

## Strategy for the school's use of the pupil premium



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## Pupil premium grant allocation

| Summary information                                |               |   |                   |
|--|---------------|---|-------------------|
| Date of most recent pupil premium review:          | November 2020 | Date of next pupil premium review:          | July 2021         |
| Total number of students on roll:                  | 501           | Total pupil premium budget:                 | £98,365           |
| Number of students eligible for the pupil premium: | 109           | Amount of pupil premium received per child: | £902.43 (average) |

|          |    |
|----------|----|
| Year 7:  | 15 |
| Year 8:  | 29 |
| Year 9:  | 22 |
| Year 10: | 21 |
| Year 11: | 22 |

The total number of Pupil Premium eligible students at the time of this review represents 20% of the total number of students in the school. Therefore, where strategies identified on this plan are whole school measures, costs are deducted from the Pupil Premium budget at 20% of the total cost of the intervention and this will be indicated throughout this document where relevant.

## Barriers to future attainment

### Academic barriers to future attainment

| Academic barriers |  |
|-------------------|--|
| <b>A</b>          | <b>Level of literacy.</b> According to Hart and Risley (1995), when students from lower SES groups start school, they have, on average, spoken about 2.5 million words, whereas those from higher groups have spoken 4.5 million words (Hattie, 2008, p.62). Hutchison and Dunford (2016) state that by the age of three, disadvantaged children are – on average – 18 months behind their peers in early language development and typically the gap continues to widen as children move through the education system (Sharples et al, 2011).  |
| <b>B</b>          | <b>Acquisition of surface learning.</b> Black and William (2018) argue that: “Children from working class families, who are only familiar with the restricted code that is required of their everyday language, may find it difficult to engage with the elaborated code that is required by the learning discourse of the classroom and which those from middle class families experience in their home lives.” Hirsch (1999) presents this as “the children who possess intellectual capital...have the mental scaffolding and Velcro to catch hold of what is going on, and they can turn the new knowledge into still more Velcro to gain still more knowledge”. |

### Additional barriers to future attainment

| Additional barriers |   |
|---------------------|---|
| <b>C</b>            | <b>Attendance.</b> In ‘A guide to absence statistics’ the DfE reference multiple pieces of international research showing the statistical link between absenteeism and underachievement. Gottfried (2014) showed “significant relationships between school absences and neighbourhood attributes such as poverty, family structure, homeownership status, and race”.  |
| <b>D</b>            | <b>Behaviour.</b> Once students are in school, they need to be able to pay attention in order to access the learning. The DfE state quite simply in ‘Supporting the attainment of disadvantaged pupils’ that “More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.”                |
| <b>E</b>            | <b>Sense of belonging.</b> The Matthew Effect, a concept coined by Rigney (2010), explores the educational context behind the idea the “the rich shall get richer and the poor shall get poorer.” Success breeds further success, which leads to greater engagement in school both inside and outside of the classroom, and by definition the opposite is true for students who perceive themselves to ‘fail’ – it entrenches the view that school is not for them. All of the above heavily contribute to the overall sense of belonging that students feel. |

## Intended outcomes

| Specific outcomes |  | Success criteria  |
|-------------------|--|---|
| A                 | Improve the reading age of PP students in Years 7 to 9 to close gaps with peers.   | <p>Using the Accelerated Reader (AR) adaptive reading age test:</p> <ul style="list-style-type: none"> <li>On average, PP students' reading ages increase at a greater rate than one year of time spent.</li> <li>The gap between PP students and their peers narrows on average.</li> <li>PP students whose reading ages do not improve receive targeted intervention which leads to subsequent improvement.</li> </ul>  |
| B                 | For PP students in all years to acquire sufficient surface knowledge to access the curriculum, develop secure understanding of concepts and experience academic success. | <p>The school's internal assessment system will show:</p> <ul style="list-style-type: none"> <li>PP students will consistently achieve 80%+ on knowledge/fact tests.</li> <li>PP students will produce authentic assessment responses which are at least in line other students, as judged by the standards expected for students of the same target grade.</li> <li>Where they do not achieve the standards expected first time, teachers will use a range of strategies to ensure that the student spends more time learning the key knowledge/skills until the appropriate standard is reached.</li> <li>Termly whole school tracking data shows achievement gaps closing with peers.</li> </ul> |
| C                 | Improve attendance.  | <ul style="list-style-type: none"> <li>Overall attendance of PP students is improving with gaps to other students closing.</li> <li>Where there are persistent or recurring absence issues, appropriate intervention is in place in line with the school's attendance policy.</li> </ul>  |
| D                 | Behaviour in lessons is improved with fewer instances of low-level disruption.   | <ul style="list-style-type: none"> <li>Revised behaviour system is applied consistently by all staff and enables parents and students to monitor behaviour.</li> <li>Increased number of positive behaviour points awarded by teachers.</li> <li>Reduction in number of negative behaviour points awarded.</li> <li>On average, PP students have fewer detentions and spend less time out of lessons in the consequence room.</li> </ul>  |
| E                 | Extended school day staffed from 8:15 to 5pm Monday – Thursday and 4pm on Friday.  | <ul style="list-style-type: none"> <li>Extra-curricular provision and extended school day are accessed by PP students at least as often as their peers on average.</li> </ul>   |

