(Non-PP – 107.8)</i>	PP - 96.1 All – 104.9 <i>(Non-PP – 106.5)</i>	PP – TBC All - TBC
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2	<p>SEND</p> <ul style="list-style-type: none"> 25% of students with SEND are also entitled to Pupil Premium funding 25% of these have an EHCP, with the primary presenting needs being Social Emotional & Mental Health (SEMH) needs and Autistic Spectrum Disorder (ASD) 																														
3	<p>Attitudes & Character</p> <p>In 2022-23 a higher proportion of Pupil Premium students received higher numbers of Behaviour Points and fewer Recognition points than their counterparts.</p>																														
4	<p>Social, mental & emotional wellbeing</p> <p>A higher proportion of Pupil Premium students present with SEMH challenges which can impact their self-regulation in lessons</p> <ul style="list-style-type: none"> 10% of Pupil Premium Students are regularly accessing Mental Health support in school SEMH is one of the predominant learning needs for students with an Educational Healthcare Plan (EHCP) and who are also entitled to Pupil Premium funding 																														
5	<p>Attendance & punctuality– average rates of attendance for Pupil Premium students are below the average attendance for other students. A higher proportion of Pupil Premium students are late to lessons.</p> <table border="1"> <thead> <tr> <th>Attendance</th> <th>Pupil Premium</th> <th>All other students</th> </tr> </thead> <tbody> <tr> <td>FFT School 2022-23</td> <td>84.8%</td> <td>92.2%</td> </tr> <tr> <td>FFT National 2022-23</td> <td>85.3%</td> <td>92.6%</td> </tr> </tbody> </table>	Attendance	Pupil Premium	All other students	FFT School 2022-23	84.8%	92.2%	FFT National 2022-23	85.3%	92.6%																					
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6	Parental partnership and engagement – parents and carers of Pupil Premium students find it more challenging to attend parent consultation evenings, school events and respond to parent communication
7	Cultural Capital and Character Fewer Pupil Premium students take part extra-curricular clubs, wider curriculum visits and leadership opportunities. Student voice tells us that students prefer to spend their time outside of school hours in different ways and that sometimes finances are a barrier
8	Increasing levels of deprivation In 2022-23 35% of Pupil Premium students were entitled to Free School Meals. This increased in 2023-24 to 85% of Pupil Premium students. This is indicative of a wider national picture with a cost of living crisis. The associated difficulties that families are facing create stress and pressures within the home which can impact attainment, progress, conduct and engagement in school.

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.

- To continue to close the progress and attainment gap between Pupil Premium students and their peers at Kings Langley School
- Four our Pupil Premium students to achieve a progress 8 score that is at least in line with national (0.05 in 2022)
- For our Pupil Premium students to achieve at least in line with FFT50 for their cohort, and ideally in line with FFT20, as shown in the table below.

NB FFT benchmarks are based on how similar pupils nationally performed in the subject last year (similar pupils are defined as similar prior attainment, gender and month of birth).

- *Schools that made the average progress last year (FFT50 – 50th percentile progress)*
- *Schools that made greater than average progress (FFT20 – 20th percentile progress)*

2024 cohort (30 students)	Minimum acceptable target (FFT50 for PP)	Middle target (FFT20 for PP)	Ultimate vision for PP students (FFT20 for non-PP)
Attainment 8	46.0	50.0	54.0
% 9-5 EM	38% (12 students)	47% (15 students)	55% (17 students)
% 9-4 EM	61% (19 students)	69% (21 students)	77% (24 students)
2025 cohort (28 students)	Minimum acceptable target (FFT50 for PP)	Middle target (FFT20 for PP)	Ultimate vision for PP students (FFT20 for non-PP)
Attainment 8	43.0	47.0	55.0
% 9-5 EM	33% (10 students)	42% (12 students)	60% (17 students)
% 9-4 EM	56% (16 students)	64% (18 students)	79% (23 students)



- Average attendance of Pupil Premium students is at least in line with the national average of Pupil Premium students (92.5% 2022), with the aim to be in line with average attendance of other students (95% 2022)
- For the number of Pupil Premium students who are persistently absent (over 10% absence) to be under 10%
- 100% of Pupil Premium students to take part in at least one extra-curricular activity or leadership role
- At least 80% of Pupil Premium students to be at least Demonstrating core character traits as demonstrated by Attitude to Learning reports
- At least 90% attendance at parent consultation evenings for Pupil Premium students
- Parent and student voice surveys (Pupil Premium) reflect high satisfaction with school interactions and communication
- 100% of parents (Pupil Premium students) to be accessing the Class Charts App at least half termly
- To develop literacy skills of all Pupil Premium students, including the learning and teaching of reading, oracy, vocabulary acquisition and writing.

