

Strategic Analysis of 2019-20 Pupil premium Spending and Impact – BHCHS

1. Summary information					
School	Broughton Hall Catholic High School				
Academic Year	2019-20	Total PP budget	£360,000 Estimated	Date of most recent PP Review	September 2019
Total number of pupils (Years 7-11)	1036	Number of pupils eligible for PP (Years 7-11)	387	Date for next internal review of this strategy	March 2020
2. Current attainment					
	17-18	18-19	19-20	Pupils not eligible for PP (national average)	
% achieving expected progress in English / Maths (Grade 4+)	42.7%	51.3%	54.5%	71.5%	
Progress 8 score average	-0.50	-0.22	-0.05		
Attainment 8 score average	39.4	42.1	44.2	50.67	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	Teaching & Learning: Quality of Learning in Mathematics				
B.	Teaching & Learning: Vocabulary gap upon entry to secondary				
C.	Wider Outcomes: Restricted access to opportunities for educational and cultural enrichment beyond the formal curriculum for disadvantaged pupils				
D.	Outcomes and progress in EBACC subjects				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
E.	Attendance of pupils who attend Broughton Hall - Reduce Persistent Absence for Disadvantaged pupils				

4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria																																																				
A.	<p>Teaching & Learning: Quality of Learning in Mathematics Overall P8 Maths</p> <table border="1" data-bbox="248 309 1218 464"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>-0.69</td> <td>-0.56</td> <td>-0.49</td> </tr> </tbody> </table> <table border="1" data-bbox="248 539 1541 855"> <thead> <tr> <th rowspan="2">MATHS</th> <th colspan="2">2017-18</th> <th rowspan="2">Gap</th> <th colspan="2">2018-19</th> <th rowspan="2">Gap</th> <th colspan="2">2019-20</th> <th rowspan="2">Gap</th> </tr> <tr> <th>ALL Pupils</th> <th>Disadvantaged Pupils</th> <th>ALL Pupils</th> <th>Disadvantaged Pupils</th> <th>ALL Pupils</th> <th>Disadvantaged Pupils</th> </tr> </thead> <tbody> <tr> <td>More Able</td> <td>-0.7</td> <td>-0.89</td> <td>-0.19</td> <td>-0.43</td> <td>-0.52</td> <td>-0.09</td> <td>-0.23</td> <td>-0.15</td> <td>-0.08</td> </tr> <tr> <td>MAP's</td> <td>-0.53</td> <td>-0.79</td> <td>-0.26</td> <td>-0.36</td> <td>-0.66</td> <td>-0.3</td> <td>-0.28</td> <td>-0.63</td> <td>-0.35</td> </tr> <tr> <td>LAP's</td> <td>-0.35</td> <td>-0.69</td> <td>-0.34</td> <td>-0.25</td> <td>-0.28</td> <td>-0.03</td> <td>-0.33</td> <td>-0.30</td> <td>+0.03</td> </tr> </tbody> </table>	2017-18	2018-19	2019-20	-0.69	-0.56	-0.49	MATHS	2017-18		Gap	2018-19		Gap	2019-20		Gap	ALL Pupils	Disadvantaged Pupils	ALL Pupils	Disadvantaged Pupils	ALL Pupils	Disadvantaged Pupils	More Able	-0.7	-0.89	-0.19	-0.43	-0.52	-0.09	-0.23	-0.15	-0.08	MAP's	-0.53	-0.79	-0.26	-0.36	-0.66	-0.3	-0.28	-0.63	-0.35	LAP's	-0.35	-0.69	-0.34	-0.25	-0.28	-0.03	-0.33	-0.30	+0.03	<p>Progress 8 Maths Score at End of Year 11 for Disadvantaged Pupils improves to above -0.5</p> <p>Target Met – The overall Progress 8 for disadvantaged pupils continues to improve. The gap continues to diminish for all attaining groups. Priority moving forward to inform strategy decisions include improving overall progress 8 for all our disadvantaged students in Maths - with a particular focus on middle attaining disadvantaged students.</p>
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B.	<p>Teaching & Learning: Vocabulary gap upon entry to secondary</p>	<p>Introduction of reading lesson in Year 7. Focal point for the learning will be improvements in vocabulary. Source material will include History, Geography and RE linked materials.</p> <p>Review of reading lessons indicated it helped develop pupils' confidence and provided pupils with the opportunity to be exposed to tier 3 vocabulary that pupils would need to understand in other subjects across the curriculum.</p> <p>As a result of this moving forward in 2020-21 reading will be a key driver within our whole school curriculum purpose and will</p>																																																				

