

Pupil premium strategy statement

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.

School overview

Detail	Data
School name	The Coleshill School
Number of pupils in school	1049
Proportion (%) of pupil premium eligible pupils	27.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	September 2023
Date on which it was reviewed	
Statement authorised by	Rebecca Brindley/Ian Smith Childs
Pupil premium lead	Sarah Cardwell
Governor / Trustee lead	Michael Blinko

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£303,560
Recovery premium funding allocation this academic year	£79,398
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£382,958

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding given to all state schools in England. This statement details TCS use of pupil premium and recovery premium for the academic year to improve the attainment of our disadvantaged pupils. Our moral purpose is focused on ensuring that all pupils, regardless of background and/or circumstance, achieve their potential and leave TCS as successful individuals who will thrive within society reaching outcomes at or above National Average.

With data taken from the January 2023 census: 27.7% of students from TCS are disadvantaged which is equal to the National Average of 27.1%. As a school, in line with our SDP (ADAPT) and our vision to ensure all students **Be Kind, Work Hard, Take Responsibility** we have based the Pupil Premium Strategy on five core priorities to meet the five core challenges we face.

1. Embed a 'knowledge enriched curriculum' through secure adaptive teaching in all areas to develop outcomes for disadvantaged Students particularly at KS4.
(School Development Plan – Adaptive Practice, Principles of Cognitive Science and Teacher Development)
2. Prioritise the development of literacy and numeracy skills targeting intervention to enhance these as the bedrock of our curriculum.
(School Development Plan – Data and Assessment)
3. Improve attendance for disadvantaged students through targeted intervention.
(Adaptive practice, data and assessment, Principles of Cognitive Science and Teacher Development)
4. Reduce suspensions and negative behaviour logs for disadvantaged students through trauma informed approach based on restorative practice.
(School Development Plan – Principles of Cognitive Science and Teacher Development)
5. Strengthen wellbeing support and target engagement and participation at TCS
(Adaptive practice, data and assessment, Principles of Cognitive Science and Teacher Development)

Challenges

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

Challenge number	Detail of challenge
1	Academic outcomes for disadvantaged students are below their non-disadvantaged peers
2	An increasing number of disadvantaged students arrive with low levels of literacy and mathematical fluency impacting on academic outcomes
3	Disadvantaged student engagement and school attendance is below that of their non-disadvantaged peers.
4	Suspensions and negative behaviour points for disadvantaged are higher than non-disadvantaged peers.
5	The link between mental health and safeguarding concerns and disadvantaged students is greater than their non-disadvantaged peers.

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
1. To improve the academic outcomes of disadvantaged students particularly at KS4.	Year 11 DA students to demonstrate improved outcomes on all headline figures. Any gap between disadvantaged and non-disadvantaged peers should be reduced to no greater than 10% All disadvantaged students to reach age related expectations at KS3
2. To improve disadvantaged students literacy and numeracy skills	To make demonstrative improvements in students' literacy and numeracy skills from KS2 entry to KS4 outcomes. All disadvantaged students to reach age related expectations in English and Maths at KS3. Targeted literacy and numeracy interventions in place for DA students through a proactive approach to KS3 and a exam focus KS4.
3. To improve disadvantaged students attendance and as a result, their engagement in belonging to TCS	Disadvantaged students attendance to be in line with non-disadvantaged peers. All attendance should be aligned to or greater than national average. Any gap between disadvantaged and non-disadvantaged will be no greater than 1%. Targeted invites for all school activities presented to raise students' engagement prioritised for disadvantaged students.
4. To reduce suspensions and negative behaviour points for disadvantaged students	Reduced exclusions for disadvantaged students in line with their non disadvantaged peers. Reduced negative behaviour logs for disadvantaged students in line with their non-disadvantaged peers. Improved engagement in terms of attitude to learning with an increase in SPIRIT points for disadvantaged in line with their non-disadvantaged peers.
5. To further enhance the wellbeing of disadvantaged students with a proactive, TIASS approach exemplified in all interactions.	School based services to prioritise support for disadvantaged students. Additional services to prioritise support for disadvantaged students.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Construction and implementation of our DA High Five Strategies embedded within our Teaching and Learning Strategy Improving teaching in the classroom to raise student outcomes at KS4 is our core priority. As part of this, we have created the High Five strategies implemented in every classroom.</p> <p>High Five 1: Know Your Students Identification of the very best seats in all classes to ensure the best learning environment for our Disadvantaged students. (EEF Research)</p> <p>High Five 2: Intentional Monitoring Pathways Lesson preparation conducted by all teachers ensures an intentional monitoring pathway is created prioritising the disadvantaged students for regular check ins.</p> <p>High Five 3: First and Frequent Feedback To prioritise our disadvantaged students, we mark their</p>	<p>The evidence for these statements have been taken from the EEF toolkit.</p> <p>High Five 1: EEF Toolkit High Impact Strategy (+6months)</p> <p>High Five 2: EEF Toolkit High Impact Strategy (+6months)</p> <p>High Five 3 EEF Toolkit High Impact Strategy</p>	<p>1</p>

