Pupil premium strategy statement: Castle View School

School overview 2025/2026

Detail	Data
School name	Castle View School
Number of pupils in school	1110
Proportion (%) of pupil premium eligible pupils	32% (353)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	3-year 2025/26
Date this statement was published	
Date on which it will be reviewed	September 2026
Statement authorised by	S. Durkin
Pupil premium lead	S. Barry
Governor / Trustee lead	V. Mead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£330,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£330,000

Part A: Pupil premium strategy plan

Statement of intent

At Castle View School, it is our vision that pupils, parents, and staff work in partnership to achieve academic excellence, through a culture of high aspirations, whilst developing every child into well-rounded, caring, confident individuals who contribute positively to their community and are well-equipped to contribute to our wider society.

To achieve this vision we look at the shared challenges faced by our pupils whilst also looking at individual needs. We use academic research, robust diagnostic tracking, and assessment to identify areas of need and do not make assumptions regarding the impact of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	**Progress/Outcomes** The achievement of disadvantaged pupils is lower than that of their peers. Analysis of subject progress and attainment over the past 3 years shows that there has been a slight upwards trajectory in in A8 compared with 2023 results. The percentage of 9-4s and 9-5s in English and Maths has increased. English and Maths is a key contributory factor to the overall Progress 8 and Attainment 8 of disadvantaged pupils. The gap between PPG and NPPG has reduced year on year. The school has some improvement since the 2023 outcomes, with the gap between the disadvantaged and non-disadvantaged. Notably, the gap in English for both 9-5 and 9-4 is narrower than the gap in maths. Whilst the gap across all subjects remains a focus for the school, closing the gap in Maths is urgent. Our outcomes remain below the ambitions of the school.
2	**Attendance** Whilst the attendance of disadvantaged pupils (88.3%) has remained above national average (86.3%) during 2024-25, there is still a 4.91% difference in the attendance of disadvantaged pupils when compared to their non-disadvantaged peers. Whilst the number of disadvantaged pupils who were PA reduced (-6.5% year on year), there were still 43% (19.2% NPPG) which is above the national average of

	41.2%. In cases where disadvantaged pupils have been persistently absent clear gaps in learning have impacted on achievement. Therefore, this remains a priority area of focus for the school.
3	**Literacy/Reading** Disadvantaged pupils average NRSS reading score is 95.39 compared to the non-disadvantaged pupils reading average of 100.21. Internal data from the school internal testing using Accelerated Reader as the first level and NGRT as a second level test identified a significant percentage of disadvantaged pupils being identified with literacy as the key barrier to learning. Analysis of behaviour logs also showed a sizeable proportion of students with a high number of behaviour points had a NRSS reading score in the bottom 20 percent.
4	**Attitude to Learning** Disadvantaged pupils have an average attitude to learning score and achievement points below that of their non-disadvantaged peers. Alongside this the evidence suggests that they are also receiving most external suspensions.
5	**Opportunities Beyond the Classroom** Low family income can limit the enrichment opportunities for disadvantaged pupils beyond the classrooms. Missing out on cultural capital experiences, extra-curricular clubs and opportunities to experience careers education, information, advice and guidance is an essential part of a child's development. Internal data from student voice surveys highlights a disparity between the disadvantaged and the non-disadvantaged pupils
6	**Parental Engagement** Academic research from a range of sources highlights the positive impact of parental engagement with academic achievement. Historic internal demonstrates that the percentage of disadvantaged pupils whose parents attend parents engagement events is lower than the non-disadvantaged cohort.

