

# Pupil premium strategy (Senior Phase) 2018/2019 & Evaluation of Spend 2017/2018

1. Summary information							
School	Bradford Girls' Grammar School – Senior Phase						
Academic Year	2018/19		No.	Allocation per pupil	Total	Date of most recent PP Review	January 2019
		<b>Senior phase FSM/E6</b>	137	935	£128,095		
		<b>Senior phase CLA/PLA</b>	3		£6,900		
<b>Total number of pupils</b>	567	<b>Senior allocation</b>			£134,995		

2. Current attainment (based on in school predictions – data released November 2018)		
	Pupils eligible for PP (your school)	Pupils <u>not</u> eligible for PP (other National Average 2017 <sup>1</sup> )
<b>Attainment 8</b>	51.3	50.1
<b>Progress 8</b>	+0.76	+0.13
<b>% E&amp;M &gt;=5</b>	38%	50.1%
<b>% E&amp;M &gt;=4</b>	69%	71.5%
<b>Ebacc entries % of PP cohort</b>	54%	42.0%
<b>% Ebacc &gt;=5</b>	15%	20.20%
<b>% Ebacc &gt;=4</b>	31%	28.5%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	There is an attainment gap for disadvantaged pupils in Maths. The number of pupils achieving a strong pass 9-5 in E&M was 56.6% however in English this was 82.1%. In English and not maths this was 25.5% and for a standard pass of 9-4 the gap was 22.2%. Predictions for Year 11 in 2018/19 year show that whilst this gap is expected to close slightly, there will still be an 18.8% in house variation with no intervention.
<b>B.</b>	Formal assessment shows that Lower attaining PP students in KS4 and on average across KS3 have a reading age which is lower than chronological age. This may then impact upon pupils being able to access higher order questions on GCSE examination papers, without intervention.
<b>C.</b>	50% Year 8 eligible pupils' are not currently on track to achieve expected GCSE outcomes in English and Maths.

<sup>1</sup> Data from <https://www.compare-school-performance.service.gov.uk/school/140204?tab=secondary>

<b>D.</b>	24% of middle attaining eligible pupils in Year 10 are not currently on track to achieve grades 9-4 in GCSE English and or in Maths..	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	The average attendance of eligible pupils in years 7-10 (2017/2018) was 93% {Y7-11 – 91.884% including study leave}. This is below the school's target of 96% and may impact upon attainment / achievement without intervention.	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Increased proportion of eligible pupils achieving a strong GCSE pass in Maths	The gap between the proportion of eligible pupils achieving 9-5 in English and 9-5 in Maths will be smaller than 18.8%.
<b>B.</b>	Eligible pupils' literacy levels (reading age) are in line with their chronological age.	Reading ages for PP pupils are in line with chronological ages by the end of year eight. Reading age assessment for lower attaining eligible pupils in KS4 shows the gap between their reading age and chronological age diminishing.
<b>C.</b>	Improved rates of progress in Year 8 for eligible pupils	Eligible pupils in year 8 are above or on track in English and Maths by Christmas or are behind by no more than one EAP sublevel.
<b>D.</b>	Improved rates of progress in Year 10 for middle attaining eligible pupils.	Eligible pupils identified as middle attaining (KS2) make as much progress as 'others' so that all achieve 9-4 English and Maths by the end of the year.
<b>E.</b>	Increased attendance rates for eligible pupils especially years 10 and 11.	Reduce the number of persistent absentees (PA) among eligible pupils to <b>10%</b> or below (current 14%). Overall attendance among eligible pupils improves from 93% to 96% in line with 'others'.

