

2017/18 Pupil premium strategy statement: Slough & Eton Church of England Business & Enterprise College



The link between low income and low academic attainment is greater in the UK than almost any other developed nation. Children eligible for free school meals are less likely to get good GCSEs and go on to higher education. This makes it more likely they will struggle throughout their lives, widening social inequality. It's a cycle that we're determined to break.

TeachFirst website
<https://www.teachfirst.org.uk/our-mission/the-issue>

1. Summary information					
School	Slough & Eton Church of England Business & Enterprise College				
Academic Year	2017/18	Total PP budget	£309,485	Date of most recent PP Review	n/a
Total number of pupils	888 (Y7-11)	Number of pupils eligible for PP	331 (37.3%)	Date for next internal review of this strategy	July 2018

2. Current Achievement	Pupils eligible for PP (S&E)	Pupils not eligible for PP (S&E)
Progress 8 score average (from 2016/17)	0.35	0.14
Attainment 8 score average (from 2016/17)	43.11	42.74

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Prior attainment levels of those entering Year 7 are lower for students eligible for PP than for other students (see Additional Information A), which impacts on their progress.
B.	Literacy levels are lower for students eligible for PP than for other students (see Additional Information A), which impacts on their progress.
C.	Behaviour of students eligible for PP attracts more negative behavioural points than other students (see Additional Information C), which impacts on their progress
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Unauthorised absence and punctuality of students eligible for PP are higher than for other students (see Additional Information D), which impacts on their progress.

4.Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve levels of literacy and mathematical core skills for PP students.	<p>Students eligible for PP in Year 7 make good progress towards their Minimum Expected Grade (MEG) with more progress by the end of the year than 'other' students so that at least 50% exceed progress targets. Other students still make at least the expected progress (MEG).</p> <p>This will be evidenced using English and maths department data collection points at the end of each half term. PP students are narrowing the gap (based on outcomes at end of KS4 – see Additional Information D).</p>
B.	To narrow the gap in literacy between students eligible for PP and other students.	<p>Students eligible for PP identified as having below average reading ages to have a reading mentor (peer), dedicated intervention time set aside for extra supervised reading and regular testing/reviews. Support staff deployed to intervene with those identified as having the most significant needs.</p> <p>Evidence will be seen through accelerated reader data and STAR reading test results, with improved reading age compared to chronological age.</p>
C.	To reduce the disparity in behaviour points accumulation between PP students and other students.	Fewer behaviour points, fixed term exclusions and days spent in the Focus Room for PP students, narrowing the gap which currently exists with non-PP students.
D.	Improve attendance and punctuality of students eligible for PP.	A reduction of unauthorised absence and lateness to in-line with that of other students.

5.Planned expenditure 2017/18

i. Quality of teaching for all

Desired Outcome	Action	Rational and Monitoring	Staff lead	Cost	Review
A. To improve levels of literacy and mathematical core skills for PP students.	<p>Ensuring all English and maths lessons are delivered by high quality staff, with flexibility for expert intervention. Consistent school wide practice is implemented in every classroom by every teacher.</p> <p>Raising Standards Leaders (RSL) work to improve communication and awareness of not only key stake holders but also the body of staff in general. Parents informed of concerns and interventions to narrow gaps.</p> <p>Peer tutoring scheme piloted for four weeks in English and maths with Year 9/10 students working in tutor time with Year 7 students to cover content highlighted by teacher (through PLCs) as areas of concern. Sufficiently challenging content, sessions facilitated and tracked through English and maths overstaffing.</p> <p>Lowering class sizes by dividing a cohort of 180 (six tutor groups) into seven groups/sets in each year group in core subjects sets six (usually) and seven (always) have less than 20 students.</p> <p>Staff training through Talk for Writing, Teacher Toolkit coaching, Gary Wilson (behaviour for learning), PiXL subject leaders, main and 6th Form strands as well as cross school moderation (triangulated with Ditton Park Academy and Lynch Hill Enterprise academy) along with Slough Association of Secondary Head teachers (SASH) department specific working parties for example exposes staff to a broad, bespoke and externally looking training program.</p>	<p>High quality first wave teaching.</p> <p>Heads of English and Maths responsible for organising a structured and driven curriculum, staffed specifically to meet the needs of each sub-cohort.</p> <p>RSL KS3 works with KS3 co-ordinators for English and Maths to track progress and provide SLT response to areas of concern. Heads of Year (HOY) involved in identification of external factors which may impact on progress.</p> <p>Monitored after four weeks through in class consequence free testing (no set changes or sanctions for poor performance), secure evidence base, with Education Endowment Foundation (EEF) quoting up to 5 months progress if peer tutoring is well delivered.</p> <p>Evidence (EEF) suggests that lowering group sizes works best in cases where groups are 20 students or less. This school wide approach yields success in English and maths (validated by RAISE online data). The increased opportunity for high quality feedback (in and out of lesson time) from the teacher is vital.</p> <p>Staff use their Professional Development Reviews (formerly Performance Management) to highlight their training needs and aspirations to help shape training opportunities in and outside of school. PDRs are also focused on MEG/data driven targets.</p> <p>A strategic and engaging training program with a menu to suit teachers (and non-teaching staff) at various stages of their careers will help to develop our staff, improve retention and therefore improve the competency of a full body of staff.</p>	Andrew Leane (DHT)	<p>Appointment of Literacy co-ordinator with Teaching and Learning Responsibility (TLR) £3990 including on costs</p> <p>Five Learning Support Assistants (LSA) 1/30th of wage (£18753 including on costs) £625.10 each, £3125.50</p> <p>Additional Main Pay Scale (MPS) 4 English and Maths teacher £37920 (including on costs) each (£75840)</p>	July 2018