Planned expenditure for the current academic year (2020-2021)

| Action  | Intended outcome   | Evidence and rationale   | Monitoring  | Staff lead                        | Cost  | Review |
|---|--|--|---|-----------------------------------|---|--------|
| <p>High quality CPD programme for all teachers:</p> <ul style="list-style-type: none"> <li>• 4 hours of SEND focused CPD</li> <li>• Purchase of The Keys on-line CPD package</li> <li>• Nation Education Group on-line CPD package</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers will employ a range of strategies from the training to improve support for SEND students and get a better understanding of the difficulties they face</li> <li>• Improved well-being of SEND as they feel understood</li> <li>• Improved attainment as differentiation specifically supports learning needs</li> <li>• On-line training can continue should a further lockdown happen</li> <li>• Students well-being supports improved progress</li> </ul> | <p>High quality teaching for all</p> <p>Quality of teaching effect size = 0.77 (Hattie, 2009, p244)</p>                | <p>Weekly learning walks</p> <p>3 x 1-hour lesson observations per teacher as part of the appraisal process</p> <p>learning walks</p> | <p>DST</p> <p>£47.00 per hour</p> | <p>20% of £200</p> <p>20% of the key £1000</p> <p>20% NGG £995</p>                        |        |
| <p>ELSA programme to continue</p> <p>Pupil Premium 'Champion' who is ELSA trained</p>   | <ul style="list-style-type: none"> <li>• To support student wellbeing and mental health</li> <li>• Students are equipped and better organised in their study habits</li> <li>• Behaviour and concentration in lessons is improved as a result of</li> </ul>  | <p>Support with organisation and reflection on study/behaviour habits</p> <p>To develop self-regulation strategies</p> | <p>PDR cycles to review impact &amp; next steps</p> <p>Strategies shared with teachers to support students in the classroom</p>       | <p>SSU</p>                        | <p>20% of £500 for ongoing training</p> <p>20% of staff costs</p> <p>£28826 per annum</p> |        |

|   |  |  |   |                      |  |  |
|---|--|--|---|----------------------|--|--|
|   | <p>increasing sense of confidence and wellbeing</p> <ul style="list-style-type: none"> <li>• Students consistently complete their homework to a good standard</li> </ul>   |  |   |                      |  |  |
| Continue to invest in 4Matrix programme to track pupil progress   | <ul style="list-style-type: none"> <li>• School is able to analyse student performance against target grades and gaps between disadvantaged students and peers.</li> <li>Appropriate interventions can be targeted at students who are falling</li> </ul>  | Must be able to analyse class data in order to identify where disadvantaged students are underperforming                                       | Termly review of data to monitor identified students  | DST Heads of Faculty | 20% of £960  |  |
| Purchase software to be used by all teachers to promote positive behaviour across the school (Class Charts) | <ul style="list-style-type: none"> <li>• All staff follow the behaviour system consistently.</li> <li>• Students and parents have access to live behaviour data, which has a positive impact on their actions.</li> <li>• School leaders able to analyse patterns of behaviour and plan interventions accordingly</li> <li>• A consistently high level of positive points awarded by all staff improves student</li> </ul> | <p>Classroom management effect size = 0.52 (Hattie, 2009, p244)</p> <p>Homework (secondary school) effect size = 0.64 (Hattie, 2009, p244)</p> | <p>Daily analysis of positive/negative points awarded by class teachers</p> <p>LFA to monitor behaviour</p> | BWO/DST              | <p>20% of £1831.45 (Class Charts)</p> <p>£1240.33 (Provision Maps)</p> |  |