#### 4. Planned expenditure

Academic Year

2018/2019

**i. Quality of teaching for all** - Hobbs and Vignole (2009)<sup>2</sup> found that a large proportion of free school meal eligible children (between 50% and 75%) were not in the lowest income households. One reason why is that the very act of receiving the means-tested benefits and tax credits that in turn entitle the child to free school meals raises their household income above the 'working poor'. BGGs serves families who live in the Bradford West area of the city - 47% of the children in this ward are estimated to be living in poverty (Loughborough University survey 2017). Households are often time poor due to parents needing to take on a number of poorly paying jobs to make ends meet; parents may not have had a positive experience of education themselves, whether this was provided in the UK or elsewhere in the world. Eligible pupils are more likely to speak a first language other than English - 53% of eligible pupils as opposed to 47% of all pupils. Due to the context of the school this language is likely to have an oral tradition, which can impact on pupils' level of literacy in both languages. Therefore the school feels justified in spending a large proportion of the Pupil Premium on ensuring that Teaching and Learning is outstanding. Funds are spent on leadership and management, the recruitment of specialist teachers and provision of high quality continuous professional development. This benefits all pupils, including those who are eligible. Additional projects listed below target specific issues for the current cohort of disadvantaged pupils.

**Pupil Premium Allocation: £71 574**

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?
A Increased proportion of eligible pupils achieving a strong GCSE pass in Maths	<p>Maths department actions as dictated by their internal review.</p> <p>PP coordinator to support and offer any CPD needs of the department in particular regard to supporting the disadvantaged.</p>	<p>High quality teaching is essential when driving up results. In the first instance the maths department will undertake a Subject Review supported by Vice Principal (T&amp;L) to analyse the results and devise with a departmental action plan</p> <p>CPD could focus on the development of pedagogical knowledge and subject knowledge delivered didactically and through peer support These things are said to be effective in the Teacher Development Trust research review on professional development.</p>	<p>Lesson observations, learning walks, Maths data regularly reviewed to judge the pace and progress.</p> <p>Peer observation of attendees' classes after any CPD, to embed learning (not a formal assessment).</p> <p>PP Coordinator will liaise with new CPD coordinator to make sure CPD this year covers these issues.</p>	CL Maths VP (T&L)	February 2019 August 2019
B. Eligible pupils' literacy levels (reading age) are in line with their chronological age.	Internal CPD on improving literacy throughout the school including sharing the good practice of the English department within Curriculum teams and whole school training.	CPD will focus on the development of pedagogical knowledge and subject knowledge delivered didactically and through peer support These things are said to be effective in the Teacher Development Trust research review on professional development.	<p>Peer observation of attendees' classes after the CPD, to embed learning (no assessment).</p> <p>Regular review of progress made in reading age. Interventions staged for those making insufficient progress.</p> <p>PP Coordinator will liaise with new literacy coordinator to make sure CPD this year covers these issues.</p>	Literacy Coordinator	February 2019 July 2019

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. Eligible pupils' literacy levels (reading age) are in line with their chronological age.	Continuation of the Accelerated Reader programme New reading material brought to support the lower reading ages at KS4	Accelerated Reader was shown to have a positive impact in an independent evaluation and in school at KS3 over the last academic year. Year seven PP students came in with average reading age of 9 and by the end of the year were at an average reading age of 12 with many exceeding their chronological age.  Lower attaining KS4 students did not make the expected progress on AR last year partly they said due to not wanting to be seen with the 'baby' books.  In a student survey all PP student who used the library regularly said they would like a wider variety of books. A snapshot week showed that PP students used the library that week to borrow books.	Literacy coordinator and English teachers monitor the progress made on AR and intervene when necessary. Pupil voice used to help choose the new books. Literacy Coordinator taking the lead, utilising her expertise and knowledge of latest releases and age content appropriate low reading age books.		
C. Improved rates of progress in Year 8 for eligible pupils	Study support group set up for these pupils.  Encourage attendance at homework club.	The Educational Endowment Fund show that collaborative projects where pupils are developing metacognition and self regulation skills enable pupils to make more progress	Pupil Premium Coordinator and Year 8 Leader will set up project and monitor impact at each data input point (each of whom are an English and Maths teacher)  The project will build in development of study skills, revision skills and embedding behaviours for learning.  Skills will be explicitly linked to where they can be used in subject learning/ assessment	Pupil Premium Coordinator and Year 8 Leader	February 2019 July 2019
D Improved rates of progress in Year 10 for middle attaining eligible pupils.	Study Support group Encourage attendance at homework club.	The Educational Endowment Fund shows that the impact of collaborative approaches on learning is consistently positive; structured approaches with well-designed tasks lead to the greatest learning gains.	Pupil Premium Coordinator and Year 10 Leader will set up project and monitor impact at each data input point.  The project will build in development of study skills, revision skills and embedding behaviours for learning.  Skills will be explicitly linked to where they can be used in subject learning/ assessment	Pupil Premium Coordinator Year 10 Leader	February 2019 July 2019