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: £87,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring High Quality Teaching: Continuing to embed the- KLS Teaching & Learning Repertoire <ul style="list-style-type: none"> - Developing Learning Behaviours - Subject Knowledge & Pedagogy - Assessment & Feedback 	Evidence indicates that great teaching is the most important lever schools have_ to improve pupil attainment. Particularly for Disadvantaged students. Research Links: EEF High Quality Teaching EEF: Feedback EEF: Meta-cognition and self-regulation EEF: Reading and Comprehension Strategies EEF: Oral Language Interventions	1, 2, 5



<ul style="list-style-type: none"> - Metacognition - Stretch & Challenge - LitOracy - Numeracy - Internal CPD programme - Coaching & Deliberate Practice (Steplab) 	<p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Research Links: EEF High Quality Teaching</p>	
<p>Maths Pedagogy</p> <ul style="list-style-type: none"> - Collaborative planning - High expectations and a rich curriculum for all maths sets, with a focus on sets 3 and 4 - Developing numeracy skills through tutor time programme - MathsWatch - Set according to ability with fluid movement between sets as appropriate 	<p>Evidence into attainment grouping emphasises the importance of making setting as subject-specific as possible, grouping students by attainment only and retesting regularly and moving students between groups, with high expectations for all sets.</p> <p>Research Links: UCL Institute of Education: Dos and don'ts of attainment grouping EEF Improving Mathematics in Key Stages 2 and 3</p>	1
<p>Whole School Focus on LitOracy -</p> <ul style="list-style-type: none"> - Tutor time programme - LitOracy repertoire <i>link to website</i> - Regular reading tests for reliable and up-to-date data - Sharing data with teachers via ClassCharts seating plans - Reading evenings for all parents and students - Bedrock - Use of The Day in form time and within the curriculum - Reading groups- Care Home - Sixth Form reading mentors 	<p>https://www.kls.herts.sch.uk/home/curriculum/literacy-and-oracy/ https://www.kls.herts.sch.uk/home/curriculum/reading/ https://www.kls.herts.sch.uk/home/curriculum/bedrock-learning/</p> <p>Research Links: EEF Reading Comprehension strategies</p>	1, 2, 3, 4, 5, 6
<p>Pedagogy is personalised to the needs of the individual</p> <ul style="list-style-type: none"> - Provision mapping/ Edukey - Student Passports - Priority group tracking - Class charts - SENDCo & Heads of Centre - Drop-ins and regular feedback - Student progress briefings - Subject specific resources 	<p>Research Links: EEF High Quality Teaching</p>	1, 2, 3, 4, 5, 6



<p>Whole school focus on Behaviour for Learning & Character Education</p> <ul style="list-style-type: none"> - Tutor programme - Curriculum - Assemblies 	<p>Research Links: Character Education: University of Birmingham</p>	<p>3, 4, 5</p>
<p>Impactful Strategic Leadership</p> <ul style="list-style-type: none"> - Assistant Headteacher - SENDCO - Pupil Premium strategy review (HFL 2023) 	<p>Research Links: EEF Implementation</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

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

- Budgeted cost £43,678

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy support and materials</p> <ul style="list-style-type: none"> - Reading interventions - Weekly reading lesson KS3 - Bedrock - The Day - Lexia - Laptop club - Regular Standardised Reading Age Testing 	<p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF: Digital Technology</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Literacy and Standardised Testing</p>	<p>1, 2, 5</p>
<p>Maths Intervention Group</p> <ul style="list-style-type: none"> - Year 11 students on the grade $\frac{3}{4}$ boundary 	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
		<p>1,2,3,4,5,6,7,8</p>



Year 6 into 7 Summer School	Summer School Research March 2022	
Coaching/mentoring/interventions <ul style="list-style-type: none">- Pastoral Team- Learning support mentors- Commando Joe- SEND Team- Sixth form mentoring- Subject leaders in core subjects have a co-tutor to facilitate interventions	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,5,6, 7, 8
1:1 and small group tutoring <ul style="list-style-type: none">- 1:1 literacy for identified SEN students- 1:1 numeracy for identified SEN students- Secondary Ready Reading Programme- Higher Level Teaching Assistant supporting in the art department- Lead Practitioners (science, English & drama)	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4, 5, 6
Online platforms to support independent study and retrieval practice <ul style="list-style-type: none">- Mathswatch- Language Nut- Masolit- Seneca- Accessit- Focus on sound- Activelearn	EEF Homework	1,2,5,6
Whole school interventions strategy <ul style="list-style-type: none">- Herts for learning – Maths- English bespoke programme- Year 11 revision coaching- Booster sessions for yr 11 in lead up to exams	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,5,6



