



Pupil premium strategy statement

1. Summary information	
School	Frederick Gent School
Date of plan creation	Sept 2020
Date of plan review	Sept 2023

2020 CAG data	Results for All pupils	Results for PP pupils	Difference
Progress 8 score average (from 2018, 2019)	-0.01 (-0.57 -0.18)	-0.23 (-0.95 -0.84)	0.22 (0.38 0.66)
Average Attainment 8 (A8) score	47.7 (40.5 44.8)	39.98 (31.02 34.15)	17.72 (9.48 10.65)
Percentage EM5+ (from 2018, 2019)	45.7 (35.3 46.5)	30.3 (9.1 23.1)	15.4 (26.4 23.4)
Percentage EM4+ (from 2018, 2019)	68.4 (53.2 69)	51.5 (24.2 41)	16.9 (29 28)
Average P8 Maths (from 2018, 2019)	0.44 (-0.29 0.37)	0.33 (-0.63 -0.26)	0.11 (0.34 11)
Average P8 English (from 2018, 2019)	-0.26 (-0.64 -0.23)	-0.91 (-1.04 -0.91)	0.65 (0.4 0.68)
Average P8 EBacc (from 2018, 2019)	0.07 (-0.43 -0.24)	-0.24 (-0.73 -0.88)	0.31 (0.3 0.64)
Average P8 Open (from 2018, 2019)	0.22 (-0.89 -0.48)	-0.52 (-1.34 -1.28)	0.74 (0.45 0.8)

COMMENTARY:

Positives:

- In terms of raw results, the performance of Pupil Premium pupils in 2020 improved in all areas with the exception of English P8 which remained the same.
- In terms of narrowing the gap there were improvements 2019 to 2020 for overall P8, EM5+, EM4+, English P8, Open block P8 and Ebacc P8. The only areas where the gap did not improve were A8 and Maths P8
- In some areas (EM5+ and EM4+) that improvement was dramatic.
- Therefore, in EM5+ and EM4+ we have achieved exactly what we need to, a diminishing of the difference with both PP and Non-PP pupils showing improvement as part of this.

Negatives:

- Although EM5+ and EM4+ have achieved the exact change that we need them to there remains a gap.
- There is also the need to address A8 difference and to bring PP results back into line or above Non-PP results in Maths as was achieved in 2019.

2. Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Although varying each year, a substantial numbers of PP students enter Frederick Gent School with below average levels of functional literacy. This results in a slower rate of improvement across all subjects in formative years at secondary school.	
B.	The attainment and progress of all PP students is below other students when compared to school and national figures.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
C.	Although improving attendance rates for pupils eligible for PP require additional focus to ensure they do not fall behind attendance of non-PP pupils.	
D.	Significant numbers of PP students lack aspiration and lack social and emotional competencies resulting in lower outcomes and expectations compared to other students.	
3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All PP students will make rapid progress to reach expected levels of literacy and numeracy. Students' progress will be monitored through class teachers' assessments and through catch-up tests. Reading levels will be assessed using the Accelerated Reader scheme assessments.	Gaps between the progress and attainment of PP and non PP students will diminish. PP students' progress will be in line with or where appropriate greater than non-PP students.
B.	Gaps between performance of PP students and others will diminish to meet at least national expectations. Students' and families' barriers to learning will have been addressed and resources supplied where appropriate. Data will be regularly assessed over the course of the academic year. A full review will take place every September.	Gaps between the performance of non-disadvantaged and disadvantaged students will have diminished. PP P8 scores moving towards and then hitting 0.0 or better. Differences will also have been removed for all sub-groups e.g. gaps by ability, gender and SEND.
C.	Absence rates for PP students will decrease and attendance will meet or be better than national expectations. Students' attendance is checked daily and cohort information monitored weekly so that actions can be timely and relevant.	PP student absence figures will be in line with both peers and national expectations Disadvantaged students' attendance will be at or above school target (97%). Gap between PP and non PP students' attendance will be as close to 0 as possible.
D.	Participation in all additional activities in school will increase. There will be a bought in software packages used to track involvement for all pupils but particularly to monitor the involvement of PP pupils. There will also be an increase in the number of PP students exposed to higher level education through university contact and other providers. Students career pathways will show increased levels of students with such aspirations.	Disadvantaged students' participation will be increased. All PP students will participate in enrichment activities and attendance at events for PP students and their families will exceed 80%. All Y10 and Y11 PP students will have increased links to FE and HE with middle and higher band students visiting or having explicit contact with universities. Students in Years 7,8,9 will have increased exposure to HE courses and information.

