



**Newmarket Academy
Pupil Premium Strategy
2019-2022**

Published	February 2020
Approved by Governors on	
Review Date	October 2020

1. Pupil Premium Strategy Statement | 2019-2022

Introduction | What is Pupil Premium?

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils.

'Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.'

In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.'

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

For further details visit: https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

'We might think of every learner as a bud on a plant, packed with energy and potential, with the ability to transform into something even more special and unique. The pupil premium can be that little bit extra that helps those buds to thrive, burst into life and make their own contribution to the world'. **Marc Rowland, Unity Schools Partnership**

2. Contextual Information

Contextual Information | Basics

Number of pupils in school / Number of PP students	722	174
Pupil premium allocation this academic year	£144,563.24	
Pupil premium lead	Neil Fisher	
Governor lead	Darren Woodward	

Contextual Information | Historic GCSE Outcomes

Disadvantaged pupil progress scores 2019	PP	Non-PP
Achieving grades 9-4 / 9-5 including English and Maths	35%/16 %	59% / 38%
Attainment 8 Score	36.23	44.3
Average Progress 8 Score	-0.29	0.18
NEET Data	91%	95% (All students)

Contextual Information | Barriers

<p>Reading comprehension is low on entry we are helping our students to develop their reading comprehension so that they are more able to access the work across all of their subjects</p> <p>Historic variability in the quality of teaching and subsequent under-achievement we are improving progress and achievement year on year with a consistent and impactful approach to teaching and learning</p> <p>Some students lack motivation and can appear disengaged from school we are working with these students and their families to instil a greater sense of ownership and pride in schooling and outcomes</p> <p>Persistent absence/ lateness we are working with children, families and carers so children are routinely in school and on time.</p> <p>Impact of family circumstances on children's ability to focus on learning our pastoral support team responds quickly and effectively when needs arise.</p> <p>Financial circumstances often limit opportunities and access to education we provide financial support and school provisions quickly when needs arise</p>

3. 2019-2022 Strategy

Strategy | Our Key Priorities

At Newmarket Academy we know that there are key areas that we wish to address for our school setting. In implementing our strategy and fulfilling our desire for our students to embody our key values we have centred all of our decisions round three key priorities:

A. Improving Academic Outcomes | We want for our students, in every year group, to be successful in every lesson, in every subject. We want them to leave school at the end of Year 11 with a set of results that allow them to transition into their chosen course of post-16 studies and beyond. We want for students who have lower starting points due to circumstance, or otherwise, to be able to catch up with and perform in line with their peers.

B. Improving Attendance | We know if students are successfully attending school they are more likely to be resilient, responsible and confident individuals; to build secure and lasting friendships; and to enjoy successful academic outcomes. We want for all our students to attend school every day, and on time.

C. Improving Engagement | We want our students to fully immerse themselves in school lives - both in and out of the classroom. We want them to become our confident and responsible leaders and we want for them to experience activities that stretch them beyond the routines of school learning. We want for their parents to fully engage with school and work in a partnership with us to support their child in their secondary school journey.

Strategy | A Tiered Approach

At Newmarket Academy we have adopted a tiered approach to Pupil Premium spending which allows the school to focus on our key priorities and have the greatest impact. These are:

Tier 1 - Quality First Teaching | Spending on improving teaching and providing professional development opportunities is at the forefront of our approach. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is a key ingredient to the success of our provision, and is therefore the top priority for our Pupil Premium spending.

Tier 2 - Targeted Academic Support | Evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of support mechanisms be they one-to-one mentoring or small group interventions as a key component to sit alongside effective classroom teaching and learning.

Tier 3 - Wider Strategies | The final element of our approach is to provide support in tackling the most significant, non-academic, barriers to success at school, including attendance, behaviour and social and emotional support.