|   |   |   |  |     |             |  |
|---|---|---|--|-----|-------------|--|
|   | <p>attitudes and provides access to trips/rewards</p> <ul style="list-style-type: none"> <li>• Improvement in student behaviour through reduction in low level disruption, leading to better progress</li> <li>• Homework is set and submitted on Class Charts, the amount of homework set and completed is significantly increased</li> <li>• Class Charts was used during lockdown to set lesson tasks and upload virtual lessons and tasks completed were then submitted by students – the feedback facility improved the quality of work uploaded</li> <li>• The Provision Maps support teachers in adapting to additional needs for individual students</li> </ul> |   |  |     |             |  |
| Provide current year 10 with knowledge booklets | <ul style="list-style-type: none"> <li>• Using tutor time, a minimum of 20 minutes per day is spent focussed on learning the core content of each subject.</li> </ul>   | Knowledge as the foundation for deeper conceptual understanding (SOLO taxonomy) | <p>Heads of house to monitor the standards in tutor group sessions</p> <p>Teachers and heads of subject review the</p> | DST | 20% of £713 |  |

|   |  |   |  |     |                 |  |
|---|--|---|--|-----|-----------------|--|
|   | <ul style="list-style-type: none"> <li>• Long term memory and ability to recall information is improved – which helps students to learn new information in lessons.</li> <li>• Better understanding shown in fact tests and assessments.</li> <li>• To support home learning during periods of isolation</li> </ul>  | Carroll’s model for learning (time spent/time needed)             | impact of knowledge through fact tests and authentic assessments   |     |                 |  |
| Purchase of AR software package to promote reading and assess comprehension for years 7-9 | <ul style="list-style-type: none"> <li>• Reading age tests allow for termly monitoring and identification of appropriate books for students</li> <li>• All students read a book which sits in the zone of proximal development based on their reading age.</li> <li>• Using tutor time, a minimum of 20 per day is spent reading an appropriate fiction book which is then supported by a further half an hour lesson in English each week for monitoring and discussion</li> <li>• On average, PP students’ reading ages increase at a</li> </ul> | Literacy and reading age is a barrier to accessing the curriculum | Head of English to monitor impact termly as reading age tests are sat, with more regular checking of quiz completion and books read between these times. | SSU | 20% of £3068.83 |  |

|  |   |  |  |     |   |  |
|--|---|--|--|-----|---|--|
|  | greater rate than one year of time spent, and gaps with peers are narrowed.   |  |  |     |   |  |
| Provide staffing for breakfast and after school homework clubs | Extra-curricular provision and extended school day are accessed by PP students at least as often as their peers on average  | Providing students with the opportunity to have breakfast helps concentration in lesson, and a study space allows for homework to be completed consistently. Homework (secondary school) effect size = 0.64 (Hattie, 2009, p244) | SUN/DST  | SUN | 20% of £1217 (breakfast club)<br><br>20% of £8270 (homework club) |  |
| 1:1 additional Maths and English tuition for LAC students      | <ul style="list-style-type: none"> <li>• Specific barriers to achievement in both/either subject are identified for disadvantaged students who are falling behind</li> <li>• This leads to personalised teaching focussing on core literacy and numeracy skills</li> <li>• Students show sustained improvement</li> </ul> | One to one tuition = up to 5 months additional progress (EEF toolkit)  | Throughout the intervention period (quality assurance of materials, teacher/student feedback and quality of work produced) | SSU | Maths and English tutors £200 per day – one day per week in each. |  |
| PLC maximum 2:6 staffed by a teacher and ELSA                  | <ul style="list-style-type: none"> <li>• Short-term intervention provision to support specific barriers to achievement in all subject</li> <li>• disadvantaged students who are falling behind are identified</li> </ul>  | Provides students with a safe place to close the gaps in learning<br>Provides a safe space to explore strategies to support emotional wellbeing and behavioural  | Termly data<br><br>PDR cycle impact reviewed and next steps<br><br>Strategies share with                                   | LTR | 20% unqualified teacher salary £23,258<br><br>20% ELSA            |  |

