

Pupil Premium Action Plan Review
Financial Year 2018-19

Target: To eliminates the gaps in performance between disadvantaged and non-disadvantaged students

Tasks to Achieve the Target	Staff	Timescale	Costs	Monitoring & Evaluation	Success Criteria	IMPACT
Work with the AFA to Improve the quality of teaching & learning by ensuring PP pupils, particularly those who are HPA are routinely set challenging work.	JBA LSH LRO	May 2018 onwards	£3450	<ul style="list-style-type: none"> • Termly Reports to Headteacher and governors • “book looks” and work scrutiny of PP cohort • Termly CAP & PT data 	<ul style="list-style-type: none"> • New Assessment strategy shared with all stakeholders • Assessment feeds into teacher planning • PT data shows PP cohorts in all year groups are on or above target by PT5 • Year 11 making progress in line with or above National average 	<p>Still ongoing within school. Strategy shared with stakeholders at INSET and FL meeting. A full curriculum review has taken place. Faculty handbooks in place. Two reports on PLC’s in January and June. Work is now needed on embedding use of PLC’s (including differentiation of the them) to be able to measure impact fully and to quality assure.</p> <p>*work with AfA was reallocated to SEN</p> <p>FOCUS FOR NEXT YEAR: We will continue to work with the AfA and have agreed set goals to work towards with our coach.</p>
Additional Science staffing to allow for the development of a STEM programmes to provide quality support and enrichment that increases pupil participation in school, raise aspirations and progression into FE and HE	DMC	June 2018-July 2019	£44,448	<ul style="list-style-type: none"> • Programme of STEM based enrichment delivered by Science, Maths and Technology faculties • Minutes of meetings • Pupil and parent voice • Termly CAP & PT data 	<ul style="list-style-type: none"> • STEM development plan written and shared • Pupils in STEM subjects are on or above target in PT • Year 11 PP cohort make progress in line with or above national cohort in STEM subjects • 25% more pupils taking STEM subjects Post-16 	<p>In combined science; 74 pupils were entered for this qualification. Of those 33 were PP. 11 PP pupils achieved 2 grade 4’s or above in their results (26 pupils in the whole cohort achieved this), and of those 5 pupils actually achieved a grade 5 or better; which is 50% of all those that achieved this result. No PP pupil achieved a grade 7 or above in combined science (3 in the whole cohort achieved a grade 7 or above). The combined science P8 figure was -0.53, non-PP was -0.56 and PP was -0.50; so PP did marginally better.</p> <p>24 pupils were entered for single sciences, and of those 5 were PP. Biology was the only single science with a positive P8 score for the whole cohort (0.24). Non-PP did better with a score of 0.29, compared to PP score of 0.06;</p>

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						<p>so approximately a quarter of grade gap in performance.</p> <p>In chemistry the gap between PP and non-PP was similar with a non-PP score of -0.50 compared to -0.74 for PP.</p> <p>In physics that gap was greater, with PP obtaining an overall P8 score that was approximately two thirds lower than that of non-PP: -1.14 compared to -0.50 respectively.</p> <p>Within our sixth form, the number of students taking STEM subjects has remained very similar with approximately 30% of the pupils undertaking one or more STEM subject. We are currently in the process of obtaining more in-depth destinations data for all out 2018-19 leavers so this information can be updated in due course.</p>
Introduce and deliver the Scholars programme to raise the aspirations and progress of PP pupils who are HPA	LRO AKI	April 2018 – May 2019	£7680	<ul style="list-style-type: none"> Scholars programme of activities Minutes of meetings Pupil and parent voice Termly CAP and PT data Attendance data 	<ul style="list-style-type: none"> PP pupils who are HPA meeting their 50% FFT targets by PT1, 20% FFT targets by PT3 and 5% by PT5 Attendance of Scholars programme cohort over 96% 	<p>Pupils began the programme in Feb 2019. 24 pupils were signed up to the programme (4 students were PP).</p> <p>19/24 attended 100% of the tutorials.</p> <p>15 students improved from their baseline grade and 11 students gained a 1st on their final assignment.</p> <p>See data table 1 for further info</p> <p>FOCUS FOR NEXT YEAR: Scholars programme will continue however; a greater emphasis needs to be placed on PP being involved in the programme.</p>
Continue to improve the attendance of PP and SEN pupils to bring in line with national.	CTO	On-going	£500	<ul style="list-style-type: none"> First day call telephone and text logs Annual attendance report to SLT PP PA cohort identified and 	<ul style="list-style-type: none"> Whole school attendance 96% PP cohort attendance in line with non-PP PA figure of 9% Year 11 PP students make on or above expected 	<p>Attendance for 2018-19:</p> <ul style="list-style-type: none"> Whole school = 94.8% FSM no attendance = 7.3% (national average for FSM is 9.2%) Non-FSM no attendance = 4.3% (national average = 5%) <p>PA:</p>

