

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Rochester Grammar School
Number of pupils in school	1042 (1174 including Sixth Form)
Proportion (%) of pupil premium eligible pupils	11.51% (120)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 2023-24 <b><u>2024-25</u></b>
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Clare Brinklow
Pupil premium lead	Dan Lloyd
Governor / Trustee lead	Jo Allen

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,565
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£107,565

## Part A: Pupil premium strategy plan

### Statement of intent

We believe that the most important purpose of our school is to maintain an environment in which every student is able to achieve academic excellence and personal success through the delivery of a challenging and robust curriculum. There must be total consistency in the quality of care and education that all students receive, irrespective of gender, sexuality, race, culture or economic background. Students within each of these identified groups should not be disproportionately disadvantaged in the outcomes they secure, with the expectation that all should achieve at the same level, or above that of the wider cohort.

The school works to ensure that the provision provided for all students includes both direct approaches in 'closing the gap', alongside more creative solutions which influence academic achievement, as well as meeting the students' social and emotional well-being needs, tackling any barriers from these that could impact on a student's overall progress and attainment.

Rochester Grammar School and its staff are always mindful of the fact that eligibility for Free School Meals and the Pupil Premium Grant (PPG) does not classify a student as being of 'lower ability' due to their social circumstances. Instead, we place an increased emphasis on ensuring that any barriers to learning that are identified in light of social circumstances are addressed with the appropriate use of strategies and funding to support these.

Whilst the Pupil Premium Grant may be used to impact on all students in receipt of additional funding, we also recognise the wider impact on the whole school community with the use of funds to support the delivery of both an outstanding teaching and learning and a whole school curriculum.

Our two-tier approach in the use of Pupil Premium funding focuses on both the whole school approach, alongside that of more bespoke and specific interventions that are targeted towards the needs of the individual student. With this, the decision of how funding would be best utilised is very much decided upon based on the individual needs of the student, identified from the feedback of all key stakeholders, including the student themselves, parents/carers and staff.

The school also ensures that our admissions criteria priorities entry for students who are in receipt of the Pupil Premium Grant.

## Challenges

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

Challenge number	Detail of challenge
1	Readiness for current Year 11 students completing their end of year exams to ensure all identified barriers to learning have been addressed, resulting in no attainment gap between PP students and their non-PP peers.
2	Continued concerns relating to the overall mental health and wellbeing of all students across all year groups.
3	Ability of students to have access to all of the necessary resources that they require in order to have access to the full curriculum content; including revision resources and materials, books and equipment
4	Development of cultural capital opportunities that support learning beyond the curriculum, including trips, visits and extra-curricular opportunities
5	Overall attendance and engagement with education, including parental engagement and building stronger home/school relationships

## 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
Students are confidently able to access linear examinations and make expected or above expected levels of progress across all subject areas with no identifiable gaps in with key groups in comparison with the wider cohort	<p>Yearly data capture identifies PP students performing in line or above that of their peers.</p> <p>Student voice indicates that students feel prepared for all linear examinations</p> <p>Students achieve either at or above that of their expected predicted/target grades</p> <p>Students are able to complete all exams without interruption caused by anxiety, stress or through lack of knowledge</p> <p>PP Progress 8 levels are equivalent or above that of the rest of the cohort.</p>
Students are not adversely disadvantaged due to mental health worries or wellbeing concerns that have arisen, and receive appropriate interventions to support with any concerns that identified as barriers to learning	<p>Students feel confident in the managing and strategies in place to support their mental health.</p> <p>Students with an identifiable mental health concern are not disproportionately disadvantaged with their end outcomes</p>
Students are able to access all the resources required in order to allow them to access the curriculum without any barriers	Students are able to make progress either at an expected or above level across all subject areas

