

Pupil premium and recovery strategy statement – Cardinal Langley Roman Catholic High School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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, in the third year of our three year plan, 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
Number of pupils in school	1069 (excluding sixth form)
Proportion (%) of pupil premium eligible pupils	28.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 to July 2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr A Bridson, Headteacher
Pupil premium lead	Mr A Eadie, Assistant Headteacher
Governor / Trustee lead	Mr J Kelleher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£309,465
Recovery premium funding allocation this academic year	£82,524
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£391,989

Part A: Pupil premium strategy plan

Statement of intent

At Cardinal Langley RC High School, we believe that socio-economic disadvantage should not be a barrier to academic success. We have high expectations of all of our students and seek to diminish any differences in achievement between those who are disadvantaged and their peers.

Quality-first teaching is at the heart of the strategy with an understanding that most disadvantaged students require more support than their peers. This will not only have the benefit of improving outcomes for our disadvantaged students but will also see all students benefit. The whole philosophy of our strategy is to maximise the impact of time spent within the classroom. Staff will be trained in any areas of pedagogy and will benefit from a clear understanding of areas for development within the school.

As well as classroom-based interventions and pedagogy, there is a significant element of pastoral and wellbeing support within the strategy, in particular given a rich understanding of the poor levels of wellbeing and self-worth that are increasing following the Covid-19 pandemic.

As a Catholic and Lasallian school, giving all our young people the opportunity to progress and achieve is of paramount importance. The Pupil Premium grant supports the work across the school to make this vision a reality. In order to achieve the best value for the funding available, budget decisions are based on the impact observed within Cardinal Langley over recent years, analysis of issues and trends within current year groups and a review of the wider educational research evidence, specifically research carried out by The Education Endowment Foundation and the Department for Education.

Summary of Strategy for 2021/22 and beyond:

Academic Recovery

- Four Academic Mentors appointed through NTP school-led funding to provide additional support in English, maths, science & RE
- NTP used to provide small group intervention in English, maths & science through Brilliant Club
- Sixth Form students employed as academic tutors to provide additional support across wider curriculum, funded through NTP school-led element
- Use of PP tracker including analysis of attendance, behaviour, progress and attitude to learning of PP within each form to direct students to already established in school interventions
- Temporary SLT positions to ensure improvements in literacy and T&L across the school
- Additional temporary English teacher appointed to support reading, writing and oracy strategy
- Partnership through Emmaus Federation to develop shared strategic plan with primary partners which focuses on academic and emotional recovery
- Entitlement Curriculum implemented to provide additional learning opportunities and develop cultural capital
- Curriculum review allowing PP students to be successful and bespoke pathway introduced
- Use of laptop loan scheme for students and families for use in home learning and parents' evenings
- Dongle give away scheme for those without home internet

- 'Schoolcloud' used for virtual and hybrid parents' evenings with training opportunities for PP families
- Use of subject specific assessment tools to track progress and target intervention for PP students, including Century for home learning
- Synergy software used to enable seating plans to be adapted so PP students access support
- Specific Key Worker for looked after children to provide support and act as link between school, home and external agencies
- One-to-one tutors employed to work specifically with C4C students

Mental Health & Wellbeing

- School appointed as Health & Wellbeing lead school across the borough and working with LA, Youth Sport Trust, MIND and Anna Freud Centre to implement strategy and share best practice
- #BeeWell survey results used to develop student wellbeing strategy
- Child Welfare Officer and Early Help Co-ordinator appointed to work with children and families in need of additional support
- Use of PP tracker to analyse SEMH and other areas of concern and inform key worker and other external support for students
- Use of Rosenberg self-esteem scale to measure impact of any intervention and target appropriate students
- 'Mountain Mentor' Programme for HA PP boys at Key Stage 3 to ensure that aspirations are continually challenged

Raising Aspirations and Expectations

- Positive Steps careers advice service used to ensure all PP students have appropriate career pathways
- Rewards culture developed through school rewards systems
- Ensure all PP students have access to a wide range of opportunities through financial support for enrichment activities, uniform, music tuition, curriculum materials
- Analysis and adaptation of curriculum to ensure lower ability students have consistently high expectations within the structure of the key stage 4 curriculum
- Appointment of lead practitioner with specific oversight of progress of high ability students and an increase in percentage of top grades at GCSE
- Establish a group of middle leaders to share ownership of the whole school strategy and ensure common approach across faculties
- Summer school introduced to enhance transition from primary school
- Bespoke extra-curricular sports intervention package developed for boys within all year groups through Youth Sport Trust

Behaviour and AtL

- Development of behaviour support provision 'the Hub' and appointment of Inclusion Manager and Exclusion Room Supervisor to be proactive in reducing behaviour incidents and fixed term exclusions of PP students
- Additional Key Worker post to provide personalised support for PP students
- Admin support for the pastoral team appointed
- One to one sessions (form tutor or key worker) to reengage with learning in form time based on data from PP tracker spreadsheet

- Restructure of staffing within behaviour support unit to release specific member of staff to drive restorative justice meetings and support individuals with particular behaviour interventions
- 'Picture of Potential' self-esteem course offered to PP students with low attitude to learning
- Whole school focus on AtL strategies using lesson by lesson information for instant updates and accurate picture
- Partnership with 'Elevate' to provide strategies for students and parents to improve AtL

Attendance

- Attendance officer appointed to ensure regular monitoring of all groups of students and appropriate intervention to improve attendance and reduce persistent absenteeism
- Provision, relocation, redevelopment and enhancement of Breakfast Club to ensure all PP students have eaten before school and can concentrate on their learning