<p>assessment first, and we use live marking check their work more frequently. Regular feedback provides the highest impact for students learning. (EEF toolkit)</p> <p>High Five 4: Live Marking Staff use opportunities to mark live in the lesson providing instant feedback to disadvantaged students.</p> <p>High Five 5: Cold Calling and Targeted Questioning Teachers identify key disadvantaged students and 'cold call' with specific questions to further deepen learning.</p>	<p>'Feedback is one of the most powerful influences on learning and achievement, make this impact positive' Hattie and Timperley (2007)</p> <p>High Five 4 'Feedback is information given to the learner about their performance relative to learning goals or outcomes. It should aim to (and be capable of) improving students' learning' EEF Toolkit</p> <p>High Five 5: EEF Toolkit High Impact Strategy</p>	
<p>Core staffing offering reduced class sizes to support curriculum provision.</p> <p>Additional staffing in core subjects enables small group sizes in English and Maths. The reduction in these group sizes allows a greater focus on disadvantaged students through quality first teaching to smaller groups. Targeted masterclasses taking place at KS4. Disadvantaged students prioritised to attend these.</p>	<p>"The reduction in class sizes has a positive impact of + 2 months on average, especially where they allow higher quality interactions to take place and minimize disruption. (EEF Toolkit)</p>	1
<p>Restorative approach to behaviour culture at TCS.</p> <p>A redevelopment of the behaviour curriculum with restorative practice at the centre of all our actions as a staff</p>	<p>There is evidence to suggest that tailored programmes reduce overall disruption and challenging behaviour in</p>	4,5

<p>body. TIASS CPD for all staff to develop constructive interactions between staff and students. Alongside the wider use of restorative practice, mentors and Heads of Year tailor specific interventions for learners.</p>	<p>school: Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	
<p>Appointment of Alternative Curriculum Leader</p> <p>Some students at The Coleshill School have struggled to access the full curriculum offer. To enable all students to be successful, we have appointed a teacher to deliver an alternative curriculum alongside our wider offer. Taught to students at KS3 and KS4, this supports students to access the curriculum in its fullest sense. It aligns to further vocational offers available Post 16.</p>	<p>Guidance from the Education Endowment Foundation and EEF promotes the importance of alternative approaches to curriculum for students.</p> <p>Promoting Alternative Thinking Strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4,5</p>
<p>iPad issued to every disadvantaged student under the Learning Futures Scheme</p> <p>The ATLP believe in equality of education for all learners. In 2022, iPads have been issued to all students, allowing them to access a range of digital learning platforms to support independent revision, The Learning Futures initiative ensures disadvantaged pupils receive the same technology as their non-disadvantaged peers both in the classroom and outside of.</p>	<p>During Covid-19, the digital divide became evermore present. Across the Arthur Terry Learning Partnership (ATLP) and around the country, there were clear inequalities between the access children had to digital devices, and ultimately the impact it had on their progress.</p> <p>Learning Futures – The Arthur Terry Learning Partnership (atlp.org.uk)</p>	
<p>The Coleshill School Literacy Strategy to develop reading, oracy and writing.</p> <p>KS2 data evidence the low literacy skills of our students on entry to The Coleshill School, in particular disadvantaged students. The Literacy Implementation Plan outlines the strategies in place</p>	<p>Learning Principles at The Coleshill School are based on Rosenshines Principles of Instruction</p> <p><i>The EEF toolkit has identified the importance of focused reading. Developing students reading age</i></p>	<p>1, 2</p>