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				<p>shared with staff</p> <ul style="list-style-type: none"> Minutes of meetings Individualised programmes of intervention for identified pupils 	progress	<ul style="list-style-type: none"> Whole school = 10.2 FSM 19.5% (national average for FSM is 24.6%) Non-FSM 6.11% (compared to 9.3% nationally) <p>29.8% of all pupils are eligible for FSM. This is just over twice the national average mainstream secondary schools (14.1%).</p> <p>See data table 3 for more in-depth information.</p>
Full time School counsellor provided for both long and short-term support for vulnerable pupils	IDA	On-going	£24,300	<ul style="list-style-type: none"> Review of counselling lists SEN meeting minutes Attendance and behaviour data of cohorts PT and CAP data 	<ul style="list-style-type: none"> Emotional resilience of pupils increases Improved attendance Reduction in on-calls and seclusions of counselling cohort PT data shows improving trend in performance of cohort 	<p>As a gauge for tracking purposes; we have looked at PP pupils who had a significant number of counselling sessions (20 or more). 10 pupils fit this criterion. 5 pupils were PP, 5 non-PP. All pupils were also in year 11.</p> <p>In terms of attendance; 6 showed increased attendance, 3 decreased and 1 stayed at the same attendance percentage.</p> <p>As for on calls and seclusions; 8 of the 10 pupils identified demonstrated a reduced number of behaviour incidents, 2 increased, but one of those pupils only increased by 1 behaviour incident.</p> <p>This cohorts results in year 11 were mixed. 3 pupils had a positive P8 score (2 were PP). In terms of progress over time; 8 demonstrated an increase in their results between the start of year 11 and their final exam results. 3 pupils gained the basics measure (all non-PP), 5 achieved a 4+ in English only and 2 did meet the basics measure at all (1 P, 1 non-PP).</p> <p>Many of our pupils rely on access to our school counsellor in order to be able to cope with the everyday realities of life both in and out of school.</p>

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						<p>Some pupils access the counsellor on a short-term basis, but for some it is a much lengthier process. Some pupils see her first thing for a brief time and then they feel able to face the day, for others an in-depth weekly appointment is needed to talk about and work through issues. Due to the nature of the needs of those that access the counsellor; impact is sometimes hard to measure.</p> <p>FOCUS FOR NEXT YEAR: Counselling to continue, but other mental health strategies to be implemented. This will include CBT training for the pastoral team and identified pupils to receive therapeutic support and resilience training.</p>
Learning Mentor Provision for KS3 & 4	GDE SHG	On-going	£49,600	<ul style="list-style-type: none"> PT & CAP data Minutes of meetings & actions Defined support cohort timetable and intervention plans 	<ul style="list-style-type: none"> Year 7 PP cohort make progress in line with or above their end of year 7 targets Year 11 PP students make on or above expected progress All PP cohorts in year groups meet or exceed their progress pathway targets 	<p>In year 7; HPA pupils displayed the biggest gap in results compared to target across all 3 data captures. At data point 3 they were -0.66 under their 50% target. Pupils who were pupil premium saw the gap between target and actual result decrease as they progressed through the year. At data point 1 they were -0.60 away from their 50% target and by data point 3 this has decreased to -0.33. Only LPA pupils exceeded their 50% target grade at data point 3 (+0.14).</p> <p>Overall P8 score for 2018/19 was -0.11. The Lancashire average for all secondary schools was also -0.11, and for England -0.03. Non-PP pupils P8 was -0.045, but PP was -0.251 meaning a gap in progress of the two groups of 0.206. Internal tracking shows an increase in average P8 score for PP pupils between mocks (PP P8 -0.583) and actual exams.</p>
Revision and booster classes for Year 11 pupils	UIS GDE	On-going	£8000	<ul style="list-style-type: none"> PT & CAP data Registers of attendance 	<ul style="list-style-type: none"> Year 11 cohorts make on or above progress in GCSEs Positive Progress 8 score 	<p>Overall P8 score for 2018/19 was -0.11.</p> <p>Non-PP pupils P8 was -0.045, but PP was -0.251</p>

