



PUPIL PREMIUM REPORT 2022/23

CLIFTON COMMUNITY SCHOOL
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HEADTEACHER: Mrs A Leng



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	Clifton Community School
Number of pupils in school	1028
Proportion (%) of pupil premium eligible pupils	639 (62.16%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	October 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Anna Leng
Pupil premium lead	Martin Tipper
Governor / Trustee lead	Andrew Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£551,600
Recovery premium funding allocation this academic year	£82,740 (money pooled for Central Strategy)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£551,600

Part A: Pupil premium strategy plan

Statement of intent

At Clifton Community School, we aim to send every student into an ever changing world *able* and *qualified* to play their full part in it.

To ensure that students leave school 'qualified,' our primary approach is a focus on quality first teaching through research driven CPD at whole school and faculty level, as well as through collaboration with our partner schools within the trust. This allows us to develop the right teaching and learning approaches that will help meet the needs of all of our students so that they know more, remember more and are able to do more. To facilitate progress and further improve outcomes for all our students, particularly disadvantaged pupils, and those with SEND, we also adopt layers of targeted interventions to remove barriers to learning and support students to achieve their full academic potential.

For our students to become well rounded individuals, we are also committed to ensuring that students leave school 'able' and equipped with the personal attributes that they need to thrive in society. To achieve this, we offer a comprehensive programme of extra-curricular and enrichment opportunities to broaden students horizons and encourage wider participation. Through our revised entitlement offer, all of our students are given opportunities to learn a musical instrument, complete First Aid qualifications and enjoy subject specific careers lessons, as well as Financial Education. With the right blend of academic qualifications and character, we believe that our disadvantaged students, and those with SEND, can compete for the most prestigious post-16 courses and the most sought after positions within the labour market.

We understand that not all 'disadvantaged' students are socially deprived and underachieving, while not all students who are socially and academically disadvantaged are eligible for Pupil Premium funding. For this reason, we have high expectations of all students, and adopt a 'no excuses' approach towards disadvantage. We reserve the right to allocate pupil premium funding to support ANY child that the school deems as vulnerable and socially disadvantaged. Our PP cohort is over 62% of the whole school population, and in excess of the 'tipping point.'

To equip students with the skills, knowledge and attributes that they need to succeed in the next phase of their education and their working life, we have four key intentions:

- Removing of barriers to learning
- Developing skills for learning
- Fostering of personal attributes
- Enriching student experiences and broadening horizons

The contextual information within our catchment area includes:

- East Dene and Eastwood (direct catchment) most deprived 2% of England
- Over 50 First languages are spoken within the School
- Over 60% of the school population identify as BAME (compared to Rotherham average 8.1% and Ward average 26.8%)
- Approx 60% properties within catchment area are socially rented
- 51% of all reported Rotherham Crime is in within the immediate school catchment area (approx 37% of this is violent crime 971 incidents in 12 months)
- 62% PP in school - significantly above national average
- At 37.47%, rates of child poverty within the catchment area is more than twice the national average of 17%

(Source: UK Crime Statistics, Rotherham East Ward Council Website)

