

## Pupil Premium Review for 2016-2017

### Outcomes for disadvantaged students in 2016-2017

Prior Attainment: Year 11 (Disadvantaged cohort KS2 APS of 4.52; National APS for all students in this year group was 4.75)

#### Yr11 Prior Attainment Data for Groups

Year 11 (GCSE 2017)	All	Lower	Middle	Upper	No Prior Data
<b>Cohort</b>	42	8	24	8	2
<b>KS2 APS</b>	4.52	3.54	4.56	5.38	-

#### Provisional Data for Summer GCSE Results 2017 (24-08-17)

Extended Headline Measures	2017 Plymstock Disadvantaged Outcomes (24-08-17)	2016 National Disadvantaged Outcomes	2016 National GAP to National "Other"	2017 Plymstock GAP to 2016 National "Other"
Attainment 8 (2017 points)	39.53 <sup>#</sup>	41.1	-12.2	-13.8
<b>Notes</b>	<i><sup>#</sup> Attainment 8 appears lower than 2016, due to changes in the allocation of grade points nationally with the move to 9-1.</i>			
Basics (strong pass) Grade 5+ English and mathematics	21%			
Basics (standard pass) Grade 4+ English and mathematics	48% <sup>##</sup>	43%	-27.5	-23.6
<b>Notes</b>	<i><sup>##</sup> Both English and Maths have been reformed to new 9-1 GCSEs</i>			
English Baccalaureate (strong pass) Grade 5+	12%			
English Baccalaureate (standard pass) Grade 4+	17% <sup>###</sup>	12%	-18	-12.7
<b>Notes</b>	<i><sup>###</sup> English and Maths components of the EBacc have been reformed to new 9-1 GCSEs</i>			

#### **September 2017** (GCSE results for summer 2017)

*Given the starting point on entry of this cohort and the introduction of the new (9-1) GCSEs in English and Mathematics, we are extremely pleased by the outcomes, as shown in our headline data. The 2017 prior ability (PA) of the disadvantaged cohort was significantly below the national average (KS2 APS was 4.52) and a significant number had very challenging personal circumstances, including two students with long term and complex mental health issues that had a substantial impact on their ability to fully commit themselves. There were also a disproportionately large number of young carers within this cohort – specific work has been undertaken to address this barrier to learning and maximise the outcomes for these students. We recognise in some cases their underperformance given this additional challenge they had to address alongside their studies. All but two students of this group gained ten GCSE qualifications: the remaining two boys achieved*

*four and nine qualifications. We therefore celebrate the great personal progress these students made which is not reflected in our headline data.*

*The School remains firmly fixed on its Aspirational Goal - that is no difference in Achievement and Progress between Disadvantaged and other than disadvantaged nationally. Disadvantaged students are performing at least in-line with their peers, if not above.*

Improving outcomes for disadvantaged students is a national priority. For us - it's not just our disadvantaged outcomes that are strong but also our gap with 'other' students nationally (non-disadvantaged) is much smaller AND in some cases exceeded non-disadvantaged students nationally.

*A full background detailing the progress Plymstock School has made since 2014 for our disadvantaged students can be found on **page 9** of this report.*

## **Review of 2016/17 strategies**

### **Leadership changes**

From September 2014 the senior leadership team was restructured to enable a greater focus on the progress and achievement of all students but with a strong emphasis on disadvantaged students. A Deputy Headteacher was given overall responsibility for leading the school's Pupil Premium strategy. Five Assistant Headteachers were restructured with new job descriptions to become Achievement Leaders for Years 7-11. We also appointed Pupil Premium Leaders in both English and Maths. Performance data is now more efficiently tracked using a new system (SISRA Analytics) that gives up-to-date data and enables quick sub-group comparisons, especially PP eligible vs. non-PP eligible. This system is used by all leaders and teachers across the school. Regular progress reports are presented to the senior leadership and governing body. To enable the governing body to verify and challenge progress data, the Pupil Premium Link Governor annually undertakes a Pupil Premium Evaluation Day in which they review plans, scrutinise work, carry out learning walks, interview Pupil Premium Leaders in both English and Maths, as well as an Achievement Leader, and speak at length to a cross section of eligible students across Years 7-11.