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

Budgeted cost: £43,678

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium student attendance monitored and followed up quickly <ul style="list-style-type: none"> - AHT behaviour & AHT Pupil Premium strategy - Develop monitoring and recording processes - First Day response, text messages and phone calls - Pro-active pastoral support and interventions - Pastoral teams working in partnership with identified families - Family Support Worker referrals - Persistent Absence/Pupil Premium target group – Learning Mentors 	Guidance: Working together to Improve school attendance: support for schools and local authorities (September 2023)	3, 4, 5
Increase Parent Partnership to help improve the progress and attainment of their children <ul style="list-style-type: none"> - Tooled Up Education - Improved tracking of Parents Consultation evening attendance - Online events - Parent Partnership strategy - Family support workers - Class charts for recognition and behaviour recording - Ensuring all Pupil Premium families are accessing class charts regularly - Tooled Up access & signposting - Parent voice surveys - Effective communication 	‘If parents engage with their children’s education, the attainment of the child will increase by 15%’ (Goodall, 2009; 2011). EEF: Parental Engagement	4, 6
Transition Support <ul style="list-style-type: none"> - AHT leads transition - Enhanced transition support in Year 6 for identified students - Summer Reading Project - Build closer links with feeder schools - Tooled Up access and signposting to resources for parents 	Oxford Language Report	1, 2, 3, 4, 5, 6



<ul style="list-style-type: none"> - Summer School - Year 11 into Sixth Form support 		
<p>Focus on the development of positive attitudes to learning through development of Character</p> <ul style="list-style-type: none"> - High Expectations - Flourishing DNA (ATL scores) - Recognition and Red Card analysis - Focus on punctuality to lessons - Tutor/teacher/pastoral support - Effective use of PSPs where appropriate - Proactive referrals for support 	<p>EEF: Behaviour Interventions EEF: Social and Emotional Learning</p>	<p>3, 4, 5</p>
<p>Pro-active and supportive pastoral support</p> <ul style="list-style-type: none"> - Non-teaching Head of Year for Y10 & Y11 - In school councillors - Family Support Workers 	<p>EEF: Behaviour Interventions EEF: Social and Emotional Learning</p>	
<p>Provide and increase take up of opportunities to develop cultural capital and character</p> <ul style="list-style-type: none"> - Educational visits - Extracurricular activities & clubs - Supra-curriculum - Activities Week - Community Walk - Student Leadership 	<p>Jubilee Centre for Character Education EEF: Arts Participation https://www.kls.herts.sch.uk/home/personal-development/activities-week/ https://www.kls.herts.sch.uk/home/personal-development/extra-curricular/ https://www.kls.herts.sch.uk/home/personal-development/trips-and-events/</p>	<p>3, 4, 5, 7</p>
<p>Financial Support for parents</p> <ul style="list-style-type: none"> - £50 voucher towards activities week - 50% off educational visits - Support with branded school uniform - Preloved uniform sales - Support with cost of food technology ingredients - Support with music lessons - 15% of spaces on trips reserved for Pupil Premium students - Support with extracurricular clubs - Eliminating Economic Exclusion Review (2023) 	<p>EEF: working with parents to support their child's learning</p>	<p>4, 5, 6, 7, 8</p>




<p>Provide quiet working spaces to support students with their independent study (homework)</p> <ul style="list-style-type: none"> - Homework club - Library - Learning Support 	<p>Poverty, family resources and children's early educational attainment: the mediating role of parenting. Kiernan, K and Mensah, F. 2011, British Educational Research Journal.</p>	<p>1, 2, 3, 4, 8</p>
<p>Provide proactive and high quality support and guidance on careers and next steps</p> <ul style="list-style-type: none"> - PSHE and careers curriculum - Careers guidance - Unifrog - Explore Morrisby profiling - Next steps interviews with SLT - Student passports contain future aspiration information - Personalised careers talks 	<p>EEF: Careers guidance</p>	<p>4, 7, 8</p>
<p>Provide free breakfast</p> <ul style="list-style-type: none"> - Breakfast bars & fruit available through pastoral teams - Explore hot breakfast offer for students 	<p>EEF: Magic Breakfast</p>	<p>1, 2, 3, 4, 5, 8</p>

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.