<p>B. To narrow the gap in literacy between students eligible for PP and other students.</p>	<p>Provide Accelerated Reader (AR) and STAR reading testing for Years 7-10. Employ a full-time librarian and assistant.</p> <p>Passionate, driven and knowledgeable, experienced staff running interventions, testing and library lessons to ensure students realise the importance/value. Targeted reading interventions in library lessons, tutor time and additionally in lesson time for some EAL and/or SEND students who are eligible for PP.</p> <p>Everyone Reading In Class (ERIC) lessons developed and monitored by Literacy Co-ordinator and delivered by teaching staff on a staggered carousel (involving nearly all teaching staff).</p> <p>Words of the Week (WOW) led by tutors to improve students' vocabulary.</p>	<p>Reading is fundamental for KS4 success, and beyond. Renaissance Learning's (suppliers of AR) well publicised research in 2012 suggests students need a reading age of approximately 15 to access the content, there is suggestion that a 10:06 reading age is 'functional' and is our expected absolute minimum for all students.</p> <p>Librarian line managed by Deputy Headteacher, working closely with the Head of English.</p> <p>AR data fed to students, parents, teaching staff and governors to ensure a school wide approach prevails. AR widely regarded as a successful and reliable form of intervention.</p> <p>ERIC review in Spring term, to generate more specific focus on content understanding than generic template each rotation. HOY 7-11 and tutors provide consistent and regular contact to keep reading at the forefront.</p> <p>The English department, under guidance of the library staff, are vital to identifying the level of difficulty for comprehension activities that are required to extend students' reading capabilities and ensure the texts used provide an effective, yet realistic, challenge.</p>	<p>Andrew Leane (DHT)</p>	<p>AR £4534</p> <p>Librarian £28000 (including on costs) Library Assistant £20302 (including on costs) Reprographics £5000</p>	<p>July 2018</p>
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<p>C. To reduce the disparity in behaviour points accumulation between PP students and other students.</p>	<p>Specific staff to have role monitoring and mentoring students at risk of exclusion. Dedicated Personalised Learning Room for affected students, minimising their risks(s).</p> <p>School wide approach to reducing numbers of fixed term and permanent exclusions. Finance invested into facilitating internal exclusion units (Focus Room at Slough & Eton) being shared across SASH.</p> <p>Learning mentors and Community Liaison Workers (CLWs) are a consistent and valued resource for the school and parents to make use of.</p> <p>Through a school wide focus on marking/feedback INSET training with Ross McGill (Teacher Toolkit) on Mark, Plan, Teach will in the long term help all students. A whole school approach to meaningful, motivating and manageable marking/feedback is paramount.</p> <p>As part of the same concept 'coaching' of teachers will be developed with a focus on improving classroom practice With teaching staff considering their own approach to developing their pedagogy.</p>	<p>Well-designed emotional or behavioural disorder targeted interventions have a significant impact of student specific and eventually whole school behaviour for learning. Use of Haybrook and Littledown Social, emotional and behavioural difficulties Outreach Service (SEBDOS) to deliver training</p> <p>Parents are engaged and value the extra input their child(ren) receive from Slough & Eton.</p> <p>Behaviour points reduced, without an impact on standards across the school.</p> <p>PDRs link aspirational and embedded areas of high competency. Training pathways designed to enhance the skill-set of staff involved to maximise success.</p> <p>Staff satisfaction/feedback on training opportunities have at least 80% good or better feedback.</p>	<p>Catherine Goodyear (AHT)</p>	<p>SEBDOS £10,000</p> <p>Two LSA £18753 each, £37506</p> <p>Five CLW £23824 including on costs £119120</p> <p>Teacher Toolkit £5000</p>	<p>July 2018</p>
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D. Improve attendance and punctuality of students eligible for PP.	<p>Attendance officer tracks, monitors and reports (to staff and parents – and LA where necessary) regarding attendance and punctuality.</p> <p>Ratcheted system of formal attendance (and punctuality) warning and action letters from form tutor to loss of place at school. CLWs to have greater input on attendance and punctuality tracking. Parent workshops to build relationship between home and school.</p> <p>A staff member to be responsible for calling all parents of students failing to meet Slough & Eton's attendance and punctuality expectations at least weekly. RSL and HOY to have a greater impact on interventions. Community groups to assist Slough & Eton, Aik Saath for example.</p>	<p>The benefits of improved attendance are clear, every day counts at Slough & Eton.</p> <p>A tiered system of intervention is essential with care and consideration paid to the fact that on some occasions it is the parents that are the barrier to attendance and punctuality, regularly it is the child's decision and equally it is often a combination of the two factors.</p> <p>The gap which exists between students eligible for PP and other students will be narrowed. The reasons why students are reluctant to attend or find arriving on time challenging must be listened to and acted upon.</p> <p>A rapid response system is suggested by the DfE report of 2015, more vigorous communication with parents and closer work with Slough LA is pivotal to improving attendance and punctuality.</p>	Andrew Leane (DHT)	<p>Attendance officer (including on costs) £25,092.90</p> <p>PP attendance Officer (including on costs) £24000</p>	July 2018
Total Cost				£361510.40	