<p>Students are able to partake in extra-curricular activities that both enable them to develop personal skills and fully access the curriculum</p>	<p>An equal representation of students attending extra-curricular provisions across all areas</p>
<p>Attendance and engagement with education is in line with whole school expectations &gt;96%.</p>	<p>Attendance of Pupil Premium students is recorded in line or above that of the wider cohort throughout the academic year.</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: £53,782

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school CPD programme and quality assurance processes</p> <p>CPD areas will cover:</p> <ul style="list-style-type: none"> <li>- Teaching and Learning</li> <li>- Assessment for Learning</li> <li>- Knowledge and Recall</li> <li>- Behaviour and Attitudes</li> <li>- Safeguarding and Wellbeing</li> </ul>	<p><b>RGS Rationale</b> – A bespoke programme of professional development that promotes outstanding teaching for learning across all levels. A clear calendar schedule in place throughout the academic year that supports the delivery across the five main areas identified.</p> <p><b>EEF teaching toolkit:</b></p> <p>Aspirations Interventions – Moderate</p> <p>Behaviour Interventions – moderate impact/low cost</p> <p>Parental engagement – moderate impact/low cost</p> <p>Feedback, very high impact based on low cost based on extensive research</p> <p>Homework – high impact based on low cost (limited evidence)</p> <p>Learning styles – low cost</p> <p>Mastery learning – high impact/low cost</p>	<p>1, 2, 3, 4 and 5</p>
<p>Pupil Premium Champion</p>	<p><b>RGS Rationale</b> – Regular review of student progress following each data capture, identifying gaps as and when they begin to emerge, This allows for appropriate intervention to be applied. The highest area of negative points awarded for PP students are for non-completion of home-learning and lack of resources/equipment.</p> <p>Where gaps are identified through lack of access to additional resources – support to be implemented and a programme of weekly support check-ins to be in place to ensure on-going support is available.</p>	<p>1, 3 and 4</p>

	<p><b>EEF teaching toolkit</b> – Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p>	
Easter revision sessions	<p><b>RGS Rationale</b> - There has been a significant impact in previous years and the up-lift from Mock examinations to GCSE's has been noticeable</p> <p><b>EEF teaching toolkit:</b> Feedback, Mastery Learning, both high impact strategies.</p> <p>Extending school time – moderate impact, moderate cost.</p> <p>Small group tuition – moderate impact</p> <p>Summer Schools – moderate impact/moderate cost</p>	1
Whole School Feedback/AFL strategy	<p><b>RGS Rationale</b> – A well evidenced and high impact strategy.</p> <p>Regular feedback written within the whole school assessment for learning policy.</p> <p><b>MQL</b> – Marking, Questioning and Literacy. First books to be marked, questioning to develop understanding/deeper thinking, Literacy – tackling misconceptions and barriers.</p> <p>Whole staff CPD throughout the academic year to further embed this at whole school level.</p> <p>SLT learning walks will focus on the embedding of this at whole school level</p> <p><b>EEF teaching toolkit</b> –</p> <p>Feedback can come from a number of sources, feedback should not be limited to just written responses, important to give feedback on the things that are correct – not just incorrect. (High impact for low cost)</p>	
Whole school literacy programme	<p><b>RGS Rationale</b> – Whole school focus on literacy and reading.</p> <p>Use of reading ages to determine appropriate level of support/intervention</p>	

	<p>Literacy lead to provide regular CPD opportunities to staff to raise the profile of reading at whole school level</p> <p>Ensuring that PP students have access to their own book to read outside of school – explore use of funding to purchase books and the set-up of a ‘book-swap’ opportunity</p> <p><b>EEF teaching toolkit</b> - Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,547

