

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 | King Charles I School |
| Number of pupils in school | 1109 (PP: 244) |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 - 2023/24 |
| Date this statement was published | Dec 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Jamie Butler Headteacher |
| Pupil premium lead | Jenni Dunn Assistant Headteacher |
| Governor / Trustee lead | Fran Oborski |

Funding overview

| Detail | Amount |
|---|---------------------------|
| Pupil premium funding allocation this academic year | £258,805 £25,795 (LAC) |
| Recovery premium funding allocation this academic year | £40,888 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £18,236 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £343,724 |

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all students, especially those who are disadvantaged, progress and achieve well across a challenging curriculum focusing on EBacc subjects. This is because we want students to be well equipped to succeed in their future pathways regardless of the challenges presented. We intend to close and ultimately eliminate the gap that currently exists between Pupil Premium students at our school and their peers nationally.

The focus of our pupil premium strategy is to provide the necessary support for our disadvantaged students to enable them to achieve their potential. We will analyse and consider the challenges faced by vulnerable students at our school in particular, and implement suitable targeted interventions to counteract these.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils. Our strategy focusses on four key areas:

- 1) High quality teaching;
- 2) Literacy;
- 3) Attendance; and
- 4) Behaviour.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Students from low-income backgrounds do not learn differently. They need classrooms where behaviour, teaching and the curriculum are excellent. Our strategy is focussed on what research states has the biggest impact on student outcomes.

Students need a high standard of literacy to be able to fully access the curriculum and assessments. Students require a reading age of 16 to be able to access the GCSE examination papers. The texts that are chosen should allow students to participate in the “great conversation” furthering their ability to actively participate in an academic society.

We are focused on ensuring that our disadvantaged students have excellent rates of attendance. Students need to be both in school and in their lessons in order to access the high quality provision on offer and increase their chances of success.

Pastoral care is focussed on the removal of barriers outside the classroom ensuring that students have access to the necessary emotional and welfare support required to thrive as well as ensuring that they are equipped and can continue their learning outside of the classroom.

Finally, we plan to ensure that all students have the opportunity to recover academically following the pandemic through the provision of targeted high-quality teaching and tutoring as well as providing the necessary targeted pastoral work to support students’ social and emotional development.

