

2018/19 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	2018/19	Total PP budget	£296,395	Date of most recent PP Review	01/11/2019
Total number of pupils	883 (Y7-11)	Number of pupils eligible for PP	317 (35.9%)	Date for next internal review of this strategy	01/02/2020

2. Current Achievement	<i>Pupils eligible for PP (S&E)</i>	<i>Pupils not eligible for PP (S&E)</i>	<i>Overall</i>
Progress 8 score average (from 2017/18)	0.09	0.24	0.17
Attainment 8 score average (from 2017/18)	40.80	45.00	43.34

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Prior attainment levels of students in KS3 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 B), which impacts on their progress.
External barriers	
D.	Unauthorised absence and punctuality of students eligible for PP are higher than for other students (see Additional Information C), 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 KS3 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 E).</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 2018/19

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 in place to narrow gaps. Director of Learning KS3 to complete rigorous data analysis.</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 of c30) into eight groups/sets (spread over two 'bands' (not streamed) in each year group (except Year 11 this year) in core subjects sets will have an average of 22.5 students.</p> <p>Staff training through in house Teaching and Learning Framework (led by Sarah Lary AHT), 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 Headteachers (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 (HOYs) involved in identification of external factors which may impact on progress. Which children are underachieving in E&M, why & what's happening about it?</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 (PDR - 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 minimum expected grade (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 body of staff.</p>	Andrew Leane (DHT)	<p>Appointment of Literacy co-ordinator with Teaching and Learning Responsibility (TLR) £4069.80 including on costs</p> <p>Five Learning Support Assistants (LSA) 1/30th of wage (£21883.40 including on costs) £729.45 each, £3647.23 What is the impact of extra LSAs on PP students? How are they being used & what difference are they making? How does SENCO monitor pupil performance?</p> <p>Additional</p>	July 2019

<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, knowledgeable and 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 replaced with more focused 'Literacy Days' when students are addressed by our Literacy Co-ordinator (Nora Afraoui) with assistance from Literacy Champions (students).</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 Assistant 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>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 £23542.05 (including on costs) Library Assistant £21110.42 (including on costs)</p>	<p>July 2019</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 roles monitoring and mentoring students at risk of exclusion. Dedicated Personalised Learning Room for affected students, minimising their risk(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 (LHEA, UCGS and TLA currently actively participating).</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>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>Catherine Goodyear (AHT)</p>	<p>SEBDOS £10,000</p> <p>Two LSA £21833.40 each (including on costs), £43666.80</p> <p>Four CLW £25162.73 (including on costs) £100650.92</p>	<p>July 2019</p>
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<p>D. Improve attendance and punctuality of students eligible for PP.</p>	<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 assistance to Child Missing Education (CME) referral. CLWs to have greater input on attendance and punctuality tracking.</p> <p>Parent workshops to build relationship between home and school.</p> <p>A staff member to be responsible for contacting all parents of students failing to meet Slough & Eton's attendance and punctuality expectations at least weekly.</p> <p>RSL and HOY to have a greater impact on interventions.</p> <p>Community groups to assist Slough & Eton, Aik Saath for example.</p> <p>Phoenix group established to improve outcomes (including attendance) for Roma community.</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>	<p>Andrew Leane (DHT)</p>	<p>Attendance officer (including on costs) £26448.97</p> <p>Deputy DSLs with responsibility for Roma, LAC and other vulnerable groups 1/30th of £29629.08 = £987.63</p>	<p>July 2019</p>
<p>Cost (i)</p>					<p>£315040.11</p>
<p>ii. Targeted support</p>					
<p>Desired Outcome</p>	<p>Action</p>	<p>Rational and Monitoring</p>	<p>Staff lead</p>	<p>Cost</p>	<p>Review</p>
<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 H). 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>	<p>Emma Oakley (SENDCo)</p>	<p>Five Learning Support Assistants (LSA) 1/30th of wage (£21883.40 including on costs) £729.45 each, £3647.23</p>	<p>July 2019</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 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 2019.</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 2019</p>
<p>Cost (ii)</p>					<p>£7097.23</p>
<p>iii. Other approaches</p>					
<p>Desired Outcome</p>	<p>Action</p>	<p>Rational and Monitoring</p>	<p>Staff lead</p>	<p>Cost</p>	<p>Review</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 students eligible for PP.</p>	<p>CLWs employed to monitor students, 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 2019</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. 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>This process allows the wider community to have an input on our provision, which will undoubtedly</p>	<p>Andrew Leane (DHT) T&V</p> <p>Andrew Leane (DHT)</p>	<p>Contribution of trips (at 35.9% of last year's total subsidy £33,511.91) £12,030.78</p> <p>Contribution of breakfast (at 35.9% of</p>	<p>July 2019</p>

