

Pupil premium strategy statement - Callington Community College

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	891
Proportion (%) of pupil premium eligible pupils	25.03%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	31.12.25
Date on which it will be reviewed	31.12.26
Statement authorised by	Wendy Ainsworth
Pupil premium lead	Kate Lamb
Governor / Trustee lead	Rob Benzie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,277.15
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£246,277.15

Part A: Pupil premium strategy plan

Statement of intent

'There comes a point where we need to just stop pulling people out of the river. We need to go upstream and find out where they are falling in' – Desmond Tutu.

At Callington Community College, our vision is **"Everything is Possible"**. We live our values — **Courageous, Ambitious, Respectful, Encouraging** — in every aspect of our provision.

We believe that disadvantage should never diminish aspiration or self-belief. Our strategy is designed to remove barriers to learning and ensure equitable access to our ambitious, knowledge-rich curriculum. In line with the Westcountry Schools Trust (WeST) vision and our core values, we prioritise:

- **Curriculum equity:** all students experience high-quality teaching and learning.
- **Literacy and numeracy:** disciplinary literacy and numeracy underpin success.
- **Belonging and behaviour:** disruption-free classrooms, positive reinforcement, and strong relationships.
- **Attendance and wellbeing:** consistent, insistent, persistent focus on presence, safety, and inclusion.
- **Cultural capital:** enrichment, careers education, and opportunities beyond the classroom.

Our aim is that disadvantaged students at CCC achieve outcomes equal to or better than their peers nationally, and leave us confident, resilient, and prepared for their next steps.

Challenges

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

Challenge number	Detail of challenge
1	<p>KS4 outcomes are not in line with non-PP peers. Historically, progress and attainment of PP students is significantly below their non-PP peers in GCSE examinations, particularly in Maths, English and Science. This reduces the access of PP students to FE and employment and thus impacts upon their long-term education and career.</p> <p><i>In 2024, the gap between PP and non PP for strong basics had grown to 30.3% (from 19% in 2023). However, in 2025 the gap had reduced to 9.3% in strong basics (Non-PP 42.6%, PP 33.3%). Standard basics had also improved overall, and the gap had closed to 17.8%. However, any gap is still too large.</i></p>
2	<p>The literacy skills of PP students on entry to the college is below the level of their non-PP peers, and this gap does not close by the end of KS3. We need to close the gap quickly in KS3 to support challenge 1, as well as improve all other aspects of school life.</p>

	<i>In 2024-25 the SAS reading average for PP students was 102 compared to 107 for non-PP peers. However, there is evidence that this gap is beginning to close, with the difference between PP and Non PP closing to 4 SAS points by the end of Year 9. This is not yet consistent, and any gap is too great.</i>
3	Parental engagement with the school from PP students' parents is lower at parents evenings, on the parent forum, and in other school-based events. <i>For example, in 2024-25 16% of PP parents attended parents evening, whereas 61% of non-PP parents attended. In the last term of Year 10, 89% of all parents attended the mock results evening, but this was not sustained for the Year 11 parents evening with the same year group in the autumn term where attendance dropped to 28%</i>
4	Attendance data shows that PP students are absent more often than their non-PP peers , and are disproportionately represented in the persistent absence category in some years. Absenteeism is preventing PP students from benefitting from the educational, social and cultural benefits of school. <i>Attendance for PP students remains below that of their non-PP peers, however this gap has started to close. In 2023-24 the gap between PP and Non-PP students was 9.7% (82% Vs. 91.7%) whereas in 2024-25 the gap had reduced to 8.3% (84.2% Vs. 92.5%).</i>
5	Wellbeing of PP students in comparison to their non-PP peers is lower. This is typical of the national picture, as well as within CCC. This impacts upon their ability to engage in the classroom, and by extension, their disproportionate representation in the college behaviour system. Ensuring a sense of belonging by informing their aspirations and removing barriers to reach them is fundamental to an overall sense of wellbeing. <i>An average of 45% of all wellbeing or safeguarding concerns raised are for PP students, higher than their proportional representation in school showing that their wellbeing in school is of concern.</i> <i>Behaviour Data shows that in the 24-25 academic year, PP students are over represented in the reset room: 48% of PP students had had at least 1 reset placement over the academic year, compared to 35% of non-PP students. Of students who had 20+ reset placements, 61% were PP.</i>