Challenges

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

Challenge number	Detail of challenge
1	Slower rates of progress and lower attainment for students. Historically, the attainment of our PP cohort has been low when compared to the National Average.
2	Literacy, Numeracy, Vocabulary and Oracy: Students who are below the government's expected level in Reading and Mathematics at KS2 will require immediate catch-up intervention to close the gap on their peers. Basic literacy and numeracy skills are crucial to understanding across all subject areas, as well as being a fundamental life skill. To access a full broad and balanced curriculum, students need to master strong comprehension skills and the four operations. Research shows that, on average, students who are eligible for the Pupil Premium are more likely to have a vocabulary deficit from an early age which widens by the time that they reach secondary school. This is also linked to the capacity for such students to articulate themselves with confidence, clarity and detail. We know that exposure to high quality talk, explicit vocabulary instruction, reciprocal reading and targeted intervention can help to reduce the impact of these barriers. NGRT Testing of our new Y7 intake has indicated that 55% of students have a standardised reading score of below 100, and are therefore below the expected standard for reading
3	Higher rates of absence and persistent absence. Historically at Clifton, we have high rates of absence, persistent absence and CME.
4	Poor levels of social, emotional and mental health, as a legacy of the Covid-19 pandemic. We have an increasing proportion of students who are accessing support for social, emotional and mental health needs. This increased significantly following the Covid 19 pandemic and a significant number of our students continue to require long term interventions to remove barriers to attendance, engagement and learning.
5	Historic low levels of aspiration and cultural capital within the community Clifton Community school is located in an area in which significant economic deprivation exists. Crime is also high with 51% of all reports in Rotherham coming from the Clifton catchment area.. As a result, many of our students do not benefit from the same opportunities to experience culture and the wider world as their more affluent peers. We are striving to ensure that our disadvantaged students receive the same entitlement offer as those from more privileged backgrounds. Growing up in an area of low social and economic mobility, has meant a culture of low aspirations for many of our students and their families. We are working hard to ensure that students 'dream big' and hold aspirations that match their true potential.
6	Large proportion of EAL students Within the school there are 54 different first languages spoken by pupils. The percentage of students with EAL is 45.1% (17.2% 2021 national figure). As well as being a barrier to learning in school, this can make communication with parents challenging where translation is required or information can be misunderstood.
7	Unprecedented number of In Year Admissions To date (November 2022) 106 applications have been received to join the school this academic year. 40 of these students are now on roll with the remaining 21 students in the final process of arranging starting dates. Of these 61 students: 30 are new to the UK, 87% are EAL and 8 are previously CME. Numbers of 'In Year Admissions' to the school is historically high but we are set to significantly surpass figures from the past three years.

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
<p>To significantly reduce the impact of the four common barriers to learning and progress:</p> <ul style="list-style-type: none"> ● Literacy ● Numeracy ● Oracy ● Vocabulary 	<ul style="list-style-type: none"> ● Consistent quality first teaching ● Meaningful, high quality feedback ● Impactful and effective intervention ● All students access the full curriculum (including EBacc) ● Students make at least expected progress academically ● All pupils have access to reading sessions every day ● Progress made on number based can-do statements and numeracy fluency
<p>To improve the level of progress and GCSE outcomes of all PP students and reduce the attainment gap.</p>	<ul style="list-style-type: none"> ● A broad and balanced curriculum – increased emphasis on EBACC subjects ● Consistent quality first teaching ● Meaningful, high quality feedback ● Good levels of attainment and progress increase from starting points from Sept 2022. ● Reduce the gap between Progress 8, Attainment 8 and 4+/5+ in English and Maths for PP and non-PP students. ● Improve outcomes for HA PP students – increase the 7+ %. ● Students become mini-subject specialists by embodying the Subject Ways
<p>To improve the attendance and punctuality rates of disadvantaged students.</p>	<ul style="list-style-type: none"> ● Attendance rates for PP increase from Sept 2022 starting points ● PP PA figures improve from starting points ● Improved attendance for those pupils at risk of becoming PA cohort
<p>To foster personal attributes so that students are 'able' to play their full part in an ever changing world.</p>	<ul style="list-style-type: none"> ● All students are Post 16 ready ● No NEET students ● Access for all students to specific careers guidance ● All students embrace the values of The Clifton Way in their conduct around school ● All students engage with the Clifton Pledges
<p>To enrich student experiences and broaden horizons so that students are well-rounded, active citizens.</p>	<ul style="list-style-type: none"> ● Entitlement offer in place for all ● A broad & inspiring extra-curricular provision ● Music per lessons for all Y7 and 8 pupils (and Y9 PA option suite) ● Outdoor education opportunities for all ● First aid training for Y11 students ● Students are open-minded and tolerant