Challenges

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

Challenge number	Detail of challenge																																																																																																									
1	<p>Academic recovery:</p> <p>The gap between PP students and their peers had begun to close before the pandemic at both entry to Year 7 and GCSE. The pandemic has reversed this trend and so it is essential that we employ as wide variety of strategies to address the widening academic gap created due to the socio-economic impact of the global pandemic. The gap on entry at 2023 has reduced again which shows projections for the KS4 gap to be reduced in 5 years time.</p> <p>Year 7 Key Stage 2 Scores 2021:</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th></th> <th>Eng</th> <th>Maths</th> <th>Overall</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>103</td> <td>99</td> <td>101</td> <td>97</td> <td>102</td> <td>-5</td> </tr> <tr> <td>HA %</td> <td>27</td> <td>9</td> <td>16</td> <td>12</td> <td>18</td> <td>-6</td> </tr> <tr> <td>MA %</td> <td>58</td> <td>68</td> <td>68</td> <td>56</td> <td>72</td> <td>-16</td> </tr> <tr> <td>LA %</td> <td>15</td> <td>23</td> <td>16</td> <td>32</td> <td>10</td> <td>+22</td> </tr> </tbody> </table> <p>Year 7 Key Stage Scores 2022:</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th></th> <th>Eng</th> <th>Maths</th> <th>Overall</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>104</td> <td>102</td> <td>103</td> <td>100</td> <td>104</td> <td>-4</td> </tr> <tr> <td>HA %</td> <td>25</td> <td>17</td> <td>21</td> <td>17</td> <td>22</td> <td>-5</td> </tr> <tr> <td>MA %</td> <td>50</td> <td>52</td> <td>51</td> <td>38</td> <td>56</td> <td>-18</td> </tr> <tr> <td>LA %</td> <td>22</td> <td>28</td> <td>25</td> <td>38</td> <td>21</td> <td>+16</td> </tr> </tbody> </table> <p>Year 7 Key Stage Scores 2023:</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th></th> <th>Eng</th> <th>Maths</th> <th>Overall</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>105</td> <td>103</td> <td>104</td> <td>103</td> <td>104</td> <td>-1</td> </tr> <tr> <td>HA %</td> <td>27</td> <td>18</td> <td>22</td> <td>13</td> <td>26</td> <td>-13</td> </tr> <tr> <td>MA %</td> <td>54</td> <td>56</td> <td>52</td> <td>52</td> <td>51</td> <td>+1</td> </tr> <tr> <td>LA %</td> <td>19</td> <td>26</td> <td>26</td> <td>34</td> <td>23</td> <td>+11</td> </tr> </tbody> </table>		Eng	Maths	Overall	PP	Non-PP	Gap	Average	103	99	101	97	102	-5	HA %	27	9	16	12	18	-6	MA %	58	68	68	56	72	-16	LA %	15	23	16	32	10	+22		Eng	Maths	Overall	PP	Non-PP	Gap	Average	104	102	103	100	104	-4	HA %	25	17	21	17	22	-5	MA %	50	52	51	38	56	-18	LA %	22	28	25	38	21	+16		Eng	Maths	Overall	PP	Non-PP	Gap	Average	105	103	104	103	104	-1	HA %	27	18	22	13	26	-13	MA %	54	56	52	52	51	+1	LA %	19	26	26	34	23	+11
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Summary of GCSE Results 2019 to 2023:

	2019		2020		2021		2022		2023	
	Att 8	Pro 8	Att 8	Pro 8	Att 8	Pro 8	Att 8	Pro 8	Att 8	Pro 8
Overall	43.9	-0.41	45.8	-0.23	46.7	-0.27	45.2	-0.15	46.83	0.05
PP	37.6	-0.64	39.7	-0.36	40.0	-0.63	43.4	-0.48	40.68	-0.06
Non-PP	47.1	-0.29	48.4	-0.17	49.1	-0.14	48.6	0.04	48.71	0.07
Gap	-9.5	-0.35	-8.7	-0.19	-9.1	-0.49	-5.2	-0.44	-8.03	-0.13

GCSE results data 2019 to 2021 show a slightly widening gap between PP students and their peers with the Progress 8 gap increasing from 0.35 in 2019 to 0.49 in 2021. However, we can see this gap has reduced significantly to 0.13 in the most recent results. This is clear evidence that the recent work on curriculum and high expectations has had an impact on the results and the subsequent gap.

2

Mental Health & Wellbeing:

The #BeeWell survey was undertaken in 2021 and again in 2022 and 2023 and involved many tens of thousands of students across 142 secondary schools in Greater Manchester. The results of the survey indicate that 18.43% of students have low wellbeing scores and require significant support. The responses for psychological wellbeing, stress & coping, sleep, social media use, nutrition, physical activity and school connection are of particular concern.

Data from Bee Well survey:

- 41.35% of students indicate that they don't normally get enough sleep to feel awake and concentrate on school work during the day
- 51.49% of students indicate that they eat healthily and have fruit and vegetables regularly
- 64.84% of students indicate they exercise for less than an hour per day
- The average social media usage per day was 4.97 hours

This was complemented by school level data considering self-esteem collected in September 2021, based on Rosenberg scale. Responses were received from 65% of the whole school cohort:

%	Overall
Normal	43
Low	51
Dangerously Low	6

The ~BeeWell and school level data indicates the importance of providing a range of opportunities for students, no matter what their background, to access support for their wellbeing and mental health.

3

Behaviour and AtL:

AtL Data 2020 to 2021:

Year Group	PP	Non-PP	Gap
7	1.9	1.7	-0.2
8	1.9	1.8	-0.1
9	1.8	1.8	0
10	1.8	1.8	0
11	2.0	1.8	-0.2

AtL Data 2021 to 2022:

Year Group	PP	Non-PP	Gap
7	2.0	1.9	-0.1
8	1.8	1.8	0
9	1.9	1.8	-0.1
10	2.2	1.9	-0.3
11	2.2	1.9	-0.3

AtL Data 2022 to 2023:

Year Group	PP	Non-PP	Gap
7	1.8	1.7	-0.1
8	1.8	1.7	-0.1
9	1.9	1.8	-0.1
10	1.9	1.8	-0.1
11	1.9	1.8	-0.1

T

he ATL data from last year shows a clear pattern of a slight difference between PP and non PP. However, there is a reduction in the gap at KS4 which is very positive.