Challenges

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

| Challenge number | Detail of challenge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|---|------------------|--------|---------|---------|------------|---------|------------|---------------|--------|-------|-------|-------|--------|-------|------------------|------|---------|-------|-----|------|---------|-------------------|-------|-------|-------------------------|-------|-------|-------|----------------------|-----|------|------|--------|------|------|-----|--------|-----|-----|-----|---------|-----|-----|-----|---------|-----|-----|-----|-----------|-------|-------|-------|--------|-----|-----|-----|--------|-----|-----|-----|--------|-----|-----|-----|---------|-----|-----|-----|---------|-----|-----|-----|
| 1 | <p>Literacy skills (reading ages) are lower for disadvantaged students</p> <table border="1"> <thead> <tr> <th>Year</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>11.04</td> <td>12.04</td> </tr> <tr> <td>8</td> <td>12.10</td> <td>15.01</td> </tr> <tr> <td>9</td> <td>14.04</td> <td>15.03</td> </tr> <tr> <td>10</td> <td>15.06</td> <td>16.02</td> </tr> <tr> <td>11</td> <td>15.10</td> <td>16.04</td> </tr> </tbody> </table> | Year | PP | Non-PP | 7 | 11.04 | 12.04 | 8 | 12.10 | 15.01 | 9 | 14.04 | 15.03 | 10 | 15.06 | 16.02 | 11 | 15.10 | 16.04 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | PP | Non-PP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 11.04 | 12.04 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 12.10 | 15.01 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 14.04 | 15.03 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 15.06 | 16.02 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | 15.10 | 16.04 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | <p>The number of behaviour sanctions received by the disadvantaged students is disproportionate compared to the non-disadvantaged students, particularly for incomplete homework.</p> <table border="1"> <thead> <tr> <th>Lunch detentions</th> <th>18/19</th> <th>19/20</th> <th>20/21</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>43%</td> <td>49%</td> <td>35%</td> </tr> <tr> <td>Year 8</td> <td>33%</td> <td>31%</td> <td>27%</td> </tr> <tr> <td>Year 9</td> <td>41%</td> <td>30%</td> <td>21%</td> </tr> <tr> <td>Year 10</td> <td>42%</td> <td>39%</td> <td>34%</td> </tr> <tr> <td>Year 11</td> <td>32%</td> <td>29%</td> <td>29%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>After School detentions</th> <th>18/19</th> <th>19/20</th> <th>20/21</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>31%</td> <td>35%</td> <td>28%</td> </tr> <tr> <td>Year 8</td> <td>29%</td> <td>34%</td> <td>26%</td> </tr> <tr> <td>Year 9</td> <td>17%</td> <td>18%</td> <td>25%</td> </tr> <tr> <td>Year 10</td> <td>29%</td> <td>32%</td> <td>29%</td> </tr> <tr> <td>Year 11</td> <td>36%</td> <td>34%</td> <td>28%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Isolation</th> <th>18/19</th> <th>19/20</th> <th>20/21</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>73%</td> <td>33%</td> <td>26%</td> </tr> <tr> <td>Year 8</td> <td>71%</td> <td>39%</td> <td>26%</td> </tr> <tr> <td>Year 9</td> <td>44%</td> <td>38%</td> <td>31%</td> </tr> <tr> <td>Year 10</td> <td>62%</td> <td>37%</td> <td>36%</td> </tr> <tr> <td>Year 11</td> <td>42%</td> <td>40%</td> <td>25%</td> </tr> </tbody> </table> | Lunch detentions | 18/19 | 19/20 | 20/21 | Year 7 | 43% | 49% | 35% | Year 8 | 33% | 31% | 27% | Year 9 | 41% | 30% | 21% | Year 10 | 42% | 39% | 34% | Year 11 | 32% | 29% | 29% | After School detentions | 18/19 | 19/20 | 20/21 | Year 7 | 31% | 35% | 28% | Year 8 | 29% | 34% | 26% | Year 9 | 17% | 18% | 25% | Year 10 | 29% | 32% | 29% | Year 11 | 36% | 34% | 28% | Isolation | 18/19 | 19/20 | 20/21 | Year 7 | 73% | 33% | 26% | Year 8 | 71% | 39% | 26% | Year 9 | 44% | 38% | 31% | Year 10 | 62% | 37% | 36% | Year 11 | 42% | 40% | 25% |
| Lunch detentions | 18/19 | 19/20 | 20/21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 | 43% | 49% | 35% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 | 33% | 31% | 27% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 | 41% | 30% | 21% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 | 42% | 39% | 34% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 11 | 32% | 29% | 29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| After School detentions | 18/19 | 19/20 | 20/21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 | 31% | 35% | 28% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 | 29% | 34% | 26% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 | 17% | 18% | 25% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 | 29% | 32% | 29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 11 | 36% | 34% | 28% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Isolation | 18/19 | 19/20 | 20/21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 | 73% | 33% | 26% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 | 71% | 39% | 26% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 | 44% | 38% | 31% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 | 62% | 37% | 36% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 11 | 42% | 40% | 25% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | <p>Disadvantaged students' attendance rates and rates of persistent absenteeism are below the national average and that of their advantaged peers. This reduces their school hours and is a contributing factor to their underachievement.</p> <table border="1"> <thead> <tr> <th></th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> <th>Year 11</th> <th>Years 7-11</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>91.91</td> <td>92.45</td> <td>90.16</td> <td>88.51</td> <td>86.51</td> <td>90.16</td> </tr> <tr> <td>Disadvantaged PA</td> <td>20.3</td> <td>23.5</td> <td>39.2</td> <td>25</td> <td>44.4</td> <td>29.7</td> </tr> <tr> <td>Non disadvantaged</td> <td>97.59</td> <td>95.27</td> <td>95.31</td> <td>95.33</td> <td>92.26</td> <td>95.11</td> </tr> <tr> <td>Non disadvantaged PA</td> <td>4.5</td> <td>11.9</td> <td>13.1</td> <td>12.1</td> <td>22.3</td> <td>12.9</td> </tr> </tbody> </table> | | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Years 7-11 | Disadvantaged | 91.91 | 92.45 | 90.16 | 88.51 | 86.51 | 90.16 | Disadvantaged PA | 20.3 | 23.5 | 39.2 | 25 | 44.4 | 29.7 | Non disadvantaged | 97.59 | 95.27 | 95.31 | 95.33 | 92.26 | 95.11 | Non disadvantaged PA | 4.5 | 11.9 | 13.1 | 12.1 | 22.3 | 12.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Years 7-11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disadvantaged | 91.91 | 92.45 | 90.16 | 88.51 | 86.51 | 90.16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disadvantaged PA | 20.3 | 23.5 | 39.2 | 25 | 44.4 | 29.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non disadvantaged | 97.59 | 95.27 | 95.31 | 95.33 | 92.26 | 95.11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non disadvantaged PA | 4.5 | 11.9 | 13.1 | 12.1 | 22.3 | 12.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Rates of progress at KS4 in English and in the open element subjects are | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>concerning:</p> <ul style="list-style-type: none"> ▪ In 2019 progress 8 for the disadvantaged students overall was -0.31 compared with -0.45 nationally. ▪ In 2019 the progress 8 in English was -0.85, and in maths was -0.09. ▪ In 2019 the Open element was -0.28. Specific focus subjects are French, German and PE. <p>In addition, the percentage of disadvantaged students achieving a grade 9-4 in English and maths in 2019 was 40% (compared with 45% nationally) and achieving a grade 9-5 was 16% (compared with 25% nationally).</p> |
| 5 | Teacher feedback suggests that lower ability disadvantaged students lack meta cognitive/self-regulation skills when faced with challenging tasks resulting in passive learning (desktop truancy) in lesson. This was also linked to the students well-being and self-confidence. |
| 6 | Participation assessment suggests that disadvantaged students and families are more reluctant to actively engage in school, including parents' evenings and extra-curricular events. |