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one tutoring for CiC students	<p><b>RGS Rationale</b> – Early identification and targeted intervention of students underperforming in core subject areas. One to one tuition to support rapid and sustained improvements in progress and attainment outcomes. Tutoring provided online through Winchmore tutors</p> <p><b>EEF teaching toolkit</b> – It is much better to act early when a student is struggling with work. Evidence from EEF (July 2018) suggests that peer tutoring can be highly effective in lower attaining groups.</p>	2 and 4
<p>Key Stage 3 targeted intervention groups provided by the KS Leads</p> <p>Mathematics mentoring – KS4</p> <p>Year 11 targeted intervention Tutor Time sessions</p>	<p><b>RGS Rationale</b> – Addressing the gaps in knowledge to ensure effective intervention at an early stage.</p> <p>KS3 targeted intervention delivered by Key Stage leads</p> <p>Targeted intervention within Mathematics twice per week for identified KS4 students in the lead up to GCSE examinations in May 2024.</p> <p>Year 11 tutor time to be utilised for targeted intervention from Term 3 onwards.</p> <p><b>EEF teaching toolkit:</b> EEF teaching toolkit: Group tuition – Moderate impact for low cost</p>	1

<p>Curriculum based monitoring and targeted intervention</p>	<p><b>RGS Rationale</b> – Increased focus of Curriculum leads having an oversight on academic performance across all year groups and applying targeted intervention at the earliest opportunity – whether this be thought quality first teaching or additional opportunities provided through the department. This will allow for targeted groupings within class to be implemented and to ensure regular stretch and challenge opportunities.</p> <p>Joint book looks and learning walks (CL's and SLT) to further support this.</p> <p>CPD for staff regarding how to run analytical reports using Classcharts software for ease of data tracking within curriculum areas.</p> <p><b>EEF teaching toolkit</b> –</p> <p>Within-class grouping (also known as within-class attainment grouping) means organising pupils within their usual class for specific activities or topics, such as literacy or mathematics. Pupils with similar levels of current attainment are grouped together, for example, on specific tables, but all pupils are taught by their usual teacher and support staff, and they usually all follow the same curriculum but at different levels of difficulty.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,236

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individual financial support for students on an individual basis, taking into account the needs of the student.</p> <p><i>This includes payments for curriculum visits, extra-curricula activities and trips linked to studies and personal development, additional resources (stationary,</i></p>	<p><b>RGS Rationale</b> - PP pupils will not fall behind or feel 'disadvantaged' if they cannot afford the correct uniform, equipment or wish to access extra-curricular opportunities. All students to have full access to cultural capital opportunities.</p> <p><b>EEF teaching toolkit:</b> One to one tuition, individualised instruction, and arts participation, school uniform with high and moderate positive impacts for very low cost.</p>	<p>1, 3 and 4</p>



<p><i>textbooks, revision guides, practical resources and specialist equipment), additional music and sport lessons, transport and uniform cost.</i></p>	<p>Ofsted and National Curriculum focus on Cultural Capital; helping to “engender an appreciation of human creativity and Achievement”.</p> <p>“So many disadvantaged pupils may not have access to cultural capital, both in the home and then in their school.” (Ofsted inspection framework document)</p>	
<p>Further embedding of Provision Map software at whole school level to further enhance resources/guidance for how to best support both SEND and PP students within lessons</p>	<p><b>RGS Rationale</b> – increased awareness of SEND/PP students and strategies to support in class.</p> <p><b>EEF teaching toolkit:</b> Behaviour interventions, Opportunities for collaborative learning approaches</p>	5
<p>Whole school counselling provision – two days per week access through the in-school counsellor, plus the addition of 2 extra hours of provision specifically sourced for PP students through an additional counsellor.</p>	<p><b>RGS Rationale</b> - Emotional health is key to being able to fully engage with learning</p> <p><b>EEF teaching toolkit</b> -(March 2016) identifies that when there is an improvement in the social and emotional well-being of students and their family’s better outcomes are achieved.</p>	4 and 5
<p>Careers and CEIAG focus on raising levels of aspiration. Priority additional one to one impartial careers guidance interviews for PP students, in addition to the standard guidance all Y11 students already receive.</p>	<p><b>RGS Rationale</b> - Students who maintain high aspirations will achieve higher outcomes.</p> <p>Students experience new cultures learning outside of the classroom developing cultural capital opportunities</p> <p><b>EEF teaching toolkit:</b> The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</p>	4
<p>Embedding of new intervention room support resource space.</p>	<p><b>RGS Rationale</b> – Creating a Student Support hub for students to access support and targeted intervention in order to ensure any identified needs are fully met and they have access to a full curriculum offer.</p> <p><b>EEF teaching toolkit:</b> Collaborative learning approaches, social and emotional learning.</p>	4 and 5