Suspensions 2020 to 2021:

Year Group	PP	Non-PP	%PP
7	1	4	20
8	5	4	56
9	4	7	36
10	1	4	20

Suspensions 2021 to 2022:

Year Group	PP	Non-PP	%PP
7	5	3	63
8	9	8	53
9	6	8	43
10	21	14	60
Overall	41	33	55

Suspensions 2022 to 2023:

Year Group	PP	Non-PP	%PP
7	1	7	13
8	14	1	93
9	12	7	63
10	14	20	41
Overall	41	35	54

It is therefore important that we further embed strategies to improve behaviour and reduce suspensions for PP students and continue to embed strategies to improve attitude to learning.

4

Raising Aspirations and Expectations:

The proportion of PP students achieving high grades in both Year 11 is below that of their peers and limits the opportunities available for further study and employment, however, the gap has reduced significantly and shows marked progress in gap reduction. Work with students on raising aspirations and staff having higher expectations of all is having a clear impact. At KS5 the gap has also reduced (or gone entirely), however the proportion of higher grades as a school has dropped and is an area for development, however, this mirrors the national picture for KS5 in 2023.

Key Stage 4 results:

% 7+	PP	Non-PP	Gap
2018	9.9	19.9	-10
2019	11.1	21.4	-10.3
2020	11.7	21.9	-10.2
2021	11.5	25.1	-13.6
2022	13.9	20.6	-6.7
2023	22.1	25.1	-3.0

Key Stage 5 results:

% A/B	PP	Non-PP	Gap
2018	51		N/A
2019	42		N/A
2020	48.1	60.2	-12.1
2021	65.4	73.3	-7.9
2022	25.0	53.1	-28.1
2023	33.3	36.0	-2.7

% D/D*	PP	Non-PP	Gap
2018	41		N/A
2019	72		N/A
2020	81.8	76.7	+5.1
2021	40.2	65.5	-25.3
2022	40.0	71.4	-31.4
2023	36.0	35.0	+1.0

5

Attendance:

High levels of school attendance are a key factor determining academic success. There is a significant gap between the attendance of PP students and their peers. The overall attendance figures are lower than pre-pandemic but are in line with national averages.

Percentage Attendance 2020 to 2021:

Year Group	PP	Non-PP	Gap
7	88.8	92.8	4.0
8	88.7	91.0	2.3
9	88.5	91.7	3.2
10	84.4	89.5	5.1
Overall	87.5	91.2	3.7

Percentage Attendance 2021 to 2022:

Year Group	PP	Non-PP	Gap
7	88.6	94.0	5.4
8	85.0	92.4	5.4
9	86.4	90.1	3.7
10	87.7	91.5	3.4
11	85.2	90.9	5.7
Overall	86.5	91.8	5.3
National Ave	84.8	91.3	6.5

Percentage Attendance 2022 to 2023:

Year Group	PP	Non-PP	Gap
7	90.5	94.7	4.2
8	88.4	93.4	5.0
9	82.6	92.2	9.6
10	88.0	89.7	1.7
11	79.9	85.1	5.2
Overall	86.4	92.0	3.6
National Ave	85.3	92.6	7.3