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						<p>meaning a gap in progress of the two groups of 0.206. Internal tracking shows an increase in average P8 score for PP pupils between mocks (PP P8 -0.583) and actual exams.</p> <p>16 of the 39 PP pupils achieved an overall positive P8 score, and nine of those achieved a positive score in all four baskets. 21 PP pupils achieved a positive P8 score in English and 13 in maths.</p> <p>In terms of the basics 9-4 measure for maths and English; 20 pupils obtained this, but a gap of 17 can be seen as 37 non-PP students achieved this measure.</p> <p>Revision and booster classes had excellent attendance overall, with English being particularly impressive.</p> <p>FOCUS FOR NEXT YEAR: revision and booster classes to be arranged as per the needs identified within the cohort.</p>
<p>Duke of Edinburgh Programme to engage and motivate targeted pupils</p>	<p>KVI DMI</p>	<p>On-going</p>	<p>£9,206</p>	<ul style="list-style-type: none"> • PT data • Attendance and behaviour data 	<ul style="list-style-type: none"> • Pupils complete the DoE award at bronze or silver level • Attendance above 95% 	<p><u>Silver DofE</u> Attendance of these students was 97.97%. 14 students signed up (6 PP). 11 students completed the silver badge (5 PP).</p> <p><u>Bronze DofE</u> Attendance of these students was 97.35%. 25 students signed up (14 PP). 21 students completed the bronze badge (9 PP)</p> <p>Both groups attendance was higher than the school % figure of 94.8.</p> <p>P8 for all year 11 cohort was -0.11, compared to +0.06 for DofE cohort. Looking at PP specifically; all PP cohort P8 figure was -0.22, compared to +0.23 for PP pupils who participated in DofE.</p> <p>FOCUS FOR NEXT YEAR: D of E to continue, including</p>

Tasks to Achieve the Target	Staff	Timescale	Costs	Monitoring & Evaluation	Success Criteria	IMPACT
						the launch of the gold award in sixth form.
Homework clubs, breakfast clubs and enrichment & hardship fund	GDE UIS CBR	On-going	£1000	<ul style="list-style-type: none"> Attendance registers Behaviour and attendance data PASS survey 	<ul style="list-style-type: none"> Pupils engagement in homework leads to reinforced learning in lessons Year 11 pupils make expected progress at GCSE KS3 & year 10 pupils meet end of year progress targets 	<p>49 individuals have attended homework club since we started to track it more rigorously in Feb 2019. However, some of these students have only attended once. Of all those that have attended; 22 were PP.</p> <p>Looking at data with regards to scores for homework; Our current year 11 have 81% of pupils achieving the top scores (3 and 4) for homework, and 72% of year 11 PP achieving the top scores so, a gap of 9%. In year 10; the picture is reversed with 54% of all year 10 achieving the top scores for homework, whereas the PP cohort in this year group achieved 61%.</p> <p>Numbers of pupils who attended breakfast club in 2018/19 varied considerably (especially depending on the weather and the season). Of all the pupils that attended breakfast club; 50 to 60% on a daily basis were PP (41% of school was PP).</p> <p>FOCUS FOR NEXT YEAR: Homework club to be reviewed to focus on pupils who are showing significant issues in terms of completing homework.</p>
Purchase and provide KS4 PP pupils with the resources and revision materials for their examination subjects	GDE FL	October 2018	£8,346	<ul style="list-style-type: none"> PT and CAP date Examination results 	<ul style="list-style-type: none"> Gaps between PP and non-PP eradicated Positive progress 8 score in GCSEs 	<p>Actual spend on revision materials was £3634. Students received guides for all subjects.</p> <p>Photocopying of examination revision materials was also paid for out of a central pot instead of subject capitation. Personalised revision plans were also made for pupils and these commenced in March until the final exam for each subject.</p> <p>As discussed above; key headline data for year 11 cohort was an overall P8 score for 2018/19 was</p>

