

Pupil Premium Statement Carisbrooke College

2024-2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy 3 year plan, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	614
Proportion (%) of pupil premium eligible pupils	159 (25.9%)
Academic year/years that our current pupil premium strategy plan covers (this is a 3-year plan and an updated statement is published each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	August 2025
Statement authorised by	Karen Begley
Pupil premium lead	Kirsty Jones
Governor / Trustee lead	Sarah Higgs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,450
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£152,450

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Before completing this statement, we carefully diagnosed the challenges facing our students to accurately identify their needs, this included an analysis of our new intake of Year 7's.

We drew on evidence of effective practice in our decision making from the Education Endowment Foundation's [Guide to the pupil premium](#) and DfE's [Pupil Premium guidance for school leaders](#), which includes the 'menu of approaches' on activities to spend pupil premium on within the framework.

We reflected carefully on the evaluation of the previous strategy analysing the extent to which it met pupil need; that is the extent to which it successfully supported pupil progress and development. We then used the EEF [Schools Guide to Implementation](#) to plan this three year plan. .

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged pupils in English GCSE is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with vocabulary and comprehension (Source- CC Disadvantaged profile headlines 2024)</p> <p>KS2 SAT reading scaled scores and KS3 entry NGRT Assessments, teacher observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers on entry. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 3 years, between 29% - 42% of our disadvantaged pupils arrive with SAT reading scores below age-related expectations compared to 28% - 32.5% of their peers (Source- SAT results 2022, 2023 and 2024). Initial NGRT assessments also indicate reading ages range widely from -5:00 to 17:00+ (Sources- CC NGRT Summer 24 Reading Results and NGRT 2021 -2023 comparison).</p>
2	<p>The attainment of disadvantaged pupils in Maths GCSE is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving skills (Source- CC Disadvantaged profile headlines 2024)</p> <p>KS2 SAT maths scaled scores, teacher observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of numeracy than peers on entry. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 3 years, between 40% - 46% of our disadvantaged pupils arrive below age-related expectations compared to 33% - 40% of their peers (Source- SAT results 2022, 2023 and 2024).</p>
3	<p>Our observations suggest many disadvantaged pupils lack metacognitive strategies when faced with challenging tasks, notably how to retrieve information from memory and then to order and scaffold information into strong responses. Pupils also need to develop their abilities of accurate reflection on their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly in English, Science and Humanities.</p>
4	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 4.62% - 5.01% lower than for non-disadvantaged pupils. (Source - Live attendance report)</p> <p>Last academic year (2023-24) 37.8% of disadvantaged pupils were 'persistently absent' compared to 25.2% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved reading comprehension among disadvantaged pupils across KS3.	NGRT Reading comprehension tests demonstrate that the vast majority of students (90+%) of students are meeting age related expectations for reading by the end of KS3. There is also an improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4 in English.	KS4 performance measures in 2026/27 demonstrate that disadvantaged pupils achieve an average Attainment 8 score of at least 4 and at least 47% pass a GCSE English qualification (language and/or literature at grade 5 or above in line with national statistics of all pupils 2024 (FFT education data lab 2024)
Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4 in maths.	KS4 performance measures in 2026/27 demonstrate that disadvantaged pupils achieve an average Attainment 8 score of at least 4 and at least 47% pass GCSE maths at grade 5 or above in line with national statistics of all pupils 2024 (FFT education data lab 2024)
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher feedback, class observations and student feedback all suggest disadvantaged pupils are more able to plan, monitor and evaluate their own learning. This finding is supported by improved homework completion rates across all classes in English, Maths and Science.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 2% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. the percentage of all pupils who are persistently absent being below 20% inline with National Average (Source- Gov.uk) and the figure among disadvantaged pupils being no more than 5% higher than their peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£144,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>1, 2, 3</p>
<p>Develop high quality teaching and assessment across the full curriculum which responds to the needs of the pupils, including metacognitive strategies.</p> <p>We will plan, implement, monitor and sustain a high quality school Professional Development process based on the ECT and ITT framework for staff to enable them to revisit and develop continuously. to stay fresh, and to develop skills support all our students focusing on:</p> <ol style="list-style-type: none"> 1. pedagogy; latest research on how pupils learn, 2. teaching practice (scaffolding, modelling, questioning, dual coding) 3. adaptive teaching 4. assessment <p>This will involve regular and timely quality assistance processes to support teacher development.</p> <p>instructional coaching will be used to support teacher development of skills in a low stakes high impact model of continually developing teaching profiles.including diagnostic observation feedback to staff</p>	<p>evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment especially for socio-economically disadvantaged pupils. (The EEF Guide to the Pupil Premium)</p> <p>We are focusing on building teacher knowledge and pedagogical expertise, and the use of purposeful assessment. (EEF Effective Professional Development Guidance report)</p> <p>Teaching metacognitive strategies to help pupils become more independent learners. (Metacognition and self-regulation Teaching and Learning Toolkit EEF)</p>	<p>1, 2, 3</p>