|                       |   |                 |                |  |  |  |
|-----------------------|---|-----------------|----------------|--|--|--|
|                       | <ul style="list-style-type: none"> <li>• Disadvantaged students identified through attendance officer</li> <li>• Vulnerable students struggling to access the curriculum due to emotional needs are supported</li> <li>• This leads to a personalised teaching focus and applying self-regulation strategies before reintegrating back into the classroom</li> <li>• Students show sustained improvement and wellbeing</li> </ul> | self-regulation | class teachers |  | salary<br>£28826 per annum<br><br>20% attendance officer salary<br>SWE costs<br>£24363 |  |
| Total budgeted costs: |   |                 |                |  | £111,047.61  |  |

## Review of expenditure for the previous academic year (2018-19)

| Action   | Intended outcome  | Evidence and rationale   | Monitoring  | Staff lead                                    | Cost   | Review   |
|--|---|--|---|---|--|--|
| <p>High quality CPD programme for all teachers:</p> <ul style="list-style-type: none"> <li>• One full day training in September (Making it Stick: retention techniques for the knowledge rich curriculum).</li> <li>• One full day training in October (Cognitive Load Theory).</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers will employ a range of strategies from the training to improve long term memory and retention.</li> <li>• Students will spend more time thinking in lessons and make better notes on key concepts.</li> <li>• Improvement in test scores, long term progress and exam results.</li> </ul> | <p>High quality teaching for all. Quality of teaching effect size = 0.77 (Hattie, 2009, p244).</p>               | <p>Weekly learning walks.</p> <p>3 x 1-hour lesson observations per teacher as part of appraisal process.</p>   | <p>DST</p> <p>£47.00 per hour</p>             | <p>20% of £1,325.50 Making It Stick</p> <p>20% of £1,430 Cognitive Load Theory</p> <p>£1500.00 ELSA training</p> | <ul style="list-style-type: none"> <li>• Strategies observed in all subject areas and expected part of delivery of all lessons</li> <li>• The two ELSA support staff are able to support student well-being and have reduced the number of referrals to professionals and built excellent home school links</li> </ul> |
| <p>Purchase software to be used by all teachers to track pupil progress (4Matrix).</p>   | <ul style="list-style-type: none"> <li>• School is able to analyse student performance against target grades and gaps between disadvantaged students and peers.</li> <li>• Appropriate interventions can be targeted at students who are falling behind.</li> </ul>   | <p>Must be able to analyse class data in order to identify where disadvantaged students are underperforming.</p> | <p>Termly review of impact as pupil tracking data updated.</p> <p>Closer monitoring of target students through school's internal assessment trackers.</p> | <p>SUN (purchase)</p> <p>DST (monitoring)</p> | <p>20% of £960.00</p>  | <ul style="list-style-type: none"> <li>• Not used as much in previous years due to COVID lockdown and year 11s not sitting exams</li> </ul>  |

|   |  |  |   |   |   |  |
|---|--|--|---|---|---|--|
| <p>Purchase software to be used by all teachers to promote positive behaviour across the school (Class Charts).</p> | <ul style="list-style-type: none"> <li>• All staff follow the behaviour system consistently</li> <li>• Students and parents have access to live behaviour data, which has a positive impact on their actions</li> <li>• School leaders able to analyse patterns of behaviour and plan interventions accordingly</li> <li>• A consistently high level of positive points awarded by all staff improves student attitudes and provides access to trips/rewards</li> <li>• Improvement in student behaviour through reduction in low level disruption, leading to better progress</li> <li>• By tracking this on Class Charts, the amount of homework set and completed is significantly increased</li> </ul> | <p>Classroom management effect size = 0.52 (Hattie, 2009, p244)</p> <p>Homework (secondary school) effect size = 0.64 (Hattie, 2009, p244)</p> | <p>Daily analysis of positive/negative points awarded by pastoral team</p> <p>Fortnightly homework checks</p> | <p>SUN (purchase)</p> <p>BWO/DST (monitoring)</p> | <p>20% of £1831.45 (Class Charts)</p> <p>£1240.33 (provision map)</p> | <ul style="list-style-type: none"> <li>• Superb programme which has been utilised thoroughly through lockdown to upload resources and submit completed work done by students</li> <li>• The immediate viewing of class behaviour is shared with home and has generated better home school links</li> </ul> |
| <p>Total budgeted cost:</p>   |  |  |   |   | <p>£3850</p>  |  |

