Pupil premium strategy statement

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, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bramcote College
Number of pupils in school	705 in Years 7 to 11 806 in Years 7 to 13
Proportion (%) of pupil premium eligible pupils	200 students • 28% of Year 7 to 11 (+3%) • 31% of Y7 (+4%) • 28% of Y8 (+4%) • 29% of Y9 (-1%) • 30% in Y10 (+6%) • 22% of Y11 (-9%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2022 2022-2023 2023-2024
Date this statement was published	January 2024
Date on which it will be reviewed	January 2025
Statement authorised by	Heidi Gale (Headteacher)
Pupil premium lead	Jo Cooper (Deputy Headteacher)
Governor / Trustee lead	Cathy Peacock

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£199,170
Pupil Premium expenditure this academic year	£260,193
Excess of expenditure over funding	£61,023

Part A: Pupil premium (PP) strategy plan

Statement of intent

At Bramcote College our ethos centres around 'Work Hard • Be Well • Do Well' the driving force behind this is our focus on ensuring that all students make good progress by studying a broad and balanced curriculum which enthuses students and inspires them to have high aspirations for their own futures. To facilitate this for all students our PP strategy aims to identify and eliminate obstacle to learning for PP students.

We recognise that barriers are very specific to, and personal for our PP students, so we strive wherever possible to tailor our approach, matching actions in school to the needs of individuals. Our strategy aims to embrace the specific needs of a broad range of students, offering personalised support for higher attaining students, SEND students, vulnerable students and those who have experienced the greatest impact due to the lockdowns of 2020 & 21 and the more recent cost of living crisis. Our aspiration is that our strategy also reaches beyond the school site and school day.

In school our focus on 'Quality First' teaching for all, with additional strategies employed to foster greater progress for PP students, has had an impact on students' engagement and enthusiasm for their education, as well as improving outcomes year on year. Exam results demonstrate a clear pattern of improvement at Bramcote College overall which we continue to focus on, with the expectation that students' good outcomes are sustained and continue to improve. We maintain a specific focus on the achievement of PP students, with the aim of ensuring they are making sustained progress.

We engaged actively with the *National Catch-Up Programme* to provide support for students in a range of contexts to ensure greater engagement. Although this line of funding has stopped, we continue to priorities offering after school tuition through Action Tutoring for 15-20 GCSE students from Summer term Y10 to Easter Year 11 (we are now into our 7th year). We continue to employ a Maths tutor 2 days per week, working with small groups of low attaining on entry students and those at risk of not achieving a grade 4 – while this group changes in half termly and termly cycles, PP students represent at least 28%. We also have 2 days per week of EAL support and a stages literacy intervention programme which focuses more than 28% of its' allocation on PP students in KS3.

We also communicate extensively with students, parents & carers to identify the individual barriers to learning that students face and strive to offer personalised solutions both in and out of school.

The key principles of our PP strategy are:

> **Commented [JC1]:** 2022-2023 - Academic Mentors in Maths and English + a cohort of 20 students on the National Tuition Programme (Action Tutoring) from Summer term Year 10 to Easter Year 11.

> **Commented [JC2R1]:** 22 Students in English (with capacity for some more) focussing on PP catch up and also EAL subject content support with the Academic Mentor.
> 25 Students in Maths (and 5 small group sessions attached to specific classes) focussing on catch up & PP and also catch up for EAL students.

- To ensure that PP students are supported and challenged to have high aspirations for their futures, including outcomes, next steps, careers and access to Level 3 courses and university or degree level apprenticeships.
- To adapt our support strategy to suit the specific needs of our PP students in order to overcome specific barriers to learning including personal needs and subject specific needs.
- To maintain the progress, engagement and aspirations of PP students as a high priority for all staff in the school through regular training and data review.

Commented [JC3]: In addition to in school raising aspirations, there are groups of students in every year group involved in 'Ambition Nottingham' through the University of Nottingham and various in-school projects around PP boys' & girls' achievement in specific areas .