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: £142,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To deliver research-driven CPD and ensure it is embedded consistently across school.</p> <ol style="list-style-type: none"> 1. 'In Every Lesson' 2. Retrieval Practice 3. Reciprocal Reading & Vocabulary 4. Assessment 5. Subject Knowledge CPD <p>To quality assure implementation of T&L strategies to ensure this is in line with our curriculum intent to help improve outcomes for PP students.</p> <ol style="list-style-type: none"> 1. Monitoring activities included in Subject QA calendars for every faculty. 2. Trust-wide Deep Dives 3. Whole school QA carried out by SLT 	<p>EEF evidence suggests that "mastery learning" has an impact of 5 month's progress for students. In addition, metacognition and self-regulation is a high impact strategy and can lead to 7 months progress Using QA findings to drive CPD intervention at all levels to ensure it is useful and effective.</p> <p>Research by Robert Bjork suggests that retrieval practice is focused on recalling learned information from memory with little or no support. Retrieval through low stakes questioning makes the original memory stronger and embeds it in the long term. In turn this will ensure pupils know more, remember more and are able to do more.</p> <p>Consistency in terms of lesson structure within subjects and across school.</p>	1, 2
<p>To implement a timetabled 'Reading for Pleasure' curriculum where students receive 20 minutes of structured reading activities every day.</p>	<p>This strategy is particularly pertinent for PP families who may not have access to a wide range of books at home, while for our EAL students, reading is modelled and wider vocabulary acquired. Our 'Reading for Pleasure' curriculum is also used to reinforce our trust-wide T&L approaches to Reciprocal Reading and Vocabulary which support comprehension; good practice in this field can lead to up to +6 months progress according to the EEF.</p>	1, 2, 5, 6
<p>To implement a common approach to assessment across subjects through 'Can Do' statements at KS3 and regular formative</p>	<p>According to the EEF, Feedback remains the most effective tool at our disposal to support students in making progress. As a low cost, high impact strategy, when delivered effectively, students can expect to make up to +6 months progress on average.</p>	1

<p>and summative assessment at KS4.</p> <p>To provide timely and effective feedback through our BRAG marking model.</p>		
<p>To recruit, retain and utilise specialist staff from across the trust to underpin a challenging, broad and balanced curriculum.</p>	<p>The new Ofsted framework puts huge emphasis on the merits of a broad and balanced curriculum: “International evidence indicates that a focus on only a few measurable outcomes has had some negative consequences for curriculum design. As a result, pupils from disadvantaged backgrounds may be discouraged from taking academic subjects.” (<i>Ofsted: Education Inspection Framework – Overview of Research, Jan 2019</i>)</p>	<p>1, 5</p>
<p>To develop our ‘Entitlement Offer’ to ensure all students leave Clifton ‘able’ as well as ‘qualified.’ This includes free access to:</p> <ol style="list-style-type: none"> 1.Outdoor Education 2.Peripatetic Music lessons 3.First Aid Training 4. Money Matters Education 5. Subject Specific Careers Lessons 	<p>Although the EEF has downgraded the impact of ‘outdoor education’ on academic progress, ‘Physical Activity’ noted as having a positive impact on learning (+1 month of progress.) We also believe that the benefits to wellbeing and cultural capital earned from such experiences sufficiently justifies our continued provision in this area. This position is echoed by a paper published by the Scottish Government who stated that:</p> <p><i>“Such experiences, from early years to adulthood, will help our children and young people to enter education, employment or training with transferable skills required to meet the opportunities and challenges of a rapidly changing world.”</i> https://education.gov.scot/Documents/cfe-through-outdoor-learning.pdf</p> <p>Arts Participation meanwhile (i.e. Peri Music Lessons) as a curriculum enhancement is advocated by the EEF with up to +3 months of progress being the outcome when delivered well.</p>	<p>3, 4, 5</p>
<p>To promote the characteristics which are conducive to successful learning through The Clifton Way.</p>	<p>Having a shared set of values which shape the way we learn is, we believe, crucial to underpin our aim to help students leave school ‘able and qualified.’ These values run through our pastoral, academic curriculum and extra-curricular activities and form a common language between staff, students and parents.</p>	<p>5</p>
<p>To improve the quality of teaching and learning through effective live modelling and innovative use of ICT with rollout of new interactive screens.</p>	<p>‘According to the EEF Metacognition and Self-Regulated Learning effective modelling and metacognitive instruction are intrinsically linked, enabling students to transition from novice learners to students capable of independent learning and metacognitive thinking. The EEF clearly state that modelling is more effective when teachers and students are engaged in the task being modelled and the model is created in front of students eyes. In this process teachers should be encouraged to “think aloud” (Hartman, 2001) verbalising the metacognitive processes undertaken</p>	<p>1</p>

