Pupil premium strategy statement – Airedale Academy 2023 – 2026 (2023-2024)

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026) 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 academy.

School overview

Detail	Data
School name	Airedale Academy
Number of pupils in school	1010
Proportion (%) of pupil premium eligible pupils	48.3%
Academic year/years that our current pupil premium strategy plan covers	2023 – 2026
Date this statement was published	30th December 2023
Date on which it will be reviewed	1st September 2024
Statement authorised by	Dan Neal
Pupil premium lead	Simon Kemp
Governor / Trustee lead	Lewis Grandidge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£453848
Recovery premium funding allocation this academic year	£121026
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Nil
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	£574874

Part A: Pupil premium strategy plan

Statement of intent

At Airedale Academy, we target the use of Pupil Premium funding to ensure that our disadvantaged students receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and our young carers. The activities we have outlined in this statement are also intended to support the needs of our students, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is identified within the EEF to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider academy plans for education recovery, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole academy approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.
- Prioritize those disadvantaged students within all student achievement meetings.

Challenges

All of our students, regardless of Pupil Premium status, are impacted by significant entrenched disadvantage, which has been heightened by the impact of Covid-19. However, there has been proven disproportionate impact on students supported through Pupil Premium. This presents itself in a lack of readiness for the next stage of education.

Challenge number	Detail of challenge
1	Literacy: a disadvantage gap is evident within literacy data. Both standard age score and reading age analysis evidence this gap within KS3. On average, disadvantaged pupils have lower standard aged scores and lower reading ages. A literacy disadvantage can impact progress, attainment and outcomes for all.
2	Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations, especially in reading and maths. Therefore, we will monitor, track, intervene and support these pupils to ensure the impact on this group of pupils is minimised
3	Enrichment: Disadvantaged students are less likely to engage in wider-curricular opportunities and experience cultural capital.
4	Parent/carer engagement: the parents/carers of disadvantaged students are less likely to have positive communications with school. Attendance at parents' evening, whilst improving, is still lower than for their non-disadvantaged peers.
5	Attendance and Persistent Absence: Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 6.9% lower than for non-disadvantaged pupils. 49.7% of disadvantaged pupils have been 'persistently absent' compared to 34.1% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. In 2022/2023 the serious absence percentage was 1.8% overall. 17 0f the 19 students were disadvantaged students.
6	Behaviour for learning: some of our disadvantaged pupils have behaviour and emotional difficulties. A considerable proportion of these pupils have additional barriers linked to SEND (Special Educational Needs and Disability) or SEMH (Social, Emotional and Mental Health) issues.

	In terms of fixed term exclusions, 73% of all fixed term exclusions were PP students. This is something we really need to address next year and reduce the percentage. For 2022/2023 of the 9 completed PEX, 5 students were PP(56%). The previous year 21/22 there were 6 PEX, 4 of which were PP (67%). This shows a drop in PEX PP students from the previous year but will continue to be a priority to reduce this even further.
7	Widening participation: PP (Pupil Premium) pupils are less likely than their peers to be aspirational and ambitious when preparing for their future beyond Airedale Academy. Last Year the NEET percentage was 8.8% for PP students, we will look to lower this amount next year (8 out of 90 PP students were classes as NEET.)

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
A greater percentage of PP pupils of Year 11 will achieve the basics measure in English/maths 4+ and 5+ in line with their peers. PP pupils progress score is significantly closer to the national average.	• The basic measure for Pupil Premium pupils is in line with national other. • PP pupils to achieve, or exceed, 4+ basics, in line with national average for all pupils. • PP pupils to achieve, or exceed, P8 averages, in line with national averages for all pupils. • PP pupils to achieve, or exceed, A8 averages, in line with national averages for all pupils.
Literacy is prioritised by all stake-holders. Improved reading proficiency, supporting decoding and comprehension needs among disadvantaged pupils across KS3. There is a relentless focus on improving the literacy levels of our disadvantaged pupils through the reading strategy. 'Improving access to books' offers our PP students access to a range of fiction and non-fiction.	• Airedale Academy's reading strategy supports students with 'Reading for Pleasure', 'Reading for Academic Success' and 'Reading in the Real World.' • Staff undertake regular literacy CPD. This includes reading curriculum and form time reading quality assurance to ensure consistency of implementation. • NGRT reading tests are completed by all KS3 students.