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
<p>Academic gap between PP and non-PP closes across key academic measures at KS3 and KS4.</p> <ul style="list-style-type: none"> KS4 P8 and A8 outcomes improve for disadvantaged pupils at KS4, closing the gap and improving outcomes for all. There is no gap in KS3 average reading age by the end of Year 9 Academic success is underpinned by self-regulated learning at home and outside of school hours, 	<ol style="list-style-type: none"> In 2025-26, the college meets the WeST attainment target for strong basics. (60%). End of 2026: College meets WeST target: 'all children at or beyond an age-appropriate level' in Year 9 NGRT(B) There is no discernible gap between the completion rates of PP and non-PP students for home learning data on Class Charts and Sparx Maths.

<p>developing students as lifelong learners.</p>	<p>4. There is no difference between the % of PP/Non-PP attending Sub Zero and P6 sessions outside of school hours.</p>
<p>PP students and their parents are engaging in the school community through</p> <ul style="list-style-type: none"> ● parents evenings ● rewards events ● parent forum ● Class Charts. 	<ol style="list-style-type: none"> 1. 100% of parents - PP and Non-PP - attend parents evenings and Year 11 mock results meetings 2. PP parents are equally represented in parent forums 3. Rewards Evenings have a proportionate representation of PP students and their parents 4. All parents are logging in to Class Charts as a means of engaging with the school community and their child's behaviour and home learning.
<p>Attendance levels for PP students are in line with their peers, and both are in line or above national average</p>	<p>A significant improvement in attendance through:</p> <ol style="list-style-type: none"> 1 a reduction of PA across all students, with PP students being prioritised for home contact. 2 The gap between PP and non-PP closes, and attendance is at or above national average for all students. <p>Attendance target = 90.9% (DfE contextual target)</p> <p>Students understand the importance of attendance and students feel their presence at school is valuable and valued by others.</p>
<p>The wellbeing of PP students is supported through</p> <ul style="list-style-type: none"> - Attendance at school clubs and extra curricular activities - Timely and effective action for wellbeing concerns, resulting in an overall reduction to be in line with Non-PP peers - Reduction of PP students in behaviour-related provisions 	<p>PP students are overly represented at extra curricular clubs and offers - this data is tracked and monitored effectively.</p> <p>The number of wellbeing concerns for PP students is proportional to their representation in school, or less.</p> <p>PP students are no longer overly represented in alternative provisions such as the reset room or in suspension data. There is no gap between them and non-PP peers, and % of 'parks' for all students has reduced to the same % as their non-PP peers (35% for 24-25, but both categories should be reduced to below 20%)</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £119,697.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a specialist HLTA to oversee the literacy Catch-Up and reading strategies in KS3, and deliver phonics-based teaching to the very lowest ability readers.</p>	<p>EEF 'Improving Literacy in Secondary Schools'. 2021 EEF 'Making the Best Use of Teaching Assistants' 2021'</p> <p>Prioritising reading through a dedicated HLTA on the reading team allows for a specialist knowledge of the reading needs of the school to develop over time. Implementation is more effectively considered and approached.,</p>	<p>2, 5</p>
<p>Continue to embed a tutor reading programme in Years 7-9 with the main intention of reading for pleasure. Training for staff with regards to planning, preparing and reading (prosody) resources.</p>	<p>Regular, designated time to read where students feel safe in the process gives more time to practice the skill of reading and increases reading 'miles.'</p> <p>EEF 'Improving Literacy in Secondary Schools'. 2021</p>	<p>2, 5</p>
<p>NGRT – NGRT platform is used to test students' reading ages every six months in Years 7-9 and identify students who need additional literacy support.</p>	<p>EEF 'Improving Literacy in Secondary Schools'. 2021</p> <p>Developing literacy and reading ability is fundamental to a student's ability to access the curriculum. The New Group Reading Test (NGRT) is a standardised, twice-yearly assessment that reliably measures reading skills to help get to the root of any problems precisely and quickly. NGRT provides information about sentence completion and comprehension skills, allowing staff to identify weaknesses in reading. Alongside the YARC assessment, a</p>	<p>2</p>