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	Review Sept 2023																																																												
<p>1</p> <p>PP students' academic performance improves</p>	<p>Attainment and progress gap between PP and non-PP reduce</p> <p>Attainment 8 and Progress 8 data and targets:</p> <table border="1" data-bbox="475 689 1106 1021"> <thead> <tr> <th></th> <th>KS2 PP</th> <th>KS2 Non-PP</th> <th>KS2 Gap</th> <th>Att 8 Gap</th> <th>Pro 8 Gap</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>99.6</td> <td>102.6</td> <td>-3</td> <td>9</td> <td>0.5</td> </tr> <tr> <td>2022</td> <td>100.0</td> <td>103.6</td> <td>-3.6</td> <td>9</td> <td>0.45</td> </tr> <tr> <td>2023</td> <td>99.2</td> <td>105.4</td> <td>-6.2</td> <td>10</td> <td>0.6</td> </tr> <tr> <td>2024</td> <td>102.5</td> <td>103.7</td> <td>-1.2</td> <td>5</td> <td>0.1</td> </tr> </tbody> </table>		KS2 PP	KS2 Non-PP	KS2 Gap	Att 8 Gap	Pro 8 Gap	2021	99.6	102.6	-3	9	0.5	2022	100.0	103.6	-3.6	9	0.45	2023	99.2	105.4	-6.2	10	0.6	2024	102.5	103.7	-1.2	5	0.1	<p>Outcome: Progress 8 gap 2023 was 0.13, which is a dramatic improvement.</p> <p>Action: Continue with CPD and T and L programme with new Monday night structure as it is clearly having an impact.</p>																														
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<p>2</p> <p>PP students' self-esteem, mental well-being and health improves.</p>	<p>After using data from #BeeWell and from our internal self-esteem analysis. Impact will be measured in bespoke ways using feedback from counsellors, agencies and key workers. Using attendance, behaviour and other data from our in school excel tracker. Improvements will be seen student by student with the colour changing from red to yellow to green.</p> <table border="1" data-bbox="475 1485 1042 1597"> <thead> <tr> <th>Name</th> <th>Form</th> <th>CLA</th> <th>SEN</th> <th>Pro</th> <th>SEMH</th> <th>Beh</th> <th>ATL</th> <th>Att</th> <th>Key Staff</th> </tr> </thead> <tbody> <tr> <td>Student 1</td> <td>7LM</td> <td></td> <td></td> <td>Yellow</td> <td>Red</td> <td>Red</td> <td>Yellow</td> <td>Green</td> <td>Mr Smith</td> </tr> <tr> <td>Student 2</td> <td>7HMA</td> <td></td> <td></td> <td>Yellow</td> <td>Red</td> <td>Red</td> <td>Yellow</td> <td>Green</td> <td>Key Worker</td> </tr> <tr> <td>Student 3</td> <td>7AG</td> <td></td> <td>K</td> <td>Yellow</td> <td>Red</td> <td>Red</td> <td>Yellow</td> <td>Green</td> <td>Form Tutor</td> </tr> <tr> <td>Student 4</td> <td>7EDC</td> <td></td> <td></td> <td>Yellow</td> <td>Red</td> <td>Red</td> <td>Yellow</td> <td>Green</td> <td>Key Worker</td> </tr> <tr> <td>Student 5</td> <td>7CEB</td> <td></td> <td>K</td> <td>Yellow</td> <td>Red</td> <td>Red</td> <td>Yellow</td> <td>Green</td> <td>Form Tutor</td> </tr> </tbody> </table>	Name	Form	CLA	SEN	Pro	SEMH	Beh	ATL	Att	Key Staff	Student 1	7LM			Yellow	Red	Red	Yellow	Green	Mr Smith	Student 2	7HMA			Yellow	Red	Red	Yellow	Green	Key Worker	Student 3	7AG		K	Yellow	Red	Red	Yellow	Green	Form Tutor	Student 4	7EDC			Yellow	Red	Red	Yellow	Green	Key Worker	Student 5	7CEB		K	Yellow	Red	Red	Yellow	Green	Form Tutor	<p>Outcome: Early Break SEMH counsellor and another mental health practitioner in school for the whole year supporting a large number of individuals.</p> <p>Action: Continue with above support and investigate growth.</p>
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<p>3</p> <p>Aspirations and expectations of all students is raised within the classroom</p>	<p>Increase in Grade A/B at A Level:</p> <table border="1" data-bbox="467 1776 1066 1993"> <thead> <tr> <th>% A/B</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>65.4</td> <td>73.3</td> <td>-7.9</td> </tr> <tr> <td>2022</td> <td>69</td> <td>75</td> <td>-6</td> </tr> <tr> <td>2023</td> <td>72</td> <td>77</td> <td>-5</td> </tr> <tr> <td>2024</td> <td>75.5</td> <td>80</td> <td>-4.5</td> </tr> </tbody> </table> <p>Increase in Grade 7+ at GCSE:</p>	% A/B	PP	Non-PP	Gap	2021	65.4	73.3	-7.9	2022	69	75	-6	2023	72	77	-5	2024	75.5	80	-4.5	<p>Outcome: Percentage of 7+ in school overall was 25% and PP was 22%. This is a lower than targeted gap and a massive improvement generally in this area.</p>																																								
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	<table border="1"> <thead> <tr> <th>% 7+</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>12</td> <td>20</td> <td>8</td> </tr> <tr> <td>2023</td> <td>15</td> <td>22</td> <td>7</td> </tr> <tr> <td>2024</td> <td>20</td> <td>25</td> <td>5</td> </tr> </tbody> </table>	% 7+	PP	Non PP	Gap	2022	12	20	8	2023	15	22	7	2024	20	25	5	<p>Action: Continue to develop and maintain this quality of 7+ results.</p>						
% 7+	PP	Non PP	Gap																					
2022	12	20	8																					
2023	15	22	7																					
2024	20	25	5																					
<p>4 Continued behaviour and AtL improvements</p>	<p>Reduction in AtL gap between PP and non-PP students:</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>0</td> </tr> <tr> <td>8</td> <td>0</td> </tr> <tr> <td>9</td> <td>0</td> </tr> <tr> <td>10</td> <td>-0.1</td> </tr> <tr> <td>11</td> <td>-0.1</td> </tr> </tbody> </table> <p>Reduction in percentage of suspensions for PP students, bring in line with overall percentage of PP:</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>%PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>30</td> </tr> <tr> <td>8</td> <td>30</td> </tr> <tr> <td>9</td> <td>30</td> </tr> <tr> <td>10</td> <td>30</td> </tr> </tbody> </table>	Year Group	Gap	7	0	8	0	9	0	10	-0.1	11	-0.1	Year Group	%PP	7	30	8	30	9	30	10	30	<p>Outcome: Gap in ATL is consistently 0.1 across all years. This is in line with expectations and a reduction on previous years.</p> <p>The data for PP suspensions was poor in 2022 to 2023 and we continued to work closely with these families.</p> <p>Action: Work with colleagues to reinforce the use of lesson by lesson ATL to have a more regular ATL gap analysis system. Also the whole school focus of relationships will ensure that both these areas should see improvements.</p>
Year Group	Gap																							
7	0																							
8	0																							
9	0																							
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9	30																							
10	30																							
<p>5 PP attendance to be improved</p>	<p>Gap between PP and non-PP attendance is reduced.</p> <p>Data and targets:</p> <table border="1"> <thead> <tr> <th colspan="2">% Attendance Gap</th> </tr> </thead> <tbody> <tr> <td>2020 to 2021</td> <td>3.7</td> </tr> <tr> <td>2021 to 2022</td> <td>3.5</td> </tr> <tr> <td>2022 to 2023</td> <td>3</td> </tr> <tr> <td>2023 to 2024</td> <td>2.5</td> </tr> </tbody> </table>	% Attendance Gap		2020 to 2021	3.7	2021 to 2022	3.5	2022 to 2023	3	2023 to 2024	2.5	<p>Outcome: The PP attendance in 2022 to 2023 was 85.9 giving a gap of 4.1% to non-PP which was a bigger gap than the target.</p> <p>Action: Working closely with the tracker and the attendance team early intervention to be sought for persistent absence.</p>												
% Attendance Gap																								
2020 to 2021	3.7																							
2021 to 2022	3.5																							
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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: £59,195