Strategy | Tiered Approach at Newmarket Academy

Quality First Teaching	<ul style="list-style-type: none"> Developing reading comprehension through the curriculum Promotion of metacognitive strategies to develop excellent behaviours for learning Seating to promote engagement and positive A2L Explicit vocabulary instruction across the curriculum Specific strategies to develop knowledge base promoted across all subjects Research based professional development opportunities for all teaching staff Programmed 'Raising Standards' meetings to focus on students' progress and next steps Tailored mentoring and coaching for all trainees, newly qualified and early career teachers NPQ courses available for all senior and middle leaders
Targeted Academic Support	<ul style="list-style-type: none"> Targeted intervention in Maths and English where needed Support in 'Golden Subjects' that could make a difference to student overall academic achievement Subject revision resources supplied to all PP KS4 students Reading catch up for those with low reading ages on entry Academic mentoring in Year 11 Individualised curricular for specific children Specialist provision for children who have suffered trauma Work scrutiny of PP books
Wider Strategies	<ul style="list-style-type: none"> Free daily breakfast club for disadvantaged children Prioritised access to careers advice and guidance Development of oracy through specific community based activities and in lessons Exposure to 'raising aspirations' programme Subsidised uniform, trips and visits Individual bursaries Support for all students needing emotional, mental health support Increased pastoral provision to support nurturing of students who are struggling with social issues

4. Planned Expenditure for 2019-2020

Planned Expenditure | Quality Teaching First

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. Developing metacognition in Teaching and Learning	Staff CPD on development of metacognition	By investing in staff to raise the quality of what happens in the classroom is likely to have a greater impact upon the quality of learning.	Lessons are well-constructed and well-taught, showing clear tailoring. Staff report having CPD in metacognition to support their own personal needs given their stage in their teaching career and experiences. Students will be able to use metacognitive strategies to develop their own learning. Quality Assurance process.	RHL & MDS	End of the academic year.
A. Improved Year 7 literacy progress	Literacy catch-up small group work	Testing on entry of students highlights students with below age literacy skills.	Students identified as being 'in need' of literacy catch-up are in a tracked programme with clear start/end points. Measurement of baseline data against outcomes.	SENCO and Head of English	Jan 20 March and June 20
A. Development of oracy skills	Year 7 Youth Guide Project Development across the curriculum	The 'Why closing the word gap matters report (May 2018) has a clear message. If you want to challenge disadvantage, then improving vocabulary must be a priority.	Youth Guide Project for Year 7 PP students completed Opportunities for development of oracy across all subjects is evident in lessons Employment of additional part time TA to focus on this area	RHL / MDS/ RHI	September 2020
A & C – Curriculum Development	Key Stage 3 Curriculum Development (skills & knowledge based) Curriculum intent and knowledge richness	Moving from a two year to a three year curriculum will provide students a broad, balanced and rich curriculum. Evidence shows that students who have access to a range of subjects for longer provides more	September 2020 curriculum developed and in place, across all subjects. This is the first phase in a 5 year curriculum.	RHL	September 2020
A. Improved progress at KS3 for high prior attainment students.	Use of PiXL approaches to improve outcomes across subjects.	Being part of the PiXL partnership, our subject leaders are able to access practical strategies and ideas that will help to ensure our students with high prior attainment make progress, across all of their subjects.	Through discussion with SLT line managers, termly tracking of KS3 students and student progress meetings, subject leaders have transparent plans of action to show the strategies employed. Attendance at PiXL conferences.	MKY - HPA Leader & Raising Standards Team.	End of the academic year.

A: Improve progress for HPA students. E: Engagement and widening participation.	HPA Lead to focus on aspirations and raising outcomes for HPA students.	With a specific focus on improving aspirations and outcomes for HPA students, our HPA Leader can drive improvements for all of our HPA students, including those who are PP, which will include outcomes (especially KS4) as well aspirations, post-16 pathways and school engagement. Focus on challenge in class. Curriculum review.	Specific HPA/Aspirations action plan in place to address underperformance, aspirations and participation. Strategies employed are school wide	MKY - HPA Leader	End of the academic year.
A. Improve outcomes at Key Stage 4.	Use of PiXL approaches/strategies through subject conferences.	We want to have an increased focus on who our disadvantaged students are, by knowing their individual barriers to learning and by helping each of them overcome them by high quality teaching, assessment and feedback.	Outcomes shown through high quality tracking that the predicted grades for our disadvantaged students are more in-line with the performance of their non-disadvantaged peers. Three year published results trend line.	Raising Standards Team.	End of the academic year.
A: Improved outcomes for High Attaining students at Key Stage 3 and all students at Key Stage 4.	Improved tracking, moderated predictions and communication of outcomes.	If we accurately know where our students 'are', we are in a stronger position to select the appropriate students and the most effective interventions.	Tracking information shows students in need of additional support and measures in place to address individual needs.	MKY & Raising Standards Team.	End of the academic year.
A & C. Accurate teaching	Go4Schools seating plan module	The seating plan module allows teachers to produce more effective seating plans and have an impact on teaching and learning for PP students.	All teachers have produced seating plans for their classes with the focus on PP students, sitting to 'promote learning;	PP Lead	April 2020
B. Improved attendance	Go4Schools attendance module	The attendance module allows the school to quickly identify trends and issues with attendance across student groups and individuals. Thus allowing us quickly to tackle attendance issues.	All registers taken every lesson. Students who are regularly late/missing from school or late to class are quickly identified and plans in place to improve attendance. Patterns are analysed.	PP Lead	April 2020
Total budgeted cost					£30,000