	rigorous knowledge of reading needs of PP learners is obtained, allowing precise interventions based on particular need.	
<p>Ensure quality first teaching for all students through:</p> <ol style="list-style-type: none"> 1. Embedding the 'teach, check practice' model with regular opportunities for PP students to benefit from oracy strategies and low-stakes assessment such as 'Turn and Talk', 'Choral response' and mini white boards for MCQs. 2. Embedding 'non negotiables': routines designed to reduce distraction, activate working memory and increase long term memory. 3. Using deliberate practice at whole school and faculty level to reduce 'lethal mutations', model best practice and quality assure delivery. 	<p>EEF 'Oral Language Interventions' 2025</p> <p>EEF 'Metacognition and Self Regulated Learning' Guidance Report (Updated 2025)</p> <p>"Some studies suggest disadvantaged pupils are less likely to use metacognitive and self-regulation strategies unless explicitly taught to do so...improved metacognition and self regulation skills have the potential to promote learning across the curriculum and beyond".</p> <p>Cognitive Science Approaches in the Classroom</p> <p>Sutton Trust - CPD/Effective teacher impact</p> <p>Effect Sizes linked to Routines (Hattie's visible Learning)</p> <p>Deliberate Practice https://www.intechopen.com/chapters/79998</p>	1, 4, 5
<p>Staff CPD is driven by a 'deliberate practice' approach where experts model effective teaching of core 'Teach, Check, Practice' strategies. All staff are given regular opportunities to practise as a whole staff body, and within disciplinary teams</p>	<p>Rehearsal Resistance: Reducing Friction In Teacher Development, Peps Mccrea (2025)</p> <p>https://www.youtube.com/watch?v=6G2aSwrHe8Y</p>	1, 4, 5

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

Budgeted cost: £122,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading team expanded. Planning, training, resourcing, facilitating and reviewing the following:</p> <ul style="list-style-type: none"> ● Read, Write, Inc Fresh Start ● Bedrock Learning ● Catch -Up Reading ● Fluency Training <p>Team identify, track, support, monitor and evaluate all those with need.</p>	<p>EEF 'Improving Literacy in Secondary Schools'. 2021</p> <p>Each intervention is backed by research and an implementation plan. The most recent intervention implemented 'Fluency Training' was piloted in 24-25. (Herts for Learning research strategy) Students saw, on average, 17 months of progress from the six-week programme.</p>	2
<p>Targeted, student centred meetings between key stakeholders: reading lead, PP lead, Interventions lead, SENCo and behaviour lead which occur weekly so that quantitative and qualitative data both feed into how the child is performing and the most effective means to support 'Quality of Education' meetings between the line managers of curriculum areas</p>	<p>Marc Rowland 'Addressing Educational Disadvantage in Schools: The Essex Way' 2021</p> <p>A more 'joined up' approach to monitoring the impact of strategies is integral to the EEF guidance on effective implementation. Involving all stakeholders facilitates a systematic and effective approach over time.</p>	1, 2, 4, 5
<p>Year 11 targeted sessions for revision that is a mix of self guided (Sub zero, working lunch) and direct instruction (Period 6) where PP attendance is tracked and follow up parental calls are implemented</p>	<p>By removing barriers for PP students such as transportation issues or timely communication of events, disadvantaged students are held to the same high expectations.</p> <p>Monitoring by the leadership team ensures students see the importance of attendance at these events.</p>	1, 4, 5
<p>Enhanced transition is expanded and improved to include:</p>	<p>EEF 'Supporting Pupils Through Transition: A trio of challenges' 2021</p>	2, 3, 4, 5