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
Achievement Improved achievement amongst disadvantaged pupils across the curriculum at the end of KS4.	The 2025/26 PPG leavers cohort must make progress at least in line with their peers nationally, so that they are not hindered by their outcomes when competing for college and training places next year. EBACC uptake and achievement for our disadvantaged pupils increasing demonstrating greater rigor and challenge within the curriculum. This will support in aspirations of students overall.
Attendance To achieve and sustain improved attendance for all pupils, particularly the disadvantaged cohort.	• Sustained high attendance from 2025/26 demonstrated by: • The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%.
Literacy Improved reading fluency among disadvantaged pupils across all key stages.	• NRSS increases by whole school/SEN/PP/MA and the gap between disadvantaged and non-disadvantaged is significantly decreased by comparison to the last academic year. • 100% of disadvantaged pupils who receive targeted reading interventions achieve their chronological age.
Attitude to Learning Improved attitude to learning average score and achievement points for disadvantaged students. Reduced external exclusion for disadvantaged students.	• ATL average score to increase whole school/SEN/PP/MA/ SEN-PPG/ MA-PPG and the gap between disadvantaged and non-disadvantaged is significantly decreased by comparison to the last academic year. • The amount of achievement points received by disadvantaged pupils is in line with their non-disadvantaged peers. • To reduce the number of external exclusions of disadvantaged students by comparison to the last academic year.

Opportunities beyond the classroom To enhance the enrichment opportunities for disadvantaged pupils by providing access to cultural capital experiences, extra curricular activities, and high quality careers guidance, thereby promoting equity by broadening their horizons and supporting their personal and academic development.	During their 5 years at the school: - • 100% of disadvantaged pupils attend a school trip that provides cultural and/or social enrichment. • 100% of disadvantaged pupils participate in an extra-curricular club or school event. • 100% of disadvantaged pupils have a meaningful encounter with employees or an employer. • 100% of disadvantaged pupils receive careers advice
Parental Engagement Improved engagement of PP pupil parents in school's events, particularly parents' evenings and raising attainment evenings. Parents feel well communicated with by the school.	• The percentage of parents of disadvantaged pupils attending school events (such as options, awards, and parents' evenings) to increase to be in line with the parents of non-disadvantaged pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £164,862.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Achievement English and Maths staffing Ensuring that both subject areas are fully staffed will allow the school to provide	Research from sources (such as the Education Endowment Foundation) identifies high quality teaching as one of the most crucial factors in pupil's attainment.	**1, 2,3,4**

opportunities for 'Flexible Grouping' (a component of high-quality teaching identified by the Educational Endowment Foundation). English now have mixed ability sets in all key stages.	School planning support 2022-23 | EEF (educationendowmentfoundation.org.uk) The EEF Guide to Pupil Premium – Autumn 2021	
Achievement Ambitious Curriculum EBACC Leaders are increasingly ambitious to have the EBacc at the heart of the curriculum**,** investment has been made in extra staffing. Leaders have focused on broadening the curriculum offer, a better designed MFL curriculum, Spanish specialist have been recruited and uptake of Spanish to be in line with French for 2024/25. Entries for Humanities has been promoted, continuing the aspirational target.	Research from sources (such as the Education Endowment Foundation) identifies high quality teaching as one of the most crucial factors in pupil's attainment. School planning support 2022-23 | EEF (educationendowmentfoundation.org.uk) The EEF Guide to Pupil Premium – Autumn 2021	
Achievement Using diagnostic assessment to address learning gaps. After each assessment period lines of enquiry are generated from leaders to enable discussion within departments with the aim to address learning gaps, supporting progress and drive meaningful change.	Diagnostic assessments provide opportunities to reflect on pupils, thinking, strengths and weaknesses. They can give useful insights into learning, adding to the richness of the information teachers hold about their pupils. Some methods can also help teacher isolate the specific misconceptions pupils might hold. School planning support 2022-23 | EEF (educationendowmentfoundation.org.uk)	**1,2,3,4**
Achievement Continued Professional Development High quality teaching (Explicit teaching; Scaffolding; Cognitive and metacognitive strategies). Classroom pedagogy: Adaptive Teaching, Learning questions at the start of each lesson · Targeted Questioning · Knowledge testing · Learning criteria (assessment)	Academic literature that has influenced the school's approach to teaching and learning: - • *'Rosenshine's principles in action' – Tom Sherrington* • *'Teach like a champion' – Doug Lemov* • *Tom Sherrington's Walk Thru CPD videos are shared with staff* • *All lessons include branding to support metacognition* *Adaptive teaching is a key focus across the school.* Alongside this the school continues to refer to the academic research from the	**1,2,3,4**