		<p>be a key part of curriculum areas intent. There will be an explicit focus on disciplinary literacy in each subject area to close the vocabulary gap on entry.</p>																								
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D. Outcomes and progress in EBACC

Progress 8 EBACC	2017-18	2018-19	2019-20
DISADVANTAGED PUPILS	-0.61	-0.47	-0.22

Value Added Disadvantaged Pupils	2017-18	2018-19	2019-20
Science	-0.79	-0.55	-0.28
Languages	0.00	0.63	1.36
Humanities	-0.25	-0.20	0.57

Year 10 Disadvantaged Progress

	YEAR 9		YEAR 10	
	SPI	On Track	SPI	On Track
Science	-	52.5	-0.5	77
Spanish	-	40	-0.65	40.5
History	-	52.6	-1.23	39.5
Geography	-	85.7	0.35	85.7

*SPI is not measured in Year 9

Year 9 Disadvantaged Progress

	YEAR 9
	On Track
Science	77.8
Spanish	74.5
History	83.7
Geography	90

Progress 8 Score at End of Year 11 for EBACC Basket Disadvantaged Pupils improves to above -0.4

Overall EBACC P8 Target met, overall P8 score improves and exceeds target set of -0.4 Value added for all EBACC subjects continues upward trajectory. Further analysis indicates that a priority next year will be improving quality of teaching and learning in Science and sustain positive VA across other EBACC suite of subjects and move towards a positive P8 score for EBACC basket.

As a result of COVID lockdown 1 there will be a whole school catch up strategy to ensure progress for all including disadvantaged – research focused approach to inform strategies initiated and implemented.

External barriers (issues which also require action outside school, such as low attendance rates)																																									
<p>E. Attendance of pupils who attend Broughton Hall - Reduce Persistent Absence for Disadvantaged pupils</p> <p>How improvements aimed at Disadvantaged Pupils are impacting All Pupils</p> <table border="1"> <thead> <tr> <th>All Pupils</th> <th>2017</th> <th>2018</th> <th>2019*</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Absence</td> <td>5.13</td> <td>4.88</td> <td>5.2</td> <td>6.0</td> </tr> <tr> <td>National Absence</td> <td>5.2</td> <td>5.1</td> <td>5.3</td> <td>-</td> </tr> <tr> <td>Persistent Absence</td> <td>12.9%</td> <td>13.3%</td> <td>8.3%</td> <td>10.7%</td> </tr> <tr> <td>National PA</td> <td>12.8%</td> <td>12.9%</td> <td>12.9%</td> <td>-</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>All FSM</th> <th>2017</th> <th>2018</th> <th>2019*</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Absence</td> <td>6.83</td> <td>7.8</td> <td>9.5</td> <td>11.2</td> </tr> <tr> <td>Persistent Absence</td> <td>25%</td> <td>29.9%</td> <td>25.1%</td> <td></td> </tr> </tbody> </table> <p>* NB As a result of pandemic attendance figures run up until February half term 2020.</p>	All Pupils	2017	2018	2019*	2020	Absence	5.13	4.88	5.2	6.0	National Absence	5.2	5.1	5.3	-	Persistent Absence	12.9%	13.3%	8.3%	10.7%	National PA	12.8%	12.9%	12.9%	-	All FSM	2017	2018	2019*	2020	Absence	6.83	7.8	9.5	11.2	Persistent Absence	25%	29.9%	25.1%		<p>Reduce Persistent Absence for Disadvantaged pupils to below National Average percentage</p> <p>As a result of the pandemic attendance target cannot be fully evaluated, despite individual cases of success the overall pattern of attendance is disappointing and will remain a priority 2020-21.</p>
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5. Planned expenditure																																									
Academic year	£320,000																																								
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.																																									