<ul style="list-style-type: none"> - Two additional transition days for students who are selected by their primary school as in need of additional time - priority given to 'double disadvantaged'. - Literacy lead meetings between primary and secondary phase whereby information is shared to allow for continuous Fresh Start intervention amongst others. - Increased primary visits where Tier 2&3 students are in attendance - Continuation of Primary Cluster Transition meeting (began June 2025) 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9759.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
PTA organised community events at the college placing it in the heart of the community.	Crenna-Jennings 'Key Drivers of the Disadvantage Gap' 2018	3
Reading-based events to engage students with the importance of reading in the wider world: visiting authors, poets. Student librarian scheme to engage PP students in school community.	EEF 'Improving Literacy in Secondary Schools'. 2021 EEF 'Guide to the Pupil Premium' 2023 Ofsted/DfE 'Now the Whole Schools is Reading' 2022	2
£150 per student allocated for subsidised access to extra curricular trips and events, equipment and uniform. Discreet and personalised menu available through parent gateway. High-profile trips abroad are subsidised for PP students and	EEF 'Guide to the Pupil Premium' 2023 EEF 'Improving Social and Emotional Learning in Primary Schools' 2020 EEF 'Moving Forward, Making a Difference' 2022	4,5

they are given encouragement to show that 'it is for them'.	'Growing Human Beans' Dan Nichols. 2025	
<p>Young Carers Hub</p> <p>A community hub that provides positive, trained adults to support targeted students with home work, reading and general wellbeing to offset rural deprivation. Supported by Barnardo's charity.</p>	Crenna-Jennings 'Key Drivers of the Disadvantage Gap' 2018	4, 5
<p>Breakfast Club</p> <p>As advised by numerous studies, providing sustenance at the start of the day enables a healthier start for the academic day. PP students are provided with £1 a day allowance in addition to FSM.</p> <p>During mock and formal exam seasons, this is extended to include a targeted revision session with a subject specialist.</p>	Crenna-Jennings 'Key Drivers of the Disadvantage Gap' 2018 EEF 'Guide to the Pupil Premium' 2023	5
<p>Enrolment in The Brilliant Club in order to partake in The Scholars Club.</p> <p>This initiative strives to raise aspirations in PP students by providing lectures and study support from PHD students at Exeter University.</p>	<p>Bordieu 'Cultural Capital' 1986</p> <p>Marc Rowland 'Addressing Educational Disadvantage in Schools: The Essex Way' 2021</p> <p>EEF 'Moving Forward, Making a Difference' 2022</p> <p>Year 9&10 students develop an understanding of university life as well as research skills and lecture-style learning with a PhD tutor. This raises expectations academically, socially and culturally.</p>	1, 4, 5
Year 11 Leadership Mentors ensure that every PP student in Year 11 is assigned a LT mentor.	<p>Mentors will hold each other to account for their interactions with PP students. Through regular contact, they will foster a sense of belonging, champion their cause, and remove barriers. PP students will therefore rise to the same high expectations.</p> <p>Disadvantaged students should have additional encouragement and support to enable them to engage in self study and do sufficient homework'</p>	1, 4, 5

	Sutton Trust 'Parent Power' 2018	
The CCC 'Great Debate' is implemented at tutor time to facilitate cultural capital as well as career education, advice and guidance.	Students are given the opportunity to discuss challenging topical issues in a safe environment with their peers, led by an adult. Each topic is linked to academic, and where appropriate, vocational, CEAG with links to aspirational university courses and career pathways. This increases the information available to PP students, allowing them to see more clearly what they can aspire towards.	5
Implementation of the 'Triage' room, laptops for an online curriculum and a merger of the pastoral and SEND teams to create an 'inclusion team'.	EEF: 'Improving behaviour in schools'. DfE 'Behaviour in Schools: Guidance for School Leaders' 2024 Disadvantaged students are given an early opportunity to have a voice when things have gone wrong, and the most appropriate action is considered. This aims to reduce the over representation of PP students in reset by giving greater time to restorative approaches. Furthermore, the online curriculum reduces the lost learning occurring for students who are missing timetabled lessons whilst in the reset room.	4, 5
Effective monitoring of PP engagement with extra curricular activities and clubs, allowing for better advertising and the removal of barriers.	Marc Rowland 'Addressing Educational Disadvantage in Schools: The Essex Way' 2021 The use of Absolute Education as a tool to easily track and monitor student attendance at school clubs. Where PP students are very much in the minority, thought can be given to encouraging them to attend and removing barriers that may leave them at a social disadvantage against their peers. Fostering a sense of belonging is key to improving wellbeing and attendance.	4,5