Activity	Evidence that supports this approach	Challenge number(s) addressed	Adaptations 2023
Teaching and Learning SLT positions	<p>High quality teaching increases academic performance. Two temporary AHT positions created to respond to the needs of students following the pandemic. The focus of these posts is:</p> <ul style="list-style-type: none"> □ Reading, writing & oracy – identified as a significant post-pandemic deficit, particularly at Key Stage 3 □ Rosenshine’s principles of knowledge retrieval, questioning & modelling to enable learning gaps to be identified and closed <p>Research: Education Endowment Foundation T & L Toolkit - Metacognition & self-regulation (+7), Collaborative Learning (+5)</p>	1	<p>Outcome: All teachers have completed the foundation unit of the GTT and have engaged with RW and O CPD over the last 12 months.</p> <p>Action: All staff now engaged in the behaviour and culture module of the GTT to aid the whole school priority on relationships.</p>
Core Subject Resourcing, additional English teacher employed	<p>High quality teaching increases academic performance. Additional teacher appointed in English to allow smaller class sizes and to provide opportunities for 1-1 and small group tuition to close learning gaps.</p> <p>Research: Education Endowment Foundation T & L Toolkit - Metacognition & self-regulation (+7), Collaborative Learning (+5), 1 to 1 tuition (+5), Mentoring (+2)</p>	1	<p>Outcome: Extra English teacher still employed</p> <p>Action: Continue with similar structure for 2023 and extra support in SEND dept to support in numeracy and literacy</p>

Subject related extra-curricular materials	Materials for enrichment projects in DT & Art, ingredients for Food Technology, encourage attendance at after school clubs Research: Education Endowment Foundation T & L Toolkit - Arts & Sports participation (+2), Extending school time (+3)	1 & 3	Outcome: PP students attended after school clubs. Actions: Continue with resourcing.
Entitlement curriculum at Key Stage 3	Attendance and transport provided to all entitlement curriculum projects Research: Education Endowment Foundation T & L Toolkit - Arts & Sports participation (+2), Extending school time (+3)	1	Outcome: Events occurred without restriction for PP students. Action: Entitlement curriculum has been reviewed and new trips have been integrated.
Curriculum review	Challenging the philosophy of the Key Stage 4 curriculum. Ensuring that the curriculum is not restricting the aspirations and expectations of any young person. Research: Collaborative Learning (+5), Master Learning (+5), Feedback (+6)	1	Outcome: Dramatic improvement in 7+ grades seen across the school and this is mirrored in PP students. Action: Continue with high expectations and aspirations for all to enable continued success at all levels including 7+ grades.
Partnership with Emmaus Federation	Creating a joined-up approach with partner primary schools with a clear focus on academic and emotional recovery.	1	Outcome: Ongoing work to bring in line a years 5 to 9 curriculum. This work has not progressed with the pace

	Research: Collaborative Learning (+5)		that we would have liked. Action: Continue to work closely with primaries in the federation.
Subsidised Music Tuition	Impact of peripatetic music tuition on academic achievement and participation in school events Research: Education Endowment Foundation T & L Toolkit - Arts & Sports participation (+2)	1	Outcome: Availability continued across the year. Action: Continue with funding plan.

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

Budgeted cost: £200,538

Activity	Evidence that supports this approach	Challenge number(s) addressed	Adaptations 2023
Four temporary Academic Mentors appointed to support in English, maths, science & RE	<p>Academic Mentors appointed in core subjects to provide 1-1 and small group tuition to a large proportion of students to close pandemic related learning gaps. These positions are not funded by the DfE.</p> <p>Research: Education Endowment Foundation T & L Toolkit – Individualised Instruction (+4), 1-1 tuition (+5), Mentoring (+2)</p>	1	<p>Outcome: In the academic year 2022 to 2023 we have had 4 operating as support in the 4 core subject areas to good effect, however this number is reducing due to the end of the funding pot.</p> <p>Action: This year we have continued with the model and are training the mentors to work across more than one subject so as to minimise the reduction.</p>
In school and external tutor scheme	<p>NTP and Sixth Form students employed as mentors / tutors to provide 1-1 and small group tuition</p> <p>Research: Education Endowment Foundation T & L Toolkit – Individualised Instruction (+4), 1-1 tuition (+5), Mentoring (+2)</p>	1	<p>Outcome: Excellent online and face to face tutoring took place across year 11 and progress 8 and attainment 8 saw good improvement from 2019.</p> <p>Action: Continue with intervention for 2023 to 2024.</p>
Appointment of Lead	Appointed with oversight of whole school progress of High Ability	1 & 3	<p>Outcome: Dramatic improvement in</p>

practitioner for High Ability	<p>students and improvement in the percentage of 7+ grades achieved at GCSE.</p> <p>Research: Education Endowment Foundation T & L Toolkit – Individualised Instruction (+4), Mentoring (+2) “aspiration has a large influence on outcomes, independent of cognitive ability.”</p> <p>DfE report on aspirations of disadvantaged pupils</p>		<p>7+ grades for all at GCSE.</p> <p>Action: Continue with work started in this area and develop further.</p>
Learning Support Tools including SchoolCloud and Synergy	<p>Improved parental communication and easy identification of targeted students will lead to more personalised classroom support</p> <p>Research: Education Endowment Foundation T & L Toolkit - Behaviour Interventions (+4), Mentoring (+2), Meta-cognition & self-regulation (+7), Parental Engagement (+4)</p>	1	<p>Outcome: Through use of early help coordinator and other staff this has been consistently strong and parental survey indicates positive impact on communication with school.</p> <p>Action: Continue and ensure that Synergy is used to record all communication to bring consistency. Introduction of a new parenting course for year 7 parents.</p>
Home learning resources including Century and GCSE POD	<p>Century and GCSE Pod introduced to encourage greater involvement with out of school learning. Parent information evenings and resources to encourage parental involvement with</p>	1	<p>Outcome: Century usage has been outstanding with consistently positive data when measured against all other Century schools.</p>