- The NGRT data highlights a disadvantage gap. On average, disadvantaged students have a lower standard age score.

2023/24 Data:

- **Y7** -
- SAS:

PP:
Non PP:

- **Y8** -
- SAS: 97.5 (All students)
PP: 92.2

Non PP: 100.9

- **Y9** – SAS: 99.4 (All students)

PP: 97.1
Non PP: 100.1

- **Y10** – SAS: 97.0 (All students)

PP: 94.8
Non PP: 98.4

- NGRT data is used to identify struggling readers within KS3. Fresh Start is Airedale Academy's chosen Standardised Synthetics Phonics (SSP) and is used to support struggling readers with decoding.
- The SSP programme is used to support struggling readers to become proficient, confident readers. Disadvantaged struggling readers are prioritised for support.

	- To support reading comprehension, Airedale Academy use Predict, Clarify, Question, Summarise as a whole school approach. - Students within Y7 & Y8 are exposed to a rich reading curriculum where a standardised approach to comprehension is delivered. - The form time reading programme is consistently underpinned by the four key strategies (predict, clarify, question, summarise) and students in Y7-10 are immersed in this structured reading programme. - Access to books is prioritised. Upon entry to Y7, students access a transition book to support reading for pleasure. Students access class sets of books to allow a shared reading experience and Airedale Academy invests in the Book Trust's BookBuzz programme to further secure access to books for independent reading. - Students are exposed to a wide range of fiction and non-fiction through the curriculum, form time reading and DEAR. - Bedrock learning platform supports improved literacy outcomes in KS3. - NGRT will evidence improved average Standard Age Scores of disadvantaged pupils over time.
PP pupils have fewer suspensions and record fewer behaviour incidents on Class Charts; this will be comparable with their non-PP peers. P8 score for those pupils who have suffered from mental health issues is improved and PP pupils, who	- Teacher reports, drop-ins and learning walks suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by a uniformed

are also SEND, have appropriate access to support so that they achieve well.	approach to DIN's allowing continual retrieval practice through-out the year with a high completion rate. This is also evident in the more rigorous set of key assessment pieces (KAP's) strategically positioned through-out the year which allow the pupils to be independent and resilient. • Comparison of PP and non-PP behaviour data on Class Charts shows parity. • PRIDE scores for disadvantaged pupils are in line with their non-pp peers.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. There will be increased participation for PP pupils in extracurricular clubs and activities.	• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • There is an opportunity for all PP pupils to have at least one educational or recreational trip through-out each school year; this is primarily met through Airedale on Tour. • The percentage of PP pupils accessing enrichment opportunities is increased. • PP pupils will have socio-economic barriers removed to support the development of skills for curriculum on offer Sustained high levels of wellbeing from 2023/2206 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and the small minority for whom persistent absence can be a barrier.	• PP attendance is approaching national and PA below national. The number of PP pupils who arrive late to school is significantly reduced. • PA rate for PP will be in line, or lower than national averages. • PP pupils will achieve, or exceed, attendance percentages in line with national averages. • Attendance tracked consistently through Attendance Team, EWO,

	Hoy's and Key Stage Leaders meetings. Sustained high attendance from 2023/2024 demonstrated by: - the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. - the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
PP pupils are aspirational and motivated to achieve their potential. They progress onto HE and gain employment with training in line with their peers.	- NEET data for PP pupils is improved. 8.8% of PP students were NEET. - NEET figures for PP are slightly higher than the national average. 100% of PP pupils attend a meeting with the careers advisor in Year 11.
Reduce the gap in learning widened, by the impact of the pandemic, in English, maths, Science and humanities for all pupils.	- Improvement in the progress of the pupil cohort engaged in The School Led-Tutoring programme against baselines. - Improvement in the progress of the pupil cohort engaged with the Academic Mentoring Programme.

