

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	The Marvell College
Number of pupils in school	1,245
Proportion (%) of pupil premium eligible pupils	45.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/24
Date this statement was published	November 2021
Date on which it will be reviewed	Termly until July 2022
Statement authorised by	Angela Booth/ Jake Capper/ Antony Owen
Pupil premium lead	Antony Owen
Governor / Trustee lead	Claire Mudd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 512189
Recovery premium funding allocation this academic year	£ 83,230
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	Total PP funding: £595,419

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about how to effectively use Pupil Premium funding it is important to consider the context of the school, researched conducted by the EEF and the subsequent barriers and challenges faced by the disadvantaged. Common barriers to learning for disadvantaged pupils can be: less support at home, weaker literacy and numeracy skills, lack of confidence and aspiration, behavioural challenges and attendance and punctuality issues. There may also be more complex home life situations that contribute towards children being unable to thrive and flourish. There is no set approach and no 'one size fits all' strategy that can be implemented.

As a college, we ensure that all leaders and teaching staff are involved in the analysis of data and identification of our disadvantaged pupils, so that they are fully aware of strengths and weaknesses across the entire school.

Our key principles:

- We ensure that high quality teaching and learning meets the needs of all pupils;
- We ensure that the appropriate provision is made for our most vulnerable pupils, this includes ensuring that the needs of our disadvantaged pupils are appropriately assessed and addressed;
- We have a bespoke curriculum offer which meets the needs of our pupils;
- We recognise that not all of our pupil premium students are socially disadvantaged;
- We reserve the right to allocate Pupil Premium funding to any pupils we deem to be socially disadvantaged after careful and strenuous assessment;
- Pupil Premium funding will be allocated based on need through the identification of classes, groups or individuals.

Our Pupil Premium Strategy can be outlined through the following:

1. Whole-school ethos of attainment for all



2. Addressing behaviour and attendance



3. High quality teaching for all



4. Meeting individual learning needs



5. Deploying staff effectively



6. Data driven and responding to evidence



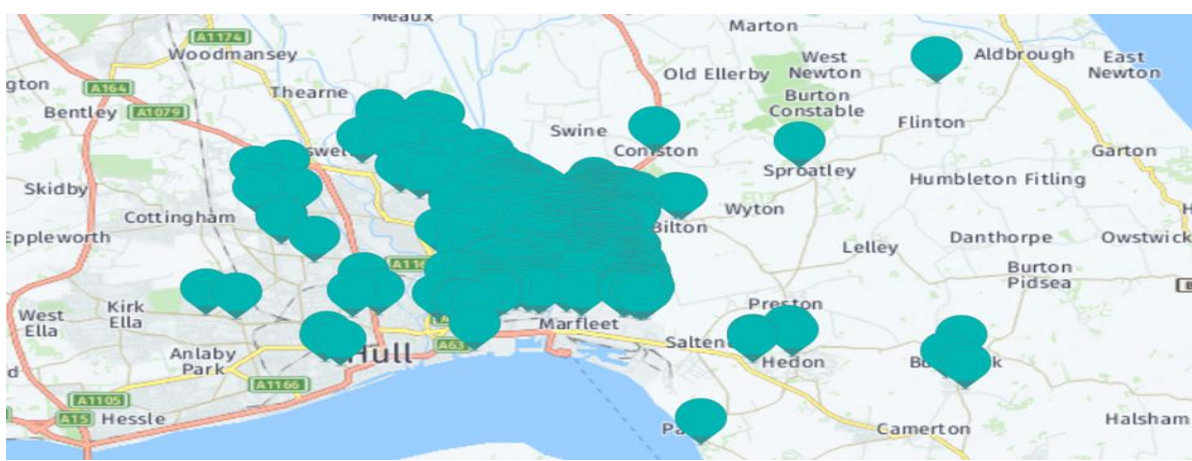
7. Clear, responsive leadership



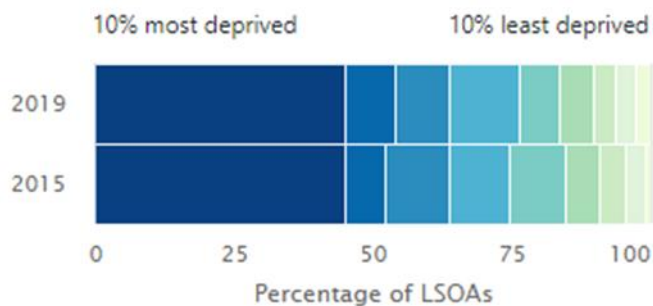
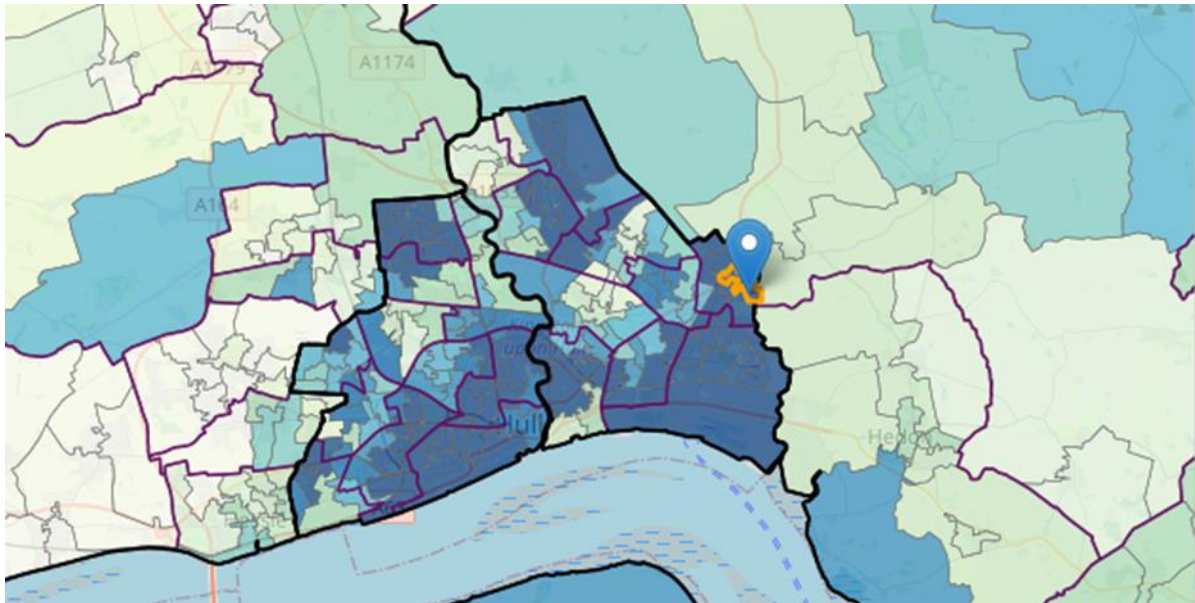
Demography and School Context:

The Marvell College is a community school located in East Hull. The school is growing and currently has on roll 1,245 pupils. The school opened as an academy on 1 September 2016 under the sponsorship of Hull Collaborative Academy Trust. The school is an average-sized school, but numbers are increasing. The proportion of disadvantaged pupils supported through the pupil premium is above the national average and is in the top 20% of schools nationally. The proportion of pupils who receive support for SEND is above the national average. The proportion of pupils who have an education, health and care plan is just below the national average.

Map of The Marvell College Postcodes:



Deprivation Map:



Profile by the Income Deprivation Affecting Children Index (IDACI):

Decile	Decile description	IDACI Ranks	Number of pupils	Avg. Rank	% of school
1	10% Most	1 to 3284	687	849	55.18%
2	10% to 20%	3285 to 6568	302	4607	24.26%
3	20% to 30%	6569 to 9853	18	8526	1.45%
4	30% to 40%	9854 to 13137	48	12911	3.86%
5	40% to 50%	13138 to 16422	56	16012	4.50%
6	50% to 60%	16423 to 19706	71	18780	5.70%
7	60% to 70%	19707 to 22990	14	21121	1.12%
8	70% to 80%	22991 to 26275	13	24425	1.04%
9	80% to 90%	26276 to 29559	28	28471	2.25%
10	10% Least	29560 to 32844	3	31099	0.24%
		Unknown	5	-	0.40%
		Total	1245	5376	100.00%

Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within school;

- For all disadvantaged to achieve as well as non-disadvantaged pupils both nationally and internally within the school.
- To ultimately, provide all of our students with an excellent education in order to ensure all pupils go on to have a successful future.