**ii. Other approaches** - These ensure that access to quality first teaching and learning is not hindered by external factors relating to pupils' background. The school makes sure that PP eligible families receive a £50 uniform voucher each year; Curriculum related trips and those which improve cultural understanding (which may then be used contextually in external examinations) may be fully or partially subsidised. The school is supporting Bradford Council's stance on period poverty, in a bid to reduce the number of absences each month. Resources, such as books / revision guides / stationery are also provided to ensure that eligible pupils are not disadvantaged. A homework club is provided for pupils who have restricted or no access to ICT facilities at home - this enables them to complete homework on time and to the same standard as others.

**Pupil Premium Allocation: £63 421**

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?
E. Increased attendance rates for eligible pupils especially years 10 and 11.	<p>Attendance officer to monitor pupils and follow up quickly on truancies.</p> <p>Educational Social Work Team intervention for hard to reach families</p> <p>Attendance consultant working mainly with persistent absentees</p> <p>Personalised support programme for each eligible pupil whose absence is categorised as 'persistent'</p>	<p>Improving attainment and progress for disadvantaged pupils is difficult if they aren't actually attending school. The NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>PP coordinator, attendance officer, Senior Year Leader and Assistant data systems will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Attendance and progress discussed at least fortnightly with PP Coordinator and Senior Year Leader of this cohort.</p> <p>Letters about attendance to parents / guardians. Attendance officer to visit all eligible pupils at home to discuss attendance with parents / guardian and explore barriers</p>	<p>Pupil Premium Coordinator</p> <p>Senior Year Leader</p> <p>Attendance Team</p>	<p>February 2019 July 2019</p>
Personalised Pupil support	<p>Money used to subsidise trips, residential, uniform, equipment, textbooks and other essentials in order to facilitate equality of provision</p>	<p>Pupils without adequate uniform and/or sanitary protection may be less likely to attend school fully.</p> <p>In order for all pupils to have an equal chance to maximise their performance in external examinations, they need to be able to access the same resources (online and hard copy) If the school is expecting pupils to access online material in order for them to complete homework then access to ICT facilities at lunchtime and after school is essential.</p> <p>Music / Drama lessons and dyslexia assessments are subsidised for eligible pupils</p> <p>Trips and visits enhance the educational experience of the curriculum and therefore</p>	<p>A voucher is sent annually to the parents of each eligible child. The PP coordinator works with Pupil Reception to ensure that supply of sanitary products is topped up.</p> <p>Classroom teachers / the SENCO liaise with the Finance Officer to ensure that pupils receive resources / lessons / testing / visits / trips on an individual and personalised basis.</p> <p>The attendance officer runs a homework club from 3.30 - 5.00pm daily.</p>	<p>Finance Officer PP Coordinator Pupil Reception</p> <p>Classroom teachers SENCO Peripatetic Music Teachers Finance Officer</p> <p>Attendance Officer</p> <p>Classroom teachers</p>	<p>February 2019 July 2019</p>

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?
		eligible pupils do not have this advantage if they are not able to attend.			
Breakfast and breaktime club funded to allow girls to get something to eat during the school day in addition to their Free school meals.	£1.00 added to eligible pupils' dining card accounts to allow them to purchase food at breakfast time and at breaktime.	Anecdotal evidence suggests that this has had an impact especially for eligible pupils and those with a Special Educational Need and/or Disability. EEF states that 93% of schools see improved progress and concentration from providing breakfast however a study about impact on attainment is ongoing.	Whilst this is a sensitive issue, the uptake has been good and there have been no reports of pupils abusing the system  This is potentially a very expensive scheme This will be reviewed again in December 2018	Finance Director PP Coordinator	February 2019 July 2019