<p>Subject specific professional development to support implementation of evidence based approaches to teaching and feedback.</p> <p>We will fund exam board training and provide teacher release time to develop curriculum development and to embed key elements of the training in subjects.</p>	<p>supporting continuous and sustained professional development is crucial to developing teacher practice.(EEF Effective Professional Development Guidance report)</p> <p>teaching aims to support all pupils to achieve deep understanding and competence in relevant topics, providing time for pupils to become proficient and competent, by breaking subject matter into blocks or units with predetermined objectives and specific outcomes. (EEF Mastery learning)</p>	<p>1, 2, 3</p>
<p>Sustaining and developing our reading culture, where reading is supported, encouraged, normalised and valued.</p> <p>We will fund the reading strategy to sustain a culture of reading across the school including access to and recommendations of a diverse range of contemporary texts relevant to pupils' social, emotional, and cultural lives.</p>	<p>Book reading makes a difference. It is positively associated with richer general knowledge, larger vocabularies, improved spelling, higher reading comprehension, and wider school achievement (Torppa et al, 2020).</p> <p>It is also associated with enhanced psychological wellbeing and better adjustment at the start of adolescence (Mak & Fancourt, 2020).</p> <p>Furthermore, fiction reading is linked to the development of the imagination, empathy and mindful awareness of other people's values and cultural practices (Simpson & Cremin, 2022).</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1</p>

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

Budgeted cost: **£6,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>small group tuition for pupils in need of additional literacy support, delivered in addition to, and linked with, normal lessons.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1, 2, 3</p>
<p>small group tuition for pupils in need of additional numeracy support, delivered in addition to, and linked with, normal lessons.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1,2,3</p>

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

Budgeted cost: **£1000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>Staff training and release time to develop and implement procedures. Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>4</p>
<p>subject related activities delivered through extra-curricular clubs and cultural trips</p>	<p>As well as being valuable in itself, participation in activities and trips can have a positive impact on wellbeing and education outcomes, and reduce social and economic isolation when interventions are linked to academic targets.</p> <p>Arts participation Teaching and Learning Toolkit EEF</p> <p>Physical activity/ Teaching and Learning Toolkit / EEF</p>	<p>1, 3, 4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £152,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that whilst the gap between disadvantaged and non-disadvantaged pupils remains stubborn, the progress of disadvantaged pupils is continuing to rise year on year, particularly when set against national benchmarks.