The drive for improving outcomes for disadvantaged students has been given a very high profile across the school. A range of whole-staff training sessions continue to be held, allowing teaching strategies and ideas to be shared. Lesson observation, work scrutiny, learning walk and student voice recording documents are amended to ensure that the progress and achievement of disadvantaged students are closely evaluated. The high priority given to disadvantaged students over the last three academic years has played a significant factor in the rapid improvements seen in the summer results in 2015, 2016 and 2017. There is still much to do to eliminate the gap and this remains a key whole-school priority for Plymstock School in 2017-18.

To further improve the impact on progress of disadvantaged students from September 2017, leadership changes have been made to the senior leadership team and our pastoral leadership team. Specifically, to embed strategies and practice learnt from taking part in the national "Challenge the Gap" project and the schools membership of the SWTSA PP Coordinators group. A Deputy Headteacher has now taken overall responsibility for leading the school's Pupil Premium strategy. In addition, we have appointed a senior head of department who has led the Challenge the Gap project to lead day-to-day management of key action plan themes and embed systems learnt from Challenge the Gap that have had a successful proven impact on students' engagement. The School has also been asked to become a lead school for Challenge the Gap and the Plymstock Cluster will involve four secondary and one primary school and launches in September 2017.

Alongside this the school has restructured its pastoral system to a Year based system with both Head of Year and Assistant Head of Year having specific roles for closely monitoring and tracking the performance of disadvantaged students – challenging staff and departments to improve rates of progress.

This is to ensure every member of staff in the school is clear who each eligible student is and continues in 2017-18 to have the highest expectations for them.

### **English and Maths Support Fund**

In both departments a Pupil Premium Leader has been appointed to lead the drive for improvement of all disadvantaged students across Years 7-11 and coordinate interventions. The fund has also been used to provide small group and one-to-one tuition as well as additional resources for eligible students. Due to the concerns over performance in 2014 of PP students in Maths a proportion of this fund was used to provide additional teaching hours for one of our part-time Maths teachers to focus on targeted disadvantaged students. In addition, English following initial results in 2015 the English department employed an AQA examiner to lead small teaching groups with PP students and share practice within the department to better ensure that all had clarity on what a C grade or higher now looks like. We also provided leadership support for the Maths team using an experienced and highly successful middle leader and in 2015-16 a review of the department was carried out by an SLE. The English and Maths Pupil Premium Support Fund also linked with the Home Tutoring Programme covered below. We implemented a range of strategies in 2016-17 from our membership of SWTSA, one successful strategy has proven to be Maths and English registration immersion groups. In addition, a range of holiday and weekend support courses were offered to all disadvantaged students during the year. The impact on performance of both areas is evidenced in our results data for 2015, 2016 and 2017. Results data of the impact of strategies is allowing the departments to fine tune their internal action plans for the 2018 cohort by focusing on proven strategies that have successfully maximised the progress.

### **Improving Reading Ages**

Since 2014, in Year 7 and 8, the school has embedded the use of Accelerated Reader (AR), along with other measures to improve reading. This has had a positive impact on our disadvantaged students when comparing their results with national data. In 2016-17 the disadvantaged students in Year 7 had an average NRSS (Norm Referenced Standardised Score) of 96 on entry which increased to 101 by the end of the year. The Year 8 disadvantaged students had an average NRSS of 99 on entry which increased to 102 by the end of the year. The Accelerated Reader programme continues to have a positive impact on our students and their reading practice. The programme supports our students in improving their reading ability with the aim being to improve their reading attainment so their progress is in line with age related expectations.

Our range of additional intervention programmes include: the reading mentor programme, the LIT programme and extra literacy lessons. These interventions have all helped support and encourage students from disadvantaged backgrounds. In Year 7, in 2016-2017, 97% of students were making expected progress or better in English by the end of the academic year and 88% improved their reading score. Therefore, overall, the results are very positive for disadvantaged students; one male student, for example, increased his reading age by 2 years and 7 months.