<p>to support these students to access our curriculum. Staff are trained within Faculty CPD to expertly teach new content to students through clear and cohesive instruction. Tier two and three words are explained. Reading activities are modelled and shared through guided reading opportunities. Students are supported to highlight and annotate text effectively. The</p>	<p><i>ensures the highest level impact to enhance the progress of disadvantaged students. EEF and DfE report.</i></p>	
<p>Develop students' numeracy skills.</p> <p>KS2 data evidence the low numeracy skills of our students, in particular Disadvantaged Students. Numeracy Implementation plan outlines the strategies in place to support these students to access our curriculum. The Pupil Premium budget has been utilised to support those disadvantaged students accessing numeracy intervention. This has been through staff CPD and form tutor activities for students to access.</p>	<p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models:</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>
<p>Appointment of Progress Leaders</p> <p>Members of Teaching Staff at The Coleshill School have been appointed as Progress Leaders for each phase. The purpose of these progress leaders is to monitor and support learning for disadvantaged students. Their job involves tracking attendance, and academic performance and making the necessary interventions when needed to ensure improvement is made. These staff champions use data to identify students in need of support and action this accordingly.</p>	<p>EEF Toolkit guidance.</p>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic tutoring KS4</p> <p>Year 11 Disadvantaged students in core subjects via appointment of English and Maths intervention tutors. These are funded via the NTP. Disadvantaged students working below their target grade are prioritised for small group intervention. Appointment of specialist tutors in English and Mathematics to work with students.</p>	<p>EEF Evidence of significant impact on reading age and progress. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition: Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5</p>
<p>Academic Tutoring for KS3</p> <p>Disadvantaged students working below their target grade are prioritised for small group intervention with Maths and English intervention tutors. These are funded via the NTP. Disadvantaged students working below their target grade are prioritised for small group intervention. Appointment of specialist tutors in English and Mathematics to work with students. The NGRT Data is utilised as a tool to select students for the intervention. This is revised halftermly. Reading intervention programmes across KS3 are designed to support all students to access the curriculum.</p>	<p>EEF Evidence of significant impact on reading age and progress. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving Attendance</p> <p>Raising the attendance of our disadvantaged students is our core objective. Attendance Focus Flow Chart Launched September 2023 priority meetings for all disadvantaged students with attendance concerns with Attendance Officer and HoY</p> <p>Outside agents CeeSaws used to prioritise and target support to Disadvantaged students and their families.</p> <p>Attendance incentives launched from Autumn Term 2 including a free breakfast 'Power Up' session to encourage early arrival into school. All disadvantaged students targeted to attend this.</p> <p>Student Attendance Streaks have been tracked and again rewarded through a range of prizes awarded to students for improved attendance. This has been focused on disadvantaged students.</p>	<p>DfE guidance (updated regularly) EEF Incentive Projects</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	<p>1,2,3,4,5</p>

<p>Investment in the Children’s University and Duke of Edinburgh</p> <p>TCS priorities enrichment activities beyond the classroom and utilises the Childrens University to track and monitor this. On all enrichment programmes we ensure that disadvantaged students receive priority invites. Funding is used for enrolment on the programmes, with key staff appointed to support the students to complete the awards. In Years 7-9, The Children’s University enrolment for all students. Student Leadership relaunched and advertised for all, disadvantaged students given priority access. In addition to the Childrens University we run the Duke of Edinburgh Award. In Year 9 Bronze and Silver Arts Award. In Year 10 Duke of Edinburgh Bronze Award. In Year 11 Duke of Edinburgh Silver Award.</p>	<p>Enhanced cultural capital supports social-mobility for disadvantaged pupils in line with their non-disadvantaged peers. To this end, we are offering a range of enrichment opportunities to our disadvantaged students.</p> <p>EEF Toolkit</p>	<p>3,4,5</p>
<p>Year 11 Exam Preparation Workshops and preparation sessions</p> <p>In order to ensure that our disadvantaged students in Year 11 are maximising their learning opportunities, we will provide tailored support outside the classroom. This will initially take the form of a workshop delivered by an external company who will then work with our students on a tutoring program in preparation for the first set of trial examinations, focusing on revision preparation and student wellbeing. Before every exam, students will receive a preparatory revision session to prepare them for the examination process they are about to undertake.</p>	<p>Partnership recommendation on the company following research impact report.</p> <p>Aimhigher-Case-Study-Impact-Report-2019.pdf (aimhigherwm.ac.uk)</p>	<p>1, 5</p>