Intended outcomes

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

| Intended outcome | Success criteria |
|--|---|
| High levels of progress in literacy for disadvantaged students. | Disadvantaged students, in all year groups, reach their chronological reading age. This will be evidenced using NGRT reading tests. |
| Improved attainment and rates of progress (progress 8) in KS4. In particular, the attainment and rates of progress on disadvantaged students | <ul style="list-style-type: none"> ▪ Disadvantaged students in Year 11 make substantial progress by the end of KS4 so that they achieve a positive progress 8 result. ▪ There's no difference in the attainment and progress of the male and female disadvantaged students. |
| The number of sanctions issued to disadvantaged students proportional to those of the non-disadvantaged students. | The proportion of sanctions issued to disadvantaged students should be in line with (or less than) the distribution in the cohort. A particular focus on sustained low levels of fixed term exclusions, and a reduced number of internal exclusions for FSM students is required to achieve this. |
| Increased attendance rates for disadvantaged students. | <ul style="list-style-type: none"> ▪ Reduce the number of persistent absentees (PA) among disadvantaged students to below 10%. ▪ Overall attendance among disadvantaged students improves so that it is at least 95% and in line with their peers. |

| | |
|---|--|
| <p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p> | <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> ▪ Qualitative data from student voice, student and parent surveys and teacher observations. ▪ A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |
|---|--|

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: £111,471

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Partial funding for a lead teacher responsible for the pupil premium strategy | To ensure that the strategy for improvement of the outcomes for disadvantaged students is successful a leader with specific responsibility for this area is required | All |
| Tutor reading programme (reading aloud) | EEF +5 months (oral language intervention) | 1 |
| Temporarily employ an additional English teacher to allow for additional teaching groups and to improve provision in small group tuition sessions. The English teachers are to lead the literacy direct instruction intervention sessions | EEF +3 months (reducing class sizes) +4 months (small intervention group tuition) | 1,4 |
| Teaching resources (student booklets, visualisers and whiteboards) | Hattie (2009) found an effect size of 0.57 for worked examples and 0.73 for feedback. | 4,5 |
| Instructional coaching | 'The effect of teacher coaching on instruction' Kraft & Blazar report effect size of 0.49 on improving teacher practice. | 4,6 |
| Collaborative planning | The TALIS report (2018) states that collaborative practice has a marked impact on teachers' practices. | 4,5 |

| | | |
|---|---|---|
| Hegarty maths – allocate all students appropriate catch-up work aimed to improve homework and independent study | EEF +5 months (homework – secondary) | 2 |
|---|---|---|