The culture created by our Drop Everything and Read (DEAR) programme, which facilitates daily 30 minute reading sessions every day, has encouraged disadvantaged students to enjoy reading. The DROP programme has created a positive reading environment across the school. We continue to utilise these strategies to tackle the key barriers we have identified that impede students' progress. The school's work in this area has been recognised as an Area of Excellence in our Challenge Partners' Review (November 2016). **This strategy is continuing in 2017/18. (See our Catch up Fund Action Plan and Review for full details.)**

## Home Tutoring Programme

This strategy was introduced in September 2014 in which we deployed a team of home tutors to provide personalised one to one tuition in the home for disadvantaged students in English and/or Maths. The students primarily targeted were those in Years 10 and 11 who were at risk of not making expected progress in either or both subjects. Each student receives at least one hour per week throughout the academic year. The team of tutors worked closely with the Pupil Premium Leaders in the English and Maths departments to identify student strengths and weaknesses as well as skills/knowledge that needed further development. The programme was also very successful in involving parents in both English and Maths as it enabled them to get immediate feedback from the tutor following each session – which in turn meant they could support their child more effectively.

The impact has been very positive, especially in Maths, as explained in the first section. Impact 2016: As a result 62% of students identified as off target achieved or exceeded their target with this additional and personalised support. P8 Maths: +0.12 (Top 15%). In light of the new GCSEs in English and Maths the provision of tutoring was extended to provide tutoring on site after school and during the school day during 2016-17. The impact in 2017 has been harder to analyse given the change in qualification, 60% of those students tutored in Maths who were identified as below target in their final estimated grade improved on that estimate by a minimum of one grade. 28% % of Maths students identified as off target achieved or exceeded their target in 2017. For English 47% of the students tutored and identified as below target in their final estimated grade achieved one grade or better and 26% were on or/above target. This has proved successful this year in engaging a substantial number of students who did not want tutoring in their home and breaking down barriers to learning. Without this support they had no one at home to support them with English and Maths. **This strategy is continuing in 2017/18 for eligible students in Years 9, 10 and 11 to address.**

## Disadvantaged Student Mentoring Programme

This strategy involved our team of five Assistant Heads of Year who each dedicated the equivalent of two days per week to provide high quality mentoring and support for disadvantaged students and their families. This was very successful in building relationships with harder to reach students and their parents. It has allowed issues to be identified early and has encouraged an individual student-level discussion on how to use the Pupil Premium most effectively with each student. The programme has been instrumental in improving attendance of disadvantaged students. Evidence of impact at the end of the 2014-15 academic year: the attendance of disadvantaged students rose to 92.6% (nearly 1% higher than 2013-14 and 2% higher than in 2012-13). The gap was also reduced to -2.6% (compared to 3.5% in 2013-14 and 4.4% in 2012-13). Evidence of impact of this strategy has seen attendance increase to 93.2% in 2015/16 and provisional data for 2016/17 has seen an increase again to 93.8%. The gap has also been reduced to -2.2%. **This strategy will continue in 2017/18** and will be led by our Assistant Heads of Year working with our Attendance Officer in a redefined role – see below.

## Additional Educational Welfare provision

The school purchased an additional day to employ an Educational Welfare Officer (EWO) to extend their time in school to three days per week. A particular focus was on supporting our most challenging disadvantaged students and parents. Attendance remains a key priority for disadvantaged students, whose habits are hardest to change. In 2016/17, home visits by the EWO with school staff (specifically the attendance officer) have had a positive effect on attendance figures by breaking long term absence or persistent ad hoc absences. **Impact:** See attendance data above. 58 home visits were carried out by the EWO and Attendance Officer which led to a reduction in the EWO caseload as attendance and punctuality improved. This means we have referred a lower amount of families for legal intervention. The South West

Teaching School Alliance has been used as a resource to see good practice related to attendance from other schools in the South West. This includes visits and attendance at discussion groups.

**In 2017/18 will continue this work** by funding our **Attendance Officer** who has a primary role working with disadvantaged students and we will continue the **Plymstock “Project 30”** programme. Initial data shows strong evidence of improvement on attendance and punctuality and active engagement of the whole family. 75% of the students taking part in Years 7-10 have seen an increase in both attendance and punctuality. One female Year 10 student saw her attendance increase by 5% and had no late marks and a female student in Year 9 had a 4% increase with no late marks during the initial trial period.