<p>Independent Study sessions for Year 11 students ‘Night Club’ Revision sessions run three times a week for all students. These are self-led sessions with teaching staff on hand for support where needed. Refreshments have been provided to encourage students to stay in school and complete independent study. Disadvantaged students are targeted to stay and supported via the staff attending each evening.</p>	<p>Wider SDP Strategy to support learning. Proven historical intervention.</p>	<p>1,2,3,4,5</p>
<p>Curriculum resources supplemented for disadvantaged students. Many of our disadvantaged students will not have access to the necessary resources to access the curriculum. As a result, revision guides and additional revision materials are purchased and provided for students to use at home. This includes: - Supplies Food Technology Lessons. - KS3 and KS4 Curriculum resources</p>	<p>Any barriers to school which may affect attendance and overall wellbeing will be directly addressed.</p>	<p>1, 5</p>
<p>Uniform Support Uniform and school equipment support given to disadvantaged students when requested. Families are aware of the support that is available from the school.</p>	<p>Any barriers to school which may affect attendance and overall wellbeing will be directly addressed.</p>	<p>1,4,5</p>
<p>Bus Pass and Transport Support Bus pass and transport support given to disadvantaged students when requested. Families are aware of the support that is available from the school.</p>	<p>Any barriers to school which may affect attendance and overall wellbeing will be directly addressed.</p>	<p>1,4,5</p>

<p>CAIG and destinations All Y10 and 11 Disadvantaged Students are given early careers advice before non-disadvantaged peers. Students in all Year Groups are provided with a structured plan for CAIG. Disadvantaged students are prioritised as the independent advice will have the greatest impact on students who may not be aware of educational and career options beyond their own families experience.</p>	<p>EEF Guidance Gatsby Benchmark</p>	<p>3</p>
<p>Student Leadership In our school we have established a strong culture of student leadership in previous years. To this end, we are utilising the following programmes to enhance student learning behaviours. We will endeavor to ensure that at least 28% of all student mentors are disadvantaged students, by targeting disadvantaged students initially to secure their involvement in the programme. Programme 1: using Year 11 leadership team to support our new year 7 students with settling into their tutor group in the Autumn Term. Programme 2: using Year 13 students to mentor Year 11 HAPs, focusing on sharing good practice in exam preparation.</p>	<p>EEF Guidance Toolkit</p>	<p>3</p>
<p>Improving parental engagement TCS to run Parental Information sessions for all Year Groups. Disadvantaged parents and their families given priority invites. The evenings will share a range of strategies for ways in which parents can support their child at school, and ways in which the school will cultivate their success. Throughout the year, there are a range of additional sessions calendared for parents where disadvantaged pupils will receive priority invites. These will include a range of workshops not based at TCS to engage students and their families within our wider communities.</p>	<p>EEF Guidance Toolkit</p>	<p>3</p>

Total budgeted cost: £382,958

Part B: Review of outcomes in the previous academic year. The next section details the impact that our pupil premium activity had on pupils in the 2022 – 2023 academic year.

In order to review impact, we have focused on the intended outcomes for the previous year

Intended outcome	Success criteria
1. To ensure that our DA students are knowing more and remembering more, in order to make progress	Year 11 disadvantaged students are targeted to achieve a minimum of least FFT50 in attainment.