	EEF: - Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF	
Achievement Continued Professional Development Subscriptions to online professional development resources such as The National College. By broadening the opportunities for staff to have access to academic research and training the school aims to provide high quality CPD that has a positive impact on classroom practice and in turn the attainment of students.	The EEF provides research and guidance on providing effective Professional Development in schools. Effective Professional Development | EEF (educationendowmentfoundation.org.uk) A key strand within this is to 'build knowledge.' National subscriptions therefore provide staff with the opportunity to increase their individual subject knowledge and pedagogy, e.g. subject associations.	**1,3,4**
Achievement Continued Professional Development Subject specific CPD is provided for both qualified and unqualified teachers and provides relevant staff with training to directly impact on their individual teaching practice. All teaching staff have been asked to complete subject knowledge audits to help support any gaps in their subject knowledge.	The four key principles of the EEF's Effective Professional Development guidance are: - A) Build knowledge B) Motivate teachers C) Develop teaching techniques D) Embed practice EEF Effective Professional Development (The mechanisms of PD) - Overview	**1, 3, 4**
Literacy Academic Reading Majority of subjects use a range of academic reading texts intricately linked to their curriculum to engage students in 'disciplinary literacy' and provide opportunities to widen student's literacy experiences and cultural capital.	The recommendations from the EEF for improving literacy in secondary schools provides 7 key areas of focus including 'disciplinary literacy' and providing opportunities for structured talk. Improving Literacy in Secondary Schools	**1,3,4,**
Literacy Reading for pleasure	The recommendations from the EEF for improving literacy in secondary schools provides 7 key areas of focus	**1,3,4,**

Form time reading at age-appropriate level with links to personal development and the school's values. Disadvantaged pupils have access to a wide range of text and cultural capital through the academic reading strategy which is taught by trained colleagues using effective reading pedagogy.	including 'disciplinary literacy' and providing opportunities for structured talk. Improving Literacy in Secondary Schools	
Literacy Accelerated Reader (STAR Reading Tests)/NGRT/Blue Probe testing All students are regularly tested to identify students with reading as a barrier to learning, to identify those specific barriers and to employ targeted intervention.	Recommendation 7 from the EEF improving literacy in secondary schools highlights the need for "high-quality literacy interventions for struggling students". Research on diagnostic assessment supports the use of the STAR Reading Tests and NGRT to identify specific students to target for interventions. Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk) Diagnostic_Assessment_Tool.pdf (educationendowmentfoundation.org.uk)	**1,3,4**
Literacy intervention Thinking Reading/Lexia Students are accurately identified for individual barriers and placed in appropriate intervention supporting decoding and comprehension. Disadvantaged pupils eligible for 'Thinking Reading' are prioritised.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	**1,3,4,5**
Literacy Key words Key terminology is taught explicitly through the micro-scripts and tier 2 and 3 words identified clearly on sequence learning.	Recommendation 2 of the EEF Improving Literacy in Secondary Schools guidance highlights the need to 'provide targeted vocabulary instructions in every subject'. The importance of understanding subject specific terminology is also highlighted in the book 'Closing the Vocabulary Gap' by Alex Quigley. Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk)	**1,3,4,5**
Literacy SPaG across the curriculum	Recommendation 5 of the EEF Improving Literacy in Secondary Schools guidance highlights the	**1,3,4**

SPAG is identified across all subject areas and part of the feedback policy.	benefit of combining writing instruction with reading in every subject. Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk)	
Literacy Extended writing across the curriculum Across the majority of subjects students provided with opportunities to become accomplished independent writers who persist with challenging writing tasks building stamina to prepare for the rigor of GCSE and beyond.	Internal diagnostic analysis of English and Science assessments highlighted that disproportionate numbers of disadvantaged pupils failed to answer questions that required extended written answers. Recommendation 4 of the EEF Improving Literacy in Secondary Schools guidance highlights the benefit of breaking down complex writing tasks. Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk)	**1,3,4**