Progress towards intended outcomes by the end of our current strategy plan (2021-2024)		
Intended outcome	Success criteria	Current position
<p>1.High levels of progress in literacy for Year 7, this includes identified vulnerable students most at risk of underachievement.</p> <p>Develop an enjoyable and engaging culture of reading where pupils read widely and often, with fluency and comprehension appropriate to their age, expanding their horizons and developing them into globally aware citizens</p>	<p>Each year NGRT demonstrates improved phonics, decoding and comprehension skills among all pupils. Pupils, including those at risk of underachievement make expected and higher than expected progress.</p>	<p>End of Year 7 Reading Progress: By the end of Year 7, NRGT data highlights promising progress, with 82 out of 115 students (71%) meeting age-related expectations in reading. This is above the national average of 68% for Key Stage 3, suggesting that our students are performing well compared to the national benchmark in reading skills.</p> <p>Ongoing Challenges and Next Steps: Despite this positive result, there remain challenges. Reading ages and enjoyment vary significantly on entry, so it continues to be essential that we focus on strengthening our reading strategy. We aim to expand students' horizons and deepen their appreciation for the pleasures and alternate realities that reading can offer.</p>
<p>2.High levels of literacy progress for Year 8 and 9 pupils through a focus on development of reading and comprehension skills, this includes support for identified vulnerable students most at risk of underachievement.</p> <p>Develop an enjoyable and engaging culture of reading where pupils read widely and often, with fluency and comprehension appropriate to their age, expanding their horizons and developing them into globally aware citizens. Improved fluency in the English language is an essential foundation for</p>	<p>By the end of our current plan NGRT demonstrates improved reading and comprehension ages, so that by the time KS3 pupils graduate to KS4 they have met age related expectations in NGRT. This will enable them to fully access the GCSE curriculum Staff and pupil questionnaires provide useful feedback on literacy engagement, enjoyment and progress.</p>	<p>End of Year 8 and 9 Reading Progress: NRGT data shows significant improvement in reading achievement across Years 8 and 9. By the end of Year 8, 81% (88/104) of students met age-related expectations, rising to 89% (99/111) by the end of Year 9. These results exceed the NGRT national average of 68% for KS3, highlighting the success of current reading interventions.</p> <p>Sustaining Progress into Key Stage 4 Challenge: Maintaining reading progress as students transition to more complex subject-specific content. we will adapt Year 8 and 9 strategies for Key Stage 4, including subject-specific reading support using Bedrock and Tassomai learning platforms</p> <p>Teacher Development Challenge: Ongoing need for professional development to support effective reading instruction.we will provide</p>

success in all subjects.		training on reading strategies in P.Dev program.
3.High levels of progress for Year 10 and 11 pupils through a focus on development of reading and comprehension skills. This includes support for identified vulnerable students most at risk of underachievement.	High levels of progress for Year 10 and Year 11 pupils Our ambition is for results to come back in line with at least FFT 50 with the majority number of subjects attaining FFT 20 targets by 2024.	<p>Over the past three years, the Progress 8 (PP A8) distance from FFT50 has shown a notable reduction, from 0.74 to 0.55. This represents a shift from being three-quarters of a grade below the national average to half a grade below. Although the A8 score itself is lower, it is important to interpret this data in context, particularly when factoring in the lower starting point of the current cohort.</p> <p>When considering the relative starting points and prior attainment of the pupils in this cohort, the reduction in the gap is indicative of significant improvement. The performance of disadvantaged pupils (PP) has become more aligned with the national expectations, and the continued narrowing of the gap suggests that the interventions and strategies put in place are beginning to have a positive impact.</p> <p>Ongoing Challenges and Next Steps: While this improvement is encouraging, our focus remains on core subjects—Maths, English, Science, and Computer Science. These subjects are key to expanding opportunities for our PP students, both in terms of academic achievement and their future pathways</p>

Results trend analysis	2021-2022			2022-2023			2023-2024		
	A8	En & Ma 4+	En & Ma 5+	A8	En & Ma 4+	En & Ma 5+	A8	En & Ma 4+	En & Ma 5+
All results	3.85	54.17%	25%	3.56	43.10%	19.00%	3.84	56.67%	30%
All FFT 50	4.5	61%	38%	4.1	51%	27%	4.17	56%	24%
All GAP analysis	0.65	7%	13%	0.54	8%	8%	0.33	-1%	-6%
PP results	3.26	33.33%	8.33%	2.8	26.00%	11.10%	2.57	28.13%	12.50%
PP FFT 50	4	49%	26%	3.8	43%	21%	3.12	19%	4%
PP GAP analysis	0.74	16%	18%	1	17%	10%	0.55	-9%	-9%
National	48.7	71%	52%	46.2	65%	45%	48.8		