Strategy	Description	Cost	Impact
Quality Adaptive Teaching	Use of DA signature strategies in the classroom 1. Know your students – annotated seating plans 2. First and frequent feedback using intentional monitoring pathways 3. Live marking and assessment of DA student work	Staffing costs to ensure consistently good quality of teaching.	Although the strategy of Quality Adaptive Teaching benefits all students, the focus on Adaptive Practice improves outcomes for our DA learners. To ensure that this happens, we employ signature strategies in the classroom. We also provided an Aspire to Achieve programme for year 11, running throughout the year, which took place for an hour on Monday mornings before school. This allowed students to be supported by teachers in ensuring engagement in lessons and interventions, improving study skills and building revision techniques. This was attended by 25% of the Year 11 DA students, all of whom gained positive progress against P8. Of these students, 75% are studying level 3 qualifications in our sixth form.
	Maths intervention support assistant for key stage three and four DA students.		In Year 11 mathematics, this allowed us to deliver Entry Level Certificate qualifications for our most vulnerable students, as well as supporting all students to access mainstream lessons. This was delivered in a two-fold system, by supporting DA students in the classroom as well as in small

	<p>Exam literacy support for KS4 students</p> <p>Alternative curriculum for DA SEND</p> <p>Provision of calculators for maths and revision guides for science</p>		<p>intervention groups.</p> <p>Twenty SEND students in all gained entry level qualifications in mathematics this year, in order to support them in studying for GCSE. This would not have been possible without this degree of support.</p> <p>To support our year 11 DA students with weak literacy skills, we provided intervention support based on examination literacy, using a qualified English teacher to provide 1:3 guidance on how to access examination questions in English and humanities.</p> <p>The impact of this was the reduction of the gap between DA and non-DA students in Humanities, compared with other EBACC subjects.</p> <p>To support our DA SEND students in Year 11, we provided them an in-house alternative curriculum. These ten students gained a suite of NCFE qualifications including Exploring Occupational studies, focused on improving their life chances.</p> <p>We continue to provide resources for our DA students including revision guides and iPADS, so that they are properly equipped for learning in the classroom.</p>
Intended outcome			Success criteria
2. To ensure that our DA students, particularly those on FSM, are attending and enjoying school			Improved attendance and engagement behaviour for DA students to match the national average for non -DA.

Strategy	Description	Cost	Impact
Improving attendance amongst DA students	Subscription to CSAWS to work with students who have persistent absences and		<p>In comparison with national figures, there is still a gap between our own DA and non-DA students. This is major priority for us in the coming year.</p> <p>Last year we made regular follow-ups on students with more than days of absence, with 155 home visits to support these students.</p>

			<p>Last year, we built relationships with parents to offer support and referrals to external organisations (i.e. Early Help referrals) We conducted 33 successful attendance meetings, where improvements or re-integration plans were agreed with Parents/Carers.</p> <p>We communicated with all parents of students with below 90% attendance, following up with 156 cases that required further escalation.</p> <p>Attendance continues to be a major priority for us as a school, and we will build and strengthen our support mechanisms to reduce the gap between DA students and their non-DA peers.</p>
Intended outcome			Success criteria
3. To broaden the minds and horizons of all DA students through the curriculum and cultural capital			Support engagement in extra-curricular activities, as well as using the careers programme to focus on destination outcomes.

Strategy	Description	Cost	Impact
Careers advice and support	KS4 DA students to have priority careers interviews with CIAG and follow up meetings during the year to consider their next steps		<p>The emphasis on destinations has allowed us to continue the trend of securing next steps for our disadvantaged students.</p> <p>In 2020 the school was awarded with The National Quality Mark in Careers Education. We continue to meet the Gatsby benchmarks for best practice, including prioritising DA students for curriculum visits, 1-1 guidance and careers events throughout the year.</p> <p>There were two students in Year 11 who counted as NEET in 2023.</p> <p>We are particularly proud of KS5 DA performance, in terms of estimation data. Of our DA Year 13 leavers last year, 45% are now following a university course, 8% are taking a GAP year before starting their university course, and 47% are in an apprenticeship or employment. Thus, the impact of Careers guidance and support is evidenced by the growing success of our DA students at KS5.</p>