students eligible for PP.	Allow parents of PP students the opportunity to bid for financial assistance to meet individual needs.	highlight opportunities and needs that we can welcome and address as a result of listening to our cohort.		last year's total subsidy £33,440) £12,004.96	
Cost (iii)				£24035.74	
Total Cost				£346,173.08	

6. Review of 2018/19

Pupil Premium Grant (PPG) 2018 - 19

Total number of students on roll – Years 7-11	882
Total number of students eligible for PPG	343 (38.8%)
Total PPG received	£295,460

Outcomes for Year 11 PPG eligible vs. non PPG eligible students 2017/18 & 2018/19

	PPG		Non-PPG		Overall	
	2017 - 2018	2018 - 2019	2017 - 2018	2018 - 2019	2017 - 2018	2018 - 2019
Number of students	60	70	102	100	170	170
% achieving Grades 4-9 English Lang	63%	64.29%	75%	71%	71%	68.24%
% achieving Grades 4-9 Maths	59%	65.71%	67%	69	64%	67.65%
% achieving EBacc (at 5+)	3%	4.29%	5%	3%		3.53%
Average Attainment 8 score	40.82	42.92	45	43.26	43.52	43.18
Average Progress 8 score	0.09	0	0.24	0.13	0.18	0.07
Average Progress 8 score English	0.13	-0.05	0.20	0.17	0.17	0.07
Average Progress 8 score Maths	0.13	+0.31	0.29	0.4	0.23	0.34

Summary of the impact of PPG spending

A: To improve levels of literacy and mathematical core skills for PP students.

KS4 English: Proportionately when compared to 2017 – 2018 Year 11 Pupil Premium students performance was stronger in English Language & Maths, as was Attainment 8; however, the average Progress 8 score and that for English was negative. Based on internal data Year 10 Pupil Premium students performed in line with their peers in English.

KS3 Maths: Changing the curriculum allowed us to further engage students in KS3 and to develop mastery in their understanding of Mathematical concepts. All Maths lessons for Y7 & 8 are taught by staff following the Maths mastery approach to learning. The curriculum involves students discovering Mathematical skills and developing their own techniques through guided learning.

Year 7 Peer Mentoring in Maths: The Head of Department Maths reports that this was not as effective as the previous sessions that were held in registration time and there were some situations where it was difficult to work with some students due to issues around supervision. Student feedback suggested that they were grateful for the input but that they preferred to have teacher based help/intervention. There were 2 groups of 10 students that the Maths department intervened with, on the basis of students being PP/EAL or both. Of these 20 students there were 6 out of 20 students who scored marks higher than the average student in their class, even as a result of these extra sessions. The data as analysed by Maths HoD did not have the favourable outcomes that we expected. So as a combination of the lack of improvement and the students themselves having concern this particular initiative was discontinued.

KS4 Maths: The Head of Maths reports that the Maths curriculum which follows the Pearson Edexcel framework of developing fluency and solving mathematical problems enables the students to work on literacy skills, as the type of questions that are covered in class and are assessed are those which lend to students developing their own processes to find answers thus developing on their problem solving skills. This was demonstrated by an improvement of the Progress 8 scores of the 2017-18 Y11 cohort compared with the 2018-19 cohort which show that PP pupils made a greater positive progress (+0.31) last year.

Our curriculum is adapted for the needs of our school. We plan to meet these additional needs by ensuring the lessons are taught using strategies that cater for our EAL learners and that those who are PP who may not have had exposure to certain literary content or vocabulary at home can still push forward. Monaghan (2016) mentions in his book "The language of Mathematics", that the meanings of key-words in Mathematics need to be elucidated for all learners especially for the benefit of EAL students. Also he mentions that there may be some students who culturally or because of their upbringing may not be aware of certain things that are mentioned in questions like carpet rolls, or hot-dog stalls etc.; thus these things need to be mentioned clearly. This is something that we try to ensure that we explain the important information within questions but also work on the wording around the crux of the question to develop the students' literacy.