	by experts when engaging with a task.' (Durrington Research School)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £242,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve students literacy and numeracy skills through timetabled intervention to remove barriers to learning.</p> <p>To implement a programme of timetabled Literacy Intervention for students in Y7, 8 and 9</p> <p>To improve the quality assurance of Literacy Intervention through the appointment of a Literacy system leadership TLR holder.</p>	<p>Ensure immediate provision of catch up opportunities so students do not get left behind. EEF evidence that within-class attainment groupings is highly effective, providing an average benefit of 6 months progress.</p> <p>Accelerated acquisition of English will lead to enhanced progress for new arrivals to the country and EAL pupils by removing barriers to learning as they are equipped with the language required to access lessons. Reading comprehension strategies have an average impact of 6 months progress per student according to the EEF. The EEF have not published any specific guidance on the impact of numeracy interventions. According to OFSTED and Alex Quigley (EEF), reciprocal reading, frequent exposure to a wide range of high-quality academic texts and explicit tier 3 vocabulary instruction are effective tools to close the reading and vocabulary gap.</p> <p>NGRT found a significant correlation between student's reading ability and performance in all GCSE subjects.</p>	1, 2
<p>To implement a programme of timetabled GCSE intervention to consolidate understanding and address gaps in knowledge including:</p> <ul style="list-style-type: none"> ● After school 'Period 5' lessons and revision ● Before school 'Period 0' booster sessions ● Drop down days (INSET) 	<p>Targeted use of before and after school programme can have an impact of up to three months progress according to the EEF. It will also improve the retrieval and recall of skills and knowledge.</p> <p>Targeted intervention with selected cohorts of Y11 pupils.</p>	1
<p>To ensure that all PP students are equipped with study skills and revision techniques to improve retention and retrieval. To also provide equipment and</p>	<p>Tailored study skills and careers events embedded in the pastoral curriculum. Provision of Revision Guides in Core subjects and subject specific equipment (EG Art Packs) to ensure students have revision resources at home and can access the curriculum.</p>	1, 2, 4

resources to remove barriers to learning.		
Utilisation of the KS3 and 4 Hubs to provide tailored interventions to 1-to-1 and small groups in period 0 and period 5 sessions with mentors and teaching assistants	Targeted use of before and after school programme can have an impact of up to three months progress according to the EEF. It will also improve the retrieval and recall of skills and knowledge.	1
<p>Heads of department in English, maths and science providing tailored support during form tutor time to a rolling programme of KS3 students.</p> <p>Pupils invited to these sessions will have been identified by need in terms of not achieving specific can-do statements.</p>	The EEF reports that intensive support such as group and one to one tuition can have an impact of up to 4 or 5 months respectively. Short, regular sessions over a set period of time have the optimal impact.	1
To develop effective, bespoke strategies to meet the needs of all learners through the use of the SNAP Assessment Tool.	With routes for diagnostic testing, such as CAMHS, heavily congested and waiting times high, the SNAP Assessment Tool provides schools with a more forensic approach to identify specific needs and the strategies which are best placed to support.	1, 2, 4

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

Budgeted cost: £167,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide an inclusive, personalised curriculum for students with profound barriers to learning.	<p>EEF research suggests that behaviour interventions can result in an average of up to +4 months of progress, while a focus on social and emotional learning can yield up to +4 months of progress on average.</p> <p>Anecdotally, we also know that such provision can safeguard students from potential permanent exclusion and reduce the chances of them becoming NEET.</p> <p>In turn the above will build relationships and trust between staff and students, support them to ensure the school environment is not overwhelming.</p>	1, 2, 3, 4, 5
To support the emotional wellbeing of students, where	A study conducted by the University of Bedford's School of Education (Jefferies 2008) highlighted	2, 4

<p>SEMH is a barrier to learning, through our in-house counselling service.</p> <p>To add capacity to our safeguarding team – with the appointment of an additional Safeguarding Officer and an Associate Assistant Headteacher (DSL) - in order to manage the increased caseload as a legacy of lockdown.</p>	<p>the impact of ‘consistency and continuity’ for students experiencing emotional difficulties and that regular contact through ‘drop ins’ was the most effective way to put students at ease.</p> <p>Furthermore, as referenced above, the EEF’s T&L Toolkit advocates social and emotional learning which can lead to up to +4 months of progress.</p>	
<p>To ensure that communication with parents is timely, effective and meaningful through:</p> <ul style="list-style-type: none"> ● Regular Newsletter and Half Termly Podcast ● Virtual Parents’ Consultations combined with face to face meetings ● Summative Written Reports ● Transition Programme ● Innovative and proactive use of the website and social media. 	<p>EEF research informs us that strategies to improve parental engagement can have an impact of up to +4 months progress for moderate cost.</p> <p>The community will be fully educated in terms of the importance of good home study, attendance and curriculum opportunities.</p> <p>Successful build-up of parental understanding of reporting and the options processes and equip parents to fully support students with their education.</p>	4, 5
<p>To recognise students’ achievements and celebrate success through a culture of rewards including:</p> <ul style="list-style-type: none"> ● 100 Club ● Curriculum Awards ● Golden Book Award 	<p>Praise and reward is central to what we do and, anecdotally, we know that celebrating success breeds confidence, aspiration and high expectations.</p> <p>Although research conducted by the EEF into increasing pupil motivation via extrinsic initiatives such as financial incentives seemingly has an inconclusive impact on attainment, due to a limited number of studies, we believe in appealing to and developing students’ intrinsic motivations. We do this through reinforcement of positive language, celebrating success in a public forum and by linking the impact of rewards to the bigger picture of becoming an employable, well rounded citizen.</p>	3, 4, 5
<p>Small group Intervention (Respite) for those pupils who find it difficult to engage in mainstream lessons.</p>	<p>Historically, pupils who have lower attendance figures can find core lessons difficult to integrate into. With targeted curriculum groups this will build confidence in accessing the mainstream curriculum and integrate them back into their mainstream lessons. According to the EEF,</p>	2, 3, 4