Strategy to Achieve these Objectives:

- Continue to ensure class size is optimal based on student need, therefore improving opportunities for effective quality first teaching and thus accelerating progress;
- To implement effective intervention across all key stages to allow for 'Catch Up' to take place;
- 1-1 support;
- Additional teaching and learning opportunities to take place from external providers;
- Effective transition from primary to secondary and from KS4 into KS5;
- Commit financially to supporting PP pupils with accessing activities, educational visits and residential visits that otherwise they may not be able to attend. Thus ensuring pupils have first-hand experience of expanding their learning and developing character through cultural capital opportunities;
- Support the funding of specialist learning software and IT;
- Behaviour and learning support during both lesson time and social times;
- Effective staff CPD to support disadvantaged pupils both pastorally and academically.

The College reserves the right to change and adapt the list according to the needs of our socially disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Weaker literacy and numeracy skills, inc. low reading ages
2	Attendance and punctuality concerns
3	Exposure to cultural capital opportunities and character development
4	Student aspiration
5	PP SEN Needs, some undiagnosed until arrival

6	Despite all the support provided, the impact of the Covid-19 pandemic and subsequent lockdowns and school absences has been significantly greater for our pupils
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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
All pupils develop the skills and knowledge that will enable them to communicate effectively and creatively through both the spoken and written language and finally, equip them with the skills to become lifelong learners and capable world citizens. This includes raising literacy levels, especially our PP students, in KS3 in order to allow greater access for the KS4 curriculum.	Alongside the whole school “Accelerated Reader” programme, disadvantaged students will have access to reading intervention across Years 7, 8 and 9 with trained mentors. 1:1 and small group reading and literacy intervention. Y11 English and Maths catch up in registration – Literacy booklets/numeracy ninjas with form tutors in registration. 1:1 and small group numeracy. This is measured through our NGRT testing programme which takes place termly in order to assess the reading ability of our students. Baseline assessments taken in September 2021 will benchmark starting points. Future progress assessments (January 2022 onwards) will assess the impact of T&L.
Whole school reading and vocabulary expectations to be embedded in everyday learning through quality first teaching and the use of the Marvell Learning Cycle.	Evidenced through learning walks, observations and in-house departmental reviews.
Improved rates of progress across KS3 with more pupils achieving ‘at expected progress’ or ‘above’.	Progress across data collections show improvement across the academic year.
Classroom teachers are actively aware and engaged with all of their PP students and provide forensic focus to help narrow attainment and progress gaps.	Gaps between PP and Non-PP students’ progress and attainment are reduced and there is focussed support for key cohorts.
Implementation of standardised departmental trackers which are used by all leaders to provide key data whenever needed.	Both classroom teachers and departmental leaders are able to action targeted and strategic intervention throughout the year and accessible whenever needed.
Continue to improve PP attendance and punctuality, ensuring the gap between PP	Work together to identify potentially vulnerable students and those at risk of