## 5. Review of expenditure for 17/18

**Previous Academic Year  
Senior School Allocation**

**£119,680**

### i. Quality of teaching for all

**Spending: £61 165**

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
At GCSE eligible pupils continue to perform well in comparison with 'others' at the school.  The aim is to continue the positive gap in Progress 8 and continue to narrow the gap in attainment 8.	Quality first teaching a school priority. CPD - Delivered by PP coordinator and CPD team (twilight sessions and training days)	Attainment 8 is now higher than most recent data for Other Local pupils and Other National Pupils <sup>3</sup> Proportion of pupils attaining 9-5 in English is higher than last year: from 67.9% to 74.1% Number of disadvantaged pupils entered for the Ebacc is still strong In house Attainment 8 gap is closing and is smaller than the average for good schools.	Quality first teaching remains the schools highest priority benefitting all. The school has now put in place many interventions that will benefit all pupils including those who are eligible for pupil premium funding. There will be a greater emphasis on data analysis including assessing interventions' impact through register scrutiny.

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)																					
<p>At GCSE eligible pupils continue to perform well in comparison with 'others' at the school.</p> <p>The aim is to continue the positive gap in Progress 8 and continue to narrow the gap in attainment 8.</p>	<p>Monitoring by Curriculum Leaders and SLT with focus on PP and targeted interventions</p> <p>Intervention group of 6 PP students who were at risk of significantly underperforming at GCSE set up.</p>	<p>All the targeted students improved upon their mock grades.</p> <table border="1" data-bbox="703 252 1296 695"> <thead> <tr> <th>Student</th> <th>Mocks Average grade</th> <th>GCSE average grade</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3.60</td> <td>4.90</td> </tr> <tr> <td>2</td> <td>5.40</td> <td>7.60</td> </tr> <tr> <td>3</td> <td>3.20</td> <td>4.30</td> </tr> <tr> <td>4</td> <td>3.20</td> <td>4.30</td> </tr> <tr> <td>5</td> <td>3.20</td> <td>4.10</td> </tr> <tr> <td>6</td> <td>4.10</td> <td>5.50</td> </tr> </tbody> </table> <p>This intervention had a positive impact on the girls' attitudes and approaches to their revision and sessions. The girls felt more confident going into their exams and were certainly more engaged as evidenced by the monitoring cards. Case study available</p>	Student	Mocks Average grade	GCSE average grade	1	3.60	4.90	2	5.40	7.60	3	3.20	4.30	4	3.20	4.30	5	3.20	4.10	6	4.10	5.50	<p>The intervention will be repeated but in a more timely manner e.g Ideally straight after data input. A decision will be made to see if eligible pupils need to be withdrawn from core PE lessons after February half term and offer that as an additional intervention after the mentoring and tutorials.</p>
Student	Mocks Average grade	GCSE average grade																						
1	3.60	4.90																						
2	5.40	7.60																						
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4	3.20	4.30																						
5	3.20	4.10																						
6	4.10	5.50																						
<p>Increased reading ages for PP students</p>	<p>Literacy Co ordinator now in post</p> <p>Accelerated reader scheme</p> <p>Extra English lessons</p> <p>Library lessons part of KS3 timetable</p>	<p>Year seven eligible pupils came in with average reading age of 9 and by the end of the year were at an average reading age of 12 with many exceeding their chronological age.</p> <p>Year eight eligible pupils increased their reading age from on average 11 years at the beginning of the year to 13 ¾ years by May.</p>	<p>The impact of the accelerated reader programme has enabled disadvantaged pupils of KS3 to make rapid progress in their reading ages. We will continue with this being part of the English curriculum facilitated through the library lessons.</p> <p>This year AR was trialled for lower attaining KS4 classes. This has not been as successful. In response to student feedback and teacher observation the library will be restocked with more age appropriate books for lower attainers.</p>																					

