Alderbrook School - <u>Pupil Premium Strategy Statement</u>

This statement details our school's use of pupil 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.

Detail	Data
School name	Alderbrook School
Number of pupils in school	1403 (plus 268 in 6th form based at Alderbrook School)
Proportion (%) of pupil premium eligible pupils	19.31% (Year 7-11)
Academic year/years that our current pupil premium strategy plan covers	2024/2025-2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Tom Beveridge Headteacher
Pupil premium lead	Emma Jones Assistant Headteacher
Governor / Trustee lead	Ann Perks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023/2024)	£297.110

Part A: Pupil premium strategy plan

Statement of intent

Our school is an organisation in which every child is provided with high quality and inclusive education in a safe and inspiring environment. As stated in our School Improvement Plan, we relentlessly focus on our most vulnerable students, including disadvantaged and SEND students, to ensure they receive an outstanding quality of education and make good progress.

We as a school are committed to ensuring that all of our young people develop into well-rounded, well-grounded, and confident adults. Our values of ambition, bravery, and kindness permeate everything we do. Our house system (Ambition, Bravery, Kindness, and Proud) provides opportunities for our students to develop a sense of belonging and pride in their school community.

Building positive relationships between students, staff and the wider community is vital for our students' personal development. As a school, we have been working closely with 10 local infant and junior schools on the Cradle to Career Partnership to improve the experience and education of our young people and their families.

Trauma-informed practice is also at the heart of what we do – we believe that a school can only be successful when it is a true community. Through our whole school trauma informed approach and regular data analysis, we are sympathetic to those students, who, for any number of reasons, may find learning more difficult. Through high quality teaching and tailored pastoral care, we aim to meet the needs of the students and to help support them as learners.

We aim to raise achievement of all of our students, as well as ensuring that we are closing the disadvantaged attainment gap. Students' needs will be met in the strategy in alignment with the menu of approaches:
1) High quality teaching and learning through our whole school instructional coaching CPD.
2) Targeted academic support
3) Wider strategies to promote personal development.

We are also mindful that a large proportion of our disadvantaged students also have additional SEND, therefore the PP co-ordinator works closely with the SENCO and Inclusion Champions to address multiple challenges these students face.

Key Principles for the use of Pupil Premium:
Alderbrook School never confuses eligibility for the Pupil Premium with low ability and focuses on supporting disadvantaged students to achieve the highest possible levels, both academically and pastorally. As a school, we have high expectations for **ALL** students.
- The school ensures that a dedicated Assistant Headteacher, the Headteacher and trustees, have a clear overview of how funding is allocated. They review the difference it is making to the outcomes of students on a termly basis through a trustee report.
- The school thoroughly analyses which students are underachieving, (particularly in English and Mathematics) and the reasons for this.
- The school draws upon its previous experiences and EEF evidence to allocate funding to activities which are most likely to have a positive impact in raising attainment and progress of eligible students in our context.
- The school ensures that all subject teachers know which students are eligible for the Pupil Premium (easily accessible on ClassCharts) so that they can take responsibility for accelerating progress on an individual basis, considering additional needs such as SEN or EAL.

- The Alderbrook "Pupil Premium One Page Overview" has been shared with all Alderbrook staff so that interventions are bespoke and purposeful.

To ensure that Alderbrook school is effective in addressing these challenges, we will ensure that we adopt a whole school approach using Inclusion Champions from each subject to ensure that disadvantaged needs are met across the school. Pupil Premium children will also be discussed regularly in whole school briefings and department meetings.

Challenges

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

Challenge number	Detail of challenge
1	**Attainment** The GCSE attainment of disadvantaged pupils at GCSE is lower than non-disadvantaged pupils at Alderbrook and nationally. When looking at the past 3 years, there is a clear gap between % of students gaining 4+ in English and Maths.