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						<p>-0.11. Non-PP pupils P8 was -0.045, but PP was -0.251 meaning a gap in progress of the two groups of 0.206.</p> <p>FOCUS FOR NEXT YEAR: review of revision materials to be completed and purchases made as needed. GCSEpod to be launched as a new tool for T&L, revision etc. Photocopying of revision materials to support year 11 to continue.</p>
Ensure that there is a detailed Provision support provided to PP pupils across the curriculum and the impact of this is evaluated at all levels	GDE	Oct 2017 onwards	£2000	<ul style="list-style-type: none"> Minutes of meetings PP provision co-ordinator to attend relevant meetings with AFA and staff Tracking of PP pupils Learning walks and "book looks" Termly reports to and meetings with PP link governor 	<ul style="list-style-type: none"> All PP pupils have provision mapped PP cohort on or above expected targets at PT tracking 	<p>All students in school have a provision map, whereas in 2017-18 only KS4 pupils had this. In addition, school has started to track pupil access to extracurricular activities via PARs.</p> <p>Mapping allowed us to ensure interventions, activities etc were shared out more evenly across the year groups and allowed us to filter based on criteria. Ofsted commented on how the use of funding was more effective than previously, and that this monitored, evaluated and refined regularly.</p> <p>FOCUS FOR NEXT YEAR: Provision mapping to continue.</p>
Launch bidding system for staff to request support and resources to tackle underachievement of pp cohorts in their classes	GDE	Sept 2017 onwards	£30,000	<ul style="list-style-type: none"> Baseline and exit data of the project Staff to present bids to PP governor CAP and PT data Reports to governors 	<ul style="list-style-type: none"> PP students make progress in line with or exceeding the non pp cohort 	<p>Staff made a range of bids varying from trips to classroom resources. See data table 3 below.</p> <p>The impact of bids has been varied, and for some bids the real impact will not be seen until August 2020. The impact of individual bids can be seen in data table 2.</p> <p>FOCUS FOR NEXT YEAR: the bidding system has now become an integral part of our provisions in school so this will continue. Some of the bidding money will go towards specific areas to be identified on the new</p>

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						action plan.
Audit TA provision across the school against EEF standards	LSH JMI	Oct 2017 onwards	Time	<ul style="list-style-type: none"> TA support focussed learning walks Meetings 	<ul style="list-style-type: none"> TA appraisal structure in place All TAs complete EEF training module Personalised TA CPD programme in place Performance of SEN pp cohort improves in line with NA 	<p>AfA funding (outlined in task 1 of plan) was diverted towards supporting this.</p> <p>SEN learning walks taken place and a programme of training has been delivered to the LSA's and the SENCO, with some training and support just for the SENCO.</p> <p>This will be an ongoing focus on 2019/20.</p>
Key Stage 3 PP enrichment programme to be launched	CBR	Sept 2018 onwards	£13,000	<ul style="list-style-type: none"> All pupils have a personal musical or sports-based enrichment activity Pupil and parent voice Programme of enrichment 	<ul style="list-style-type: none"> Emotional resilience of pupils increases Improved attendance PT data shows improving trend in performance of cohort 	<p>All students in year 7 participated in learning a musical instrument over the academic year.</p> <p>FOCUS FOR NEXT YEAR: year 7 and 8 to continue to receive music tuition and be able to access a wide variety of extracurricular activities. In the longer term we will be looking to offer music tuition, if pupils still want it, in year 9.</p>

ALL DATA FROM SISRA ANALYTICS

Data 1: Scholars Programme

2.3.1 Academic Achievement

Competencies 1: Written Communication, Subject Knowledge and Critical Thinking

Academic achievement is about the skills and knowledge that pupils are explicitly learning in the context of The Scholars Programme. These include written communication, subject knowledge and critical thinking.

The following averages are based on the 18 pupils that have submitted both their baseline and final assignments. The table also includes national averages, allowing you to compare scores at baseline and progress made.

Sophie Callin,
Programme
Officer

'It is fantastic to see Moor Park High School pupils have made above National Average progress in almost the competencies, particularly Subject Knowledge and Developing an Argument – well done to the pupils for developing these areas so significantly.'

Competency	Mark scheme skill	Moor Park High School and Sixth Form			National Comparison		
		Baseline Average	Final Average	Average progress	Baseline Average	Final Average	Average progress
Written Communication	Structure and Presentation	56	67	21 %	51	63	23%
	Language and Style	55	70	27 %	53	64	21%
Subject Knowledge	Subject Knowledge	51	69	35 %	53	65	22%
Critical Thinking	Research and Evidence	53	69	30 %	50	63	26%
	Developing an Argument	51	67	31 %	51	63	23%
	Critical Evaluation	54	68	27 %	49	61	24%

This table shows programme attainment and attendance for Pupil Premium pupils compared to all pupils. It also provides averages for the 81 schools within the North of England and for the 364 schools that took part in The Scholars Programme in Summer 2018/19 across the country.