Detailed planning overview					
Plan duration		2020-23			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality first teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Gaps between performance of PP students and others will diminish to meet at least national expectations.	A clear pedagogical framework in the form of FREDs. Staff will follow the 'PP firsts' strategy as part of FREDs. They will also support PP through the use of the React and Data/Differentiate elements too.	Nationally recognised research has established that quality first teaching has the greatest impact on pupils as a whole and that this is disproportionately the case for PP. This approach ensures that PP students are at the forefront of staff's thoughts when planning and delivering a session. This gives them greatest access to the best provision.	Each department has learning walks/lesson observations and work scrutiny as part of their QA processes. TCT visits will also focus on these strategies. Governor visits will also focus on these issues whenever a classroom is visited.	Teachers HoCAs	On every classroom visit and in more formalised QA processes.
A. All PP students will make rapid progress to reach expected levels of literacy and numeracy.	An appropriate curriculum which is regularly review to ensure it supports the progress and success of ALL learner groups but particularly priority groups like PP. Specific elements of this curriculum offer would be ; Hackney Reading Scheme (funded by catch-up) to be used as curriculum for Year 7 English lessons, Project and an enhanced vocational offer.	The impact of the Hackney Reading Scheme is supported by in-house, TCT and national data. The success of both project and our enhanced vocational offer is supported by outcomes and through SV conducted as part of QA processes	HoCA English oversees the implementation of the scheme and is line managed by DH. Lesson observations and learning walks form part of the department's and school's QA processes. DH for data monitors outcomes and takes a strategic lead, alongside the HT on curriculum review	HoCA English DHT HT	Scheduled data reviews will assess the impact of this strategy.

<p>B. Gaps between performance of PP students and others will diminish to meet at least national expectations.</p>	<p>Purple Folders. All staff to have increased awareness of disadvantaged students. Staff class folders will contain seating plans identifying PP pupils and will also have the 'Planning for Progress' sheets to identify pupils needing extra support and the support that is required. PP pupils will be over-represented through this process to diminish the difference. The decision has been taken to reduce the number of pupils to 6 to ensure genuine action is taken.</p>	<p>Research and evidence points to classroom practice as the most important factor in improving outcomes for students. Personalisation of lessons and delivery is crucial to ensure that students individual needs are met. Planning for Progress grids ensure that actions can be reviewed at key points e.g. after data entries and amended to suit. Barriers to learning are produced and reviewed by pastoral teams.</p>	<p>Staff folders are reviewed by HoCAs as part of each department's QA process and in learning walks and whole school QAs. Where changes are made, staff are given specific timelines to meet and this is checked also as part of the T&L review process.</p>	<p>Teachers Pastoral teams HoCAs</p>	<p>Use of planning grids and information is reviewed during every classroom visit. Department use is followed up as part of their QA process and after every data input.</p>
<p>B. Gaps between performance of PP students and others will diminish to meet at least national expectations.</p>	<p>Whole school appraisal targets, INSET and CPD will all contain a PP focus</p>	<p>Research and evidence points to classroom practice as the most important factor in improving outcomes for students. The development of pedagogy through whole school INSET, visits to other schools and through the collaborative professional development offered by lesson study have evidence of success within school, within the TCT and nationally including online RADY training modules.</p>	<p>Review of INSET activities to assess impact will be carried out both through soft data (staff survey, pupil questionnaire) and through hard data (GR analysis).</p>	<p>RSK/SGA</p>	<p>After each INSET day/CPD session. After each GR Final review September 2020</p>
<p>B. Gaps between performance of PP students and others will diminish to meet at least national expectations.</p>	<p>Purchase of Mint Class system to support classroom seating planning and student awareness.</p>	<p>To support classroom teachers' personalisation and reduce time taken to gather information, the school has chosen a system that combines all aspects of a students' performance together with key personal information, so that seating arrangements are purposeful and easily reviewed. PP students are clearly identified on plans.</p>	<p>All class folders require a seating plan inside and these are checked on every class visit as well as being checked through department and whole school QA. Use of plans will be evident in classroom practice observation.</p>	<p>DH (T&L)</p>	<p>Use of planning will be part of focus in every whole school QA – approximately every 3 weeks. Software review to take place in June 2020.</p>