	2022 Exam Grades		2023 Exam Grades		2024 Grades	
	All students/ Non-PP	**PP**	**All students/ Non-PP**	**PP**	**All students/ Non-PP**	**PP**
Progress 8	All: 0.48	PP: -0.08	All:0.47	PP: -0.14	All: 0.46	PP: 0.1
Attainment 8	All: 56.04 Non: 57.88	PP: 44.69	All: 53.32 Non:55.64	PP: 41.74	All:53.84 Non:56.42	42.57
% 4+ E and M	All: 86 Non: 90	PP: 67	All:82.58 Non:85.45	PP:68.18	All:80 Non 85	59
EBACC entry	All: 81 Non:76	PP: 5	All:32.95 Non 36.36	PP:15.9	All: 26.32 Non 29.35	13.04

2	**Attendance** Attendance data over the last few years indicates that attendance amongst disadvantaged students has been 3.4- 6.1% lower than students that are not eligible for PP. There is a strong desire to close our internal gap in attendance rates and look at reasons around why PP attendance is not as high as their peers.

	2020/21	2021/22	2022/23	2023/ 24	2024- T1
PP	84.3%	87.5%	87.4%	87%	90.53%
Non-PP	90.4%	92.2%	92.3%	93%	95.34%
Gap	6.1%	4.7%	4.9%	6%	4.82%

Our student voice and observations show that low attendance has not only resulted in significant knowledge gaps across the curriculum for some PP students, but also impacted their sense of belonging and how connected they feel to the school community.

3	**Reading and vocabulary**
	Reading age tests indicate a significant number of disadvantaged students have lower literacy skills. There is a high proportion of PP students that scored below 100 on the recent NGRT scale score. Teacher observations and feedback also shows lower level comprehension and understanding of key vocabulary, which impacts progress in all subjects.
4	**Mental Health and Wellbeing**
	Observations and discussions with students and families, have identified a high level of social and emotional needs for many of our disadvantaged pupils. Staff referrals for pastoral intervention around anxiety, low mood and low self-esteem remains high for disadvantaged students.
5	**Enrichment opportunities**
	Disadvantaged students are not as represented in extra-curricular activities, trips or positions of responsibility compared to their non-PP peers, therefore, are unable to benefit as much from the enrichment opportunities and skills these bring.
6	**Attitude to Learning**
	Report data and observations suggest that some disadvantaged students do not always have high expectations for themselves and their learning, which is reflected in the quality of work completed. In a recent student voice, only 32% students strongly agreed with the statement "I always try my best at school", whilst, only 21% strongly agreed to taking pride in their work.

Intended outcomes

This explains the outcomes we are aiming for **by the end of this 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment and progress of disadvantaged students at the end of KS4 (with an increase of disadvantage students securing 4+ in English and Maths).	By the end of our current plan: • The attainment and progress scores of disadvantaged students in KS4 will have improved and the gap between disadvantaged students and their peers will have significantly reduced. • There will be an increase in the number of disadvantage students securing 4+ in English and Maths at GSCE. • Progress data from teacher reports show the gap narrowing between the average PP and average non-PP students in Year 7-11.
Improved and sustained levels of attendance for disadvantaged students as students feel an increased sense of belonging and are proud to be part of the Alderbrook community.	• Qualitative data in the form of pupil voice, parent surveys and teacher observation show evidence of belonging. • Gap in attendance between disadvantage students and their peers reduces. • The percentage of PP students who are persistently absent reduces each academic year.