Intended Outcome	Impact 23-24					
<p>Improved rates of academic progress including in literacy and numeracy.</p>	<p>2024 Progress –</p>  <table border="1" data-bbox="662 1646 1380 1787"> <tr> <td>Disadvantaged (32 students)</td> <td>-0.58</td> <td rowspan="2">Gap: -0.82 ↑ (2023 gap: -0.72) (2022 gap: -0.69) (2019 gap: -1.02)</td> </tr> <tr> <td>Non-disadvantaged (155 students)</td> <td>+0.24 ↑</td> </tr> </table> <p>National Progress 8 was –0.57 Although the progress gap has increased slightly, this is in line with expectations as this cohort returned to pre-covid grade boundaries. Non-disadvantaged progress also increased to widen the gap,</p>	Disadvantaged (32 students)	-0.58	Gap: -0.82 ↑ (2023 gap: -0.72) (2022 gap: -0.69) (2019 gap: -1.02)	Non-disadvantaged (155 students)	+0.24 ↑
Disadvantaged (32 students)	-0.58	Gap: -0.82 ↑ (2023 gap: -0.72) (2022 gap: -0.69) (2019 gap: -1.02)				
Non-disadvantaged (155 students)	+0.24 ↑					



	For students who receive Pupil Premium the average Standardised Age Score is 103.5, which is above national									
High standards of organisation and metacognition are displayed by Pupil Premium students.	<p>In Pupil Premium Students received:</p> <table border="1" data-bbox="660 371 1385 631"> <thead> <tr> <th></th> <th>2022-23</th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>School Ready Equipment</td> <td>31%</td> <td>29% (511) 76 out of 157 PP students</td> </tr> <tr> <td>School Ready Uniform</td> <td>22%</td> <td>23% (246) 51 out 157 PP students</td> </tr> </tbody> </table> <p>School Ready Equipment: 10 PP students collected 54% of the 511 PP entries. School ready Uniform: 103 PP students received 0 SRU points (69%) Both of these figures should as a maximum reflect the school population of Pupil Premium students (14%)</p>		2022-23	2023-24	School Ready Equipment	31%	29% (511) 76 out of 157 PP students	School Ready Uniform	22%	23% (246) 51 out 157 PP students
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Increased positive behaviours for the identified Pupil Premium students leads to increased academic progress and greater success in accessing the curriculum fully.	<table border="1" data-bbox="660 920 1385 1144"> <thead> <tr> <th></th> <th>2022-23</th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>Recognition Points</td> <td>13%</td> <td>13.3%</td> </tr> <tr> <td>Positive-negative ratio</td> <td>New data capture for 23-24</td> <td>47% positive (74% all other students)</td> </tr> </tbody> </table> <p>Recognition points achievement slightly below the PP population (14.5%)</p>		2022-23	2023-24	Recognition Points	13%	13.3%	Positive-negative ratio	New data capture for 23-24	47% positive (74% all other students)
	2022-23	2023-24								
Recognition Points	13%	13.3%								
Positive-negative ratio	New data capture for 23-24	47% positive (74% all other students)								
Support is in place for students with their mental health and wellbeing.	<p>Individual students needs officer appointed 2 academic learning mentors 2 in school councillors Regular visits from Mental Health School Team nurse Commando Joe mentoring 4 trained Mental Health First Aiders Parent Access to Tooled Up Education 15% of all trip spaces are reserved 65% of Pupil Premium students went on at least 1 trip during Activities Week</p>									
Identification of gaps and support is in place to help close the gaps in attainment and progress due to the COVID-19 school closure.	<p>All subject areas have reviewed and updated curriculums to identify and close in knowledge gaps to support progress and attainment.</p> <p>Afterschool and lunch time sessions were offered to students in English, maths, science, history, geography, computer studies, business studies, PE, art, technology (all)</p>									



Attendance rates for Pupil Premium students increase, exceeding the national average attendance rate for Pupil Premium students and closing the gap with the attendance rate of non-PP students within the school.		22-23	23-24
	PP	84.8%	85.4%
	All other students	92.9%	91.5%
	FFT national PP	85.3%	85.4%
The parental engagement of Pupil Premium families is similar to engagement of other families and work with us to help support and improve the progress and attainment of their children.		22-23	23-24
	PP Attendance at parents evening	67% - bookings not attendance	51.6%
	Attendance all other students	83% - bookings not attendance	80%
	<p>We now open bookings exclusively for Pupil Premium (and SEND) students two weeks before anyone else to enable them to secure the bookings they desire.</p> <p>2024-25 we are trialling 1:1 face to face appointments for high and medium priority students (Year 8 Oct 24 100% attendance)</p>		

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?	Pastoral support
What was the impact of that spending on service pupil premium eligible pupils?	Two students and so not easily quantifiable. Student voice is positive and attendance is above national.



Further information (optional)