Averages are based on pupils who submitted both their baseline and final assignment.

	Moor Park High School and Sixth Form		National Averages		North of England Average	
	Overall	Pupil Premium	Overall	Pupil Premium	Overall	Pupil Premium
Baseline assignment mark average	45	50	51	50	50	50
Final assignment mark average	68	46	62	60	62	60
Average progress between baseline and final assignment	50 %	-8 %	21 %	21 %	22 %	21 %
% 1st/2.1 final assignment grades	63 %	25 %	66 %	59 %	62 %	57 %
% Final assignment submission rate	100 %	100 %	89 %	86 %	93 %	91 %
% Tutorial attendance	97 %	72 %	92 %	90 %	91 %	90 %

Data 2: Bids impact

	Cost	Impact
DMC/NDY – engineering resources	£3000	Currently, 7/11 of the year 11 pupils are on track to meet or exceed their target grade. All three PP pupils are exceeding their target grade at present. A more in-depth review will happen next year when a full 2 years of the course have happened.
JCU – visualisers	£768	PP grade was negative but similar all pupils in maths this year. Last year the PP grade was about 0.2 less than all pupils. There has been good use of visualisers within the department and they are used on a daily basis. Comments from learning walks and other observations are always positive and the pupils have responded well to the use of these when modelling answers.
DMC – STEM	£9000 bid (£359 was	7 different clubs were run throughout the year focusing on a wide variety of aspects of STEM. In total, 65 pupils participated in the 7 clubs and of those 26 we PP. All pupils were in years 7 to 10, and certain pupils were targeted to attend certain activities.

	not spent)	<p>Greater detail on the activities and outcomes of the club can be seen in the STEM review produced by DMC.</p> <p>Some of the money invested in this will have impact for years to come as the materials and resources will be used time and again.</p>
MJN – Extracurricular sports	£3250	<p>Some of the extracurricular activities were run ‘in house’ and therefore had no cost from the PP bids. However, two activities, Ju’jitsu and basketball, were run by external providers and this is where the bid money was used.</p> <p>The Ju-jitsu started with 28 pupils; but only 8 completed the course. Of these 8 pupils, 6 achieved their yellow belt and 2 their yellow belt with stripes. All pupils passed an earlier grading to achieve their white belt. 4 of the 8 pupils who completed the course were PP of those 2 had 100% attendance.</p> <p>The basketball initiative generated a bit more interest initially and pupils continued to attend regularly for the first half term. Numbers did drop and the club was opened up to other year groups (bringing the numbers up to 30 pupils across KS3 who accessed the club at some point throughout the year). The club was well attended by years 8 and 9. As a result of the club Moor Park was able to compete in basketball tournaments for year 7 and in league matches for years 8, 9 and 10.</p> <p>Seven year 7 pupils attended the club until Easter. After Easter only 3 continued to attend the club each week. Of the 7 pupils who started in September and remained until Easter, only 3 were PP (Of the 3 who continued after Easter 2 were PP).</p> <p>The 3 pupils who attend throughout the year had 100% attendance to the club. The 4 pupils who only attended until Easter had an average of 95% attendance to the club.</p> <p>The opportunity to conduct pupil voice to see why pupils dropped out so quickly for all PE enrichment clubs was missed last year. This is something we are looking into as a Faculty for this year.</p>
LSC – Macbeth drama visit	£350	<p>Pupils showed a more secure understanding of plot and characters in their written work (green books and mock exams).</p> <p>Exam results were significantly better than the previous year – both performances are of texts we study for GCSE. This improvement could have been due to revision of the plot through performance, and an understanding of the staging and structure elements, which are easier to apply to live productions.</p>
JPA – sample exam materials	£60	<p>The overall results have improved in the exam’s by around 10%. This has directly affected the final GCSE grades which have also improved by around 10% as well. However overall as a comparison to the previous year, results were down by 0.2 of a grade. I put that down to poor attendance and lack of exam revision.</p>
LRO – Scholars Programme	£3840	<p>See comments in table above</p>
SRO – Medical Mavericks	£1195	<p>The impact on KS4 was more significant than it was on KS5 as Year 11 last year were able to use some of the information from the session to help in their understanding of blood pressure etc and then in their summer exam they could answer/attempt questions on their case study individual’s blood pressure and receive marks for it.</p>