B. Gaps between performance of PP students and others will diminish to meet at least national expectations.	A specific member of the school's Senior Leadership Team will be tied to the delivery of the school's PP strategy. This individual will create around them a team of Middle Leaders and PP Champions to support the drive to improve PP outcomes	Strong leadership has been established as second only to quality classroom practice in the effect size on pupil outcomes. The creation of this focused leadership role will ensure that PP action is given the focus and status it requires to succeed.	HT to be named person. Impact of HT and of the school's PP strategy will be through presentations to the LGB where Governors will hold the HT and the school to account.	HT	Review of impact will be once a term at LGB meetings.
QUALITY FIRST TEACHING COSTS:					£35, 466
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Gaps between performance of PP students and others will diminish to meet at least national expectations.	SLT lead on individualised bids process to support targeted support on specific issues.	Strong leadership to ensure a culture of research, implementation, review is embedded as part of the school's targeted use of funds.	HT held to account by regular LGB review of spend and impact	HT	Annual review of bids process.
D. Increased levels of participation in events by PP students and their families.	PP students participation in Higher Education access projects. Specifically PP pupils will have access to the Cambridge Summer School project and the Brilliant Club.	In-house data from previous involvement shows that Brilliant Club and Cambridge Summer inspire students and promote learning. They have a proven record of enhancing students' performance both at GCSE and in the future.	MAT co-ordinator will have these actions as clear objectives within their roles.	ATR	Data from providers.

<p>A. All PP students will make rapid progress to reach expected levels of literacy and numeracy.</p>	<p>HLTA staff continue to support student attainment and performance. In maths, the HLTA will be used to support in-class activities as well as working directly with small groups of students.</p>	<p>Evidence suggests that small group or specific 1:1 working can be effective in supporting students to make good progress. HLTAs have the capacity to work flexibly with designated students.</p>	<p>HLTAs' work is directed by HoCAs who are line managed by both SLTs. Student progress is monitored after each data capture and impact is to be assessed at each point. Workload can then be assessed and re-deployed if necessary.</p>	<p>PNa LSh HoCAs</p>	<p>Review after every data capture to review outcomes for all years. Weekly/ fortnightly line management meetings will oversee deployment.</p>
<p>A. All PP students will make rapid progress to reach expected levels of literacy and numeracy.</p>	<p>Paired/ guided reading sessions for all disadvantaged students in buddy reading scheme. Older students will spend time listening to and supporting younger PP students. This will give older PP students the opportunity to develop leadership skills whilst giving additional time for younger students to practise their reading skills.</p> <p>TO RETURN ONCE CO-VID SITUATION ENDS.</p>	<p>Research states that one to one reading is effective in developing students' performance and improving reading age. Using older students also helps to develop younger students' aspirations.</p>	<p>Buddy readers are supervised and overseen in the Learning hub by the school's librarian and members of the English department, including the Literacy Coordinator. HoCA English oversees the work of the team to ensure that progress is met.</p>	<p>English team</p>	<p>Student reading ages will be reviewed each term and data point entries will show student progress.</p>
<p>A. All PP students will make rapid progress to reach expected levels of literacy and numeracy.</p>	<p>There will be a targeted focus on particular pupils as part of the wider Accelerated Reader, Hackney and MyMaths provision. Additionally the school will look to extend more able readers through the Sound Training offer</p>	<p>Research in-house, within the TTCT and nationally supports the efficacy of these programmes.</p>	<p>There will be regular data reviews to establish progress being achieved through these interventions.</p>	<p>HT and DHT data</p>	<p>Improved Reading Age and maths grades.</p>