<p>Additional attendance strategies:</p> <ul style="list-style-type: none"> • Day 1 calls • Leadership PA calls • SAM meetings prioritise Year 11 and PP students • Increased capacity in attendance team through staff appointments 	<p>EEF: 'Supporting School Attendance' 2024</p>	<p>4</p>
<p>Dedicated Safeguarding team:</p> <ul style="list-style-type: none"> • Non teaching DSL and DDSL. • Bespoke building for discreet sessions with external counsellors and 1:1 meetings. • Consistent and regular communication with parents and external agencies • Tracking of sub groups of students and concerns, allowing for early identification of trends and a triangulated support approach. <p>DSL present at morning briefings</p>	<p>'Working with Parents to Support Children's Learning' EEF 2021</p>	<p>4,5</p>
<p>Year 11 PP focus:</p> <ul style="list-style-type: none"> • Free curated revision materials available via the Year 11 portal on the school website. PP students are not disadvantaged by being unable to purchase expensive revision materials. • 'Waves of Intervention' teacher-identified interventions for PP students only. • Priority career interviews and guidance for PP students 		<p>1, 5</p>

Total budgeted cost: £252,116.75

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

OUTCOMES:			
<i>% achieving...</i>	2023	2024	2025
A8 All pupils	39.85	39.86	43.77
A8 PP	29.7	30.52	36.13
P8 All pupils	-0.68	-0.36	
P8 PP	-1.18	-0.82	
%Standard Basics All pupils	55	53	67.9
%Standard Basics PP	33	28	54.5
%Strong Basics All pupils	32	34	40.3
% Strong Basics PP	13	13	33.3

KS4 outcomes for PP students at CCC were the strongest in several years, placing CCC third in the county for the outcomes of PP students. A relentless drive on attendance in Year 11, inclusive of attendance at P6 has no doubt been part of this improvement. The leadership team also took on mentorship of PP students, resulting in the timely removal of barriers for some. Incentivising success through rank ordering students according to mock outcomes, home learning completion, GCSE Pod views and attendance also created a culture where academic success was shared and valued. Anecdotal parent voice was positive, with parents commenting that their child felt supported, and the school had given their child every opportunity for success. Increased numbers applying to stay at the college for sixth form also suggests students feel that they can be successful here, though there is more to do in increasing the numbers of students staying on to complete academic courses at the college.

LITERACY: Every year since 2020 PP students are over represented in NGRT category 'below average' and 'very low'. However, since then the college has embarked on a comprehensive package of reading interventions for all students with an SAS score of below 84. This means that the 'Matthew Effect' does not apply for our learners, as the gap between average SAS score for PP and Non-PP does not grow. In our current Year 10 cohort, after three years of careful testing, monitoring and interventions, the gap between PP and Non-PP had closed to just 1 point (SAS 107/108). 100% of PP students who had a below average reading score received a reading intervention last year, and investment into the reading team means that this provision will continue each year. In 24-25, a SPaG matters initiative in English has targeted students' ability to

write accurately and in Standard English, whilst a whole college 'SPaG Matters' strategy is planned for 25-26. Furthermore, investment in the No More Marking comparative judgements for 'Improving Secondary Writing' has allowed staff to more accurately identify and target writing that is below age-related expectations, using AI to ensure accuracy of marking. Capacity and a strategy around writing beyond the English classroom has not yet been implemented.

ATTENDANCE: Attendance for PP students remains below that of their non-PP peers, however this gap has started to close. In 2023-24 the gap between PP and Non-PP students was 9.7% (82% Vs. 91.7%) whereas in 2024-25 the gap had reduced to 8.3% (84.2% Vs. 92.5%). A 2.2% improvement in PP attendance is significant and was amongst the highest for Secondary schools in our trust.

Nationally the gap between PP students and their non-PP peers was 7.1% for 2024-25 and so we made significant progress in ensuring our students eligible for PP attend in line with their PP peers nationally. However there is still a great deal more to do to reduce the gap to their non-PP peers. Compared to the South West our PP students attended above the SW average (84.2% Vs. 83.5%) and our gap between PP and non-PP students was smaller than across the SW (8.3% Vs. 9.2%).