	effective small group intervention can lead to gains of up to +4 months progress.	
<p>To develop personal attributes and enrichment through the delivery and monitoring of The Clifton Pledge. This includes:</p> <ul style="list-style-type: none"> ● Active Citizenship ● British Values ● Life Skills 	<p>According to The Key, good schools will: 'Provide a wide range of opportunities to nurture, develop and stretch pupil's talents and interests. Prepare students for life in modern Britain, developing their understanding of the fundamental British value of democracy, rule of law, individual liberty, tolerance and respect. Provide pupils with meaningful opportunities to understand how to be responsible, respectful and active citizens who contribute positively to society.'</p> <p>https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-inspection-criteria/how-ofsted-inspect-personal-development/</p>	3, 5
<p>To increase the awareness of engagement with post-16 opportunities through drop-down careers events, engaging with local businesses and charities and liaising with colleges and sixth forms.</p>	<p>This will ensure that students are able to make informed choices about their next steps in education and training and reduce NEETs. Whilst there is insufficient evidence at this time to gauge the exact impact of aspiration interventions, the EEF states that raising aspirations is believed to incentivise improved attainment by exposing students to new opportunities and develop self-esteem, motivation and self-efficacy.</p>	4, 5
<p>Ensure students arrive on time each day, ready to learn:</p> <ol style="list-style-type: none"> 1. Breakfast Club. 2. Community Minibus to collect targeted students 3. Forensic analysis of attendance data, 4. Attendance mentoring cohorts - GOPA and NPA 5. Proactive use of home visits 	<p>This will support parents to ensure students are punctual and support students who have low attendance due to personal/SEMH reasons. It will also reduce the impact of hunger as a barrier to learning. Research conducted by Magic Breakfast, on behalf of the National School Breakfast Programme, notes correlation between pupils who eat breakfast and improved attainment. In addition, it will reduce the number of students whose poor attendance escalates into PA and CME cases. These approaches will encourage students to take responsibility for their own attendance, preparing them for life after Clifton and create a culture of rewards. Clear evidence from previous years of increased attendance and improved punctuality when minibuses are deployed to collect students each morning.</p>	1, 2, 4, 5

Total budgeted cost: £634,340

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 2021 to 2022 academic year.

Student Outcomes

Progress 8 & Attainment 8

<u>PP</u>	<u>Non-PP</u>	<u>National Average</u>	<u>National PP</u>	<u>National Non-PP</u>
-0.18	-0.18	-0.03	-0.55	0.15

For 2022, the Progress 8 score for our disadvantageded pupils was -0.18. For Progress 8, both the PP pupils and Non-PP pupils performed in line with one another. Although our PP cohort performed below the overall national average of 0.03, they did perform well above the PP national average figure of -0.55.