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that all students are making good progress which aims to dimmish the differences between PP and non-PP students' attainment. ✓ 2024 results followed previous trends with a gap of 0.96 between PP and non-PP progress. The gap is greater for boys (-1.75 compared to -0.33) making PP boys an ongoing focus – while there has been successes in some subjects (Maths, Geography, 3D design) English remains a key to PP and PP boys' success ✓ 2023 results have demonstrated that Boys PP remains a focus (in school and nationally) P8 -0.8 compared to +0.3 (so just over 1 grade difference) for non-PP for a handful of specific subjects. However, there is also a pocket of PP girls requiring intervention. ✓ Reading ages on entry and going through school have a 2-3 year difference on average when comparing PP and non-PP <table><tr><td>Autum 2023</td><td>Y7</td><td>Y8</td><td>Y9</td><td>Y10</td></tr><tr><td>Year Average</td><td>10.8</td><td>11.1</td><td>12.5</td><td>13</td></tr><tr><td>PP Average</td><td>9.8</td><td>9.8</td><td>10.9</td><td>12</td></tr><tr><td>Non-PP Average</td><td>11.1</td><td>11.7</td><td>14.1</td><td>13</td></tr></table> ✓ Developing students' independent learning skills and resources to encourage PP students to work outside the classroom (e.g. homework and exam preparation) and to participate more actively in the classroom (no opt out etc. approaches used by teachers)
2	Offering support to students who need it in a format in which they will engage. ✓ Attendance monitoring (SFLO now in place to work with most persistent non-attenders – PP students represent around 70% of them

	✓ Ensuring students have the resources they need to be in school e.g. uniform, equipment, tech, transport etc. ✓ Participation in extra curricular activities, focussing especially on the school production, music tuition, DofE, sports teams and academic clubs ✓ Support with online homework – this may include tech support ✓ Varying revision sessions so some are in lesson time or at lunch times rather than all being after school Maintaining Action Tutoring – Over the past 7 years 95% of students achieved grades 4-7 having started at 100% achieving grades 2-3 in mocks; primarily focussed on PP students with one or two EAL students receiving English support. Small group tuition in Maths and English with students receiving a cycle of 15 x 75 minutes sessions – after 15 sessions this will be reviewed and students who have made the expected progress will be replaced with more students.
3	Minimising the disproportionate impact of the legacy of lockdown on the learning of PP students by continuing the successful actions initiated post lockdown. ✓ PP students were given IT support both with equipment and Wi-Fi connectivity to ensure that they are able to access work online; making laptops available for students to borrow has continued in order to support homework and online interleaving of content review through homework and revision. ✓ PP students supported by SEND team – Focussing on Reading Wise and Touch typing for 22 students who use laptops in class to improve writing speed and legibility and the dyslexia group working with 23 students ✓ KS3 PP students with Year 9 'Reading Buddies' – 12 x Y7 (42% PP) & 13 x Y8 (73% PP) ✓ Action Tutoring continues (as outline above in part 2) Attendance – focussing on persistent absentees While BC attendance continues to sit at above National and Couty averages, we do not want to be complacent and have developed a focus on persistent absentees by employing a SFLO (School Family Liaison Officer) who works with the Attendance Officer, focussing on supporting families of persistent absentees – the SFLO works with families, making regular home visits and daily phone calls, often supporting with barriers such as uniform, timetable changes and food bank referrals, In addition to the SFLO we have set up and ARNA (anxiety related non-attendance) space in Learning Support with the aim of providing a single environment

	in which anxious students can work and make progress, with some taught lessons and some self directed using teachers setting and giving feedback on work on Teams.
4	Raising literacy levels for all students, especially for PP students and especially focussing on students' general literacy levels on arrival at school in Year 7 and in preparation for formal exams by focussing on disciplinary literacy to ensure they are able to access questions and meet their demands. ✓ PP students supported by SEND team – Reading Wise and Touch typing etc. (figures in point 3) ✓ KS3 PP students with volunteer 6th Form 'Reading Buddies' (figures in point 3) and Year 9 Reading Buddies ✓ 2023-24 – we have applied to participate in the EEF pilot scheme for English Mastery focussing on reading and writing through a new curriculum written by Ark. We are a control school for the pilot, however this allows us access to training and workshops ✓ We have joined the Secondary Literacy Teaching Forum . ✓ SENCo and DH receiving training anticipating leading on whole school development of Reading and Writing based on the Alex Quigley Closing the … gap' series. ✓ Deputy SENCo role established which has been advertised including a knowledge of phonics being desirable. ✓ Introducing Read & Write for use at GCSE and during exams to make resources more accessible.
5	Mocks exams and student voice have identified students' need to be more prepared for formal assessments. ✓ Students need support in developing their self-regulated study and preparation for exams. Ongoing work on metacognition with staff has been developed to build independent learners who know how to revise actively and engage with the knowledge they have gained and to be able to ✓ Students are also assessed for exam access arrangements to ensure they have the best possible arrangements to allow them to perform well under exam conditions. 53% of students will have AAs in Summer 2024 – lower than 2023, however, 64% of those with AAs are PP. In 2023 34 % (up from 26% in 2022) of students receiving access arrangements are PP. This reflects an increasing pattern of need for AAs year on year and an increased proportion being PP. ✓ 2024-25 Year 11s – Y10 mock data / current grade (Summer 2024) suggests that there is a similar P8 gap between PP and non-PP students compared to the previous year group, which suggests support must continue November & February mocks should offer additional insights for progress (to be added).