	<p>homework, revision and school activities.</p> <p>Reduced KS4 spending compared to previous years due to Wasted Years Report & other research/evidence on importance of intervening earlier in secondary education.</p> <p>Research: Education Endowment Foundation T & L Toolkit - Parental Engagement (+4), Homework (+5)</p>		<p>Action: Continue to use Century in 2023 to 2024.</p>
C4C Tutor Programme	<p>C4C students underperform and struggle to engage on occasions in larger classes due to attachment issues. One to one tuition in Maths and English will support them and encourage rapid progress.</p> <p>Research: Education Endowment Foundation T & L Toolkit - Metacognition & self-regulation (+7), 1 to 1 tuition (+5), Mentoring (+2)</p>	1	<p>Outcome: C4C students received 1 to 1 tuition based on PEP information. External and internal professionals used to deliver 1 to 1. Impact evidenced with PEP reviews.</p> <p>Action: Continue with 1 to 1 using internal tutors where possible.</p>
Mountain Mentor Programme	<p>Encouraging male high ability Key Stage 3 PP students to access bespoke programme to raise aspirations working with a year 12 mentor.</p> <p>Research: Education Endowment Foundation T & L Toolkit - Metacognition & self-regulation (+7), 1 to 1 tuition (+5), Mentoring (+2)</p> <p>Sutton Trust Research – “aspiration has a large influence on outcomes, independent of cognitive ability.”</p>	2	<p>Outcome: This intervention was used in 2022 to 2023 to a small number of key stage 3 students (12).</p> <p>Action: Increase the number of involved for 2023 to 2024.</p>

	DfE report on aspirations of disadvantaged pupils		
Early Help Co-ordinator	<p>Single point of contact for parents will enable increase confidence of parents to contact school and enable issues to be resolved more effectively</p> <p>Research: Education Endowment Foundation T & L Toolkit - Behaviour interventions (+4), Parental Engagement (+4)</p>	2	<p>Outcome: Appointment worked consistently with a small number of students and families to good success in 2022 to 2023.</p> <p>Action: Continue and develop for the next year through increase in key workers and the like.</p>
Positive Steps	<p>Careers information, advice and guidance provided to students will ensure that all students have appropriate post 16 pathways identified and NEET percentage for disadvantaged students will be low</p> <p>Research: Education Endowment Foundation T & L Toolkit - Parental Engagement (+4), Metacognition and self-regulation (+7)</p> <p>Sutton Trust Research – “aspiration has a large influence on outcomes, independent of cognitive ability.”</p> <p>DfE report on aspirations of disadvantaged pupils</p>	3	<p>Outcome: On site worker has been utilised across the academic year and has been involved in supporting many PP students with their choices and decisions.</p> <p>Action: Continue this academic year.</p>
Key Workers for C4C	Two dedicated Key Workers for all C4C to co-ordinate provision between school, carers, social services and external agencies. Provision has been developed in collaboration with Rochdale Virtual Headteacher.	1, 2, 3, 4 & 5	<p>Outcome: In 2021 to 2022 we have trained more key workers to look after C4C young people with the intention of sharing the load in order to</p>

	Research: Education Endowment Foundation T & L Toolkit - Mentoring (+2), Individualised Instruction (+4)		positively impact the mental health of our key workers, Action: Continue with the same model ensuring that C4C are shared across 5 or 6 key workers.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £170,937

Activity	Evidence that supports this approach	Challenge number(s) addressed	Adaptations 2023
Child Welfare Officer	<p>Child Welfare Officer appointed as a single point of contact for parents of PP pupils with complex needs.</p> <p>Research: Education Endowment Foundation T & L Toolkit - Behaviour interventions (+4), Parental Engagement (+4)</p>	2	<p>Outcome: Appointed in September 2022</p> <p>Action: Continue to employ</p>
Self Esteem Intervention	<p>Supporting PP students in all years with bespoke intervention (including PoP course) to raise self-esteem of targeted students, identified by Rosenberg Self-Esteem survey and also through the evidence from within the #BeeWell survey. External intervention including the teens and tots course to build self-confidence and resilience.</p> <p>Research: Education Endowment Foundation T & L Toolkit – Social and emotional learning (+4)</p> <p>Sutton Trust Research – “aspiration has a large influence on outcomes, independent of cognitive ability.”</p> <p>DfE report on aspirations of disadvantaged pupils</p>	2	<p>Outcome: PoP course used for small groups of year 8 and 9 students with all students self-esteem scores showing improvement across the course.</p> <p>Action: Use the PoP course for all year groups with a cohort of 12 in each case.</p>
PP in school tracker	<p>Supporting PP students in all years with bespoke excel tracker to ensure joined up thinking and support from all staff to all PP students. Example:</p>	1, 2, 3, 4 & 5	<p>Outcome: This was actioned in the summer term and trialed with year 7 with great</p>

Name	Form	CLA	SEN	Pro	SEMH	Beh	ATL	Att	Key Staff
Student 1	7LM								Mr Smith
Student 2	7HMA								Key Worker
Student 3	7AG		K						Form Tutor
Student 4	7EDC								Key Worker
Student 5	7CEB		K						Form Tutor