We launched our House System with regular house events to support a culture of belonging and we prioritised students eligible for PP funding for Supportive Attendance Meetings (SAMs). The DDSL targets vulnerable and disadvantaged students personally and calls all those for whom we do not hold a reason for absence each day.

In the first term of 2025-26 we have introduced Day 1 Phone calls prior to 8am, at 10am and after 3pm and we prioritise Year 11 and PP students for these. Additionally the Leadership team have been calling up to 5 Persistently Absent (PA) students each day since October half-term and as students eligible for PP funding are more likely to be PA than their non-PP peers this disproportionately impacts PP students.

WELLBEING AND EXTRA CURRICULAR:

	TOTAL CONCERNS RECEIVED	RELATING TO NO OF STUDENTS	CONCERNS FOR PP STUDENTS	%	WITH SW	RECEIVING COUNSELLING	EARLY HELP INTERVENTION
2024 - 2025							
BLOCK A	574	237	103	43%	14	0	6
BLOCK B	565	222	100	45%	11	0	6
BLOCK C	531	244	102	42%	15	0	7
BLOCK D	390	166	77	46%	13	0	9
BLOCK E	228	129	61	47%	16	0	8
BLOCK F	247	140	64	46%	13	0	8
2025-2026							
BLOCK A	981	291	118	40%	15		14

This suggests that concerns raised for disadvantaged students remain proportionately higher than non-PP students, though unlike previous years, there has not been a significant increase during winter months. The total number of concerns has increased across all areas due to attendance calls now being logged on CPOMS. The average % of concerns for PP students has dropped from between 23-24 (51%) and 24-25. (43%).

PP students continue to be over-represented in the **behaviour** room, particularly those that are 'double disadvantaged': PP students account for 46.8% of T1 removals and SEND K account for 28.8%. T2 Internal reflections, 53.48% are PP.

There are 27 students across the college who have a positive/negative ratio of 50% or less, and 52% of these are PP.

Only 18% of the 435 children who achieved a ratio of 95%+ last year were PP. This meant that PP students are often excluded from reward events that foster a sense of belonging. Whilst greater awareness of this was extended last year, with parameters being adjusted and PP students considered on a case-by-case basis for an additional non-school uniform day at Christmas, there is still work to be done in ensuring they are equally represented. The introduction of the 'unsung hero' category for the end of term rewards event has been introduced to target PP students that might be unfairly excluded because of absence - something they are not always in control of.

Furthermore, a range of **extra curricular activities** sees our disadvantaged students accessing additional learning, social activities and team sports broadly in line with their non-PP peers. (22/19%). A college minibus has been utilised to support transport home, removing a barrier for PP students who cannot be picked up by parents. Chess Club is the most popular recreational club with 45% of attendees being PP. Home learning club at break time has 55% PP. Both of these clubs run out of the library during break 2, perhaps demonstrating the library as a safe space for PP students where they feel a sense of belonging. However, PP students are not yet loaning library books at the same rate as their non-PP peers. Extra curricular is tracked through 'Absolute Education', though not all clubs are consistently using it to register students yet.

BRILLIANT CLUB: 14 students completed the programme, all of whom met at least one of the criteria for disadvantage. All students passed with a minimum of a 2:2 and 35% achieved a 1st. All students made progress from their starting points, some by as much as 27%.

PARENTS EVENINGS

Year group	%PP attendance	%non-PP attendance
7	42	64
8	48	68
9	36	68

10	19	60
11	28	59

Attendance at parents evening for PP students remains stubbornly low, despite moves to a virtual evening bookable via links on social media to support engagement. Setting up a parent forum with a minimum of 50% PP parents is the next step to investigate how to remove barriers preventing attendance at parents evenings.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read, Write, Inc Fresh Start	Ruth Miskin Literacy
Power Up Literacy	Lexia Aspire Professional Learning
Bedrock	Bedrock Learning
The Scholars Programme	The Brilliant Club
Absolute Education	Absolute Education
Fluency Training	Herts for Learning
NGRT	GL Assessments