	By the end of our current plan: • Overall attendance is 96% • Disadvantaged attendance is 94%
Improved literacy and reading comprehension amongst disadvantaged students across KS3.	• NGRT data shows improvement in KS3 reading ages and scale scores from the Autumn and Spring data collection points in the year. • Staff voice will demonstrate teacher observations of students' engagement and improvement with reading in school. • Lexonic data shows improvement with reading age with the PP students selected from NGRT tests.
To achieve and sustain improved wellbeing for all our pupils ensuring that they have access to social, emotional, mental health and wellbeing support.	• Quantitative data via student voice shows high levels of improved wellbeing and that students feel safe at Alderbrook. • All disadvantaged students can name a trusted adult within the school and student voice shows they know where to gain advice for different scenarios when asked. • Student and parent voice show transition process has been effective in supporting students to transition to Alderbrook School. • Impact reports and student voice from external agencies show effectiveness of workshops in developing/ supporting students' wellbeing.
To ensure that all pupils have access to enrichment and wider curriculum opportunities.	• A significant increase of PP students in participation of enrichment activities such as peri music, trips and after school clubs. • An increase in the number of students taking part in House events • An increase of PP students in the school accessing roles of responsibility such as Prefect, ABK parliament representative and winning subject braids. • All disadvantage students secure work experience placements.
A culture of high expectations is established across the school which encourages students to have high aspirations for themselves and a positive attitude to learning.	• Report data shows PP students' ATL has improved from previous years and that the gap between them and non-PP is reducing. • Student voice shows that students feel more confident in lesson and take more pride in their work. • No NEETS in KS4. The destinations of our disadvantaged cohort will be as aspirational as their non-disadvantaged peers.

Menu of Approaches - activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)
Budgeted cost: £ 221,055

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of staff • Additional staff are recruited in English, Maths and Science. This facilitates the creation of small intervention classes. • We recruit from Teach First to supplement our own recruitment processes. • Leadership opportunities are created in line with whole-school priorities to ensure that excellent teachers are retained through qualifications such as: (NPQLTD) (NPQLBC) (NPQLT) (NPQSL)	Research nationally, has suggested that disadvantaged pupils are disproportionately impacted by a higher turnover of staff **(Mark Rowland-Addressing Educational Disadvantage)**	1, 3,4, 6
Ensuring high quality teaching and curriculum in every classroom through continuous CPD and training. • An established whole school CPD lesson studies approach on Rosenshine's principles allows staff to share a common language when discussing teaching and learning. • Whole School Instructional Coaching model for all teaching staff to develop and learn new teaching strategies from one another. • TLR positions for Instructional Coaching Lead and an ECT ITT Lead Mentor • "Developing Practice and Pedagogy"– Directed time given every fortnight to allow all teaching staff time to engage in educational research and effective teaching such as metacognitive strategies. • "Subject knowledge enhancement" sessions in departments. • Regular Subject Meetings focus on the quality of teaching and learning within departments. • Regular "Spotlight Fortnight" reviews by Curriculum leaders and Assistant Headteachers means areas for development are identified and addressed quickly in departments.	**(Kirschner and Hendrick- How learning happens)** https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf Metacognitive strategies – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition "Most important thing we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning". **(Higgins et al)**	1,3,4

Ensuring high quality teaching which meets the needs of students with SEND • Employment of SEND Teaching and Learning lead who is responsible for supporting, implementing and evaluating SEND teaching across the school. • The SENCO and DSL train staff on the specific needs of SEND and vulnerable students throughout the course of the year. • Inclusion Champions in each department area ensure that strategies and interventions are happening at a departmental level • Whole school recap training on Trauma informed approach (attachment and emotional coaching) by an Educational Psychologist.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 4,6
Support for Early Careers Teachers, Teach First participants and Unqualified Teachers • Training members of staff are observed regularly and given targeted feedback to improve their teaching. This is tracked over time. • Trainees observe experienced members of staff teach to share best practice. Open door fortnights to encourage staff to see a range of departments. • In-house professional studies workshops are offered to trainees and focus on key elements of effective teaching. • Members of staff participate in the local Teaching School Hub's Secondary Curriculum Development Focus Group sharing good practice across schools in Solihull (SSSATA).	Research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,3