<p>D. Increased levels of participation in events by PP students and their families.</p>	<p>All PP students will participate in additional activities. Staff will use PP funding (to be accessed from a discreet PP bids fund monitored by SLT) to ensure there are no financial barriers to enrichment activities. Students will be used in positions of responsibility to support their development. All parents of PP students will be contacted in person ahead of the events. Individual discussions with students will ensure direction towards. There will be PP champions to work as advocates for the involvement of PP pupils.</p>	<p>Participation in school events will contribute to building confidence and positive attitudes for disadvantaged students. Ensuring all PP students have access to all enrichment experiences will mean that there are no barriers to their learning experiences.</p>	<p>All middle leaders overseeing enrichments activities are instructed to ensure that all PP students have access and parents and carers are made aware of this. Registers of those attending will be checked to ensure that students are not missed. PP champions will have a monitoring role. This will be supported by the 'Wider Curriculum Records'.</p>	<p>All staff PP champions Middle Leaders</p>	<p>Enrichment activity registers and lists will be checked as they are produced. Termly checks on in-school sessions will be held to ensure PP participation.</p>
<p>B. Gaps between performance of PP students and others will diminish to meet at least national expectations.</p>	<p>All Year 8 students will be given a 1:1 interview to discuss option choices to ensure that chosen courses and qualifications meet each student's needs, abilities and aspirations. PP pupils will be given priority. All Year 11 pupils will be given a 1:1 interview about P-16 options. PP will be prioritised.</p> <p>TO BE DONE VIRTUALLY DURING COVID PANDEMIC.</p>	<p>This will ensure that PP students make the appropriate choices to best fit their talents and abilities, whilst also taking into account their own preferences. This will enable students to make better progress at the end of Key stage 4, thus improving their future opportunities.</p>	<p>All interviews will be undertaken/ overseen by HT for Year 11 and for AL for Year 8.</p>	<p>AL Year 8 DHT</p>	<p>Preference choices to be finalised in March 2019. Student data checked in Terms 4 and 6 of 2019. Future data of PP students during 2019-20 academic year. Destinations data</p>
<p>D. Improvement in social and emotional competencies of disadvantaged students.</p>	<p>Specific student centred programmes will be made available for individual students. This will involve the use of internal and external provision, that best fits the needs and requirements of each student.</p>	<p>Personalised programmes will not only help to support student behaviour but also reduce the risk of exclusion. Students requiring this support will therefore have the opportunity to make progress in an environment best suited to their individual needs, where a school setting is less appropriate.</p>	<p>Placements will be visited and carefully matched to meet students' needs. All safeguarding checks will be carried out as part of initially enquiries. Student performance will be reported on weekly. Students will be visited at least termly. AHT and SENDCO will oversee the programmes.</p>	<p>AHT SENDCO ALs</p>	<p>Reviews will take place at least termly. Student progress reports will be requested weekly. Visits to placements will take place each term.</p>

A. All PP students will make rapid progress to reach expected levels of literacy and numeracy.	All staff with responsibility for Accelerated Reader delivery to have additional training in supporting students to improve progress.	A range of English specialists and non-specialists are being used to deliver the Accelerated Reader Programme. This is to expand the use of identified techniques across all subject areas and enable all departments to benefit from the scheme. As AR is taught as a discrete lesson, staff are given up to date training to ensure that they are competent and confident in their delivery as well as their assessment of student performance.	Training is overseen by the literacy Coordinator and HoCA English. This forms part of the whole school curriculum delivery and therefore is monitored also by the DH (T&L).	Literacy Coordinator HoCA English DH (T&L)	Training delivered annually and additionally as required
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TARGETED SUPPORT COSTS: £83,862