i. Quality of teaching for all			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Review of September 2019-20. Actions will be taken in 2020-21 Plan
A Diminish the difference in Mathematics	<p>Reduction in class sizes through additional recruitment or maintaining retention of staff in Maths</p> <p>Maintain PPA at above 10% to facilitate high quality T&L</p> <p>Recruitment of new maths staff with aim of improving improved first time teaching.</p> <p>Continual Professional Development including Craig Barton Maths training and NCTEM.</p> <p>Continued development of curriculum and the depth of understanding for mathematical concepts with the rationale of order to be considered. This will be added to by the use of Craig Barton Strategies including SSDD, Low Stake Quizzes, Intelligent Practice</p> <p>Improvements in feedback techniques to be departmental target.</p>	<p>EEF – Reduction in Class Sizes (rated as +3 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p> <p>Feedback improvements (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p> <p>Meta Cognition Strategies (Low Stake Quizzes and SSDD – Metacognition strategies + 7 months according to EEF).</p> <p>OFSTED and ISDR data indicates that this is an area requiring improvement</p>	<p>The overall P8 for Maths improved this year and all attaining groups P8 score improved.</p> <p>Consequence of lockdown 1 we could not carry out our PP interim and end of year review as per school schedule, therefore based on P8 score for disadvantaged and gap analysis exercises across the department the approaches identified this current academic year will form part of our new strategy moving forward and will be reviewed in January 2021.</p> <p>Moving forward there will be a focus on schema and mapping the curriculum in terms of key concepts and substantiate knowledge needed to progress. There will also be a focus on middle attaining disadvantaged students.</p>

<p>B Teaching & Learning: Vocabulary gap upon entry to secondary</p>	<p>Mixed Ability classes formed for this teaching group</p> <p>Maintain extra class to facilitate smaller numbers for the delivery of these lessons</p> <p>Maintain PPA at above 10% to facilitate high quality T&L</p> <p>Head of English to create and lead a reading lesson programme with a focus on vocabulary and supporting humanity subjects</p>	<p>EEF – Reduction in Class Sizes (rated as +3 in Sutton Trust/EEF Teaching and Learning Toolkit research)</p> <p>Improvement in Reading Comprehension (+6 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p>	<p>Pupil voice and teacher forum feedback indicated that disciplinary literacy is paramount to improve progress. Reading texts that allow pupils to conceptualise learning helps them understand and improve levels of engagement.</p> <p>Moving forward 2020-21 reading will continue to be a priority and as part of the wider curriculum development work reading will be a fundamental part of departmental intent and implementation.</p>
<p>C Outcomes and progress in EBACC and Open Subject areas</p>	<p>Reduction in class sizes through additional recruitment or maintaining retention of staff in Science, Geography and History</p> <p>CPD in knowledge retention strategies. Addressing misconceptions in History to lead similar methodologies within RE, Geography and Science</p> <p>Maintain PPA at above 10% to facilitate high quality T&L</p>	<p>EEF – Reduction in Class Sizes (rated as +3 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p>	<p>EBACC P8 score exceeded target set and all subjects within EBACC suite improved their Value added score compared to previous years.</p> <p>Consequence of lockdown 1 we could not carry out our PP interim and end of year review as per school schedule, therefore based on V8 score for disadvantaged for Science and Geography and gap analysis exercises across the departments the approaches identified this current academic year will form part of our new strategy moving forward and will be reviewed in January 2021</p> <p>Moving forward there will be a focus on schema and mapping the curriculum in terms of key concepts and substantiate knowledge needed to progress in Science.</p>
<p style="text-align: right;">Total budgeted cost</p> <p style="text-align: center;">£42,000 (Maths) + £42,000(English)+£38,000(Science)+£32,800 (Humanities)</p>			<p>Total = £154,800</p>