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: £206712

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Leader to oversee the PP strategy	Successful schools 'have clear, responsive leadership.' DFE (Department for Education) 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice' EFF Implementation Guide strategies that 'school leaders play a central role in improving education practices through high quality implementation' by 'defining both a vision for, and standards of, desirable implementation.'	1-7
EFA TLC's focused on AFL	Most effective way of raising progress and attainment is through Wave 1 teaching. EEF +5 months Collaborative learning	1,2,6
Department meeting time dedicated to subject specific CPD and a focus on quality of teaching and learning in the subject area. This could include: ● Training delivered by subject organisations ● Exam board training ● In-house CPD	Most effective way of raising progress and attainment is through Wave 1 teaching. EEF +8 months-Feedback	1,2,6
Use of whole-school Quality Assurance model to: (1) Focus on the experience of disadvantaged students' learning via "Deep Dives" in all curriculum areas. (2)	EEF +1 month Performance Pay	1,2,6

Learning walks and regular staff observations ensure that areas for development are identified and addressed (both for individual staff and for departments). (3) Include a focus on progress of disadvantaged students in teaching staff appraisal.		
To put disadvantaged students 'at an advantage' in the classroom through the use of Blue Route (PP students are primary teacher focus throughout Blue route).	Most effective way of raising progress and attainment is through Wave 1 teaching. EEF +3 months - individualised instruction	1,2,6
Quality of Education will focus on evidence-based strategies to support Quality First Teaching. The strategy will be shared and embedded in everyday practise.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. CPD has been audited against the EEF effective professional development mechanisms 2021 to ensure CPD has the greatest possible impact.	2, 7
Using blended learning to support gaps caused by Covid-19 lockdowns. To provide all students with an online platform, Bedrock, Educake and Sparx, that covers width and breadth of provision across English, Maths and Science through the use of interactive content which allows for better engagement	At every stage, the education and life chances of the poorest young people have been hardest hit, with a risk that years of work to reduce the attainment gap and tackle social mobility could be undone in just a few months. The conditions children experience, and resources they have available when learning at home differ considerably. Learning In Lockdown – Sutton Trust Digital technology added up to +4 months progress (EEF, 2020).	2,7

and learning experiences.		
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 4, 7
CPD to improve staff understanding of data and targeting of key students	Effective in class targeting of pupil premium students to ensure the gap between pp and non pp students narrows.	1,2,6,7

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

Budgeted cost: £108957

Activity	Evidence that supports this approach	Challenge number(s) addressed
School strategy for Year 11: PP progress meetings lead to interventions.	Rigorous monitoring and tracking of pupil progress through both Team Leaders, and SLT (Senior Leadership Team) link. Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020).	2,5
Fresh Start, adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies	Toolkit Strand	Education Endowment Foundation	EEF Evidence indicates that reading comprehension strategies can boost	1,2, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
	comprehension, delivering approximately six additional months' progress on average. (EEF).	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020).	1, 2, 7

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

Budgeted cost:£

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD, T&L Briefings, assemblies, and systems to develop a school culture to embed high expectations and standards for all. The strategy will be shared and embedded in everyday practise.	EEF – Behaviour interventions- approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning. +4 months impact.	1, 2, 6
Attendance: Embedding principles of good practice set out in DfE's Improving	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4, 5, 6

School Attendance advice. Ensure all identified PP pupils with poor attendance to school have access to key staff including Educational Welfare Officer, Attendance Officer, Head of Year or Key Stage Leader. Curriculum support via the Behaviour Mentor or Alternative provision supports learning. Sustain a system of rewards and incentives for improved attendance to school. Personalised rewards and recognition to ensure whole school profile raised HOY to work, specifically, on raising the attendance of students identified as PA. Attendance School and Home Liaison Officer to	The attendance of PP pupils to school is significantly below national expectations. Many PP pupils have significant social and emotional barriers to learning and are subject to external multiagency plans. A bespoke curriculum package needs to be established for some learners to engage them back into learning and to give aspirations for future success. The Department for Education (DfE) published research which found that: - The higher the overall absence rate across Key Stage (KS2) 2 and KS4, the lower the likely level of attainment at the end of KS2 (Key Stage 2) and KS4. - Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. - Pupils with no absence are 2.2 times more likely to achieve English and maths at 5+ than pupils that missed between 15 and 20% of KS4 lessons.	
Mental Health curriculum introduced to deal with the after effects of Covid-19 lockdowns through PSHE.	The current statistics around mental health show that 1 in 4 people in the UK (United Kingdom) will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid-19 has also had a negative impact	3, 7

	with 54% of children and young people with a mental disorder said that lockdown.	
Improving, a selected group of students, motivation, self-confidence, attendance and engagement with education by sending them to an Alternative Provision (AP) for a specified period of time.	This report presents the findings from a large-scale investigative research study exploring the landscape of alternative provision (AP).	2, 5, 6
Improve family-home-school liaison and relationships by supporting potential attendance barriers such as uniform, equipment and food hardship.	Ensure parents of PP pupils feel safe and confident engaging with school. Additional capacity provided for home visits to engage the hard to reach.