i. Targeted Academic 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?
A. Improved Year 7 literacy progress	Small group provision of Reading Catch up for struggling Y7 students. Accelerated reader	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise time to ensure staff delivering have sufficient time to read and discuss story with students. Student feedback shows higher engagement levels with reading. Outcomes across all subjects continue to improve. Years 7 & 8 having timetabled library lessons. This will enable teachers to focus on delivering the program and ensuring that assessments are accurate.	PP Lead & House Teams Head of English	End of the academic year.
C. Improved aspirations for students	Raising aspirations through educational visits and experiences	We want to provide extra support to encourage and maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former students, university visits and cultural visits. NAGBP	PP Lead and HPA Lead implement termly timetable of trips and ensure that increased numbers of PP students are exposed to visits to universities and cultural experiences. Monitoring impact of NAGBP	PP Lead	End of the academic year.
A. Improved outcomes for students at KS4.	Small group work to help students 'close the gap' at an accelerated rate compared to their peers.	Small group interventions covering specific skills and knowledge gaps. We want to combine this additional provision with the quality first teaching to narrow the gap between students eligible for PP and their peers. Additional interventions including supervised/supported homework club and coordinated interventions across all subjects.	Assessment outcomes and teacher predictions show a narrowing of the gap. Establishment of a year 11 PP mentoring programme to ensure summer 2020 results to show improved outcomes at GCSE.	Raising Standards Team/ Heads of Dept/ SENCO	End of the academic year.
C: Increased participation in non-classroom based activities and leadership opportunities	Personal invitations, financial support, targeted approach – through subjects and Houses.	We aim to ensure that our PP students engage with the school opportunities in line with their non-PP peers. We also want our PP students to have experiences that they may not ordinarily have or engage with but without the additional intervention/support. NAGBP	Participation rates in leadership roles, trips, clubs and other non-classroom based activities to be more in-line with that of their non-PP peers. Analysis of student leadership figures to ensure participation rate increase. Review of impact of NAGBP to ensure a proportional representation of PP students	PP Lead/ HOH.	End of the academic year.
Total budgeted cost					£53,000

ii. 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?
B. Increased attendance rates	Attendance officer employed to monitor students and follow up quickly on trancies. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Pastoral Officers, HOH & attendance officer will collaborate at fortnightly attendance meetings to ensure personalised support and assertive mentor assigned to each PA pupil eligible for PP. Letters about attendance to parents / guardians.	PP Lead	End of the academic year.
C. Increased parental engagement C: Engagement and widening participation B: Increase attendance	Assemblies for PP students to raise awareness of school support. Letters to parents for information about support/materials for PP students Raising awareness at school wide level (PP students, staff) through continued dialogue	Raised awareness of the support available and 'entitlement' for PP students will help students and their parents better access the available support. Removal of the barriers to succeeding will lead to improved outcomes.	Engagement from parents re: resources, uniform and trips is more forthcoming. Monitoring of PP attendance data to ensure that early intervention with PP students is in place. Ensure all PP students have opportunities to access trips/extra-curricular. Feedback from parents/students show an improved understanding of the school's provision for PP students.	PP Lead	March 2020 and End of the academic year.
B Increased parental engagement with school	Increased positive contact, including through phone calls and emails. Encouraged attendance to parent's events with students/parents.	Evidence shows that parental engagement is a positive step in raising the aspirations and engagements of students.	Parental contact (two-way) is increased; increased parental numbers at parents' evenings and students/parent evenings. Engagement from parents re: resources, uniform and trips is more forthcoming.	PP Lead	End of the academic year.
A. Improved outcomes at Key Stage 4	Raising Standards with Subject Leaders to monitor/ensure strategies are in place to secure achievement of PP students. Improved communication with stakeholders (parents and Governors).	Having a transparent approach within the school (horizontal and vertical) at subject and pastoral level helps to ensure that students in need of additional support/at risk of underachieving will get fully supported. Governor and parental input helps to provide the challenge to ensure that our systems are in place and working.	Raising Standards meetings are calendared and 'happening'. Agreed actions are written up and circulated across middle/senior leaders. Parental conversations are recorded on SIMs. Minutes from meetings with Governors are provided.	Raising standards Team inc PP Lead	End of the academic year.
ALL. Individual student support	Individual bursaries including uniform, revision material, breakfast club etc	Individual PP students have different barriers to learning which need tailored approaches.	PP lead will view all applications	PP Lead	End of the academic year.
Total budgeted cost					£61,000