		<p>The current KS5 course doesn't need them to use this sort of information however the new specification may need to.</p> <p>However, all classes enjoyed the session and learnt about jobs they haven't heard of before, the qualifications needed and what it entailed.</p> <p>The workshop helped them work towards them completing their component 3 exam at the end of Year 11. The exam is worth 40% of their final grade and it had a positive impact on their exam performance as 100% of the pupils were able to attempt the questions on the exam looking at health indicators, which was worth 12 marks and the more able pupils (5/22) were able to achieve more than half marks for the question and the rest of the class got a couple of marks.</p>
NAS – English Lit workbooks	£408	<p>According to the data for 'English Best' results 2019, it is evident that PP pupils largely performed in line with their peers achieving their 50% target (0.03). The pattern is similar to that of the cohort as a whole indicating that providing revision guides support the faculty in working towards closing attainment gaps but that more work can still be done.</p>
CMU – Cameras	£1205	<p>Pupils gaining access to cameras in Art has had a very positive impact on KS4&5 pupils work.</p> <p>KS4 and KS5 have been able to take photographs of first hand images relating to their personal studies/projects. This has enabled pupils to improve performance as they are no longer reliant on secondary sourced images from the internet/books. KS5 pupils were taken on a trip to Blackpool. The emphasis was to take photographs of a variety of stimulus to extend their primary sourced images and expand / extend their subject area.</p> <p>KS3 have taken photographs of still life set ups as part of the 'Everyday Objects/Toys' project. Their photographs were used to develop their understanding of a variety of media and working processes.</p> <p>2019's Year 11 results showcased the positive impact that the use of cameras had on individual students. 14 students who used the cameras to create and develop images for Component 2 (A03) achieved, and in most cases, bettered their 20% target grades.</p>
ZDE – Science lab books	£300	<p>At least 15 per cent of the total marks available in each science GCSE are based on required practical's. The Required Practical books that were purchased have provided students with all the information they need to perform their required practical's; including the method, apparatus needed, common mistakes and safety tips. They have challenged students with extra questions designed to improve analysis, evaluation and maths skills. The books have helped to prepare the students for their examinations, with exam-style questions in the books directly linked to the required practicals and apparatus use.</p> <p>Data analysis for the 2018/19 cohort shows that in the Required practical component, pupils studying science in Moor Park High School and Sixth Form performed 18% better than all similar schools and 13.6% better than all schools nationally.</p>

Absence - Secondary Schools

% of sessions missed

	Pupils	% Overall Absence	% Attendance	% Nat Av Total Absence	No of Late Marks
School	568	5.21	94.79	5.50	2073
Boys	323	5.29	94.71	5.50	1468
Girls	245	5.11	94.89	5.50	605
Non PA	519	3.40	96.60	N/A	1703
PA	49	26.80	73.20	N/A	370
Non PP	314	3.73	96.27	N/A	809
PP	254	6.98	93.02	N/A	1264
Male PP	135	3.96	96.04	N/A	904
Female PP	119	3.02	96.98	N/A	360
Non FSM	393	4.29	95.71	5.00	1168
FSM	175	7.28	92.72	9.20	905
EAL	160	4.86	95.14	4.70	567
LAC	3	2.26	97.74	N/A	29
No SEN	496	5.01	94.99	5.10	1755
EHC/Statement	7	4.07	95.93	8.20	3
SEN Support	65	6.85	93.15	8.00	315

Report Date: 22/11/2019

Persistent Absence

% of pupils absent for 10% or more sessions

	Pupils	% of cohort	% of Cohort Nat Av	No of Late Marks
School	58	10.21	13.90	370
Boys	31	9.60	13.90	265
Girls	27	11.02	13.90	105
Non PP	18	5.73	N/A	72
PP	40	15.75	N/A	298
Male PP	23	17.04	N/A	216
Female PP	17	14.29	N/A	82
Non FSM	24	6.11	9.30	160
FSM	34	19.43	24.60	210
EAL	12	7.50	10.80	170
LAC	0	0.00	N/A	0
No SEN	44	8.87	12.20	236
EHC/Statement	1	14.29	23.60	2
SEN Support	13	20.00	23.40	132