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition • A member of staff has been allocated to coordinate and target key students for small intervention/ tutoring sessions with teaching staff after school. • Curriculum Leaders work with SLT to ensure that timely and decisive action is taken to address underperformance of "PP Priority students". • PP Priority students are selected for assertive mentoring with key staff. • Peer tutoring- 6th form students are supporting students in KS3 lessons and outside of lesson.	Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support Small group tuition can add 4 months of progress, particularly impactful if targeted based on assessment data https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1,3,6
Targeted interventions and resources to meet specific needs of disadvantaged pupils with SEND • Specialist advisory service, Equalise, supports with assessment of students with SEND and provides strategies to staff to meet their needs. • Resources to support disadvantaged students with SEND are purchased.	"We need to ensure that staff have the support, expertise, knowledge, and agency to support their learners." https://researchschool.org.uk/unity/news/pupil-premium-and-send-learning-without-labels	1,3, 6
Targeted interventions to support literacy • NGRT tests are used to identify students whose reading age and scale score is below average. Tailored intervention is then provided. • Lexonik to support students in comprehension and to address gaps in vocabulary.	Reading comprehension strategies are high impact on average (+6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies "Why closing the word gap matters" https://www.oup.com.cn/test/word-gap.pdf	1,3
Extended school time • Year 6 students are invited to "masterclasses" in school and a summer school to aid transition. This is led by teaching and support staff at Alderbrook school. • "TGIM" – A dedicated time and space (Monday afterschool) for Year 11 students to revise.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines	1,3,4,6

Resources and platforms
• Hard copies of key texts and textbooks are purchased/ subsidised for disadvantaged students at GCSE level if support is needed.
• Online platforms ensure that students benefit from tailored and interactive resources which can be accessed from home-such as:
    SENECA
    GCSEPod (for English only)
    Hegarty Maths
    Exam pro
    CSUK membership
	As we teach these, developing and strengthening learning behaviours in our pupils, they become more motivated, engaged, and determined to succeed.
	https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours
		1,3,6

Wider strategies

Budgeted cost: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast clubs and meal provision • Porridge, cereal bars and juice are available in key areas of the school for students. This also allows for a check in with key staff. • "Monday Morning Mindful Moments" invite only for PP before school.	EEF has independently evaluated the Magic Breakfast Programme and found it can generate +2 months.	2, 4
Enrichment opportunities • PP students receive funded Music lessons from Solihull Music Service at school. • Trips and educational visits are paid or subsidised depending on individual circumstance. • PP focused Enrichment trips to promote Cultural Capital such as Jamie's Farm, A Christmas Carol and Tower of London. • The school has a range of extra-curricular clubs for students to be involved in. PP students are invited by their teachers and clubs are created based on feedback from the annual December student voice. • Food Technology ingredients are provided for students eligible for PP.	The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Physical activity has important benefits in terms of health, wellbeing and physical development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	2, 5,6
Supporting students' social, emotional and behaviour needs • Additional counselling and external agencies to support students with: Bereavement, CBT, behaviour coaching (see external providers). • Targeted workshops and motivational speakers for intervention such as attendance and low self-esteem etc (see external providers). • Non-teaching pastoral managers appointed to each year group to support with pastoral care of students, alongside teaching Heads of Year. *Pastoral Support Coordinator in KS3 and KS4, to identify and target interventions for students who are underachieving.*	https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions	2,4

• *PSC Manager who works in the Pupil Support Centre, monitors day to day behavioural trends.* • Full time fully qualified Careers advisor to provide targeted careers provision. • Wellbeing for staff- coaching and supervision for pastoral staff is offered regularly. • Mental Health co-ordinator recruited		
Ensuring high levels of attendance for all students • EWO support for two days a week to monitor and visit persistent absentees. • Dedicated Attendance officer produces tracking reports for HoY and Pastoral managers to monitor their year group.	https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf	2
Contingency and hardship fund • Uniform, equipment, transport etc)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond to needs that have not been identified yet.	ALL

Total budgeted cost: £ *297,110*

Contingency: £3,055

Part B: Review of outcomes of previous 3-year strategy plan

Pupil premium strategy outcomes

Below is a review taken place of the previous 3 Year Pupil Premium Strategy (2021/2022-2023/2024). The review will make reference to the intended outcomes from the 2023/2024 strategy. The 2023/2024 strategy can be found on our school website.