<p>and non-PP attendance and punctuality closes and moves towards national average or above 96%, with a particular focus on students who are PA.</p>	<p>PA. Enlist the support of DSL, Attendance Officer, HOY'S, Form Tutors and the attendance team to raise the profile of attendance and praise and reward good attendance. Staff to highlight to the Attendance Officer any students who may require a more intensive approach or next steps. Daily check of register to identify absence at the earliest opportunity. Instigate an immediate response if a student is absent in order to establish the reason for absence and work with parents to resolve or remove any barriers preventing the child from attending.</p> <p>Continue to improve Communication – Building positive relationships with Parents and Students. Ensure regular positive contact with both, and where possible, meet with parents and carers in person. Support and challenge parents if required. Provide parents and carers with easy to understand information regards the importance of school attendance. Inspire and Motivate young people to attend and achieve.</p> <p>Every Day counts approach – Be available in school every day. Ensure the children know their person and their point of contact in school (from tutor etc.). Arrange an alternative pathway for the child if for any reason the initial point of contact will not be available. Ensure the child knows this pathway. Provide consistency, care and understanding and ensure every commitment you make to each child is fulfilled in order to build and maintain their trust and confidence.</p> <p>Incentives and rewards- Recognise, praise and reward good attendance. Agree personal rewards for each child or family rewards if the child prefers. Make efforts to highlight small steps, progress and improvements by verbal recognition, texts, cards, vouchers etc.</p> <p>Attendance data will show the attendance gap of PP and non-PP pupils is significantly closed.</p>
<p>All disadvantaged students are given the opportunities to experience a wide range of cultural opportunities and are provided</p>	<p>Ensure all disadvantaged students access cultural opportunities, focusing on experiences, trips and visits.</p>

<p>with opportunities to reflect upon their personal development.</p>	<p>All students in will access the new “PSHE” lessons in order to widen cultural exposure and develop interests and passions.</p> <p>Integrate the “Marvell Journey” into all aspects of pastoral care and curriculum to allow disadvantaged students to direct their personal development.</p> <p>Disadvantaged students supported to engage with extra-curricular activities through the KS3 HOY programmes, tracked through HOY records.</p> <p>Develop “cultural capital” within subjects, sign-posting variety of cultural opportunities and diverse identities and cultures by providing a fund that faculties can bid in to.</p>
<p>All disadvantaged students are given the appropriate support and expertise to ensure they have the best opportunity to progress toward and succeed in their chosen and suitable career and no students are NEET.</p>	<p>Increase focus on transition for most vulnerable students between primary and secondary, ensuring effective plans are in place.</p> <p>ARC provision is available for all vulnerable transfers into the school across all year groups and key stages.</p> <p>Regular review of disadvantaged careers provision through student tracking.</p> <p>Disadvantaged students and students at risk of being NEET will receive additional input from Connexions and other appropriate careers advisors, with meetings to discuss their next steps and provide robust CEIAG.</p> <p>Students will be given access to Apprenticeship and careers fairs throughout the year.</p> <p>Students will have access to employers and employment experience in each key stage including the opportunity to take part in work experience in Y10.</p> <p>Students will be given access to Careers in the Curriculum in Careers week, both in lesson and in NCW.</p> <p>KS4 students will have access to Open Days throughout the year, and will be escorted by members of staff to encourage attendance.</p>

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: £251,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD (Thrive Training, the difference programme, EAL, Restorative Practice training, SEND training and wider Marvell CPD offer). Inc. implementation of a staff CPD library</p>	<p>Research shows that effective CPD helps children succeed and teachers thrive. We know from Viviane Robinson's research that the most effective way that leaders can improve outcomes for children and young people is to focus on professional development. It may be surprising, but focussing on this rather than on the quality of teaching alone brings greater improvement for learner outcomes. We also know from Sutton Trust research that the difference between the effect of poor teaching and that of highly effective teaching is just under half a year's extra progress for most students. Those from disadvantaged backgrounds are particularly affected: they stand to benefit even more than their classmates from effective teaching, but are similarly more sensitive to poor teaching. This underscores the need to raise the quality of teaching.</p>	<p>1, 2, 4, 5, 6</p>
<p>Appointment of a Literacy Co-ordinator</p>	<p>The EEF suggests Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. With the appointment of a Literacy Co-ordinator to oversee this will be beneficial to all students, including those from disadvantaged backgrounds.</p>	<p>1, 5, 6</p>
<p>Implementation and appointment of a T&L team (Associate Assistant Headteacher, Assistant Headteacher and Lead Teachers)</p>	<p>The appointment of a strong T&L team within the school is essential to retaining and sustaining teachers. It also assists with ensuring that high quality T&L is available to all students. Evidence suggests that disadvantaged</p>	<p>1, 4, 5, 6</p>