### **Plymstock School Achievement Voucher**

We took a proportion of the Pupil Premium funding and gave each family a Plymstock School Achievement Voucher. This allowed both the families and the student to have a say in how some of the funding was to be spent. Students and their families chose to spend the funding in a variety of ways – this included uniform, equipment, school trips, membership of clubs etc. There were also some highly personal ways in which we were able to support families in difficult circumstances. For example, in one case we used funding to provide the children with beds. This has been a very effective strategy in helping to reduce the social barriers to learning faced by our disadvantaged students. As a consequence, no disadvantaged students in Years 7-11 were issued with sanctions for incorrect uniform or missing equipment. 94% of disadvantaged students in Years 7-9 participated in at least one extra-curricular activity and 100% participated in the activities/trips of their choice during the July 2017 Enrichment Week. 100% of disadvantaged students in Year 11 were provided with all relevant GCSE revision materials free of charge. This unique aspect of our work has been recognised as highly effective practice by the Plymouth Child Poverty Strategy 2014-2016. **This strategy will continue in 2017/18.**

### **Challenge the Gap**

We participated in the Challenge the Gap Programme and were partnered with Kingsbridge Community College and Tiverton High School in 2015-16. Our Challenge the Gap team comprised of a senior leader (Achievement Leader for Year 9), the two Pupil Premium leaders in English and Maths, an EBacc teacher from Geography and two para-professionals – non-teaching Assistant Heads of House (now Year) who help deliver the Pupil Premium Mentoring Programme. The team focused on raising the achievement of 15 PP eligible students in Year 9 (one of which is a LAC) who were below target in English and/or Maths or had poor attendance. Significant progress was made on improving progress of the targeted students. As a result we intend to become a facilitating school for the programme. In addition, we are extending the use of Individual Learning Plans (ILPs) for 15 key disadvantaged students in each year group. These Pen Portraits describe background information, learning styles as well as targets. These will be monitored by Assistant Heads of Year as we embed and expand strategies learnt that are having effective impact on teachers knowledge of students and provide simple and effective monitoring strategies to ensure progress is maximised by regular information sharing. These proved effective with a targeted group of students in last year (Impact: 70% improve their academic performance). **This strategy will continue in 2017/18.** In addition we will be a lead school (**facilitating school**) for national Challenge the Gap Project in 2017/18.

### **Collaborative work with other schools**

Plymstock School joined the South West Teaching Schools Alliance (SWTSA) and Challenge Partners In 2015. Through our application we have identified raising the achievement of disadvantaged students as one of our top priorities. This year we are especially looking to extend our collaborative work with other schools and leaders to share best practice and ideas about improving outcomes for disadvantaged students. Examples include: Primary Partnerships and transition work as well as strengthening our partnership with Plymouth

Schools through the Plymouth Learning Trust (PLT). See impact in Teaching and Learning Development Fund. **This strategy will continue in 2017/18.**

### **Teaching and Learning Development Fund**

This is now used to support a rich and varied CPD programme for staff at Plymstock School to help both individuals and departments improve pedagogy and thus more effectively meet the needs of all learners (particularly disadvantaged students).

In 2016-17 the school has trained all staff to deliver lessons using **Kagan Cooperative Learning techniques**. All staff received two full days of training in 2016/17 and from September 2017 all staff will attend two further training days to develop and further consolidate best practise. Research has shown Kagan structures minimise the opportunity for pupils to become distracted, disruptive and then disaffected by giving them the skills to work with others and to learn independently of the 'teacher'. Structures teach pupils social skills; interaction with other pupils, turn taking, listening to the views of others and sharing information.

**Impact: Challenge Partners Review - November 2016 - Quality of Teaching, Learning and Assessment: Outstanding** *"The introduction of the 'Kagan' approach has enhanced the use of peer learning and talk for learning in lessons. Meaningful peer support is evident in many lessons; for example, most able students use technical and subject specific language to support each other and deepen their understanding. A culture of security, created by teachers, encourages students to take risks".* **This strategy will continue in 2017/18.**

### **Raising aspirations**

All disadvantaged students will spend at least one day during 2016/17 visiting a university, where this is an appropriate pathway for their academic profile. This year in addition to local visits to Plymouth and/or Exeter Universities in June, we have run an additional trip specifically to raise the aspirations of Upper Band PP students. 14 Year 10 students visited Oxford University on Tuesday 24 January of these 9 were eligible for PP. Additionally, all disadvantaged students are given the top priority in Years 9, 10 and 11 for one-to-one careers interviews and workshops. As a result, all disadvantaged students are placed on appropriate courses for Education, Employment or Training. **Impact:** 94% Disadvantaged pupils stayed in education or employment for at least two terms after KS4 (2014 figures from ID). **This strategy will continue in 2017/18.**