ii. Targeted support			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Review of September 2019-20. Actions will be taken in 2020-21 Plan
A Diminish the difference in Mathematics	<p>Employment of Teacher in Mathematics to support targeted groups</p> <p>Morning attendance instead of tutorial for a small groups DOS time and NQT</p> <p>School wide approach to registration for maths in Year 11</p>	Small Group Tuition (rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review)	<p>As a consequence of pandemic and in conjunction with government drive to catch up pupils for lost learning – Broughton Hall will be part of NTP 2020-21.</p> <p>Consequence of lockdown 1 we could not carry out our PP interim and end of year review as per school schedule, therefore based on previous 2018-19 PP review chosen actions will continue.</p>
E Improved Attendance for PP Pupils - reducing PA for PP Pupils	Counselling – appointment of counsellor	The counsellor appointed within school works with particular and pupils whose needs have been identified to support attendance.	Pastoral support review - how lockdown has affected pupils strongly indicates need for this to continue 2020-21.

<p>E Improved Attendance for PP Pupils – reducing PA for PP Pupils</p>	<p>Connexions – Independent, Advice and Guidance to be given with specific reference to Attendance and Punctuality importance</p>	<p>PP Pupils are interviewed at least twice and have prime access to this facility. However, this is a benefit for all pupils.</p> <p>Have a focused meeting on importance of attendance with all PA Pupils.</p>	<p>Consequence of lockdown 1 full programme was not completed therefore will form part of 2020-21 strategy.</p>	
<p>E Improved Attendance for PP Pupils – reducing PA for PP Pupils</p>	<p>Attendance Officer & Support Managers: Link from home to school. Challenge poor attendance where appropriate and support reintegration and alternative settings as suits pupil need best.</p>	<p>EWO targets Disadvantaged and SEND pupils</p> <p><i>The DfE Research Report of November 2015 indicates:</i></p> <p><i>Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics</i></p>	<p>Target could not be fully evaluated there are individual case studies of success but attendance will continue to be a priority.</p> <p>Consequence of pandemic full evaluation of impact could not be measured – as a school firmly believe home school partnership key driver for attendance improvement – this will continue 2020-21 and evaluation will be carried out January 2021.</p>	
<p>Includes (Attendance Officer, Contribution to Support managers, SLT contribution, IAG advice, Counselling support)</p>			<p>Total budgeted cost</p>	<p>£148,600</p>

iii. Other approaches			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Review of September 2019-20. Actions will be taken in 2020-21 Plan
<p>E Improved Attendance for PP Pupils – reducing PA for PP Pupils</p> <p>‘The aim and drive to continue to improve attendance was identified as a key improvement. Pupils can’t learn if they don’t attend school.’</p>	<p>Continue with the ‘Attendance Initiative’</p> <p>This includes letters home, changes to the website, Banners stressing the importance of Attendance, Texts home, legal follow up, whole school priority and publications for the pupils to access</p> <p>Rewards for Disadvantaged Pupils who are PA based on improvement.</p>	<p>Improvements in previous years indicate that the initiatives for improving attendance have worked but PA for Disadvantaged Pupils remains stubbornly high.</p> <p><i>Pupils with ‘Good’ attendance have achieved positive Progress 8 values consistently at Broughton Hall.</i></p> <p><i>The DfE Research Report of November 2015 indicates:</i></p> <p>‘Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics’</p>	<p>Target could not be fully evaluated there are individual case studies of success but attendance will continue to be a priority.</p> <p>Consequence of pandemic full evaluation of impact could not be measured – there will a review of strategies beginning of academic and if needed will changes/additions made.</p>
<p>C. Increased participation rates in accessing cultural enrichment activities for PP pupils</p>	<p>To introduce the Broughton Hall Journey for all Pupil Premium Pupils</p>	<p>Following research into local successful schools for PP pupils, with a similar profile on entry, the SJP model of experiences was adapted.</p> <p>This Journey includes:</p> <p>Outward Bounds (+4 Rating)</p> <p>Arts Project (+2 Rating)</p>	<p>Consequence of pandemic activities could not be run. Based on 208-19 review ‘Broughton Hall journey’ will continue 2020-21.</p>