Internal reviews and evaluations have taken place at key intervals last academic year and were shared with trustees of the school. Alderbrook School has also had a school advisor review in March 2024 which focused on the learning and experience of our Pupil Premium Students.

This year, 180 Pupil Premium students completed our annual student voice in December 2024.

Attainment and progress outcomes:

	2022 Exam Grades		2023 Exam Grades		2024 Grades	
	All students/ Non-PP	**PP**	**All students/ Non-PP**	**PP**	**All students/ Non-PP**	**PP**
Progress 8	All: 0.48	PP: -0.08	All:0.47	PP: -0.14	All: 0.46	PP: 0.1
Attainment 8	All: 56.04 Non: 57.88	PP: 44.69	All: 53.32 Non:55.64	PP: 41.74	All:53.84 Non:56.42	42.57
% 4+ E and M	All: 86 Non: 90	PP: 67	All:82.58 Non:85.45	PP:68.18	All:80 Non 85	59
EBACC entry	All: 81 Non:76	PP: 5	All:32.95 Non 36.36	PP:15.9	All: 26.32 Non 29.35	13.04

GCSE results this summer showed an improvement in the Attainment 8 and Progress 8 score of disadvantaged students at Alderbrook school than the previous year. For the first time since the strategy began, Pupil Premium students gained a positive Progress 8 score. Nationally, disadvantaged pupils averaged a Progress 8 score of -0.57 (https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance),therefore, interventions put in place at Alderbrook have been effective to some extent.

There still continues to be an attainment gap between non-disadvantaged and disadvantaged students at Alderbrook School, therefore a focus of the new 3-year strategy will be high expectations and standards for our disadvantage students.

Unfortunately, KS4 2024 grades have shown a decrease in the percentage of PP students gaining 4 or above in English and Maths compared to previous years. Moving forward, there will be a further focus on reading comprehension strategies and interventions for KS3 and KS4 students who have scored low on the NGRT tests.

When reviewing the 2024 GSCE results, there has also been a reduction of students being entered in to the EBACC. This will change in the upcoming years as our Options have been adapted to include more students on this pathway.

When reviewing our internal progress data for Year 10 Term 3, even though there has been improvement for the average score for PP students in terms of progress, the gap between PP students and non-PP students has increased slightly.

Progress T3 2022-2023	Non-PP average	PP average	Gap
Year 10	2.66	2.47	0.19

Progress T3 2023-2024	Non-PP average	PP average	Gap
Year 10	2.80	2.57	0.23

(4 as the highest value)

Attendance

End of Year	2020/21	2021/22	2022/23	2023/ 24
PP	84.3%	87.5%	87.4%	87%
Non-PP	90.4%	92.2%	92.3%	93%
Gap	6.1%	4.7%	4.9%	6%

End of year attendance data shows a slight decrease in attendance to school from last year which is still not near the target set out in the previous strategy. Attendance will therefore remain a focus on our new 3-year strategy plan.

As a school, we have recently increased capacity in the attendance team so that more meaningful intervention can take place for students who are persistently absent. Our EWO continues to work with students where attendance has been a concern. Attendance is also a focus for the Cradle to Career relationship strand.

When looking at end of term 1 data of this academic year, 2024/2025, the average percentage for Alderbrook students' attendance is above the national average.

Term 1 2024/2025	PP	Non	Gap
Alderbrook	90.53%	95.34%	4.82%
National	**87.40%**	**93.80%**	**6.40%**

Reading and Literacy

We continue as a school to encourage students to develop a healthy attitude to reading. The school's whole school reading project "Uniquely Portable Magic" has allowed every student from Year 7 to Year 13, the opportunity to read three times a week with their form tutor. This year, we have also started to introduce book fairs to the transition school events. This has been successful with 48% of Year 7 PP students taking

books out of the library so far this academic year (T1 2024/2025). There is still more to do with encouraging older year groups to make use of the library however with only 11% of Year 8 PP students taking out books.