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

Budgeted cost: £82,569.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Achievement Academic mentors- English, Maths and Science Targeted small groups and one-to-one interventions have the potential for the largest immediate impact on attainment.	The EEF Teaching and Learning Toolkit rates the use of one-to-one interventions as one of its top 10 impact strategies. It also provides greater opportunities for direct personalised feedback Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)	**1**, 3, 4
Achievement Period 6 for Year 11 A programme of Period 6 classes across the curriculum provides opportunities for students to be targeted for academic support based on diagnostic assessments.	Targeted small groups and one-to-one interventions have the potential for moderate to high impact on attainment. Individualised instruction is low cost with moderate impact. Placing a focus on metacognition and self-regulation, as opposed to just knowledge and application, has	**1**, 3, 4,6

	been evidenced to show an elevated level of impact. Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)	
Achievement Holiday Provision Sessions (Revision) A programme of targeted small group interventions that provide students with the opportunity to develop their knowledge and understanding across the curriculum.	The benefits of targeted small group interventions are highlighted within the EEF Teaching and Learning toolkit. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	**1**, 3, 4,6
Achievement SOC – Student of Concern Meetings The school will evolve its systems that monitor, evaluate and review student achievement through more regular and robust procedures involving key staff. This aims to improve the consistency of best practice within the core subjects leading to improved attainment.	Treating implementation as a process, not an event is the first recommendation of 'A School's Guide to Implementation' (by the EEF). This guidance outlines clear steps to ensure strategies are implemented effectively. Putting Evidence to Work - A School's Guide to Implementation | EEF (educationendowmentfoundation.org.uk)	**1**, 3, 4, 6
Literacy Literacy Intervention Groups Adopting a targeted reading intervention for disadvantaged pupils who need additional help in terms of comprehending and decoding text.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	1, **3,4**

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £82,569.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Achievement New technologies The investment of software and systems	The Educational Endowment Foundation (EEF) sets out 4 recommendations for using digital technology to improve learning.	**1,2,3,4**

(such as GCSEpod) that provide greater learning opportunities for disadvantaged pupils with a focus on technology that plays a role in improving assessment and feedback. Students without home access are provided with equipment to support this. All EBAC classrooms have visualisers. Virtual learning robot is used to support PA	Using Digital Technology to Improve Learning GCSE Learning and Revision | GCSEPod	
Attendance Year Leader and Tutor interventions Tutors mentor disadvantaged pupils who have an attendance concern at any point during the half term. This is using a persistent absence tracker. Reward based approach is used for improving students.	The DfE, The Key and SSAT all reference the benefit of building positive relationships with both pupils and parents/carers as part of a positive but firm approach. Interventions that regularly monitor attendance and engage pupils and parents/carers in the action plans often have greater success. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) Improving attendance: strategies and factsheet (secondary) | The Key for School Leaders (thekeysupport.com) Working together to improve attendance - SSAT (ssatuk.co.uk)	**1,2**
Attendance Attendance Ambassadors Part of the attendance team these members of staff provide a significant role in the swift intervention to ensuring school attendance is high. Disadvantaged pupils are prioritised for first day calling, Attendance Ambassador visits and Schools Based Meetings.	The Key for School Leaders guidance for improving school attendance references the benefit of designating members of staff to phone absent pupils (or their families) each day. This provides opportunities to build positive relationships Improving attendance: strategies and factsheet (secondary) | The Key for School Leaders (thekeysupport.com)	**1,2**
Attendance External Support Aquinas to specifically target PA students/families.	Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. EEF_Parental_Engagement_Guidance_Report.pdf Attendance interventions rapid evidence assessment | EEF (educationendowmentfoundation.org.uk)	**1,2**

Opportunities Beyond the Classroom Mentoring After key events in the year pupils are invited to take part in 1:1 discussions with members of staff to help build communication skills. They are also given opportunity at this point to voice any opinions they have.	Academic Research by Marc Rowland identified 'good communication skills' as being the key skill that employers look for; He also suggests that removing the gap in vocabulary will improve pupil outcomes. The EEF makes the link between progress outcomes and oral and communication intervention. Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)	1,3,4,5
Parental Engagement Parents Evenings In a drive to increase attendance to parents' evenings, core groups of parents receive phone calls with the aim to encourage attendance to key events. If unable to attend they are provided with the materials discussed. Communication with PP is personalised to build relationships with the school.	The EEF identifies that parental engagement has a positive impact on average of 2 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement | EEF (educationendowmentfoundation.org.uk)	**6**
Parental Engagement Raising Attainment Evenings In order to drive progress and support revision at home, parents are invited to attend raising attainment evenings run by core subjects. During these sessions they engage with revision techniques and support with core subject content.	EEF toolkit "Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening the attainment gaps". EEF teaching and learning Toolkit- Moderate impact for very low cost. Teaching and Learning Toolkit | EEF	
Attitude to Learning 'I am an ACHIVER' initiative Under the branding of 'I'm an ACHIEVER' the school will evolve the Achievement Points, Rewards and INTER-College competitions to provide greater opportunities for pupils to as-	Extra-curricular activities boost young people's confidence to interact socially with others and extend their social networks. They offer an important space to have fun and relax away from the pressures of schoolwork and help to build positive relationships between staff and students. An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK	