ii. Targeted support

Desired Outcome	Action	Rational and Monitoring	Staff lead	Cost	Review
<p>A. To improve levels of literacy and mathematical core skills for PP students.</p> <p>B. To narrow the gap in literacy between students eligible for PP and other students.</p>	<p>Targeted literacy support to catch up, inclusive of reading intervention. Homework club for targeted students and in class support subject to SEND department capacity.</p> <p>Specialist staff and tailored support is fundamental to capturing and sustaining student engagement.</p> <p>Organise timetable to ensure staff delivering extra provision have sufficient preparation and delivery time. Learning Support Assistant CPD led by Resource Base Head and SENDCo.</p>	<p>A far greater percentage of students eligible for PP than other students have SEN (see Additional Information G). These children need extra support, in the form of in class intervention, small group withdrawal and bespoke curriculum provision, to narrow the gap in attainment.</p> <p>Data tracking of these students to show impact of (and attendance at) extra intervention.</p> <p>One to One Tuition (or very small group work) is one of the most effective methods of raising attainment according to the EEF Toolkit, albeit very expensive.</p>	Emma Oakley (SENDCo)	<p>Five Learning Support Assistants (LSA) 1/30th of wage (£18753 including on costs) £625.10 each, £3125.50</p>	July 2018

<p>C. To reduce the disparity in behaviour points accumulation between PP students and other students.</p> <p>D. Improve attendance and punctuality of students eligible for PP.</p>	<p>Students eligible for PP targeted to attend summer school week.</p> <p>Data obtained from primary schools to ensure all parents are called to offer a place at Slough & Eton's summer school.</p>	<p>EEF toolkit highlights Summer Schools as having up to two months additional progress for attendees, it will also help with Year 6-7 transition and the settling in process for students and new staff.</p> <p>At least the representative percentage of PP students to attend summer school 2018.</p> <p>Familiarity helps to improve attendance and punctuality.</p>	<p>Lidia Holland (Summer School Co-ordinator)</p>	<p>Summer School Co-ordinator (including on costs) £2450</p> <p>Additional staffing, food, trip and resources £1000</p>	<p>Sept 2018</p>
				<p>£6575.50</p>	

iii. Other approaches

Desired Outcome	Action	Rational and Monitoring	Staff lead	Cost	Review
<p>C. To reduce the disparity in behaviour points accumulation between PP students and other students.</p> <p>D. Improve attendance and punctuality of students eligible for PP.</p>	<p>CLWs employed to monitor pupils, engage with parents and follow up quickly on issues in school or underperformance.</p> <p>Line management of CLW by Assistant Headteacher (support).</p> <p>Tracking systems for home contact regarding all aspects of school life, from attendance and uniform to progress, behaviour and attitude to learning. Parental integration programmes in place to cement their place in the school community and beyond.