Review | Last year's aims and identified outcomes

	Aim	Desired Outcome / Outcome RAG Rated																								
A.	High levels of progress in literacy for Year 7 students eligible for PP.	<p>Desired Outcome Students eligible for PP in Year 7 make more progress by the end of the year than 'other' students so that at least 80% meet expected targets.</p> <p>Last year's year 7: PP students made -0.6 grades progress on average Non-PP students made +0.15 grades progress on average 62% met FFT20 target</p> <p>Reflection – More focussed departmental interventions needed on ensuring PP students reach FFT20 targets and a positive Progress 8</p>																								
B.	Improved rates of progress across all years for students eligible for PP with high prior attainment (HPA).	<p>Students eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above meet expected targets at the end of the academic year. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and Senior Leadership Team.</p> <table border="1" data-bbox="900 938 1406 1278"> <thead> <tr> <th colspan="4">Progress 8 – HPA/PP outcomes</th> </tr> <tr> <th>Year 11</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>-0.06</td> <td>+0.09</td> <td>-0.24</td> </tr> <tr> <td>PP</td> <td>-0.26</td> <td>-0.31</td> <td>-0.62</td> </tr> <tr> <td>Non PP</td> <td>+0.01</td> <td>+0.24</td> <td>-0.11</td> </tr> <tr> <td>Difference</td> <td>-0.25</td> <td>-0.07</td> <td>-0.51</td> </tr> </tbody> </table> <p>Reflection – PP out comes are improving but departmental interventions need to be in place to get PP students into a positive progress 8 score, focus on 'Golden Subjects'.</p>	Progress 8 – HPA/PP outcomes				Year 11	2018-19	2017-18	2016-17	All	-0.06	+0.09	-0.24	PP	-0.26	-0.31	-0.62	Non PP	+0.01	+0.24	-0.11	Difference	-0.25	-0.07	-0.51
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C.	Improved outcomes for KS4 students eligible for PP.	<p>Students eligible for PP make as much progress as 'other' students across Key Stage 4, so that the Progress 8 for PP students is similar to that of non-PP students.</p> <p>Where they are not, departments are putting in place wave 1 interventions, monitored by Heads of Departments (HOD) and Senior Leadership Team.</p> <table border="1" data-bbox="900 363 2107 523"> <thead> <tr> <th>2019</th> <th>PP</th> <th>-0.21</th> <th>36.91</th> <th>35%</th> <th>18%</th> <th>3%</th> </tr> </thead> <tbody> <tr> <td></td> <td>Non PP</td> <td>0.14</td> <td>44.32</td> <td>59%</td> <td>37%</td> <td>5%</td> </tr> <tr> <td></td> <td>Gap</td> <td>-0.35</td> <td>-7.41</td> <td>-24%</td> <td>-19%</td> <td>2%</td> </tr> </tbody> </table> <p>Reflection - results were a little disappointing with the gap staying the same as last year but still pleasing against a national average of -0.57. Intervention programme was well implemented.</p>	2019	PP	-0.21	36.91	35%	18%	3%		Non PP	0.14	44.32	59%	37%	5%		Gap	-0.35	-7.41	-24%	-19%	2%																								
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D.	A higher percentage of students eligible for PP are not being excluded.	