iii. Wider strategies

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Absence rates for PP students will decrease and attendance will meet or better national expectations.	Student attendance will continue to be monitored and reviewed by Achievement Leader Support Assistants (ALSAs), Achievement Leaders (ALs) and overseen by AHT.	Historically, absence with PP students has been higher than non PP students. In addition, FSM students have attended less well. Work has seen a considerable narrowing of the gap but this needs to be maintained and built upon. Absence rates for PP students have been above national expectations.	Student attendance is recorded through SIMS and information is widely available. ALSAs are line managed by Achievement Leaders Weekly reports on student absence are compiled by AHT and reviewed by LG.	AL ALSA AHT	Year attendance is reviewed daily by PAs and ALs and weekly by AHT/ LG.
C. Absence rates for PP students will decrease and attendance will meet or better national expectations.	ALSAs will undertake first day home visit for all absent PP students and will continue to work alongside families and carers to ensure regular attendance with particular consideration given to FSM students.	Historically, absence with PP students has been higher than non PP students. In addition, FSM students have attended less well. Work has seen a considerable narrowing of the gap but this needs to be maintained and built upon. Absence rates for PP students have been above national expectations.	Student attendance is recorded through SIMS and information is widely available. ALSAs are line managed by Achievement Leaders Weekly reports on student absence are compiled by AHT and reviewed by LG.	AL ALSA AHT	Year attendance is reviewed daily by PAs and ALs and weekly by AHT/ LG.
C. Absence rates for PP students will decrease and attendance will meet or better national expectations.	All barriers to attendance will be addressed through additional funding where necessary. For example the school will purchase spare uniform and address the costs of travel where appropriate	Historically, absence with PP students has been higher than non PP students. In addition, FSM students have attended less well. Work has seen a considerable narrowing of the gap but this needs to be maintained and built upon. Absence rates for PP students have been above national expectations.	Student attendance is recorded through SIMS and information is widely available. ALSAs are line managed by Achievement Leaders Weekly reports on student absence are compiled by AHT and reviewed by LG.	AL ALSA AHT	Year attendance is reviewed daily by PAs and ALs and weekly by AHT/ LG.

C. Absence rates for PP students will decrease and attendance will meet or better national expectations.	There will be regular parent/carer meetings where there is an attendance issue and the meetings will take place at most appropriate times for parents or in the family home if required. ALSAs have the flexibility to meet as required.	Historically, absence with PP students has been higher than non PP students. In addition, FSM students have attended less well. Work has seen a considerable narrowing of the gap but this needs to be maintained and built upon. Absence rates for PP students have been above national expectations.	Student attendance is recorded through SIMS and information is widely available. ALSAs are line managed by Achievement Leaders Weekly reports on student absence are compiled by AHT and reviewed by LG.	AL ALSA AHT	Year attendance is reviewed daily by PAs and ALs and weekly by AHT/ LG.
B. Gaps between performance of PP students and others will diminish to meet at least national expectations.	RADY interventions for Year 7 cohort. This will include 'uplift' of all PP students' targets to address the gaps at KS2, increased number of students accessing the higher band curriculum and increased school awareness of national and local strategies through attendance working with RADY organisation.	RADY scheme has proven results in improving outcomes and aspirations for students in a variety of school across the country. Through participation, RADY will enable the school to network with other colleagues to ensure that best practice is considered and implemented where appropriate.	DHT Teaching and Learning has included RADY modules in CPD.	HT	Year 7 data captures during each term will show progress. In addition, further testing of reading ages will give additional information.
D. Improvement in social and emotional competencies of disadvantaged students.	School will continue to provide supervised breakfast club before school where identified students can be directed to. TO RETURN ONCE CO-VID SITUATION ENDS.	Clear link between nourishment and student performance. Disadvantaged students can then be supported through this to ensure that they are sufficiently fed and that attendance at school is not impaired through lack of food or nourishment.	ALSA support and run the breakfast club and work with Achievement Leaders to meet the pastoral needs of each year group. They will have up to date information on student situations to ensure that this is effective in its provision.	ALSAs ALs	Daily/ weekly reviews by pastoral teams. Termly review of provision.
D. Improvement in social and emotional competencies of disadvantaged students.	In house awards schemes (platinum tickets, golden tickets, mega draw and A points vouchers) to be funded to support student achievement and good attendance.	Rewarding students has a positive impact on their aspirations to succeed and supports families as well. Disadvantaged students can then access the same range of rewards as non-disadvantaged students.	Rewards scheme is monitored by the AHT. Awards for student performance are distributed by all staff. Progress of disadvantaged students is a school priority and staff are aware of the importance of using rewards to bring about positive outcome.	All staff	Weekly reports Termly reports
D. Improvement in social and emotional competencies of disadvantaged students.	PP students in Years 10 and 8 will participate in sessions organised and run through Humanutopia to build inspiration, confidence and personal development. Year 10 students will become 'Humanutopia Heroes' and work alongside the organisation to deliver to and support Year 8 through the sessions.	EEF suggests that improvements in social and emotional learning can have a positive impact on students' performance. Improvements in this area may lead to improved performance and progress.	The programme will be overseen and reviewed by the school's PSHE coordinator, using drop-down days, to ensure that programmes have the appropriate time and resources to be successful.	PSHE coordinator HT	Review of effectiveness of each of the five sessions after completion. Student performance to be reviewed termly using behaviour, attendance, academic performance data.