<p>4.Improved reading ages for pupils with significantly lower phonics, fluency, and comprehension skills who struggle to engage in their learning</p>	<p>NGRT demonstrates 24+ months of reading ages and improved comprehension skills for focus groups of lower ability readers</p>	<p>The 2023-24 comprehension, vocabulary, and phonics intervention trial made a significant impact on student reading progress. Analysis of the results shows substantial gains across the board.</p> <p>Internal reading tests from the WRAT 5 demonstrated an impressive average improvement of 24 months in just six weeks. This rapid progress was further supported by external NGRT (New Group Reading Test) results, where the students' average Standard Age Score (SAS) increased from 75.2 at the start to 83.4 by the end, reflecting a substantial 8.2-point gain.</p> <p>Students were selected for this intervention based on their lower reading age, which posed a considerable challenge to their progress. All students, including those eligible for Pupil Premium (PP), benefited from the program. Notably, PP students showed particularly strong progress. The most improved readers advanced from reading ages of 5:10 to 11:07, and from 9:05 to 12:07.</p> <p>Feedback collected from students also reflected increased confidence and greater enjoyment of reading, with marked improvements from the beginning to the end of the intervention.</p> <p>Ongoing Challenges and Next Steps: A significant number of students entering Year 7 struggle with reading(source- NGRT results) , to meet need we will continue this intervention in 2024-25.</p>
<p>5.Increased attendance rates of those pupils with attendance rates lower than 95% who are at risk of underachievement</p>	<p>Sustained high attendance by the end of 2023-2024. The overall absence rate for all pupils will be no more than 5%. The percentage of all pupils who are persistently absent will be reduced by 10%. (Source-www.compare-school-performance.service.gov.uk).</p>	<p>Our attendance initiatives have led to a sustained improvement over the past three years for all students, including those eligible for Pupil Premium (PP). While attendance rates are now in line with the national average, they have not yet returned to the pre-pandemic benchmark of 94.7%.</p> <p>Overall Attendance</p> <ul style="list-style-type: none"> ● 2021-22: 88.7% ● 2022-23: 91% ● 2023-24 (YTD): 92.8% (in line with the national average of 92.6% for state-funded secondary schools) <p>Attendance for Pupil Premium Students</p>

		<ul style="list-style-type: none"> ● 2021-22: 85.77% ● 2022-23: 87.6% ● 2023-24 (YTD): 89% <p>This demonstrates a similarly positive trajectory for PP students, showing consistent improvement over the past three years.</p> <p>Persistent Absence (PA)</p> <p>The percentage of students who were persistently absent (PA) has decreased, falling below 25% for all students, though not for all PP students. To address this, our Family Liaison Officer worked closely with individual families to strengthen relationships with the school. This support included improving attendance, engagement, and attainment.</p> <p>Ongoing Challenges and Next Steps: While attendance has improved, national school attendance remains lower than pre-pandemic levels. Further intervention is needed to continue this upward trajectory for all students, which is why attendance remains a key focus in our new plan.</p>
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ATTENDANCE REPORT %	% 20-21*	% 21-22*	% 22-23*	% YTD (12/24)	NAT 2023
ALL	93.3	88.7	91.00%	92.80%	90.90%
PP	85.60%	85.77	87.60%	89.02%	
NON PP	89.70%	89.69	92.60%	93.62%	
ALL % PA	18.21	31.77	25.20%	25.50%	27.10%
PP % PA		35.47	37.80%	32.50%	

6. For identified vulnerable pupils there are improved rates of progress and attainment and they increasingly demonstrate positive behaviour for learning including improved attendance rates.	High levels of progress among vulnerable pupils so that they meet FFT 50 targets and go on to excel to FFT 20 targets in preferred subjects	Our Looked After Children (LAC) and Previously Looked After Children (PLAC) represent a small but very important group whose attendance and achievement have shown substantial improvement. Attendance for this group has increased significantly, from 79.5% in 2021-22 to 87.6% in 2022-23, reaching 92% in 2023-24. In terms of academic outcomes, our LAC students achieved strong results in 2024, including grade 5's in core subjects. These results mark an encouraging milestone for this group .
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Part B: Review of outcomes for 2023/24 academic year

Overall Outcomes

Good progress Average progress Minimal progress

Whilst it is important to be tentative when making direct comparisons with data from previous years, and to recognise the continued uneven impact of the pandemic on school performance, P8, KS3 reading progress and overall school attendance of our disadvantaged pupils has steadily increased for the past three years.