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

Budgeted cost: £38,123

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Year 7-11 bespoke literacy focus group withdrawn from MFL curriculum until reading ages are appropriate to better access the curriculum. | EEF +4 months phonics +4 months small group tuition | 1 |
| Lexia reading and phonics intervention programme. | EEF +4 months phonics | 1 |
| Stride ahead - Toe By Toe reading programme – teaches students to read more fluently by focussing on decoding skills. | EEF +5 months oral language intervention | 1 |
| Word wasp phonics based reading and spelling programme. | EEF +4 months phonics | 1 |
| Fresh start reading and writing comprehension intervention | EEF +6 months reading comprehension | 1 |
| Expressive writing – direct instruction package used in all reading intervention programmes | EEF +4 months small group intervention | 1 |
| Thinking Reading – 1:1 or small group reading tuition. | EEF +5 months oral language intervention | 1 |
| Small group tuition: Low attaining disadvantaged students withdrawn from MFL option groups and taught by English teachers. | EEF +4 months small group tuition | 1 |
| Small group tuition: Selected students in years 8,10,11 are tutored (virtually) in groups of up to 3 in English and maths. | EEF +4 months small group tuition | 1,4,5 |

| | | |
|--|--|-----------|
| Alternative curriculum – a personalised curriculum is provided either on or off site to support students to achieve their post 16 progression requirements | EEF +3 months (behaviour interventions) | 1,2,3,4,5 |
| Times table rockstars and connecting maths concepts (direct instruction) | EEF +4 months small group tuition | 4 |
| Rosetta Stone for students with EAL | +5 months (oral language intervention) | 4 |

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

Budgeted cost: £ 191,846

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Student counsellor (Well-being Crew) behaviour intervention | EEF +4 months (social and emotional learning) | 2,3,4,5 |
| Continue to employ three 'Achievement Leader's to cover Years 7-11. <ul style="list-style-type: none"> To be assigned a focus group of disadvantaged male learners – to monitor the number of sanctions closely. To frequently meet their disadvantaged target group parents | EEF +1 month (mentoring) +3 months (parental involvement) | 2,3,4,5 |
| Homework club to be compulsory for repeat offending no-homework disadvantaged students. | EEF +5 months (homework – secondary) | 2,5 |
| Two attendance home liaison officers employed to work with targeted students in all year groups. Increase frequency of home visits and proactive strategies. | EEF +3 months (parental involvement) | 3,5 |
| Literacy workshops for all year 7 and Year 8 students to attend. Inspiring students to read for pleasure. | EEF +0 months (aspiration intervention) +5 months (oral language intervention) | 1 |
| School Nurse | No evidence available | 5 |
| Brilliant club - Students undertake a | No evidence available | 4,6 |

| | | |
|--|-----------------------|---|
| STEM research project with a PhD student working alongside local University. | | |
| External club providers (Rugby, Yoga) | No evidence available | 6 |

Total budgeted cost: £ 341,440

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 2020 to 2021 academic year.