	students benefit the most from effective teaching.	
Appointment of Teacher to manage and support ECT, ITT and trainee teachers	In the March 2018 DfE report 'Factors affecting teacher retention' it is suggested that an effective support system helps to retaining ECTs. This appointment will help to ensure ECTs and ITTs are adequately supported with a well-planned programme.	1, 4, 5, 6
Additional PPA hour for all teaching staff to support with quality first T&L	In the March 2018 DfE report 'Factors affecting teacher retention' it is cited that reducing teacher workload helps towards teacher retention. By adding an additional PPA hour this will ensure workload is reduced whilst also supporting teachers to have more time planning and delivering quality first teaching.	1, 4, 5, 6
Appointment of additional PSAs	EEF teaching and learning toolkit: Teaching Assistant interventions +4	1, 2, 4, 5, 6

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

Budgeted cost: £268,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention timetable to support with the catch-up and improvement in Literacy and Numeracy for students in need.	<p>Maths and English intervention is provided to students who have been identified as at risk of underachieving in terms of progress and attainment. Good progress in core subjects promotes good progress across the curriculum whilst also supporting access to further education and employment. A key part of this strategy is having this timetabled in with highly skilled English and maths colleagues.</p> <p>EEF teaching and learning toolkit:</p> <ul style="list-style-type: none"> • Reading comprehension strategies +6 • Small group tuition +4 	1, 5, 6
Optimise class sizes, particularly at KS4	This will enable focused support for individual pupils and particularly benefits those vulnerable in core areas and helps to narrow achievement gaps.	1, 5, 6

<p>Academic SEND provision - a small SEND pathway for most vulnerable and in need students for each year group</p>	<p>Additional support is provided with those whose literacy and numeracy limit their capacity to meaningful access to the full TMC curriculum. A range of programmes to accelerate the core skills for these students including social skills are installed with the aim of reintegrating those pupils who are capable of accessing a broader curriculum as quickly as possible.</p> <p>EEF teaching and learning toolkit: Small group tuition +4 Reducing class size +2</p>	<p>1, 2, 4, 5, 6</p>
<p>Implementation of a period 6 for all Year 11 students to support outcomes for all</p>	<p>All pupils in Y11 receive an additional hour of teaching a day from 3pm until 4pm. Programmes that extend school time have a positive impact and will help to meet the needs of our disadvantaged pupils.</p> <p>EEF teaching and learning toolkit:</p> <ul style="list-style-type: none"> • Extending school time +3 	<p>1, 2, 4, 6</p>
<p>Bespoke timetable for most vulnerable and in need of support. Offsite provision such as: Chamber Training, Motorvation and The Orchard Centre.</p>	<p>The most vulnerable pupils in need of a more vocational offer can access the opportunity to study a vocational qualification 2 days a week whilst accessing a core curriculum in school. This approach allows students to gain beneficial qualifications whilst also helping to reduce the risk of NEETs as pupils have a predetermined pathway to follow.</p>	<p>1, 2, 4, 5</p>
<p>Library upgrade to promote a love of reading and become the focal point of the school</p>	<p>The upgrade of the library will promote and support leisure-time reading, contribute to the social development of the students in the school and provide a place to study and do homework.</p> <p>The improvement of the library provision will help to promote a love of reading and will encourage students to use the facility, thus improving reading skills and outcomes at KS4.</p>	<p>1, 6</p>
<p>Purchase of library books</p>	<p>The upgrade of the library will be supported with the purchase of a range of reading books to help expose pupils to reading for pleasure. Evidence informs us that those who read regularly perform better academically in school.</p>	<p>1, 6</p>
<p>Purchase of NGRT testing to assess the</p>	<p>NGRT informs leaders and teachers the reading ages and the Standard Age</p>	<p>1, 5, 6</p>

reading skill of all pupils in order to develop suitable interventions to improve reading.	Scores of our pupils, so as a school we are able to introduce extra challenge or interventions to address problems before they impact on performance. EEF teaching and learning toolkit: <ul style="list-style-type: none"> • Reading comprehension strategies 	
Purchase of Accelerated Reader	An EEF study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. The aim is to support pupils' reading skills, thus impacting on their progress and attainment. EEF teaching and learning toolkit: <ul style="list-style-type: none"> • Reading comprehension strategies 	1, 5, 6