<p>Intervention support for students outside the classroom to enhance Cultural capital</p>			<p>Our Children’s University programme continues to thrive. In the past year, all DA students in years 7,8 and 9 were enrolled and the Coleshill school now leads on Children’s University for the Multi-Academy-Trust.</p> <p>20% of DA students gained awards at bronze, silver and gold level. 68 students, of whom 15% were DA, attended a graduation ceremony at Birmingham University for more than 100 hours of participation.</p> <p>In order to enhance the resilience of our KS4 students last year, we re-launched the Duke of Edinburgh Award. Although DA students have not previously been engaged with this award, we made a considerable effort to promote the Bronze and Silver Awards with our KS4 students. In all, 10 DA students took part in DofE last year, at bronze and silver level.</p> <p>In addition to D of E, 52 Year 11 DA students attended a visit to Birmingham University to raise aspirations, as well as the Careers fair at the NEC. 57 Year 10 DA students took part in work experience in the Summer Term.</p> <p>As a result of high quality extra- curricular provision, leading to very high levels of student participation and engagement in after school clubs and activities, we have been awarded the Platinum Schools Games level. 25% of students participating in extra-curricular activities were DA. The Platinum award sets us apart from other schools in North Warwickshire and Solihull.</p> <p>Thus, the impact of Cultural Capital is evidenced by student engagement in school life, leadership and extra- curricular activities.</p>
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Intended outcome	Success criteria
4. To support our DA students to be effective Coleshill learners,through effective learning behaviours following the pandemic	Reduced suspensions for DA students

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Learners were supported by effective learning behaviours that were modelled and shared. The schools use of alternative provision has supported students to continue their education at The Coleshill School.

Intended outcome	Success criteria
5. Covid 19 Recovery Plan- to ensure that disadvantaged students with identified gaps in learning are supported with tutoring (both internal and external), with specific content identified by subject leaders.	All identified students in Year 11 are offered either external tutoring with the National Tutor Programme or internal support with small group catch-up sessions. At least 75% participation rate and positive student voice responses. Detailed departmental analysis using assessment data supports identification of key groups of students to ensure targeted intervention.

This year we used all of the NTP allocation to support identified students in need of catch-up, using a combination of in school tutoring and academic mentors. The sessions were well attended and popular with students. In all, a total of 5573 hours was provided to 264 students, of whom 92 were DA. The impact data, measured in terms of progress from September 2022 to August 2023, is shown below. Year 11 progress is based on the increase in grades from the start of the year to GCSE results. + 1 indicates an increase of one grade from the start of the year, as a result of tutoring support.

Y7 maths: Focus: HAP support for students with teacher absence progress: mastery/established number of students: 7 DA cohort: 0%	Y7 literacy Focus: sub 8 readers DA progress: 10 months Non- DA progress: 19 months number of students: 14 DA cohort: 21%
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<p>Year 8 maths: Focus 1: HAP support Focus 2: teacher absence support for vulnerable students</p> <p>Year 8 progress DA HAP: mastery establish</p> <p>Year 8 progress non-DA HAP: ed number of students: 17 DA cohort: 35%</p>	<p>Y8 literacy Focus: sub 8 readers</p> <p>DA progress: 10 months Non- DA progress: 18 months</p> <p>number of students: 11 DA cohort: 64%</p>
<p>Year 9 HAP maths: Focus: HAP support number of students: 7 mastery</p> <p>DA progress: mastery Non- DA progress: DA cohort: 17%</p>	<p>Y9 Literacy Focus: sub 8 readers</p> <p>DA progress: 43 months Non- DA progress: 27 months</p> <p>number of students: 11 DA cohort: 33%</p>
<p>Year 10 maths: Focus: additional coverage of syllabus</p> <p>DA progress: 0.3 Non- DA progress: 0.48 number of students: 48</p> <p>DA cohort: 44%</p>	
<p>Year 10 MFL: Focus: class teaching in smaller setting</p> <p>DA progress: 1 Non -DA progress: 1</p>	<p>Year 10 Science : Focus: class teaching in smaller setting</p> <p>DA progress: 0.57 Non -DA progress: 0.57</p>

Number of students: 10 DA cohort: 80%	Number of students: 7 DA cohort: 41%	
Year 11 maths: Focus: additional coverage of syllabus DA progress: 1.1 Non- DA progress: 1.2 Number of students: 50 DA cohort: 36%	Year 11 MFL: Focus: class teaching in smaller setting DA progress: 1.1 Non- DA progress: 1.3 Number of students: 18 DA cohort: 44%	Year 11 Science: Focus: class teaching in smaller setting DA progress: 0.7 Non -DA progress: 0.7 Number of students: 25 DA cohort: 52%