	<p>One to one tuition, individualised instruction.</p> <p>Group tuition – Moderate impact for low cost</p>	
<p>Expanding of the PP breakfast club provision between 8-8.30am in the school Wellbeing Room facility</p>	<p><b>RGS Rationale</b> – Ensuring students have access to breakfast each morning and that an opportunity exists to use computers for completing work/homework within the Wellbeing Room facility</p> <p><b>EEF teaching toolkit:</b> Enrichment activities without a specific focus on learning can have an impact on attainment</p>	
<p>Purchasing of additional laptops to be provided to PP students to be able to support with home learning access/opportunities</p>	<p><b>RGS Rationale</b> – Ensuring that all students have access to a device that allows them to be able to access and complete all home learning tasks</p> <p><b>EEF teaching toolkit</b> – Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools.</p>	
<p>Whole-school wellbeing strategy – Wellbeing Manager to complete CPD for Senior Mental Health Lead position.</p>	<p><b>RGS Rationale</b> – Further building on from the success of the Teaching Time Wellbeing Pilot completed by the school in 2023, developing an enhanced whole school wellbeing strategy that is implements across the academic year</p> <p><b>EEF teaching toolkit</b> - Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	
<p>Lunchtime/after school study clubs/spaces available until 4pm each afternoon.</p>	<p><b>RGS Rationale</b> – Computer suites made available for student access every lunch time and after school as a ‘homework club’ facility, for students who may not be able to complete this at home.</p> <p><b>EEF teaching toolkit</b> – Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be</p>	

	supported (through providing homework clubs to pupils)	
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**Total budgeted cost: £107,565**

## 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 2023 to 2024 academic year.

#### **Agreed Action 1:**

Whole school CPD programme and quality assurance processes

##### Estimated Impact:

High level of impact – Teaching and Learning strategy focus have resulted in a much higher level of understanding and focus for how staff can best support our PP students.

##### Lessons learnt:

This has been completed over the course of the academic year with staff receiving bespoke training around the five key areas identified. By breaking this up into smaller sessions, this has ensured that PP progress and attainment has remained the forefront of the whole school agenda.

#### **Agreed Action 2:**

Pupil Premium Champion role

##### Estimated Impact:

Moderate – The member of staff within this role has worked closely with the wider pastoral team, including the Heads of Year and Attendance Improvement Co-ordinator to identify students who may benefit from targeted support. This has been completed at a holistic level to ensure the right support is identified at the right time.

##### Lessons Learnt

Continued tracking and revisiting is something we will be continue to work on to be able to monitor the effectiveness of each level of intervention applied.

#### **Agreed Action 3:**

Easter revision schools

##### Estimated Impact:

Students felt supported and fully prepared for the linear examinations.

Progress for Non-PP students was: **+0.68** (188 students), 2023 for comparative: **0.85**

Progress for PP students was: **+1.15** (14 students) - 2023 for comparative: **0.70**

PP High Attainers **(+0.95)** – 2023 for comparative **(0.34)**

PP Middle Attainers (+0.47) - 2023 for comparative (+0.22)

Lessons Learnt:

Targeted on-going in-year support deemed to have a higher impact than one-off events during Easter. These will be used as a further means of supporting students in the lead up to external examinations.

**Agreed Action 4:**

Whole School Feedback/AFL strategy

Estimated Impact:

We are aware based on EEF data that direct feedback can support with improved progress and attainment. A clear whole school policy regarding feedback is in place and has been a focus of on-going CPD. This has been reflected in student outcomes for this academic year and has been built off of the MQL focus implemented in the last academic year.