	<p>Research: Education Endowment Foundation T & L Toolkit - Behaviour interventions (+4), Parental Engagement (+4), mentoring (+1), Meta-cognition & self-regulation (+7)</p>		<p>success. Th one area of development was to ensure that the workload of inputting data was more straight forward.</p> <p>Action: Broaden the use of the tracker for all PP, SEN E, SEN K and C4C children across the school in years 7 to 11.</p>
<p>Whole school well-being and environmental impact strategies</p>	<p>School appointed as Health and Wellbeing lead working with Youth Sport Trust, Local Authority, MIND and range of external agencies. Inspiring quotes and images on walls, stairs and subject areas, raising aspirations and expectations in all areas.</p> <p>Research: Education Endowment Foundation T & L Toolkit – Social and emotional learning (+4)</p> <p>Sutton Trust Research – “aspiration has a large influence on outcomes, independent of cognitive ability.”</p> <p>DfE report on aspirations of disadvantaged pupils</p>	<p>3</p>	<p>Outcome: Staff, parents and students given access to Rochdale wide plan to support wellbeing with positive results. Impact needs to be more clearly measurable in the new academic year.</p> <p>Action: Continue to develop Rochdale wide strategy as lead school within the Pioneer Trust.</p>
<p>Gap Reduction Champions (Middle Leaders Group)</p>	<p>Encouraging all subjects to have a consistent and direct approach to reducing gaps in the classroom by raising aspirations. Innovation encouraged through targeted intervention strategies depending on the specific needs of the year group or subject area</p> <p>Research: Education Endowment Foundation T & L Toolkit - Meta-</p>	<p>3</p>	<p>Outcome: The B/G gap was back in a small way in 2023, although still smaller than any previous results excepting 2022. The PP gap was markedly reduced.</p>

	cognition & self-regulation (+7), Collaborative Learning (+5)		Action: Continue to work closely with CAG at each assessment window measuring impact of gap analysis at each point.
Laptop Loan and dongle giveaway Scheme	Enabling all PP students to access online learning materials and to have no barriers to progress Research: Education Endowment Foundation T & L Toolkit – Behaviour interventions (+5), Meta-cognition & self-regulation (+7), Individualised instruction (+5)	1, 4	Outcome: Laptop loan scheme and dongle scheme used widely within school. Action: Continue and update laptops when necessary.
Inclusion Manager	Personalised support will reduce fixed term exclusions and improve attendance, providing greater opportunity for positive experience of school Research: Education Endowment Foundation T & L Toolkit - Behaviour interventions (+4), 1 to 1 tuition (+5), Parental engagement (+4)	4	Outcome: Fixed term exclusions across the school was similar in 2022 to 2023 when compared to last time we had a whole year in school. However, the percentage of PP students who has suspensions was over 50%, which is considerably higher than targeted. This again was due to a small number of repeat offenders and a particular small cohort in year 10. Action: This year we have increased the staffing

			within the hub area and have specifically trained key workers to work with repeat offenders to ensure a reduction in suspensions for those students. We are also bringing in a whole school focus on relationships which will ensure that situations are more likely to be deescalated before meeting the threshold for suspension.
Year 6 Summer School	<p>1-week programme offered to all year 6 students coming to CL. Programme designed to raise aspirations, support transition and engage with the culture of CL</p> <p>Research: Education Endowment Foundation T & L Toolkit - Arts & Sports participation (+2), Summer Schools (+3)</p>	3	<p>Outcome: This happened again in July 2023 with 150 students in attendance.</p> <p>Action: Continue and develop for summer 2024.</p>
Hub Provision	<p>PP students have a higher proportion of fixed term exclusions than their peers. Hub intervention to reduce exclusions and number of behaviour incidents</p> <p>Research: Education Endowment Foundation T & L Toolkit - Behaviour Interventions (+4), Parental Engagement (+4), Individualised instruction (+5)</p>	4	<p>Outcome: Fixed term exclusions across the school was similar in 2022 to 2023 when compared to last time we had a whole year in school. However, the percentage of PP students who has suspensions was over 50%, which is considerably higher than</p>

			<p>targeted. This again was due to a small number of repeat offenders and a particular small cohort in year 10.</p> <p>Action: This year we have increased the staffing within the hub area and have specifically trained key workers to work with repeat offenders to ensure a reduction in suspensions for those students. We are also bringing in a whole school focus on relationships which will ensure that situations are more likely to be deescalated before meeting the threshold for suspension.</p>
Partnership with Elevate	<p>Previous collaboration with 'Learning Partnership' was successful in improving attitude to learning and received positive feedback from students and parents. Repeating programme is not effective and so alternative partnership with 'Elevate' who use university students to deliver sessions should also assist in raising aspiration.</p> <p>Research: Education Endowment Foundation T & L Toolkit – Meta-</p>	3	<p>Outcome: Elevate worked with year 11 to ensure they had all they need with support from the year 11 team as they went towards their GCSE examinations. Result improvement in 2023 showed positive impact.</p> <p>Action: Continue with relationship.</p>

	cognition and self-regulation (+7), Parental Engagement (+4)		
Hard to Reach Engagement	<p>Encouraging Year 8 and 9 boys PP students to access bespoke programme to build relationships, raise aspirations, improve ATL and behaviour and self-esteem working with a sports initiative in school.</p> <p>Research: Education Endowment Foundation T & L Toolkit – Social and emotional learning (+4), Parental Engagement (+4)</p> <p>Sutton Trust Research – “aspiration has a large influence on outcomes, independent of cognitive ability.”</p> <p>DfE report on aspirations of disadvantaged pupils</p>	2, 4	<p>Outcome: PoP course used with a small group, as well as external intervention with a group of year 8 and 9 boys with great success.</p> <p>Action: PoP course to be delivered regularly with other members of staff trained to deliver going forwards.</p> <p>Surviving to thriving parental engagement course to be delivered for year 7 parents.</p>
Rewards Culture	<p>To further develop the positive culture through rewarding students for positive behaviour, excellent work and contributing to school activities</p> <p>Research: Education Endowment Foundation T & L Toolkit – Social and emotional learning (+4), Parental Engagement (+4)</p>	3	<p>Outcome: Rewards leader works with student council and PAG to develop positive reward culture. However, there is inconsistent use from staff in awarding positive classroom activity.</p> <p>Action: A rewritten rewards policy and new oversight is introduced for the upcoming academic year.</p>