There is a slight improvement on pre-pandemic Attainment 8 scores with the average score for PP students increasing by 2.36 points, while the figure for Non-PP has essentially remained static with a 0.11 point increase. The internal gap between our PP vs Non-PP students has also reduced by 2.25 points when comparing figures in 2019 to 2022. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

English & Maths

When comparing GCSE outcomes from pre-pandemic (2019) to last summer (2022), there were some notable improvements in the achievements of our PP cohort. There was a 10.7% increase in the proportion of PP students achieving 4+ in both English and Maths from 26.70% (2019) to 37.40% (2022.) This was largely due to strongly improved conversion of standard passes (Grade 4) in Maths; students achieving Grade 9 - 4 in Maths increased by 10.3% from 31.9% in 2019 to 42.2% in 2022. In English meanwhile, despite a decrease in Grade 9 - 4 figures, those achieving Grade 9 - 5 in 2022 (36.10%) remained in line with the pre-pandemic results of 2019 (36.30%).

EBacc APS

For PP students studying EBacc subjects, there was a marked increase in our EBacc APS which increased by 0.32 points in 2022 when compared with 2019 - the previous year in which we can compare figures accurately. This led to a considerable closure of the gap between our PP and Non-PP cohorts of 0.47 points.

Attendance

100% Attendance - Half Termly Breakdown 21-22

	HT1 (21-22)		HT2 (21-22)		HT3 (21-22)		HT4 (21-22)		HT5 (21-22)		HT6 (21-22)*	
	100%	97%+	100%	97%+	100%	97%+	100%	97%+	100%	97%+	100%	97%+
PP	173	246	168	241	171	185	198	214	117	130	52	55
PP % Split	60.07%	59.71%	55.26%	57.79%	61.07%	61.67%	58.06%	57.53%	59.39%	60.75%	62.65%	61.11%
Non-PP	115	166	136	176	109	115	143	158	80	84	31	35
Non-PP % Split	39.93%	40.29%	44.74%	42.21%	38.93%	38.33%	41.94%	42.47%	40.61%	39.25%	37.35%	38.89%
Overall	288	412	304	417	280	300	341	372	197	214	83	90

* The notable decrease in students achieving 100% in HT6 was impacted significantly by the unprecedented extreme temperatures during July 2022 where there was a nationwide heatwave.

The table above outlines the % of students achieving 100% and 97%+ attendance each half term. During our best performing half term (HT4), 198 PP students achieved 100% attendance. This was 32.95% of the entire PP cohort. Meanwhile, our personal best for 97% attendance or above among our full PP cohort in 2021-22 was 40.93%. As an average across each of the half terms accounted for, 100% attendance was made up of a 59.42% (PP) vs 40.58% (Non-PP) split. With our full PP cohort representing 63.6% (36.4% Non-PP) of the school in 2021-22, these figures are almost in line with the general population of the school, suggesting that being disadvantaged is not a significant barrier to achieving the very highest high levels of attendance.

More broadly overall attendance within the school has dipped since the pandemic, as has been the case across the country. With our local context in mind, it is apparent that our students have been hit particularly hard by the legacy of Covid and the damage that this did to well established routines and mental health. When taking our PP attendance in isolation, it was 2.40% lower than that of the school as a whole. Pre-pandemic the National Average (2018-19) for attendance was 94.50%, which fell by 2.7% to 91.80% in the most up to date figures reported for the first half term of 2021-22. Figures within Yorkshire and Humber are lower still. However, our overall attendance figure has decreased by 6.2% over the same period.

We recognise there is still work to be done on raising attendance, which is why we have invested in our attendance and pastoral teams to add greater capacity to support our disadvantaged families, as outlined in this report. As a further intervention, we continue to provide transport each morning for a cohort of around 70 students from some of our most hard to reach families to help ensure that they arrive at school consistently and on time. To supplement this, we are working closely with the local authority to issue FPNs where it is appropriate to take further action.

Behaviour and Attitudes

Cause for Praise (CFP)

<u>Cohort</u>	<u>2020/21 (HT1)</u>	<u>2021/22 (HT1)</u>	<u>2022/23 (HT1)</u>
PP	5189	6830	9686
Per PP Pupil	8.41	11.20	14.68

Over a three year trend, the number of positive behaviour points (CFPs) gained in HT1 by pupils has grown significantly year on year, as has the average number of CFPs per student. This has continued into the new academic year. Across the school as a whole, 2.98 CFPs were recorded for every one CFC issued and we have seen really positive increases in this ratio in the new academic year so far at the time of writing.

Cause for Concern (CFC)

Cohort	2021-22 %
PP	64.5%
Non-PP	35.5%

The % of negative behaviour points (CFCs) gained by Pupil Premium pupils is approximately in line with the percentage of Pupil Premium students within the school suggesting that the Pupil Premium cohort are behaving as well as their peers.