Teaching

Good progress Average progress Minimal progress

1. High Levels of Progress in Literacy for Year 7

Our goal for Year 7 was to strengthen literacy, focusing on reading, comprehension, and engagement, especially for vulnerable students. By the end of the year, 71% of students met age-related expectations in reading, surpassing the national average for Key Stage 3. However, reading ages and enjoyment varied significantly, and we recognised the need for continued work on building a culture of reading across the school. Moving forward, we will continue to diversify reading materials and strengthen our strategy to ensure that all students, particularly those with lower starting points, experience good progress in literacy.

Good progress Average progress Minimal progress

2. High Levels of Literacy Progress for Year 8 and 9

In Year 8 and 9, the focus was on ensuring sustained progress in reading and comprehension, preparing students for the more complex demands of Key Stage 4. By the end of Year 8, 81% of students met age-related expectations in reading, and this rose to 89% by the end of Year 9, surpassing the national average for KS3. While these improvements are promising, maintaining progress as students transition to more subject-specific content remains a challenge. To address this, we plan to provide targeted professional development for teachers to ensure the ongoing development of literacy skills

Good progress Average progress Minimal progress

3. High Levels of Progress for Year 10 and 11 Pupils

For Year 10 and 11, our ambition was to narrow the gap between disadvantaged pupils and their peers by improving performance. Over the past three years, the Progress 8 gap for disadvantaged pupils has narrowed from -0.74 to -0.55, indicating significant progress. While this is a positive shift, we must continue to focus on key groups to ensure that all students can access the GCSE curriculum effectively and meet national expectations. In the coming year, we will target interventions more precisely, ensuring that key pupils are fully supported as they approach their exams.

Targeted academic support

✓ Good progress Average progress Minimal progress

4. Improved Reading Ages for Pupils with Lower Phonics and Comprehension Skills

We aimed to significantly improve the reading ages of pupils with lower phonics and comprehension skills through targeted interventions. The results of our intervention were impressive, with students showing an average improvement of 24 months in their reading age, alongside increased comprehension skills. These gains were particularly notable among our Pupil Premium students. Despite this success, we continue to face the challenge of entering Year 7 with low reading ages. To address this, we will sustain and expand the intervention program into 2024-25, providing targeted support for students who need it most.

Wider strategies

✓ Good progress Average progress Minimal progress

5. Increased Attendance Rates for Pupils Below 95% Attendance

Improving attendance for students at risk of underachievement has been a key priority. Attendance rates for Pupil Premium students have improved, but have not yet reached pre-pandemic levels. The overall absence rate for all pupils is now in line with national averages. Our Family Liaison Officer has played a vital role in supporting families and addressing barriers to attendance. Despite these efforts, persistent absence remains a challenge, and we will continue to focus on engagement strategies, building stronger family-school relationships.

✓ Good progress Average progress Minimal progress

6. Improved Rates of Progress and Attainment for Vulnerable Pupils

For Looked After Children (LAC) and Previously Looked After Children (PLAC), we aimed to improve both attendance and academic achievement. Attendance for this group has shown significant improvement, rising from 79.5% in 2021-22 to 92% in 2023-24. Academic results have also improved, with LAC students achieving strong grades, including grade 5's in core subjects. While progress has been encouraging, the small size of this cohort means targeted support remains crucial. In the next plan, we will continue to tailor support to meet the specific needs of LAC and PLAC students, strengthening our interventions to ensure further academic and personal success.

Externally provided programmes

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
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We only have two pupils in receipt of the service pupil premium allocation, so we do not allocate specific funding to meet the needs of these pupils. They benefit from the whole school approach to address disadvantaged and vulnerable pupils.