6	The Covid lockdowns created closer links between home and school which we continue to foster and build as positive relationships around support rather than enforcement.
	The school has worked to continue to support families of PP students to overcome the problems they may have encountered and may continue to experience to support our PP students and to foster closer home - school links which will enhance engagement with school by parents & carers of PP students.
	SFLO role aims to enhance home – school links with a targeted group of students. 82% of students working with the SLFO are PP students.
	Parents & carers have requested a continuation of breakfast packs and the Uniform Swap Shop which has successfully run in 2023 and 2024 with donations and some PTA support.
7	Ensuring that all students including SEND students are engaging with social and emotional support to minimise the legacy of lockdown.
	Throughout 2023-2024 55% of the 199 PP Y7 to 11 students receiving some sort of SEMH or SEND intervention– this is a significantly higher proportion than the average proportion of PP in the school which is 30%; this looks set to continue. Interventions are staged and progressively spread across the full range of year groups to adapt and develop levels of support
	✓ CAMHS outreach with Mental Health Support Teams (MHST) in school: coordinated by Learning Mentors / Heads of Year (also supported by Assistant Headteacher – Head of 6th Form) (Approx 40 student supported in an average year)
	✓ 1:1 Counselling (50 students 2022-23 Currently 14 PP students but more being added this year)
	✓ 1:1 Mentoring (30 PP students)
	✓ Football Mentoring (30% of group are PP)
	✓ Forest School (with at least 30% of the group being PP – but this is often significantly higher)

Commented [JC4]: The current cost of living crisis is adding significantly to the need for financial support this year compared to previous years and we anticipate this continuing. PP are still being prioritised for financial support for uniform, school trips etc. Students are also able to request take home breakfast packs and sanitary packs. The school has also run three Uniform Swap Shops for the first time this year and relaxed uniform expectations in line with Government uniform reforms. .

Intended outcomes

This explains the outcomes we are aiming for **by the end of our new strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
PP students to achieve in line with their non-PP peers. This means general attainment will improve across the KS4 curriculum, with a specific focus on: ✓ 'Progress 8' average scores ✓ 2025 / 26 focus on National Average achievement in absence of P8 for these years ✓ Greater uptake of Ebacc subjects (there is a x10+ difference) ✓ Improving outcomes for some 'Open Basket' subjects ✓ 4+ / 5+ in BOTH Maths & English (including students on Action Tutoring) ✓ Using termly data to establish current focus groups ✓ Enhanced focus on literacy	By the end of this three-year plan: We will see ✓ Diminishing differences in Maths English (focussing on boys) between PP & non-PP students at GCSE ✓ Improved outcomes for the Action Tutoring students (target: 80% achieve 4+ in Maths & English at GCSE) ✓ Improving progress of PP students in all GCSE subjects (Girls in Open Basket subjects, Boys in English specifically) ✓ Improvements in reading age and speed, as well as developing writing skill and oracy
Ensuring PP students make a good start in KS3 by ensuring a solid foundation in literacy and numeracy. ✓ Reading age testing in Years 7, 8 and 9 for all students which leads to targeted intervention. ✓ 'Reading Buddies' using BC6F students to do 1:1 reading with Y7 & 8 students in Library lessons. ✓ Small group maths tuition. Further support with the SEND team. ✓ Small group English tuition (including EAL students) run by a member of the Student Support team. Liaising with EAL lead and English CL.	Literacy: ✓ The majority of students' reading ages are at or close to their chronological age. ✓ Students' develop disciplinary literacy so subject specific language is used with confidence. ✓ DEAR is part of the daily routine at BC Numeracy: ✓ Ensure that students build their confidence in the fundamental basics of maths.
Improved access to online learning when / if necessary for PP students. ✓ All PP students will have access to a computer / laptop / tablet at home should they be required to work from home. ✓ Connectivity will not be a problem for students at home.	Should students be absent from school they will be able to keep up with work done in lessons. Students will also be able to catch up on missed work and go the extra mile by doing additional work, independently, through online learning platforms – Century (Y7-8) Seneca (Y9-10) Seneca enhanced (Y11-13)

<comment>Commented [JC5]: Some students have also been support with access to equipment where the cost of living crisis is having an impact.