## Targeted support

| Action  | Intended outcome   | Evidence and rationale  | Monitoring   | Staff lead | Cost   | Review   |
|---|--|---|--|------------|--|--|
| Employ a one-to-one tutor to support disadvantaged students in their learning across subjects, and specialist tutors for English and Maths. | <ul style="list-style-type: none"> <li>• Specific barriers to achievement in each subject are identified for disadvantaged students who are falling behind in KS3.</li> <li>• This leads to personalised teaching focussing on core literacy and numeracy skills.</li> <li>• Students show sustained improvement.</li> </ul>   | One to one tuition = up to 5 months additional progress (EEF toolkit).  | Throughout the intervention period (quality assurance of materials, teacher/student feedback and quality of work produced).                                    | DST        | Full-time tutor<br>£21,180<br><br>Maths and English tutors<br>£200 per day – one day per week in each. | <ul style="list-style-type: none"> <li>• PLC tutor has been invaluable in supporting students in all subject areas before reintegrating them back into the classroom</li> <li>• There has been a mixed response to the 1:1 tutoring – a few refused to engage, but those who have, have made improvements</li> </ul> |
| Provide students in Y10/11 with an essential GCSE subjects.   | <ul style="list-style-type: none"> <li>• Using tutor time, a minimum of 20 minutes per day is spent focussed on learning the core content of each subject.</li> <li>• Long term memory and ability to recall information is improved – which helps students to learn new information in lessons.</li> <li>• Better understanding shown in fact tests and assessments.</li> </ul> | Knowledge as the foundation for deeper conceptual understanding (SOLO taxonomy)<br><br>Carroll's model for learning (time spent/time needed). | Heads of house to monitor the standards<br><br>Teachers and heads of subject review the impact of core knowledge through fact tests and authentic assessments. | DST        | 20% of £1426.00  | <ul style="list-style-type: none"> <li>• Essential study aid which supported remote learning during lockdown</li> </ul>  |

|   |  |   |   |            |                        |  |
|---|--|---|---|------------|------------------------|--|
| <p>Purchase software to promote reading/literacy and monitor progress (Accelerated Reader) in Y7 - 9.</p> | <ul style="list-style-type: none"> <li>• Reading age tests allow for termly monitoring and identification of appropriate books for students.</li> <li>• All students read a book which sits in the zone of proximal development based on their reading age.</li> <li>• Using tutor time, a minimum of 20 per day is spent reading an appropriate fiction book.</li> <li>• On average, PP students' reading ages increase at a greater rate than one year of time spent, and gaps with peers are narrowed.</li> </ul> | <p>Literacy and reading age is a barrier to accessing the curriculum.</p> | <p>Head of English to monitor impact termly as reading age tests are sat, with more regular checking of quiz completion and books read between these times.</p> <p>Heads of house to monitor quality of tutor</p> | <p>DST</p> | <p>20% of £3068.83</p> | <ul style="list-style-type: none"> <li>• AR continues to work well with years 7-9 with reading expectations continuing into lockdown</li> <li>• Able to continue to monitor reading progress through lockdown</li> </ul> |
|---|--|---|---|------------|------------------------|--|