</p> <p>Personalised support and assertive mentor assigned to each child in the caseload. Where possible CLW visit home to discuss barriers to learning.</p>	<p>Disengaged parents are a barrier to learning. Students are harder to reach if their parents are not actively working with the school. If students are not attending we cannot improve attainment.</p> <p>Language and cultural barriers are no excuse for poor communication between school and home.</p> <p>A single point of contact, trusted and respected in the community is an asset to the school. It ensures quality first contact.</p> <p>EEF Toolkit evidence back a 3 month improvement in progress as a consequence of greater parental involvement.</p>	<p>Catherine Goodyear (AHT)</p>	<p>Included above</p>	<p>July 2018</p>
<p>C. To reduce the disparity in behaviour points accumulation between PP students and other students.</p> <p>D. Improve attendance and punctuality of</p>	<p>Subsidise school trips and visits (including DofE, Ski Trip, Theatre Experiences, Prefect Trip etc etc.) for all students to not disadvantage the 'advantaged'.</p> <p>Provide a free breakfast for all students daily to ensure a productive start to the day for all members of the school community.</p>	<p>Improving students' exposure to British Values and the spectacular opportunities our capital city has to offer within 20 minutes train journey.</p> <p>A positive school ethos is generated by community spirit, starting with a shared breakfast for students and working breakfast for staff. The EEF has various references to the Social and Emotional Benefits of these kinds of enriching activities (with up to four months additional progress).</p>	<p>Martin Culkeen (AHT) T&V</p> <p>Andrew Leane (DHT)</p>	<p>Contribution of trips (at 37.3% of last year's total subsidy) £64620.47) £24103.44</p> <p>Contribution of breakfast (at 37.3% of last year's</p>	<p>July 2018</p>

students eligible for PP.	Allow parents of PP students the opportunity to bid for financial assistance to meet individual needs.	This process allows the wider community to have an input on our provision, which will undoubtedly highlight opportunities and needs that we can welcome and address as a result of listening to our cohort.		total subsidy £36674) £13679.40	
				£37782.84	

6. Review of 2016/17

Pupil Premium Grant (PPG) 2016/17

Total number of students on roll – Years 7-11	882
Total number of students eligible for PPG	350 (39.7%)
Total PPG received	£327,250

Outcomes for PPG eligible vs. non PPG eligible students 2016/17 (Year 11)

	PPG	Non-PPG
Number of students	62	112
% achieving Grades 4-9 English	79%	73%
% achieving Grades 4-9 Maths	71%	74%
% achieving EBacc	10%	5%
Average Attainment 8 score	43.11	42.74
Average Progress 8 score	0.35	0.14
Average Progress 8 score English	0.43	0.12
Average Progress 8 score Maths	0.76	0.86

Summary of PPG spending

The PPG is spent in a diverse variety of ways, the impact and success of which is clear from the data above from 2016/17. Provision and intervention are not limited to PPG students as Slough & Eton is committed to best outcomes for all students regardless of background or current situations.