Lessons Learnt:

Further on-going quality assurance is required to remove any inconsistencies between curriculum areas at whole school level. Further review of whole school CPD calendar to ensure focus is given to this area.

**Agreed Action 5:**

Whole school literacy programme

Estimated Impact:

Moderate impact – students at KS3 have been identified earlier regarding possible intervention that they may benefit from. This included a peer reading programme with sixth form students. DEAR is now a daily activity for the start of the Year 7 and 8 tutor programme to instil a love of reading early.

Lessons Learnt:

Wider whole school literacy strategy needs to remain a continued focus at whole school level and the within the wider CPD programme. The school literacy lead will be a key part of driving this.

**Agreed Action 6:**

One to one tutoring for CiC students

Estimated Impact:

High – students who have received this tuition have made significant and sustained progress within the relevant subject areas.

Lessons Learnt:

Continued review within any PEP meetings as well as following each whole school data capture to have in depth oversight of data relating to student progress.

#### **Agreed Action 7**

Key Stage 3 targeted intervention groups provided by the KS Leads  
Mathematics mentoring – KS4

#### Estimated Impact:

Moderate – identified students have attended these interventions with regularity (KS3).

#### Lessons Learnt:

There was some hesitation to attend these sessions (KS4 students). This highlighted the importance to ensure parental support from an early stage to ensure students are aware of why this intervention would benefit them. We also reviewed the point within the year that the typical whole school tutor programme ceased in order to give over time to independent led revision in the lead up to external examinations starting in Term 5.

#### **Agreed Action 8**

Curriculum based monitoring and targeted intervention

#### Estimated Impact:

Moderate – staff now have received further CPD around the use of analytical tools available within Classcharts.

#### Lessons Learnt:

Further work will continue regarding curriculum oversight on overall progress and attainment of key identified groups from within each class within the curriculum area. This is a focus of discussion in Line Management meetings.

#### **Agreed Action 9**

Individual financial support for students decided upon on an individual basis, taking into account the needs of the student.

#### Estimated Impact:

Moderate - PP students were able to have access to specialist resources and extra-curricular opportunities to develop cultural capital that they otherwise may have not had access to.

#### Lessons Learnt:

This approach works very well and enables students to have opportunities otherwise would not be available to them. This will continue where barriers are identified that would otherwise prevent students' participation within these areas.

### **Agreed Action 10**

Introduction of Provision Map software at whole school level to further enhance resources/guidance for how to best support both SEND and PP students within lessons

#### Estimated Impact:

Minimal – as this has only recently been launched, we are unable to determine the overall impact of this at this point. Staff feedback has been positive and the utilisation of our existing software – Classcharts, has been welcomed.

#### Lessons Learnt:

The quality assurance of the use of IP's within the classroom will be a key focus for 24-25, in addition to the strategies staff are required to use to best support their students.

### **Agreed Action 11:**

Whole school counselling provision – two days per week access.

#### Estimated Impact:

Students were able to manage their emotions to enable them to learn and access the curriculum.

#### Lessons Learnt:

Continue with this, Early identification is important, there is a positive effect both on mental health but also student's ability to access academic work too. Students also have access to an in-school Student Wellbeing Manager who is within a non-teaching position. Regular meetings are conducted between these teams to determine the most appropriate level of support if put into place in a timely manner for students. A series of lunch time intervention opportunities have also been made available within the school student wellbeing room facility.

### **Agreed Action 12**

Careers and CEIAG focus on raising levels of aspiration. Priority additional one to one impartial careers guidance interviews for PP students, in addition to the standard guidance all Y11 students already receive.

#### Estimated Impact:

Moderate – A small number of students were identified to receive a one-hour meeting in Year 10 regarding impartial careers advice from CXK. The feedback of these sessions from students was positive.