Developing independent learning skills in all years, especially KS4, to ensure that students are fully equipped and skilled to be able to work independently outside the classroom. ✓ Study Support lessons develop students understanding of how to revise and actively engage with the knowledge they have secured. ✓ 1:1 and small group mentoring for students who are struggling with the skills to work independently ✓ Build an ethos that students are prepared for assessments (by working outside lesson time) and ready to do the best they can in every assessment ✓ Maintaining 'no opt out' policy in lessons (questioning)	Students complete a half term programme in their Study Skills lessons focussing on why active revision is so important and experiencing a range of revision methods to establish what works best for them. Students who need it will have 1, 2 or 3 sessions of 1:1 meetings with Heads of Year and SLT to establish what works best for them as independent learners + regular check ins thereafter. Ensuring students have everything they need to be independent learners. Equipment readily available to students and special requests can be made to buy additional resources
Raising aspirations towards the next stage of education / training / employment by providing careers advice and events focussed around raising the aspirations of all but especially PP students at BC through: ✓ At least one 1:1 careers interview – more available for PP students ✓ External events /workshops. ✓ In school careers events. ✓ Support when considering Post 16 applications. ✓ Ongoing support into KS5 to raise aspiration to go to university / apply for higher level apprenticeships.	PP students continue to participate with the University of Nottingham's 'Ambition Nottingham' (formerly Sutton Scholars) events. PP students have access to at least one but usually 2 or more careers interviews in KS4. PP students attend the school careers fair and have access to additional workshops and events in KS4 and KS5 to develop their career aspirations. PP students receive support throughout application processes i.e. writing personal statements and having interview experience.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £67,598 (+£5,000 capitation for department spending)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing Star Reader reading age assessments for Year 9 as well as Years 7 & 8	Regular assessment of reading ages facilitates intervention to ensure progress towards chronological reading age. As reading age improves reading speed will also develop, making larger volumes of text accessible.	4 (also 1, 2, 3, 5, 6 indirectly)
Literacy Lead (COE) having over to DH in charge of curriculum (REA) Developing (2022-2023) and implementing (2023-2024) a school wide literacy strategy which covers general literacy improvement and the development of disciplinary literacy and comprehension in preparation for assessment at KS4. REA to continue to review and adapt / embed	This will allow students to access text based teaching resources and assessments / exams. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Link between attainment and reading / comprehension word-gap.pdf (oup.com.cn)	4
Ongoing whole school training around quality first teaching using Rosenshein's principles and ongoing development of metacognition and self-regulation principles – this involves training and release time for staff leading on this. Focussing on this using 'Walk Thrus'	Key elements of Rosenshein's principles https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf https://www.structural-learning.com/post/rosenshines-principles-a-teachers-guide Metacognition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 4, 5

	The importance of including comprehension strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Ongoing curriculum review and development in all subjects to ensure that the curriculum is progressive and ambitious and includes structure and content which allows students to make sustained progress throughout KS3 and 4.	In line with or better than National Curriculum https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf	1, 3, 4, 5

Targeted academic support (& Data tracking)
(e.g. tutoring, one-to-one support structured interventions)

Budgeted cost: £81,794 + £8,739

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring for Maths Small group English and EAL support (reduced due to lack of central government funding – absorbed into staffing structure) Action Tutoring – up to 20 Year 11 students (majority PP students) running from Summer term 2 in Y10 to Summer term 2 in Year 11.	Targeted support for students who need it in a format which suits them best – in school / after school, with class teachers / with tutors, small group (1:3) / 1:1 to minimise barriers to learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2 (also 1, 3, 4, 5 indirectly)
Century online learning platform and Seneca / Seneca Enhanced (building up over time) encouraging students to work independently while incorporating key elements of metacognition through interleaving and ongoing low stakes testing.	Self regulation can be enhanced by support offered in Century and the use of Century is focussed around key principles of metacognition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Accelerated Reader for KS3 students DEAR for KS3 students and DEAR time in KS4 lessons with subject specific content SEND team support: Star Reader Reading Plus Touch Typing BC6F Ambassadors Scheme supports Y12 & 13 Reading Buddies for younger students	Developing reading age and speed – building confidence & enjoyment in reading (as well as developing disciplinary literacy in specific subjects) to make chronological texts accessible and to ensure access to exam text. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	1, 3, 4