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

Budgeted cost: £139260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of three Senior Achievement Mentors	Pastoral support mechanisms play an imperative role at The Marvell College and contribute towards the removal of barriers to the learning of all pupils, including our disadvantaged pupils. These positions are financially funded through the Pupil Premium budget. EEF teaching and learning toolkit: <ul style="list-style-type: none"> • Behaviour interventions +4 • Social and emotional learning +4 	2, 3
Implementation of the ARC provision (our in-house inclusion unit) to support our vulnerable pupils.	The ARC provision ensures parity of opportunity for all by allowing teachers to teach, students to learn, and those learning with additional needs to be supported. This will provide the school with an opportunity to address pupils' individual needs including those most vulnerable and from disadvantaged	2, 4, 5

	<p>backgrounds. This will: reduce exclusion, improve attendance, raise attainment, empower pupils, improve student morale, modify negative behaviours, support learning and emotional well-being whilst also supporting re-integration into the main curriculum.</p> <p>EEF teaching and learning toolkit:</p> <ul style="list-style-type: none"> • Behaviour interventions +4 • Social and emotional learning +4 	
Appointment of ARC Inclusion Manager	<p>To provide strategic direction and help set the vision and ethos for all aspects of school life relating to children with within the ARC, particularly those classified as disadvantaged. They will play a major role in contributing to the raising of standards for all of the children by ensuring inclusive practice and equality of opportunity for all.</p> <p>EEF teaching and learning toolkit:</p> <ul style="list-style-type: none"> • Behaviour interventions +4 • Social and emotional learning +4 	2, 4, 5
Pastoral Administration (Attendance)	<p>Our Pastoral Administration, including our Education Welfare Officer work to ensure all pupils are attending school and that all absences are closely tracked and monitored closely. The information sourced by this team is disseminated to other colleagues who then liaise with students, parents and carers to overcome any barriers that lead to poor attendance.</p> <p>EEF teaching and learning toolkit:</p> <ul style="list-style-type: none"> • Parental engagement +4 	2
Targeted wellbeing support delivered through The Life Skills Hub.	<p>Prioritising wellbeing is one of the ways the school will help to nurture the whole child. Wellbeing provides life-long advantages in health, work, relationships, and creativity. By using this external provider, our students' academic performance, behaviour, social integration, and satisfaction will improve.</p> <p>EEF teaching and learning toolkit:</p> <ul style="list-style-type: none"> • Behaviour interventions +4 	2

	<ul style="list-style-type: none"> • Social and emotional learning +4 	
Magic Breakfast	<p>The school provides a free breakfast for all children to start their day. Independent research, funded by the Education Endowment Foundation and carried out by the Institute for Fiscal Studies, found that ... pupils in schools providing a free, nutritious 'magic' breakfast boosted their reading, writing and maths by an average of 2 months' progress per year, compared to pupils in schools with no such breakfast provision.</p> <p>EEF projects evaluation: Magic Breakfast +2</p>	2
Music Tuition	<p>The school funds free music tuition for disadvantaged pupils.</p> <p>EEF teaching and learning toolkit:</p> <ul style="list-style-type: none"> • Arts participation +3 	3, 4
Appointment of Data Manager (provides detailed analysis incl. Attendance and Behaviour)	<p>Having robust and timely data is the foundation for target-setting and an indicator for interventions to increase attainment. The Data Manager is able to manipulate and disseminate data effectively to the whole school community to then use effectively</p>	1, 2
Enrichment and Rewards	<p>A wide range of rewards and activities, including trips are available to our disadvantaged students. These are subsidised by the school and actively encourage participation in enrichment activities. Free transport to sporting events is provided.</p> <p>EEF teaching and learning toolkit:</p> <ul style="list-style-type: none"> • Arts participation +3 • Outdoor adventure learning 	2
Appointment of PSHE Co-ordinator	<p>The PSHE Co-ordinator will promote the vision and ambition for the new PSHE curriculum, ensuring that it develops and constantly adapts to the changing needs of our pupils, community and society.</p> <p>EEF teaching and learning toolkit:</p> <ul style="list-style-type: none"> • Social and emotional learning +4 	3, 4