#### Lessons Learnt:

Explore whether this could be expanded to offer to additional PP students in the next academic year.

### **Agreed Action 13**

Introduction of a new RGS 'Student Support facility'.

#### Estimated Impact:

Minimal – The new intervention room was only completed in the 2024 summer holiday.

#### Lessons Learnt:

A plan of how this room can be best utilised now needs to be established.

### **Agreed Action 14**

Introduction of a PP breakfast club between 8-8.30am in the school Wellbeing Room facility

#### Estimated Impact:

Moderate – Students have been making use of this facility and the provision has been very popular

#### Lessons Learnt:

Continue to review overall students who are attending to ensure that those most in need are benefitting from this provision.

### **Agreed Action 15**

Use of five laptops to be provided to PP students to be able to support with home learning access/opportunities

#### Estimated Impact:

Moderate – A small number of students have been allocated these on a long-term basis to ensure they have access to a device within the family home.

#### Lessons Learnt:

We will be looking to expand this provision further due to a number of students who still do not have access to a tablet or device at home.

### **Agreed Action 16**

Whole-school wellbeing strategy

#### Estimated Impact:

Moderate – The number of students continuing to access the school wellbeing room remains at a reasonable level in terms of ensuring appropriate and timely support can be implemented. We continue to work with our external partner agencies to ensure an escalation of support can



be done within a timely manner. Wellbeing has also been introduced as a bi-weekly focus to the tutor programme.

Lessons Learnt:

Continue to establish strong networks with our external agencies to ensure additional support can be utilised where required.

**Agreed Action 17:**

Lunchtime study clubs/spaces

Estimated Impact:

Moderate – throughout the year the study club has been utilised by students across all year groups, however the tracking of this and the level of access by PP students in particular needs to be more closely monitored. A area solely for Year 11 was put in to place and has been well received and attended each day.

Lessons Learnt:

Continued review of how the spaces are being utilised to ensure those that need to use them the most are able to benefit from these spaces.

## 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*

<b>Programme</b>	<b>Provider</b>
Private Online Tutoring for CiC students	Winchmore Tutors
Private Music tuition	Independent peripatetic teachers associated with the school
One to one impartial careers advice	CXK - Careers

## Further information

We are continuing to work with external providers and professionals to seek a wide array of support opportunities that can be made available to student to address the needs identified through surveys conducted with students, staff and parents/carers.

In 2024-25, the ambition as a part of the three-year PP plan will be to further embed an enhanced means of tracking the individual PP support/expenditure to determine the overall effectiveness of interventions that have been used.

### 1 – 2023-24: Academic Achievement

Average End of Year Grades/Scores			
Year Group	Non-PPG	PPG	
Year 7	0.15	0.07	Worked out using conversion of - + = to -1, 0, 1 on Term 6 exam grades
Year 8	0.18	0.1	
Year 9	0.11	0.09	
Year 10	A8: 66.7	A8: 63.37	Worked out using 4Matrix on research grouped for Term 4 Exams and final GCSE grades
Year 11	P8: 0.65	P8: 1.15	

*Comparative Data from 2022-23 academic year as per below for reference:*

Average End of Year Grades/Scores			
Year Group	Non-PPG	PPG	
Year 7	0.12	-0.02	Worked out using conversion of - + = to -1, 0, 1 on Term 6 exam grades
Year 8	0.06	0.04	
Year 9	0.17	0.16	
Year 10	P8: -0.08	P8: 0.15	Worked out using 4Matrix on research grouped for Term 4 Exams and final GCSE grades
Year 11	P8: 0.85	P8: 0.70	

### 2 – 2023-24: Attendance and Punctuality

Year Group	2022-23	2022-23	2023-24	2023-24
	Non-PP	PP	Non-PP	PP
% Average Attendance	95.4	95.0	95.98	95.41
% Average Punctuality	1.3	1.7	1.3	1.9