The school implemented various initiatives to reduce the barriers to success in Year 11:

- laptops & study desks were loaned for students to use at home,
- working lunches were organised during the school day to facilitate catch-up time,
- the school paid for some students to attend essential extra-curricular events,
- all students were supported to create knowledge organisers, revision timetables and to manage their time effectively.
- All students were given study folders with weekly plans for what to study each week
- A Y11 study room was open after school each day for students to use, and during part of each holiday so all had access to computers and revision guides
- Revision guides were sold at a heavily subsidised cost
- Interventions are run for all students who are identified by their teachers who are deemed to be underperforming, with sessions specifically based upon strengthening weaknesses.

B: To narrow the gap in literacy between students eligible for PP and other students.

Reading Interventions have shown pleasingly positive progress in Key Stage 3, there is parity in Year 7 progress and there is a positive gap between the progress of Year 8 & Year 9 Pupil Premium students and non-Pupil Premium students, see below. English staff are constantly focussed on improvement by keeping a close eye on the percentage target met by students - sanctioning and rewarding where necessary. Students are expected to have at least 20 minutes engaged time a day. Teachers keep reading reports so that they can refer back to them - informing their decision on how to keep students making good progress.

Library expectations have also been adapted and shared with Library team and English teaching staff. There will be a greater focus on group reading with students who are struggling to meet their targets. These sessions will be taken by Library staff - after liaising with the English teacher about appropriate students. Teachers will keep track of sanctions and rewards. For the very top students, there are rewards for millionaire readers. Teachers give VIVOs and/or phonecalls home for the best in their class. In addition, each week tutors were given a 'Word of the Week' to focus on literacy skills, and each year-group was given a day off-timetable as a 'Literacy Day'.

	PP Reading Progress (months)	Non PP Reading Progress (months)
Year 7	7 months	7 months
Year 8	15.5	13.7
Year 9	12.2	8.5

C: To reduce the disparity in behaviour points accumulation between PP students and other students.

There remains a negative gap between the conduct of some Pupil Premium students and non-Pupil Premium students. There were 124 days of exclusion 2018 – 2019, 79 (64%) are attributed to Pupil Premium students. Behaviour Points show that on average Key Stage 3 & Key Stage 4 Pupil Premium students incurred more Behaviour Points than Non-Pupil Premium students. In the lower behaviour point ranges the conduct of Pupil Premium students is comparable to that of non-Pupil Premium, however the higher ranges show there is a hard-core of students who struggle with self-control and resilience, see below.

	Pupil Premium	Pupil Premium Behaviour Points	Non Pupil Premium	Non Pupil Premium Behaviour Points
Year 7	37% (66/ 179)	60% (999/1655)	66% (113/ 179)	40% (656/1655)
Year 8	42% (74/ 175)	58% (2308/3952)	58% (101/ 175)	42% (1644/3952)
Year 9	40% (72/ 178)	48% (2571/5354)	60% (106/ 178)	52% (2783/5354)
Year 10	34% (61/ 178)	42% (1186/2847)	66% (117/ 178)	58% (1661/2847)
Year 11	41% (70/ 172)	49% (816/1679)	59% (102/ 172)	51% (863/1679)
Year 12	35% (43/ 123)	35% (273/782)	65% (80/ 123)	65% (509/782)
Year 13	38% (50/ 132)	34% (93/271)	62% (82/ 132)	66% (178/271)
	38%	47%	62%	53%

Behaviour Point Range	Pupil Premium	Non Pupil Premium
0	29% (87/ 298)	71% (211/ 298)
1-10	38% (200/ 527)	62% (327/527)
11-20	39% (55/ 142)	61% (87/142)

21-30	42% (29/ 69)	58% (40/69)
31-40	48% (21/ 44)	52% (23/44)
41-50	71 % (15/ 21)	(29%) 6/21
51+	54% (49/ 91)	46% (42/91)

In response to the above, the school has implemented various interventions to overcome SEMH barriers to learning and progress, Pupil Premium students have equal access to these services:.