HOY and Key Stage Leads arrange appointments at all parents' evenings.

Uniform stock for those in need of it – kept laundered and stocked up throughout the year

EEF Toolkit Parental Engagement suggests +3 months progress. | 4, 5, 7 |
Work with external agencies including CAMHS (Child and Adolescent Mental Health Service) and MASH to support pupils and families.	Ofsted expect to see learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. 2021.	4, 5
Duke of Edinburgh Award.	Nationally accepted and evidenced cultural and social mobility development activity Externally assessed and awarded commendation EEF Toolkit - +4 months for outdoor adventure learning.	3, 7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small	All

	amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £574874

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 2022 to 2023 academic year.

Progress Data 2022/23 (Unvalidated data)

The GCSE data shows that during 2022/2023, the performance of disadvantaged pupils has decreased from the last validated data in 2022. Progress 8 (unvalidated) scores for PP pupils was -1.06 compared to -0.43 for non-pp pupils. Progress 8 (unvalidated) across all PP -1.06, English P8 -0.95, Maths -0.86, Ebacc -0.96 and lastly the open basket -1.38. It is worth noting that our EBacc entry was lower than the previous years. Unfortunately, the gap between our PP and Non-PP students increased in most areas. This means that the priority for next year is to close the gaps in all the baskets. A point of discussion will be with the Head of Faculties and complete a rigorous evaluation of what strategies were implemented to see if they can be more effective.

The Attainment 8 (unvalidated) gap for PP and Non-PP in the 2023 exam results also 11.41 which has increased compared to 2019. This means that the priority for next year is to close the gaps in all the baskets. A point of discussion will be to speak to the Head of Facilities and complete a rigorous evaluation of what strategies were implemented to see if they can be more effective.

Our assessment of the reasons for these outcomes' points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as Microsoft Teams lessons/Zoom lessons and resources such as those provided by Sparx, Bedrock, EduCake and GCSE Pod.

Reading 2022-23

Context: In each year group, we are aiming for a Standard Age Score (SAS) of 100.

2022-23	Summer Mean SAS
Year 7	97.5
Year 8	99.4
Year 9	97.1

Year 7 2022-23

Group analysis (by free and reduced lunch)

The table below shows mean (average) scores for all students compared with those for the national sample.

Free and reduced lunch	No. of students	Mean SAS
National	-	**100.0**
All students	194	97.5
No	115	100.9
Yes	75	92.2
Unknown	4	97.5

The average Standard Age Score for pupils, eligible for FSM, is lower than students who are not eligible for FSM. A disadvantage gap is evident in this data. Non-FSM students have a mean SAS of 100.9. FSM students' mean score is 92.2.
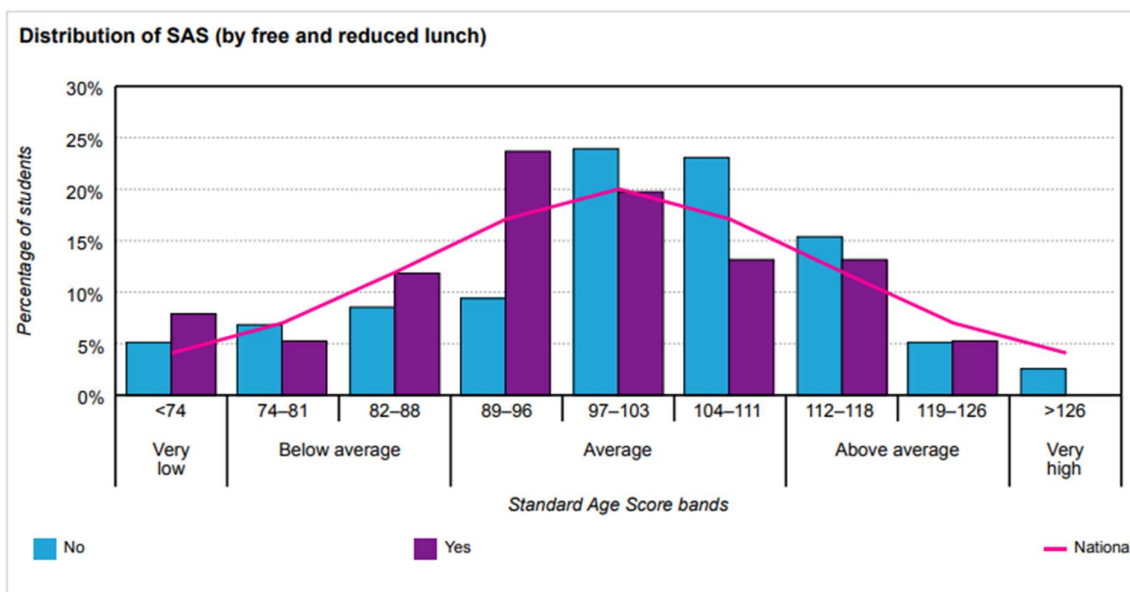
Year 8 2022-23