<p>Implementation of PSHE curriculum – 1 hour a week for all year groups</p>	<p>The PSHE Association’s 2017 ‘curriculum for life’ report argues the importance of PSHE’s status on the curriculum. PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society.</p> <p>EEF teaching and learning toolkit:</p> <ul style="list-style-type: none"> • Social and emotional learning +4 	<p>3, 4</p>
<p>Welfare fund – inc. Uniform for students in need</p>	<p>There is a welfare fund used to support disadvantaged students and their families with particular financial problems with the aim of ensuring access to school activities and opportunities.</p> <p>EEF teaching and learning toolkit:</p> <ul style="list-style-type: none"> • School uniform 	<p>2</p>
<p>Tigers Trust</p>	<p>The Tigers Trust run the PL Inspires project which works with our students in school that typically face barriers to them achieving their full potential such as low confidence and self-esteem, attendance, or social skills. The project is focused at developing students’ personal skills and supporting them to become more aware of next steps in education and the working world. Activity specific opportunities also provide the chance for students to engage with external visits, collapsed curriculum days, sports activities, gain qualifications and work towards a variety of incentives.</p> <p>EEF teaching and learning toolkit:</p> <ul style="list-style-type: none"> • Small group tuition +4 • Social and emotional learning +4 	<p>1, 2, 3, 4</p>
<p>Educational Psychologist provision for students in need</p>	<p>The school will use Educational Psychologist’s expertise to improve many of our vulnerable and disadvantaged children’s experiences of learning. They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning.</p> <p>EEF teaching and learning toolkit:</p> <ul style="list-style-type: none"> • Behaviour interventions +4 	<p>2, 4, 5, 6</p>

	<ul style="list-style-type: none"> • Social and emotional learning +4 	
Careers provision – advice and interviews for all students and CEIAG trips	<p>All pupils receive careers advice from a range of independent careers advisors, with a particular focus on our disadvantaged students and those at risk of NEET. This is guided through the support of pastoral teams and provides our pupils with an opportunity to discuss and foster their aspirations and plans for beyond The Marvell College.</p> <p>EEF teaching and learning toolkit:</p> <ul style="list-style-type: none"> • Aspiration interventions • Mentoring +2 	3, 4, 5, 6
School holiday provision for vulnerable pupils	<p>School holidays can be particular pressure points for some of our families because of increased costs (such as food and childcare) and reduced incomes. For some children that can lead to a holiday experience gap, with children from disadvantaged families. The school's provision will help to ensure pupils eat healthily, be more active, take part in enrichment activities, avoid social isolation and be more engaged with both the school and local services available to them.</p> <p>EEF teaching and learning toolkit:</p> <ul style="list-style-type: none"> • Summer schools +3 	1, 2, 3, 4, 6
SMASH Provision	<p>The SMASH programme works with pupils at risk of developing mental health problems and aims to build self-esteem and resilience and provide young people with strategies to cope with every-day stresses, negative feelings and issues that young people may be faced with at school, at home or online.</p> <p>EEF teaching and learning toolkit:</p> <ul style="list-style-type: none"> • Behaviour interventions +4 • Social and emotional learning +4 	2
School buses	<p>The school provides travel provision for pupils which aids with punctuality and attendance by breaking down travel barriers some of our students may experience.</p>	3

Total budgeted cost: £ 658,260 (additional expenses funded by school budget)

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.

Y11 Disadvantaged Pupil Progress for the last academic year (TAG):

Overall Attainment 8: 38.29 (National Average: 36.70)

Overall Progress 8: -0.36 (National Average: - 0.45)

English: -0.38

Maths: -0.34

EBacc: -0.52

Open: -0.26

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Dyslexia Screening	Lucid
The Thrive Approach	Thrive
EAL	The Learning Village
School Outreach Service	The Life Skills Hub
Accelerated Reader	Renaissance
NGRT Testing	GL Assessment
PL Inspires	The Tigers Trust