<p>Pastoral Fund and specific pastoral support worker</p>	<p>Support for heads of year from a specific member of the admin team and support for families to purchase school uniform and PE kit to improve attendance and encourage participation, doubled from last year due to impact of lockdown on family finances</p> <p>Research: Education Endowment Foundation T & L Toolkit – Social and emotional learning (+4), Parental Engagement (+4)</p> <p>Pastoral leader experience of Cardinal Langley students</p>	<p>2, 3 & 4</p>	<p>Outcome: Heads of Year have regularly supported families by using pastoral fund.</p> <p>Action: Continue.</p>
<p>Attendance Officer</p>	<p>Improve attendance and reduction in persistent absenteeism</p> <p>Research: DfE Report (February 2015), Charlie Taylor report for the DfE (2010), Teachernet Research</p>	<p>5</p>	<p>Outcome: Attendance officer used with attendance team to track and support PP students.</p> <p>Action: Continue.</p>
<p>Breakfast Club</p>	<p>Students who have eaten breakfast will have increased concentration in lessons, including upgrade to facilities and resources including move to bistro to provide enhanced environment for PP students. We are now part of the National Breakfast Programme.</p> <p>Research: Education Endowment Foundation T & L Toolkit - Extending school time (+2), Social and emotional learning (+4)</p> <p>Students who have a healthy morning meal are twice as likely to achieve</p>	<p>5</p>	<p>Outcome: Breakfast club increased in size and continuing to be well used.</p> <p>Action: Continue to develop and assess impact.</p>

	above-average test results than those who do not have breakfast		
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Total budgeted cost: £ 430,670

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 2020 to 2021 academic year.

Evaluation from the academic year 2022 to 2023:

The last year has seen significant progress amongst PP students, resulting in a first class set of GCSE results where-in the PP to non-PP gap has been reduced significantly. We continue to use a wide variety of mental health practitioners both in school and outside and we have shown continued positive impact in many PP children's lives through a wide variety of intervention programmes. The work carried out ensuring that staff see all individuals with the same high expectations has clearly assisted in all students, including those who are PP, raising their aspirations and achieving significantly improved results.

This year we expect to see the gap reduce yet further through our whole school work on relationships inside and outside the classroom. We are striving to ensure that all students arrive at school and feel valued, safe and listened to, removing barriers to learning in every situation.

When analysing data there are two main areas of evaluation. We have used GCSE and grades, AtL (attitude to learning) and assessment window outcomes.

GCSE Data 2021:

	Att 8	Pro 8
Overall	46.7	-0.27
PP	40.0	-0.63
Non-PP	49.1	-0.14
Gap	-9.1	-0.49

GCSE Data 2022:

	Att 8	Pro 8
Overall	45.2	-0.15
PP	38.6	-0.37
Non-PP	48.6	0.08
Gap	-10.0	-0.45

GCSE Data 2023:

	Att 8	Pro 8
Overall	46.8	0.05
PP	40.68	-0.06
Non-PP	48.71	0.07
Gap	-8.03	-0.13

The gaps have reduced markedly this year and overall results have been outstanding and the PP to non-PP gap is much smaller, having been reduced from 0.45 to 0.13. This is much below the targeted gap and also below the anticipated National Average Gap.

Assessment Window Internal Data (AWC):

	KS2 PP	KS2 Non- PP	KS2 Gap	APS PP	APS Non PP	APS Gap
<u>KS3</u>						
Yr 7	100	104	-4	2.75	3.06	-0.31
Yr 8	97	102	-5	2.69	3.24	-0.55
Yr 9	102	102	0	2.69	3.08	-0.39
<u>KS4</u>						
Yr 10	103	104	-6	3.23	3.84	-0.51
Yr 11	99	105	-4	3.73	4.38	-0.65

The gap is varied in all year groups, however, in year 11 the AWC data is considerably wider than the actual results achieved in the summer examinations. The intake is varied and the gaps in APS marry up with the intake.

AtL Internal Data:

	AtL PP	AtL Non-PP	ATL Gap
Yr 7	1.8	1.7	-0.1
Yr 8	1.8	1.7	-0.1
Yr 9	1.9	1.8	-0.1
Yr 10	1.9	1.8	-0.1
Yr 11	1.9	1.8	-0.1

In terms of AtL, we are continuing to see a small gap, however, last year the gap was consistently at 0.1 which is a much smaller variation on previous years. It is hoped to see this gap remain or reduce further this academic year through continued work with colleagues on high expectations and relationship development in the classroom.

Attendance in 2022 to 2023 has not seen improvement, however the figures show a gap of around 4% between PP and non PP across the academic year, this in a reduction of 1% from last year and we have a number of actions to endeavour to reduce this gap over the next few months.

The impact of our Key Worker intervention, breakfast club and other in school strategies has been invaluable to a large number of disadvantaged students.

The PP tracker was piloted last year and has now been developed to include C4C, SEN K as well as PP students in all year groups. It will steer interventions and we are working with IT to endeavour to make the sheet more interactive.

	Form	CLA	SEN	Pro	SEMH	Beh	ATL	Att	Key Staff
	7LM			Yellow	Yellow	Red	Yellow	Green	N Johnson/ L Morgan
	7LM			Green	Green	Red	Green	Yellow	C Flitcroft
	7LM			Yellow	Yellow	Green	Green	Red	L Morgan
	7LM			Green	Green	Yellow	Yellow	Green	L Morgan
	7LM			Green	Green	Yellow	Green	Red	A Eadie/ L Morgan
	7LM			Green	Green	Green	Green	Green	L Morgan
e	7LM		E	Red	Yellow	Green	Green	Yellow	L Ramsbottom