**Update: Following the publication of the The Sutton Trust's report findings in Believing in Better, June 2016. We also implemented the following additional strategies in 2016/17.**

### **The Plymstock widening participation fund**

The Plymstock widening participation fund has been made available to support students in Years 7-11 who are currently eligible for Pupil Premium with residential or extra-curricular trips/visits to widened participation and increase access to cultural experiences. The intention is to raise aspirations to attend university and address "academic self-concept". **Impact: 70%** more students from disadvantaged backgrounds attended school trips in 2015/16 than 2014/15 These included: Hogwarts trip to film studios in London (Literacy Leaders reward visit – Dec 16), drama and English theatre trips e.g. An Inspector Calls and The Curious Incident of the Dog in The Nighttime. **This strategy will continue in 2017/18.**

### **The Duke of Edinburgh's Award (DofE)**

The **(DofE) Award** has been successfully re-introduced with leadership in 2016/17. Disadvantaged students have been specifically targeted and supported. 100% of the students who started completed their Bronze DofE Award in 2017. This is part of a range of strategies aimed at developing social skills and participation. Research has shown this scheme helps build resilience and develop social skills by interaction with other pupils outside of lessons. **This strategy will continue in 2017/18.**

### **Additional after-hours support**

The School reintroduced an after school support programme to extend the school day by providing additional support on two nights per week from January to April for Year 11. **Eat, Sleep, Revise and Repeat** – ran from February 2017 offering all year 11 students a hot meal and drink prior to revision on two nights per week. **Impact:** 70% of our PP students regularly attended this essential revision and saw an increase in their participation in subjects beyond Maths and English. **This strategy will continue in 2017/18.**

## **How will we adapt our approach this year in light of our results?**

The improvement in PP eligible student outcomes in 2015, 2016 and 2017 has given teachers and leaders across the school confidence that their efforts and strategies are having a genuine impact and it has galvanised our commitment to eliminating underperformance of disadvantaged students. With the changes to GCSEs, achieving good grades will be even more of a challenge, especially for disadvantaged students. We believe that good teaching is the best possible intervention for any child, supported by good leadership and collaboration. Therefore, we have taken a proportion of the Pupil Premium funding in 2017-2018 again this year to support the development of teaching around three of our four key whole-school priorities, the first of which relates directly to improving the performance of disadvantaged students. We remain committed to further improving differentiation, increasing independent learning opportunities through developing metacognition techniques (EEF+8) and Kagan cooperative learning (EEF+5) and improving the effectiveness of feedback through our new policy Improvement and Correction Time (EEF+8). The aim is to further improve our teaching and learning to facilitate high levels of challenge, engagement, independence and resilience, to further close the achievement gaps.

### **PP Leadership**

An Assistant Headteacher has been appointed Acting Deputy Headteacher (from September 2017) and strategic lead for Disadvantaged and SEND students' progress. A senior head of department has been appointed as an Associate member of SLT and will continue to lead the implementation and monitoring of the disadvantaged action plan as Pupil Premium Coordinator for Plymstock School.

**Lead Professionals** in Maths and English will continue to be responsible for progress and attainment of disadvantaged students across the department. In addition we have appointed a temporary PP Manager role in Science.

### **Challenge the Gap Project**

We will be a lead school (**facilitating school**) for national Challenge the Gap Project and will establish the **Plymstock Cluster** (Notre Dame RC School, All Saints Academy Plymouth, Dunstone Community Primary School and Plympton Academy). This project will focus on a new group of 15 disadvantaged students in Year 9 and continue with the current group into year 11. It will again involve a team of six staff led by our Pupil Premium Coordinator. The team will include one teacher from each of the following departments – English, Maths and an EBacc subject (Science) and two of our Assistant Heads of Year. The aim is to work collaboratively to share effective strategies for closing the gap and provide enriching experiences for the students. What the team learns through the process is then cascaded to other departments within Plymstock School and Schools within Plymouth. The impact on achievement and progress of the students is tracked closely and evidence suggests it is highly effective.

### Teaching and learning development fund

This will continue for 2017-18. This will be used to support a **rich and varied CPD programme** for staff at Plymstock School to help both individuals and departments improve pedagogy and thus more effectively meet the needs of all learners (particularly disadvantaged students). In 2016-17 the school trained all staff to deliver lessons using **Kagan Cooperative Learning techniques, days 1 and 2**. In 2017-18 and then 2018-19 we will compete all 4 days. In addition, as part of the school SIP all staff will receive training in **metacognition techniques** linked to understanding how learners learn. This is again an evidence-backed programme with proven outcomes on Disadvantaged students' progress.