- NGRT tests have been used this year to monitor reading ages of all year groups. These are then shared with staff via ClassCharts. In our recent student voice, 56% of students said that they knew their reading age. NGRT tests have been effective at highlighting students for intervention. In the PP student voice, 38% of students said that they had reading intervention. A large proportion of these students stated that the intervention had benefitted them in their lessons e.g. "Improved my vocabulary, making it more ambitious and sophisticated" and that "It has helped me understand what words mean that are hard to understand."

- "Lexonik" 6 week reading programme has continued to have a significant impact on targeted students' reading age (as seen below). We will therefore be continuing with Lexonik intervention.

	Year 9 Spring	Year 8 Spring
Students entered into the intervention	32	20
Average reading age at the beginning	12 years and 9 months	11 years and 3 months
Average reading age after intervention	17 years and 3 months	17 years and 11 months
Average gain	67 months	83 months

Mental Health and Wellbeing

Similar to previous years, the PP student voice Dec 24, showed that 82% of disadvantaged students knew who to speak to when they are unhappy and 81% of disadvantaged students felt that they could name a trusted adult within school (80% last year). Students expressed that they feel safe in school ("Because there are many teachers who care about safety and help students when they need it" and "the teachers make me feel welcome and they help when upset").

Based on the success of Shine Youth last year, we have continued to use them for workshop sessions. Using the Warwick-Edinburgh Mental Well-being Scale, there was meaningful improvement in wellbeing during the Breathe sessions +5 (average). 80% of students that took part in Shine Youth's transition session felt that the workshop helped them to feel more confident about coping with change.

Ambition and aspirations

42% of the 180 students asked, have been involved in extra curricular activities, although this is a slight increase to last year's 41%, more still needs to be done to encourage disadvantaged pupils to attend clubs and opportunities of enrichment.

Although there has been trips organised just for PP students, in the 2024 PP survey, only 50% had been on a school trip in the past year. In 2023/2024, only 270 places out of 2260 were taken by PP students, therefore, a focus for the next strategy is to provide more opportunities of enrichment for PP students.

When looking at career aspirations, for 2023 leavers, 6 students (2.3%) were NEET. This is under the Borough figures which was 2.49%. Similar to last year, a high proportion of students participating in the student voice, were able to recall something they were proud of at school, showing that we are working in the right direction with the opportunities that we are offering to our students.

Independent Learning and organisation

In the recent student voice, 88% of students felt they knew how to revise. This is an improvement on last year's 61%, showing that our new homework system has been supporting students to learn the different skills needed to revise effectively.

There is still a significant gap with teacher progress report data between non-PP and PP in reference to attitude to learning and independence. This was also a key theme from the school advisor visit, therefore next year, there will be a significant focus in improving PP students' attitude to learning.

ATL T3 23	Non-PP average	PP average	Gap
Year 10	3.10	2.95	0.15
Year 9	3.06	2.85	0.21
Year 8	3.13	3.02	0.11
Year 7	3.12	2.85	0.27

(4 as the highest value)

Independence T3 23	Non-PP average	PP average	Gap
Year 10	2.95	2.75	0.2
Year 9	2.93	2.74	0.19
Year 8	3.02	2.92	0.1
Year 7	2.96	2.71	0.25

(4 as the highest value)

There have been some clear improvements over the 3-year strategy plan particularly in reference to reading. There is still a need to improve student attendance for PP students therefore, attendance will remain on the following 3-year strategy plan.

Externally provided programmes

Programme	Provider
Wellbeing sessions	Shine Youth
CBT and Anxiety	Wendy Palmer
Mentoring	Urban Heard
Specialist Advisory Teacher	Jen Wingfield @ Equalise
Mindfulness and Yoga workshops	Triwellness
Aspirations workshop	MADE