Commented [JC6]: We have also rolled out SENECA enhanced for Years 10,11 and 13 to support with subject and course specific revision

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

Budgeted cost: £96,703

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and focus on encouraging improved attendance. Heads of Year, Student Support staff & SEND key workers will be released to mentor students with attendance concerns.	Supporting students who are persistently absent to minimise gaps in learning and improve their relationship with school. Overcoming barriers to attendance. Forming positive relationships with home. https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf	1, 2, 6, 7
National Breakfast scheme providing bagels daily for approx. 300 students in Years 7 to 13. Also providing breakfast packs for families who are in specific need. PHS Direct & Government funding covering a period poverty scheme 'ask for something for Susie' where students and family members can ask for something for Susie at reception and receive a home use sanitary pack covering a full cycle for as many women in the household as required for free	Providing breakfast for all students who want it in school improves morning learning and attendance & punctuality. Breakfast packs sent home enhances home-school links by opening lines of communications. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&utm_medium=search&utm_campaign=site_search&search_term=breakfast	1, 2, 6
Uniform financial support to ensure that (in advance of the new uniform expectations as set out by the DfE uniform) is available for all students on a sliding scale from cash back to full uniform sets being purchased.	https://www.gov.uk/government/publications/school-uniform/school-uniforms) (lacking details but worth reference) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-	6, 2

Commented [JC7]: The school is now covering 50% of the cost of this

Setting up and running the BC Uniform Swap Shop 2 -3 x per year. Relaxation of uniform expectations to just 3 logoed items (blazer, tie, PE T-Shirt)	uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&utm_medium=search&utm_campaign=site_search&search_term=uniform	
SEMH focus on supporting students' wellbeing through counselling in school through CAMHS outreach MHST (Mental Health Support Teams). Co-ordinated by HoY who is also a Student Support mentor, offering counselling services with CAMHS trained counsellors in school which reduces the waiting time / travel to appointments, making this support more accessible for students who need it.	Supporting students' wellbeing to encourage improved attendance and progress. Developing resilience in students and offering bespoke support for students (and the family where necessary) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring?utm_source=/education-evidence/teaching-learning-toolkit/mentoring&utm_medium=search&utm_campaign=site_search&search_term=mentoring	7, 6, 3
Encouraging PP students to participate in wider school life more actively. PP students are actively encouraged in Y9 & 10 to apply to be a Student Leader. PP students are supported with music tuition. PP students have been actively encouraged to participate in key enrichment activities such as D of E, the school production & attending field trips & events.	Developing cultural capital, as well as skills and involvement in wider school life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility	1, 3, 6, 7
Forest school provision for targeted students – sessions added to timetables based on the specific needs of students. This provides an enhanced timetable offering students social and skills development.	Forest School focussing on team and skills development, as well as developing enhanced provision for specific students. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 2, 3, 6, 7

Total budgeted cost: £260.193

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2019 to 2021 academic year.

There is a data trend which suggests that GCSE grades have improved since 2019 and in 2024 the gains made have been maintained for all Y11 students in spite of a national picture of slight decline and a growing North / South achievement gap.

P8 for PP students has shown an improving and stabilising trend since 2017 and 2024 data continues to support this trend. Non-PP students show a similar trend but from an stronger starting point; while there is an improving trend for both, there is still a significant gap between PP & non-PP students overall and in some significant subject areas.

2024 Results

Outcomes are broadly in line with national average, however Maths is higher and the achievement gap between boys and girls is less than the national average.

100% attendance to exams reflects the commitment of the students and the support that has been put in place to overcome barriers.

Outcomes reflect an improvement between the second set of mocks in Year 11 and the exams in the summer. Mock data was used to identify intervention groups for class teachers to focus on – this was especially effective in English in supporting students to achieve 4+ and 7+ (however converting 4 to 5 and 7 to 8/9 was limited).