**ii Other Approaches**

**Spending: £58 515**

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)																					
<p>The behaviour of eligible pupils is improved and the number of fixed term exclusions for PP students is reduced.</p>	<p>New behaviour system implemented (behaviour diamond) staff training on behaviour management strategies including restorative practice and language used to de-escalate situations.</p> <p>Alternative provision and counselling New mobile phone policy</p>	<p>The number of eligible pupils receiving after school detentions is compared below:</p> <p>Two eligible pupils attended alternative provision in 2017/18, whilst remaining on the school's roll. This was a continuation of the provision which was set up for these pupils part way through Year 10.</p> <table border="1" data-bbox="703 754 1299 1021"> <thead> <tr> <th>Year</th> <th>No. of eligible pupils receiving after school detention</th> <th>No. of detentions of this cohort =&gt;</th> </tr> </thead> <tbody> <tr> <td>2016/2017</td> <td>52</td> <td>27</td> </tr> <tr> <td>2017/2018</td> <td>45</td> <td>0</td> </tr> </tbody> </table> <p>Fixed Term Exclusions for eligible pupils 2017/18</p> <table border="1" data-bbox="703 1091 1180 1302"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> </tr> </thead> <tbody> <tr> <td>Number of eligible pupils</td> <td>6</td> <td>7</td> <td>5</td> </tr> <tr> <td>Number of 'other' pupils</td> <td>9</td> <td>8</td> <td>3</td> </tr> </tbody> </table> <p>The number of eligible pupils receiving Fixed Term Exclusions has remained relatively stable over the year. Both groups of pupils were excluded for a variety of different reasons. There has been a reduction in the number of exclusions over the last academic year; this has been more noticeable for other pupils.</p>	Year	No. of eligible pupils receiving after school detention	No. of detentions of this cohort =>	2016/2017	52	27	2017/2018	45	0		Term 1	Term 2	Term 3	Number of eligible pupils	6	7	5	Number of 'other' pupils	9	8	3	<p>BGGS is committed to supporting all its pupils. It is recognised that success looks different for each individual; each case is considered on its own merits. Provision for the most vulnerable students is constantly reviewed and adjusted accordingly.</p> <p>Alternative provision is used a last resort where the school has tried to meet all the pupils' needs but they need more specialist intervention. It will continued to be used when the school has exhausted all other avenues.</p> <p>The school is working hard to eradicate the use of Fixed Term Exclusions for all but the most serious offences, in line with DfE / Ofsted expectations.. The new behaviour system has taken time to be embedded, but showed significant results towards the end of the year.</p>
Year	No. of eligible pupils receiving after school detention	No. of detentions of this cohort =>																						
2016/2017	52	27																						
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	Term 1	Term 2	Term 3																					
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Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
The behaviour of eligible pupils is improved and the number of fixed term exclusions for PP students is reduced.		Over the year 7 girls received more than one Fixed Term Exclusions; 2 of these were eligible pupils. The repeat offences were both infringements of the ICT acceptable use policy for threats made to others.	A behaviour support room has been established for 2018/19 with the expectation that the number of Fixed Term Exclusions will be dramatically reduced for eligible pupils and others. All pupils who receive internal sanctions will also receive support in order to avoid repeat incidents. The cyber team at West Yorkshire Police will meet all pupils who infringe the acceptable use policy in order to provide more support for this issue,
Personalised Pupil support	Money used to subsidise trips, residential, uniform, equipment, textbooks and other essentials in order to facilitate equality of provision	Eligible pupils have received the same opportunities as others have in the school. Subject Teachers liaise with the PP Coordinator to ensure that access to resources, trips and visits is equal for disadvantaged pupils. Year Leaders and Form teachers liaise on items of school uniform for eligible pupils. 2017/2018 trips accessed by eligible pupils included, Cern, Rome, Skiing, residential in the UK, DofE and a range of day trips in the UK relating to subject area such as the International Slavery museum in Liverpool. Case studies available for resource, revision bags and trips. 73% of the eligible pupils accessed one or more of these trips last year.	The system works well. The school is confident that eligible pupils are receiving equal access to resources / opportunities. Staff regularly bring pupils to the relevant members of staff's attention when basic needs are not being met. Trip letters all include how eligible pupils are afforded the same opportunities and payment is discreet through the Parent Pay system. In addition the school will make a concerted effort to ensure all families know of the benefits to be gained from pupil premium funding including making sure all are aware of the translation services in Bradford. PP Coordinator to encourage all eligible pupils to access trips and work with the pastoral team to identify any additional barriers to increase the percentage of pupils accessing the trips on offer.
Breakfast and breaktime club funded to allow girls to get something to eat during the school day in addition to their Free school meals.	£1.00 added to eligible pupils' dining card accounts to allow them to purchase food at breakfast time and at breaktime.	Anecdotal evidence suggests that this has had an impact especially for eligible pupils and those with a Special Educational Need and/or Disability. EEF states that 93% of schools see improved progress and concentration from providing breakfast however a study about impact on attainment is ongoing.	Whilst this is a sensitive issue, the uptake has been good and there have been no reports of pupils abusing the system  This is potentially a very expensive scheme This will be reviewed again in December 2018
Increased attendance rates for eligible pupils. The absence rate for disadvantaged pupils falls below the school target of 4% (national is 7%)	Attendance officer  Attendance consultancy	Average attendance for eligible pupils (excluding year eleven) was 93%, as opposed to 95.2% for 'others', but this had improved from Increased attendance from 85% at the start of the year. Intervention from the Pastoral and Attendance teams have proven effective with attendance panels, monitoring and phone calls and home visits home increasing the next half terms' overall attendance for most individuals by on average one percent. However improving attendance rates continue to be a priority for current years ten and eleven.:	Fourteen percent (14%) of eligible pupils were classified as persistent absentees in 2017/2018 which will be addressed in the current academic year. The new tier system allows for swifter identification of eligible pupils falling below 96% attendance. In the next academic year the PP coordinator will work more closely with the Year Leaders (particularly of years 10 and 11) and Attendance team to offer individual personalised support.