School Counsellor:

The School Counsellor delivered therapeutic intervention to several students, 33% of whom were Pupil Premium.

External Mentors

The school offered several mentor schemes that were delivered by outside providers last year: SEBDOS mentored several students, 50% of whom were Pupil Premium, Berkshire Mentoring & Kick London mentored several students, 44% of whom were Pupil Premium.

Personalised Learning Room:

The PLR is a specialist unit aimed at supporting our most challenging and high need students. All students placed here are at risk of exclusion & several students were placed in the PLR at various points throughout the year, 62% were Pupil Premium.

Home/ School Link Worker:

Our Home/ School Link Worker worked with many students and their parents 2018 – 19, 27% of which were Pupil Premium. All of the students have made progress in terms of either attendance, behaviour or home/ school communication. All parents have expressed gratitude for this service.

Haybrook College

HPTC – delivers a 4 week programme aimed at improving self-regulation. 75% of students who attended this course were Pupil Premium. Of these, 75% been successfully reintegrated back into school.

Momentum – delivers a 2 week programme aimed at improving the attitude to learning of Key Stage 4 students. 100% of students attending this were Pupil Premium.

Interim – delivers a package lasting a whole term, with the intention of reintegrating the child back into school, of the students who attended 33% were Pupil Premium.

Key Stage 4 Placement – where the student completes their education at a specialist facility within Haybrook College, 66% of students who attended this were Pupil Premium. All of these students were at risk of permanent exclusion, all of those on last year's Year 11 completed the course.

PEAR Panel hears referrals from school regarding students who are at risk of being out of education. We made 4 referrals 2018 – 2019, 2 (50%) of whom were Pupil Premium students.

Trips & Visits Subsidy:

The school ran a myriad of trips and visits last year and as always these proved to be popular, 52% of our Pupil Premium students took advantage of trips and visits, 30% of non Pupil Premium students went on a trip or visit.

D: Improve attendance and punctuality of students eligible for PP.

Attendance & punctuality:

The attendance of PP and non-PP students for 2018/19 shows no significant gap between these groups. There is a slight trend in lateness which despite attempts to address whole school lateness (through a very clear system of detentions – followed up if missed in the same way as any other sanction) shows that PP students are more likely to be late.

It was pleasing to see that in Year 11 (see table below) that attendance was higher for PP students with both less authorised and unauthorised absences.

The costs (£315040.11) attributed towards improving attendance has been successful with implementation of a structured, tiered system of intervention for those students with low attendance. The Attendance Officer (RBE) has been highly effective in dealing with Slough Borough Council and she raises concerns regarding their effectiveness with both the Senior Deputy Headteacher and the Headteacher when necessary. A focus on attendance has a high profile across the school.

Attendance 2018 – 2019, percentages

		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Year 7	Pupil Premium	71	95.27	3.74	0.99	1.2	0
	Not Pupil Premium	113	95.41	3.76	0.83	0.59	0
Year 8	Pupil Premium	81	93.06	4.77	2.17	2.5	0.06
	Not Pupil Premium	108	95.03	3.21	1.76	1.52	0
Year 9	Pupil Premium	75	93.41	3.34	3.26	2.19	0.29
	Not Pupil Premium	110	94.86	4.09	1.05	1.71	
Year 10	Pupil Premium	65	94.53	3.66	1.81	2.3	0.16
	Not Pupil Premium	121	94.58	3.64	1.79	1.78	0.01
Year 11	Pupil Premium	71	95.95	2.59	1.46	2.92	0.01
	Not Pupil Premium	110	95.14	3.02	1.84	2.22	0.01
Year 12	Pupil Premium	47	92.86	5.15	1.88	1.82	0.01
	Not Pupil Premium	85	93.36	4.92	1.65	1.47	
Year 13	Pupil Premium	51	89.01	7.43	3.56	2.72	0
	Not Pupil Premium	83	90.43	6.83	2.74	2.19	0
Whole school	Pupil Premium		93.44	4.3	2.2	2.3	0.5
	Not Pupil Premium		94.11	4.2	1.7	1.6	0.005

Free breakfast

When considering the impact of a 'free breakfast on attendance' it is hard to attribute the improvement in attendance to any one initiative, however, approximately 200 students a day take up the offer and school attendance and punctuality remains very good.