		Learning to Learn Experience (+8)	
		Numbers in Brackets refer to the EEF Sutton Trust Toolkit Rating	
			Total budgeted cost £49,600

6. Additional detail

- A number of other activities in addition to the above have been planned that have contributed to success in the past or in line with EEF thinking.
- After School/Homework club with ICT and printing facilities available to all with PP targeted termly (+5 EEF Toolkit) (£4,200)
- Employment of Foreign Language Assistant (£5,200)
- The facility for subject and/or pastoral areas to enter a bid so as to target individual PP Pupils. This is a significant development over the last two years with bids and impact statement needed for all financial payments. This area of PP funding is controlled by the PP Coordinator. There is significant funding (£20,000) available to be bid for. The bids funded have included:
 - Uniform Purchases
 - Bus Passes
 - Ingredients & Materials in Technology subjects
 - Subsidies for attendance trips
 - Peripatetic Music Lessons for PP Pupils
 - Purchase of GCSE Pod to encourage the use of Digital Technology (+4 EEF Toolkit)
 - Purchase of English Revision Guides

This has widened the staff understanding of PP funding, who it is attached to and how it is outcome related – impact bids. The decision to award the monies is decided by a group of staff from all aspects of school life.

7. Useful Information for Parents

How is this funding amount arrived at?

The Pupil Premium was introduced in April 2011 and is funding provided to schools and schools to address inequalities in educational outcomes for disadvantaged children.

All pupils within the school who have been identified as being in receipt of Free School Meals (FSM) over the last six years (known as Ever 6 FSM) are eligible to draw down funding from the Government and for the academic year 2012-13 the level of funding per pupil was set at £623.00, this rose to £900.00 in 2013-14. In 2014-15 the funding rose again to £935.00 per pupil, this funding rate of £935.00 per pupil was maintained for academic year 2018-19. The funding levels is greater in Year 6 and below.

Children who are Looked After (CLA) continue to be eligible for a higher rate of funding. Funding of £2,300.00 is received¹⁵ for looked-after children (this is known as Pupil Premium Plus). The eligibility criteria was extended to include those pupils who have been in care for one day or more, as compared with the six months in care currently required. The service child premium will continue to be paid to schools at the rate of £300.00 per pupil.

As a school, we have the autonomy of how to use the Pupil Premium at a local level to ensure best impact, whilst also having the accountability for what should be an improvement in attainment/achievement/progress for pupils in receipt of Pupil Premium Funding.

Identifying Pupil Premium Pupils

A profiling activity that identifies Ever 6 FSM (Pupil Premium), those eligible for Pupil Premium Plus funding and support (CLA and SCIE) pupils is undertaken annually, and SISRA, SIMS and other school based systems are continually updated with codes for this group allowing all staff to track progress of the Ever 6 FSM (Pupil Premium) groups across all teaching groups and provide timely intervention. Individual teaching staff are aware of exactly who the pupil premium pupils are so as to continuously assess their progress on a lesson by lesson basis by the provision of a broadsheet and inclusion on all SIMS mark sheets and pupil records, this information is shared regularly with staff.

The school identified the following areas of specific priority and aimed to address these in terms of improving achievement, well-being and the ability to access a full curriculum.

Pupil Premium Priorities Removing the Barriers to Educational Achievement

Following a number of fact finding activities that included reviewing pupil achievement, interviews with a cross section of staff, interviews with Pupil Premium pupils and research into the main challenges faced by Pupil Premium pupils we at Broughton Hall have prioritised the areas of focus for the school. This is to ensure the best outcomes and future life chances for our pupils, in particular our Pupil Premium pupils. The priorities are defined at the beginning of this document.

Any Questions or queries regarding Pupil Premium please direct these to your daughter's Support or Progress Manager. If you need any additional help with your query please contact Mr G Preston – Deputy Head Teacher.