|                                   |   |   |  |         |             |  |
|-----------------------------------|---|---|--|---------|-------------|--|
| Employ a Pupil Premium 'Champion' | <ul style="list-style-type: none"> <li>• Students are equipped and better organised in their study habits.</li> <li>• Behaviour and concentration in lessons is improved as a result of increasing sense of confidence and wellbeing.</li> <li>• Students consistently complete their homework to a good standard.</li> </ul>   | Support with organisation and reflection on study/behaviour habits. | <p>SCA review impact of one-to-one sessions through teacher/student feedback.</p> <p>LFA monitoring behaviour trends. Teachers and subject leaders tracking performance in assessment.</p> | BWO/SSU | £28,081 FTE | <ul style="list-style-type: none"> <li>• Both are ELSA trained and are able to support the whole child</li> <li>• Students recognise the PLC and SC as a safe space</li> <li>• Students recognise both ELSAs as key support staff they could meet with regularly through timetabled sessions and they could also drop in before school, breaks/lunches and after school</li> </ul> |
| Employ an attendance officer      | <ul style="list-style-type: none"> <li>• Overall attendance of PP students is improving with gaps to other students closing.</li> <li>• Where there are persistent or recurring absence issues, appropriate intervention is in place in line with the school's attendance policy.</li> <li>• Subject assessments show secure knowledge and understanding as a result of being in school regularly.</li> </ul> | Improving attendance has a direct link to improved achievement.     | <p>BWO (strategic overview)</p> <p>SWE (daily review)</p>  | BWO     | £24,119 FTE | <ul style="list-style-type: none"> <li>• Made marginal improvements in attendance so will continue and develop further as part of main school budget</li> </ul>  |

|                      |            |
|----------------------|------------|
| Total budgeted cost: | £77,077.40 |
|----------------------|------------|

### Engagement in the school

| Action  | Intended outcome  | Evidence and rationale  | Monitoring | Staff lead | Cost  | Review  |
|---|---|---|------------|------------|---|---|
| Provide staffing for breakfast and after school homework clubs.               | <ul style="list-style-type: none"> <li>Extra-curricular provision and extended school day are accessed by PP students at least as often as their peers on average.</li> </ul> | <p>Providing students with the opportunity to have breakfast helps concentration in lesson, and a study space allows for homework to be completed consistently.</p> <p>Homework (secondary school) effect size = 0.64 (Hattie, 2009, p244).</p> | SUN/DST    | SUN        | 20% of £1,217 (breakfast)<br><br>20% of £5,146 (homework) | <ul style="list-style-type: none"> <li>Breakfast club was more popular in the colder months</li> <li>Homework club has been extremely popular as a way of accessing staff support and ensuring work is completed to a good standard</li> </ul> <p>Some students have used homework club to help organise their homework which has ensured work has been completed on time</p> |
| Further develop the extra-curricular programme through subsidised activities. | <ul style="list-style-type: none"> <li>Extra-curricular provision and extended school day are accessed by PP students at least as often as their peers on average.</li> </ul> | To ensure that economic disadvantages do not present barriers to experiences which may increase cultural capital.   | SCH        | SCH        | £1000   | <ul style="list-style-type: none"> <li>Activities were arranged for every night of the week and were very popular</li> </ul>  |
| Total budgeted cost:  |   |   |            |            | £2272.60  |   |

## Impact of expenditure for the previous academic year (2019-20)

| <b>2020 leavers</b>            | School dis.<br>pupils                   | Local authority<br>(non-dis. pupils) | England (non-dis.<br>pupils) |
|--------------------------------|---|--------------------------------------|------------------------------|
| No. of pupils                  | Data not available in the public domain |                                      |                              |
| P8 score & CI                  |   |                                      |                              |
| A8 score                       |   |                                      |                              |
| English & maths<br>at grade 5+ |   |                                      |                              |
| English & maths<br>at grade 4+ |   |                                      |                              |
| EBacc at grade<br>5/C+         |   |                                      |                              |
| EBacc at grade<br>4/C+         |   |                                      |                              |
| Entering EBacc                 |   |                                      |                              |

| <b>Internal end of<br/>year data</b> | Year 10                            |              |
|--------------------------------------|------------------------------------|--------------|
|                                      | Pupil Premium                      | Other pupils |
| No. of pupils                        | Data not collected due to lockdown |              |
| P8 score                             |                                    |              |
| A8 score                             |                                    |              |
| English & maths at<br>grade 5+       |                                    |              |
| English & maths at<br>grade 4+       |                                    |              |
| EBacc at grade<br>5/C+               |                                    |              |
| EBacc at grade<br>4/C+               |                                    |              |
| Entering EBacc                       |                                    |              |