The gap between PP and non-PP fluctuates very little year on year; English has seen some reductions, however this is more so for PP girls (the PP gap is still our main data concern for PP Boys). Amongst the EBacc subjects History has been a success for PP Girls, while Boys do better in Geography and Computer Science; Spanish uptake is too low to identify any meaningful patterns. Open basket subjects have seen variations in their PP gap; most have seen an improvement, however, for a number of subjects this is from a position of some weakness e.g. H&SC, Food & Nutrition and Sociology. Meanwhile, there is a negligible gap in Sport and Photography, both of which have relatively equal PP and non-PP uptake. This was also the case for Media studies, however we have no prior or following data to establish trends from. Science and Maths need to focus on PP Boys more than PP girls.

100% of Action Tutoring group achieved grades 4 to 7.

- 2024 outcomes are broadly in line with or better than 2023.
- Students achieving 4+ and 5+ in English and Maths has maintained its level.

- PP boys have reduced the proportion of students achieving 4 or 5+ in both En and Ma somewhat by not achieving 5+ in En.
- The percentage of students achieving 7+ in both English and Maths has improved, and this reflects the consolidation of improvements in English Literature, however there is a significant difference in grade 9s in Maths compared to English (almost 10:1).
- PP girls achieved their highest in English, while this was the lowest achieving basket for PP boys, making PP boys' achievement a focus for 2024-5
- 19% of students achieved 5 or more grades 7-9 (compared to 23% in 2023 and 12% in 2022), however proportion who are PP who achieve this did not reflect the 28% of the year group who are PP

		4+	5+	7+
M 5+ x	PP	31.3%	25.0%	18.8%
	Other	87%	52.2%	17.4%
F 5+ x	PP	57.1%	38.1%	0.0%
	Other	70.6%	58.8%	27.5%

PP & non-PP Boys' 7+ is a success as they comparable – PP is actually higher – this gap is stark for HAPP Girls – which means a focus is needed here.

While PP boys' achievement remains a focus for 2024-2025 – Summer 2024 data has suggested that PP boys need most support with English Lit & Lang and in specific Open Basket subjects (Food & Nutrition especially) while PP girls, especially those targeted grade 5s need support too, especially in Open Basket subjects including H&SC & Food & Nutrition), as well as their EBacc basket, while English is their strongest outcome.

For the Year Group sitting their GCSEs in Summer 2025 (2023-2025 cohort)

This year Progress 8 is not available as this if the first of two year groups who did not complete SATs due to Covid and therefore have no validated KS2 data to draw P8 from. Reporting in Attainment 8 will be used instead – this is still calculated across the three 'baskets' English (double score) & Maths (double score), EBacc (3 subjects), Open (3 subjects). The points are calculated as follows:

Qualification	Grade	A8 Points
GCSE Mathematics	3	3
GCSE English Language	4	4
GCSE History	4	4
BTEC H&SC	Merit	5.5
BTEC Sport	Pass	4

Examples of calculations can be found here:

> https://www.fortismere.haringey.sch.uk/_files/documents/information%20for%20parents%20and%20carers/7E1180AFE15AD419F826FBC5E36DE4B1.pdf

Current Year 11 data as of end of Autumn Term – based on first set of mock exams in November, it is clear that there is a gap between PP and non-PP achievement which is on average just over 1 grade's difference.

While there isn't a significant gap between PP girls and PP boys' achievement, this may be impacted by the unusual 50:80 girl : boy balance in the year group.

In some subjects the PP gap is significantly lower than average e.g. Geography and predicted in Photography & Art and separate Sciences, however, it is clear the PP gap is noticeable for boys in English and for girls in Maths which has a larger impact on A8 scores due to double weighting. Work is going into focus groups of boys in English to raise achievement for PP boys, in part because this was a difficult subject for the same reasons last year. However, this is a national issue and DfE are looking into syllabus changes for English to have an impact on this.

Several subjects have a heavy PP gender bias with H&SC, Food Tech and Textiles having a greater than proportionate for the year group representation of PP girls, making them focus subjects for PP girls' achievement and likewise for PP boys in Btec Sport and 3D design. Photography has a high PP uptake of both boys and girls and SEND students as well, making all groups a focus for intervention when completing portfolios, however, Photography has a history of success in these areas.

In a number of subjects an aspirational focus has been applied to interventions, as PP students achieving 4+ may be a strength but 7+ is a shortcoming – these include English Lit, History, Business Studies & Psychology, where data suggests 7+ could be achievable but hasn't been achieved yet.

(A second set of mocks is due in February, which will be added to this commentary.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Breakfast club	National Breakfast scheme
Ambition Nottingham	University of Nottingham

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.