| Desired outcomes | Review | | | | | | | | | | | | |
|---|---|------|-------------------|----------------------------|--|----------------------------|--|----------------------------|--|-----------------------------|---|-----------------------------|--|
| High levels of progress in literacy for disadvantaged students | <p>Reading ages:</p> <table border="1" data-bbox="799 562 1386 1014"> <thead> <tr> <th data-bbox="799 562 1062 600">Year</th> <th data-bbox="1062 562 1386 600">July reading ages</th> </tr> </thead> <tbody> <tr> <td data-bbox="799 600 1062 685">Year 7 (year group ave)</td> <td data-bbox="1062 600 1386 685">12 years 10 months (15 years 10 months)</td> </tr> <tr> <td data-bbox="799 685 1062 770">Year 8 (year group ave)</td> <td data-bbox="1062 685 1386 770">14 years 4 months (15 years 3 months)</td> </tr> <tr> <td data-bbox="799 770 1062 855">Year 9 (year group ave)</td> <td data-bbox="1062 770 1386 855">15 years 6 months (16 years 2 months)</td> </tr> <tr> <td data-bbox="799 855 1062 940">Year 10 (year group ave)</td> <td data-bbox="1062 855 1386 940">15 years 10 months (16 years 4 months)</td> </tr> <tr> <td data-bbox="799 940 1062 1014">Year 11 (year group ave)</td> <td data-bbox="1062 940 1386 1014">16 years 2 months (16 years 8 months)</td> </tr> </tbody> </table> <p>Disadvantaged students' reading ages have increased more rapidly than their peers in Years 9-11. Additional interventions are required in Years 7 and 8 to secure similar rates of progress. Approximately 20% of disadvantaged students' reading ages are still under their chronological age and are, on average, one year below their non-disadvantaged peers.</p> | Year | July reading ages | Year 7 (year group ave) | 12 years 10 months (15 years 10 months) | Year 8 (year group ave) | 14 years 4 months (15 years 3 months) | Year 9 (year group ave) | 15 years 6 months (16 years 2 months) | Year 10 (year group ave) | 15 years 10 months (16 years 4 months) | Year 11 (year group ave) | 16 years 2 months (16 years 8 months) |
| Year | July reading ages | | | | | | | | | | | | |
| Year 7 (year group ave) | 12 years 10 months (15 years 10 months) | | | | | | | | | | | | |
| Year 8 (year group ave) | 14 years 4 months (15 years 3 months) | | | | | | | | | | | | |
| Year 9 (year group ave) | 15 years 6 months (16 years 2 months) | | | | | | | | | | | | |
| Year 10 (year group ave) | 15 years 10 months (16 years 4 months) | | | | | | | | | | | | |
| Year 11 (year group ave) | 16 years 2 months (16 years 8 months) | | | | | | | | | | | | |
| Improved attainment and rates of progress (progress 8) in KS4. In particular, the attainment and rates of progress on disadvantaged male students | Due to the cancellation of the summer 2021 GCSE examination series, this outcome cannot be reviewed. | | | | | | | | | | | | |

The number of sanctions issued to disadvantaged students proportional to those of the non-disadvantaged students.

Detentions:

| | 2018/19 | 2019/20 | 2020/21 |
|--------|---------------|---------------|---------------|
| PP | 9046 (33%) | 6971 (34%) | 4167 (27%) |
| Non-PP | 18639 | 13751 | 11209 |

The number of sanctions issued in total reduced from 2019/20. The proportion of detentions issued to disadvantaged students has also decreased and is now below the proportion of the disadvantaged school population. The proportion is slightly higher in Years 7 and 10. Detentions issued for missing homework remains the key cause for sanctions.

Internal isolation:

| | 2018/19 | 2019/20 | 2020/21 |
|--------|--------------|--------------|--------------|
| PP | 508 (58%) | 227 (38%) | 139 (30%) |
| Non-PP | 367 | 366 | 324 |

The use of internal isolation has decreased in 2020/21. The proportion of disadvantaged students being placed in isolation has improved in Years 7, 8 and 11. The proportion of incidents is slightly too high in Years 9 and 10.

Exclusions:

The rates of exclusion (36 instances) are very low for all students. As a result, it is not statistically accurate to compare the proportions.

Increased attendance rates for disadvantaged students

| Year | PP | Non-PP |
|------------|-------|--------|
| Year 7 | 89.98 | 96.24 |
| Year 8 | 87.69 | 95.26 |
| Year 9 | 88.84 | 94.84 |
| Year 10 | 85.80 | 94.20 |
| Year 11 | 83.83 | 91.31 |
| Years 7-11 | 87.45 | 94.32 |

The Covid pandemic has had a significant impact on students' attendance.

Disadvantaged students' attendance was approximately 7% lower than their peers. The data is slightly misleading due to vulnerable students being coded as absent when they

| | |
|--|---|
| | <p>were self-isolating during the school closures. However, disadvantaged students' attendance must improve.</p> <p>The most successful strategies were around supporting students' mental health, engaging families through home visits and rewards. Further 'scaling up' of these strategies is required in order to address the growing needs of the students going forward.</p> |
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