	TO RETURN ONCE CO-VID SITUATION ENDS.				
D. Increased levels of participation in events by PP students and their families.	All PP students will participate in additional activities. Staff will use PP funding (to be accessed from a discreet PP bids fund monitored by SLT) to ensure there are no financial barriers to enrichment activities. Students will be used in positions of responsibility to support their development. All parents of PP students will be contacted in person ahead of the events. Individual discussions with students will ensure direction towards. There will be PP champions to work as advocates for the involvement of PP pupils. DELIBERATELY REPEATED FROM TARGETED DUE TO TWIN ASPECTS OF THIS APPROACH.	Participation in school events will contribute to building confidence and positive attitudes for disadvantaged students. Ensuring all PP students have access to all enrichment experiences will mean that there are no barriers to their learning experiences.	All middle leaders overseeing enrichments activities are instructed to ensure that all PP students have access and parents and carers are made aware of this. Registers of those attending will be checked to ensure that students are not missed. PP champions will have a monitoring role. This will be supported by the 'Wider Curriculum Records'.	All staff PP champions Middle Leaders	Enrichment activity registers and lists will be checked as they are produced. Termly checks on in-school sessions will be held to ensure PP participation.
WIDER STRATEGIES COSTS:					£101,104

Data Review: September 2020			
Barrier	Success criteria	Data commentary	Lessons learned (and whether you will continue with this approach)
A. Although varying each year, a substantial numbers of PP students enter Frederick Gent School with below average levels of functional literacy. This results in a slower rate of improvement across all subjects in formative years at secondary school.	Internal tracking will show an improvement in PP Reading Age data. Progress by PP pupils will be more rapid than that made by Non-PP pupils with regard to RA data	2020 – It is not possible to offer an accurate data assessment on the academic year 2019-2020 due to the co-vid pandemic.	Although reportable data is not available the movement from September to March was positive and therefore strategies will be continued

<p>B. The attainment and progress of all PP students is below other students when compared to school and national figures.</p>	<p>There will be an improvement in PP P8 to bring them into line with Non-PP P8. This will diminish the difference.</p> <p>Ultimately there will be no gap between PP and Non-PP in relation to overall P8.</p> <p>Performance against target across all subjects will also see PP and Non-PP come into line through an improvement in PP results against target.</p> <p>There will be an improvement in PP progress across sub-groups, these being gender and ability.</p>	<p>2020 – It is not possible to offer an accurate data assessment on the academic year 2019-2020 due to the co-vid pandemic.</p>	<p>Although reportable data is not available the movement from September to March was positive and therefore strategies will be continued</p>
<p>C. Although improving attendance rates for pupils eligible for PP require additional focus to ensure they do not fall behind attendance of non-PP pupils.</p>	<p>PP attendance rates will be improving to be in line or better than Non-PP attendance.</p> <p>PP attendance will be at or above national attendance.</p> <p>PP attendance will be improving and in line with Non-PP for both boys and girls and across all year groups.</p>	<p>2020 – It is not possible to offer an accurate data assessment on the academic year 2019-2020 due to the co-vid pandemic.</p>	<p>Although reportable data is not available the movement from September to March was positive and therefore strategies will be continued</p>
<p>Significant numbers of PP students lack aspiration and lack social and emotional competencies resulting in lower outcomes and expectations compared to other students.</p>	<p>PP attendance in extra-curricular activities will be at or above the proportion they represent within the group participating.</p> <p>NEET figures will illustrate the effectiveness of the work that we have done to improve aspiration.</p>	<p>2020 – It is not possible to offer an accurate data assessment on the academic year 2019-2020 due to the co-vid pandemic.</p>	<p>Although reportable data is not available the movement from September to March was positive and therefore strategies will be continued</p>