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)									
Increased attendance rates for eligible pupils. The absence rate for disadvantaged pupils falls below the school target of 4% (national is 7%)		<table border="1"> <thead> <tr> <th data-bbox="701 193 902 312">Data for 2017/2018</th> <th data-bbox="902 193 1104 312">PP average attendance</th> <th data-bbox="1104 193 1299 312">Non PP average attendance</th> </tr> </thead> <tbody> <tr> <td data-bbox="701 312 902 368">Year 9</td> <td data-bbox="902 312 1104 368">90.55%</td> <td data-bbox="1104 312 1299 368">95.44</td> </tr> <tr> <td data-bbox="701 368 902 424">Year 10</td> <td data-bbox="902 368 1104 424">91.48</td> <td data-bbox="1104 368 1299 424">94.39</td> </tr> </tbody> </table>	Data for 2017/2018	PP average attendance	Non PP average attendance	Year 9	90.55%	95.44	Year 10	91.48	94.39	
Data for 2017/2018	PP average attendance	Non PP average attendance										
Year 9	90.55%	95.44										
Year 10	91.48	94.39										
Access to ICT facilities	Homework club from 4pm until 5pm each evening and year eleven after school revision club from 4	Registers show that eligible pupils use the ICT rooms on a daily basis in order to complete their homework using technology that might not be available to them at home.	The school will continue to provide these service as it benefits all those who use it. Assessment of the proportion of the pupil body who make use of the facility will allow the school to evaluate its usefulness.									

## 6. References and Additional detail

<sup>2</sup> Hobbs G and Vignoble A (2009) Is children's free school meal 'eligibility' a good proxy for family income? British Educational Research Journal Volume 36 2010 issue 4

<sup>3</sup> Data from <https://www.compare-school-performance.service.gov.uk/school/140204?tab=secondary>

School performance tables have been used to identify National pupil premium attainment and progress data for the 2018 GCSE cohort.