In 2016/17, the nature of support included:

Focus Room and PLU catering for needs of poorly behaved and at risk of exclusion students

Provision of vocational off site courses (free to all students)

KS2-3 summer school

Reading intervention adult:student and peer:peer mentoring

Aspirational university visits

Work experience/ CV writing Day/ careers advice/ guest speakers to improve employability

Haybrook and HPTC alternative education provision

Subsidy for revision books and other literature

Transition teacher

Extra-curricular clubs provided for free

Educational and cultural trips heavily subsidised

Weekend and holiday revision sessions

Careers advice

Community Liaison Workers

After school, weekend and holiday time intervention sessions

7.Additional Information

Our full strategy document can be found online at: www.slougheton.com

Additional Information

A - Ability Bands - Pupil Premium vs Non Pupil Premium (Based on KS2/CATs data)

Year 7

Ability Band	Percentage of PP		Percentage of Non PP	
Lower Prior Attainment	6	15%	10	8%
Lower Middle Attainment	9	23%	25	19%
Upper Middle Attainment	10	26%	46	35%
Upper Prior Attainment	14	36%	51	39%

Year 8

Ability Band	Percentage of PP		Percentage of Non PP	
Lower Prior Attainment	11	18%	9	9%
Lower Middle Attainment	19	32%	24	24%
Upper Middle Attainment	19	32%	44	44%
Upper Prior Attainment	11	18%	24	24%

Year 9

Ability Band	Percentage of PP		Percentage of PP	
Lower Prior Attainment	9	17%	12	13%
Lower Middle Attainment	19	35%	31	32%
Upper Middle Attainment	14	26%	24	25%
Upper Prior Attainment	12	22%	29	30%

Year 10

Ability Band	Percentage of PP		Percentage of Non PP	
Lower Prior Attainment	18	28%	21	21%
Lower Middle Attainment	20	31%	33	33%
Upper Middle Attainment	10	15%	20	20%
Upper Prior Attainment	17	26%	27	27%

Year 11

Ability Band	Percentage of PP		Percentage of Non PP	
Lower Prior Attainment	24	36%	26	27%
Lower Middle Attainment	18	27%	35	36%
Upper Middle Attainment	12	18%	14	14%
Upper Prior Attainment	13	19%	23	23%

Total PP vs Non PP

Ability Band	Percentage of PP		Percentage of Non PP	
Lower Prior Attainment	68	24%	78	15%
Lower Middle Attainment	85	30%	148	28%
Upper Middle Attainment	65	23%	148	28%
Upper Prior Attainment	67	24%	154	29%

B – Behaviour Points – Pupil Premium vs Non Pupil Premium (Based SIMS data)

Average Behaviour Points PP vs Non PP		
	PP	Non PP
2016-17	8.58	4.05

C – Attendance Data - Pupil Premium vs Non Pupil Premium (Based SIMS data)

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Year 7 Pupil Premium	68	96.35	2.4	1.24	0.98	0.02
Year 7 Non Pupil Premium	118	96.04	2.96	1	0.48	0
Year 8 Pupil Premium	71	95.27	3.2	1.52	1.48	0
Year 8 Non Pupil Premium	119	95.34	3.38	1.27	0.86	0.01
Year 9 Pupil Premium	84	94.97	3.26	1.78	1.47	0.03
Year 9 Non Pupil Premium	113	95.54	2.97	1.49	1.04	0.01
Year 10 Pupil Premium	80	94.37	3.73	1.9	1.29	0.03
Year 10 Non Pupil Premium	109	95.64	3.13	1.23	0.7	0.01
Year 11 Pupil Premium	64	95.92	2.18	1.89	1.46	0.05
Year 11 Non Pupil Premium	110	96.9	1.92	1.18	0.88	0.03

D – Year 11 English AND Maths Attainment

Details		Standard Pass						Strong Pass					
		Both		English Only		Maths Only		Both		English Only		Maths Only	
Name	Pupils	#	%	#	%	#	%	#	%	#	%	#	%
Pupil Premium													
Pupil Premium	62	40	64.52	9	14.52	4	6.45	22	35.48	10	16.13	6	9.68
Non Pupil Premium	112	73	65.18	9	8.04	10	8.93	43	38.39	13	11.61	13	11.61
Pupil Premium Gap	-50	-33	-0.66	0	6.48	-6	2.48	21	-2.91	-3	4.52	-7	-1.93