Group analysis (by free and reduced lunch)

The table below shows mean (average) scores for all students compared with those for the national sample.

Free and reduced lunch	No. of students	Mean SAS
National	-	**100.0**
All students	193	99.4
No	117	100.9
Yes	76	97.1

Percentage of students falling into each overall Standard Age Score band

Distribution of SAS (by free and reduced lunch)

The average Standard Age Score for pupils, eligible for FSM, is lower than students who are not eligible for FSM. A disadvantage gap is evident in this data.
Non-FSM students have a mean SAS of 100.9. FSM students' mean score is 97.1

Year 9 2022-23

Group analysis (by free and reduced lunch)

The table below shows mean (average) scores for all students compared with those for the national sample.

Free and reduced lunch	No. of students	Mean SAS
National	-	**100.0**
All students	176	97.0
No	105	98.4
Yes	71	94.8

The average Standard Age Score for pupils, eligible for FSM, is lower than students who are not eligible for FSM. A disadvantage gap is evident in this data.
Non-FSM students have a mean SAS of 98.4. FSM students' mean score is 94.8.

Behaviour Comparison 2022/23

The table below shows the comparison between positive and negative logs for PP and Non-PP students.

	Positive logs	Negative logs	Ratio
Pupil Premium	81638	28292	76%
No Pupil Premium	104543	19882	85%

The focus next year will be to increase the number of positive logs and lower the number of negative logs for PP students. This will be a priority for Head of Years to monitor and report back termly. However, one positive aspect for behaviour for learning was the schools Facebook shout out which were over 70% for PP students.

In terms of fixed term exclusions, 73% of all fixed term exclusions were PP students. This is something we really need to address next year and reduce the percentage.

For 2022/2023 of the 9 completed PEX, 5 students were PP(56%). The previous year 21/22 there were 6 PEX, 4 of which were PP (67%). This shows a drop in PEX PP students from the previous year.

School Led Tutoring 2022/23

Unfortunately, though there has been a return to a normality, the impact is widespread and will take some years before progress is evident. In order to combat this, the school has focused on quality first teaching, ensuring that teachers are provided CPD opportunities to enhance classroom practice. There has been CPD on cognitive load, questioning, marking and feedback etc. In addition to this, students were provided with opportunities for bespoke intervention through the use of School Led Tutoring. Students were swiftly identified through data capture points. As a result, 64 students received in total 553 hours of intervention in English, Maths, Science, Geography and History.

Attendance 2022/23

Although overall attendance for disadvantaged pupils was 88.3% in 2022/2023 which was below than the National average of 90.7%, it was still below the Local Authority average of 91%. In addition, the PA for disadvantaged pupils was 49.7%. Therefore, attendance continues to be a focus of our strategy statement. Attendance at the academy will remain a focus for our PP cohort as the gap between PP and Non- PP closed by 0.5 %, but we aim to continue to close the gap further. This again will be a key focus for next year's plan.

Year Group 2022-2023	2021-2022	2022-2023	Change
7		87.3	
8	88.8%	87.1	Decrease of 1.7%
9	85.3%	84.0	Decrease of 1.3%
10	82.2%	80.7	Decrease of 1.5%
11	78.3%	80.1	Increase of 1.8%

The decrease in year group attendance will be a focus the focus for Heads of Year to address next academic year.

Recovery Premium

Our assessments demonstrated that pupil behaviour, wellbeing and mental health continue to be adversely affected by COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We continue to use the Recovery premium funding and pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan with the addition of school-led tutoring.