<p>Reduce the number of fixed term external exclusions for PP students</p> <table border="1" data-bbox="900 711 2107 1054"> <thead> <tr> <th></th> <th>FTE as a percentage of the pupil group</th> <th>% pupils with 1 or more FTE</th> <th>% pupils with more than 1 FTE</th> <th>PEX as a % of the group</th> </tr> </thead> <tbody> <tr> <td>PP 2018</td> <td>35.03</td> <td>12.74</td> <td>7.01</td> <td>0.64</td> </tr> <tr> <td>Non- PP 2018</td> <td>8.21</td> <td>3.02</td> <td>1.3</td> <td>0.22</td> </tr> <tr> <td>Gap</td> <td>26.82</td> <td>9.72</td> <td>5.71</td> <td>0.42</td> </tr> <tr> <td>PP 2019</td> <td>39.23</td> <td>12.71</td> <td>7.73</td> <td>0.55</td> </tr> <tr> <td>Non-PP 2019</td> <td>9.36</td> <td>4.09</td> <td>1.75</td> <td>0.19</td> </tr> <tr> <td>Gap</td> <td>29.87</td> <td>8.62</td> <td>5.98</td> <td>0.36</td> </tr> <tr> <td>National PP</td> <td>18.77</td> <td>8.93</td> <td>3.84</td> <td>0.39</td> </tr> <tr> <td>National (Non-PP)</td> <td>4.58</td> <td>2.7</td> <td>0.87</td> <td>0.07</td> </tr> </tbody> </table> <p>Reflection – Disappointing data but this year individuals created a big impact. This year we were considerably above national average. Improving this will be a focus for this year.</p>		FTE as a percentage of the pupil group	% pupils with 1 or more FTE	% pupils with more than 1 FTE	PEX as a % of the group	PP 2018	35.03	12.74	7.01	0.64	Non- PP 2018	8.21	3.02	1.3	0.22	Gap	26.82	9.72	5.71	0.42	PP 2019	39.23	12.71	7.73	0.55	Non-PP 2019	9.36	4.09	1.75	0.19	Gap	29.87	8.62	5.98	0.36	National PP	18.77	8.93	3.84	0.39	National (Non-PP)	4.58	2.7	0.87	0.07
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E.	Increased participation and attendance to non-class based activities.	<p>Participation in trips, visits, extra-curricular clubs, leadership roles to be at least in-line with that of 'other' students.</p> <table border="1" data-bbox="900 1214 2107 1278"> <thead> <tr> <th>Ambassadors</th> <th>Sports Leaders</th> <th>Student Council</th> <th>Digital Leaders</th> </tr> </thead> <tbody> <tr> <td>PP (17%)</td> <td>PP (17%)</td> <td>PP (18%)</td> <td>PP (12.5%)</td> </tr> </tbody> </table> <p>Reflection – more work needs to be done to bring proportional representation of PP in leadership roles across the school. Data from other areas need to be kept more accurately for analysis purposes.</p>	Ambassadors	Sports Leaders	Student Council	Digital Leaders	PP (17%)	PP (17%)	PP (18%)	PP (12.5%)																																					
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F.	Increased attendance rates for students eligible for PP.	<p>Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. Overall attendance among students eligible for PP improves from 95.4% to 96.3% in line with 'other' students.</p> <table border="1" data-bbox="900 264 1458 582"> <thead> <tr> <th colspan="4">Overall Attendance</th> </tr> <tr> <th>Year:</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>96.4</td> <td>96</td> <td>96.3</td> </tr> <tr> <td>PP</td> <td>94.95</td> <td>95.55</td> <td>95.49</td> </tr> <tr> <td>Non PP</td> <td>97.12</td> <td>96.47</td> <td>97.06</td> </tr> <tr> <td>Difference</td> <td>2.17</td> <td>0.92</td> <td>1.57</td> </tr> </tbody> </table> <table border="1" data-bbox="1550 274 2085 515"> <thead> <tr> <th colspan="4">Persistent Absence %</th> </tr> <tr> <th>Year:</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>7.67</td> <td>7.15</td> <td>5.41</td> </tr> <tr> <td>National</td> <td>TBC</td> <td>13.9</td> <td>13.5</td> </tr> </tbody> </table> <p>Reflection – Although the gap increased from previous years It was pleasing that we were able to keep PP PA below 10% and although we werent able to hit our target PP attendance is still well above narional average.</p>	Overall Attendance				Year:	2018-19	2017-18	2016-17	All	96.4	96	96.3	PP	94.95	95.55	95.49	Non PP	97.12	96.47	97.06	Difference	2.17	0.92	1.57	Persistent Absence %				Year:	2018-19	2017-18	2016-17	School	7.67	7.15	5.41	National	TBC	13.9	13.5
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