### Educational Welfare provision

Funding for our **Attendance Officer** who has a primary role working with Disadvantaged students and we will continue the **Plymstock "Project 30"** programme: designed to motivate, support and enhance students' academic success at Plymstock School through raising attendance levels.

**We will fund the following because there is strong evidence of impact on Plymstock student outcomes and they are each backed by strong Evidence-Based Research from the EEF toolkit:**

- **Home tutoring** – this has again been very successful and highly regarded by students and has evidence-backed impact. We will therefore continue to provide private home tutors to eligible students in English, Maths and Science.
- **English and Maths support funds** – includes Maths and English Tutor Groups
- **Pastoral support fund / Pastoral mentoring** - the Plymstock School Achievement Voucher
- **Raising aspirations funding** – careers guidance and upper band provision
- **Widening Participation Fund** - includes funding of The Duke of Edinburgh's Award (DofE)

## Background

### Summer 2014

The performance of disadvantaged students in Year 11 in the summer of 2014 was very disappointing. The Year 11 disadvantaged cohort in 2013/14 was small, significantly less able on entry than their peers (KS2 APS of 26 vs. 29 for non-disadvantaged) and over 50% of them had extremely challenging home circumstances and personal issues. We worked tirelessly with the group and used an extensive array of support strategies. This meant that despite the challenges we improved in several measures from the 2012/13 cohort – we increased the APS in both English and Maths (and narrowed the gaps with their peers), we increased the proportion of the cohort making 3 levels of progress in English and our Best 8 Value Added Score was higher than that of disadvantaged students nationally (991.1 vs. a national figure of 977). Additionally every single student went onto appropriate education, employment or training (0% NEETs). However, the performance of disadvantaged students in Maths was not acceptable and neither was the proportion achieving 5 A\*-C inc. English and Maths.

### Summer 2015

The 2015 disadvantaged cohort was similar in ability (KS2 APS was 26) and again, a significant number had very challenging circumstances, including five students who joined us during KS4 after failing to succeed at other local secondary schools due to their extremely challenging behaviour. In February 2016, The Department for Education published the national school performance table. Overall progress for schools at this point was measured by a 'Best 8 Value Added Score'. Plymstock School achieved a score of 1013.3 for ALL students – putting us in the top 17% of all schools nationally. Plymstock students who are OTHER than disadvantaged achieved 1013.7. Our disadvantaged students achieved 1011.4, a GAP of (-2.3). (The national performance for disadvantaged students was 976.3 and for OTHER than disadvantaged 1008). **Progress made by students from disadvantaged backgrounds put the school in the top 7% of all schools nationally.**

### Summer 2017 - Update on 2016 Outcomes (DFE figures not Raise)

	Plymstock Disadvantaged Outcomes	National Disadvantaged Outcomes	National Gap to National 'Other'	Plymstock Gap to National 'Other'
Progress 8	0.00 (Top 11%)	-0.38	-0.48	-0.10
Attainment 8	42.5	41.1	-12.2	-10.8
Basics	46.0%	43.1%	-27.5	-24.6%
EBacc	13.0%	11.7%	-18.0	-16.7%
P8 English	-0.12 (Top 34%)	-0.33	-0.41	-0.20
P8 Maths	+0.12 (Top 15%)	-0.33	-0.43	+0.02
P8 EBacc	+0.20 (Top 12%)	-0.45	-0.59	+0.06

Where highlighted in green, our disadvantaged students are performing better than disadvantaged students nationally.

The 2016 disadvantaged cohort was significantly below the national average (KS2 APS was 25) and again, a significant number had very challenging circumstances, including three students who joined us during KS4 after failing to succeed at other local secondary schools due to their extremely challenging behaviour. In addition we had two students with serious mental health issues that had become school-refusers. One of those was dual-rolled and educated at an appropriate health-based educational establishment and the other student re-engaged with some aspects of his education through a bespoke package that we have created, funded through the Pupil Premium.

**When the Department for Education published the national school performance tables for 2016 we were delighted with the progress made by students from disadvantaged backgrounds – where their progress (Progress8) put the school in the top 11% of all schools nationally.**