E – Sutton Trust / Education Endowment Foundation research project links

Sutton Trust – Pupil Premium Summit Report

<https://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf>

Peer Tutoring

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/technical-appendix>

Lower Class Sizes

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/>

Reading Interventions

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/>

Behaviour Interventions

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/>

Attendance Interventions

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/>

Parental Involvement

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-involvement/>

One to One Tuition

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/>

Summer Schools

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/summer-schools/>

Social and Emotional Learning

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/>

F – Ofsted Guidance

Improving Attendance at School

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/180772/DFE-00036-2012_improving_attendance_at_school.pdf

Pupil Premium Update 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/379205/The_20pupil_20premium_20-20an_20update.pdf

The Pupil Premium

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf

G – SEN prevalence within Pupil Premium Students

PP vs Non PP with SEN 2017-18

	Percentage
PP with SEN	27%
Non PP with SEN	18%

H - Other supplementary data

Percentage of Ethnicities that are PP

Ethnicity	Number of Students	Percentage
Gypsy/Roma	10/35	29%
Kasmiri Pakistani, Mirpuri Pakistani, Other Pakistani	129/438	29%
Indian	6/36	17%
White English	16/36	44%
White Eastern European	1/28	4%
White European	5/33	15%
Sri Lankan (Sinhalese), Sri Lankan (Tamil), Sri Lankan Other	10/21	48%
Black Caribbean	4/14	29%
Black Somali	34/58	59%

Number of Pupil Premium students in Sets

Year 7						
	English		Maths		Science	
Set 1	6/30	20%	7/32	22%	5/26	19%
Set 2	9/30	30%	6/32	19%	7/28	25%
Set 3	4/29	14%	1/29	3%	5/27	19%
Set 4	8/27	30%	8/27	30%	6/28	21%
Set 5	5/28	18%	7/24	29%	6/28	21%
Set 6	4/20	20%	9/20	45%	7/28	25%
Set 7	8/15	53%	4/15	27%	6/14	43%

Year 8						
	English		Maths		Science	
Set 1	Mixed Ability		11/31	35%	11/30	37%
Set 2			7/30	23%	8/28	29%
Set 3			7/31	23%	9/32	28%
Set 4			11/27	41%	9/31	29%
Set 5			9/24	38%	10/24	42%
Set 6			9/23	39%	13/24	54%
Set 7			11/16	69%	5/13	38%

Year 9						
	English		Maths		Science	
Set 1	8/29	28%	9/30	30%	8/29	28%
Set 2	12/29	41%	8/29	28%	12/29	41%
Set 3	10/28	36%	11/26	42%	10/28	36%
Set 4	9/27	33%	7/28	25%	9/27	33%
Set 5	5/25	20%	10/27	37%	5/25	20%
Set 6	7/22	32%	6/20	30%	7/22	32%
Set 7	4/11	36%	4/11	37%	4/11	36%

Year 10						
	English		Maths		Science	
Set 1	8/30	27%	11/32	34%	8/30	27%
Set 2	13/30	43%	9/30	30%	13/30	43%
Set 3	8/28	29%	11/29	38%	8/28	29%
Set 4	12/31	39%	11/28	39%	12/31	39%
Set 5	12/27	44%	11/24	46%	12/27	44%
Set 6	11/23	48%	6/20	30%	11/23	48%
Set 7	2/10	20%	7/16	44%	2/10	20%

Year 11						
	English		Maths		Science	
Set 1	10/29	34%	9/32	28%	10/29	34%
Set 2	13/30	43%	13/31	42%	13/30	43%
Set 3	12/27	44%	9/29	31%	12/27	44%
Set 4	6/28	21%	10/26	38%	6/28	21%
Set 5	13/27	48%	10/25	40%	13/27	48%
Set 6	9/27	33%	10/15	47%	9/27	33%
Set 7	2/8	25%	3/11	27%	2/8	25%

Across All Year Groups

	English			Maths			Science		
	PP Students	Total Students	Percentage	PP Students	Total Students	Percentage	PP Students	Total Students	Percentage
Set 1	32	118	27%	47	157	30%	43	146	29%
Set 2	47	119	39%	43	145	30%	51	150	34%
Set 3	34	112	30%	39	144	27%	44	147	30%
Set 4	35	113	31%	47	136	35%	40	147	27%
Set 5	35	107	33%	47	124	38%	51	129	40%
Set 6	31	92	34%	40	98	41%	44	105	42%
Set 7	16	44	36%	29	69	42%	20	60	33%