pire to achieve and as a result create a stronger sense of belonging (particularly for the disadvantaged cohort) and in turn lead to improved social and academic outcomes.		
Opportunities Beyond the Classroom Student Voice A range of systems, processes and provisions provide opportunities to engage students and create a greater sense of belonging. 'You said. We did.' Assemblies provide feedback and create a culture where student voice is valued.	Pupil voice strengthens pupils' sense of belonging and wellbeing when it's genuine and inclusive. Government guidance and case studies emphasise that listening to and involving pupils as active participants builds school belonging and enables pupils to contribute positively to school life. Department for Education – Listening to and involving children and young people	

Teaching budgeted cost: £164,862.50

Targeted Academic Support budgeted cost: £82,569.25

Wider Strategies budgeted cost: £82,569.25

Total budgeted cost: £330,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Cohort size (2025 Leavers) – 171 **Non-PP** – 125 **PP** – 65

Progress & Outcomes

2025 Outcomes	CVA ALL	CVS PPG	CVS non-PPG	National - NPPG (24/25 – provisional at time of publication)
A8	3.6	3.00	3.81	5.3
P8	-0.28	-0.35	-0.26	
English Bucket Av P8	-0.59	-0.65	-0.57	
Maths Bucket Av P8	-0.50	-.39	-0.53	
EBacc Bucket Av P8	-0.53	-0.46	-0.55	
Open Bucket Av P8	0.30	-0.02	0.42	
Boys Av P8	-0.47	-0.29	-0.56	
Girls Av P8	-0.04	-0.54	0.02	
% 9-5 En & Ma	16.4	6.7	19.8	52.8
% 9-4 En & Ma	29.8	17.8	34.1	72.7

Attendance

2025 Outcomes	CVS PPG	CVS non-PPG	National
2024-2025 Overall Attendance	88.3	93.3%	86.3 PPG
2023-2024 Overall Attendance	88.3%	91.5%	90.9% 85.4% PPG
2022-2023 Overall Attendance	*90.3%*	*90.3%*	*90.7%*

Literacy/Reading

	NRSS Spring 2021	NRSS Summer 2021	NRSS Autumn 2022	NRSS Spring 2023	NRSS Summer 2023	NRSS Autumn 2023	NRSS Spring 2024	NRSS Autumn 2024	NRSS Spring 2025
WHOLE	99.47	95.61	95.11	96.73	95.12	97.60	98.10	98.78	99.01 ↑
PP	95.94 (4.7)	91.39 (gap 5.85)	91.25 (gap 5.6)	93.08 (5.72)	92.17 (Gap 3.63)	93.84 (gap 5.37)	94.36 (gap 4.73)	95.39 (4.82)	96.18 ↑(3.96)
Non-PP	100.64	97.24	96.85	98.38	96.33	99.21	99.70	100.21	100.14 ↔
PP SEN	96.10	90.77	90.52	92.90	92.30	87.2	88.61	89.67	91.27 ↑

Attitude to learning

2024-2025	Year 7	Year 8	Year 9	Year 10	Year 11
Overall av ATL	3.1	2.5	2.4	3.1	2.9
Non-PPG Av ATL	3.2	2.9	2.7	3.2	3.1
PPG Av ATL	3	2.7	2.6	3.0	2.9
MA-PPG Av ATL	3.3	3.2	2.9	3.3	3.2
SEN-PPG Av ATL	2.8	2.7	2.5	2.7	2.5

2024-2025	Year 7	Year 8	Year 9	Year 10	Year 11
Overall av ATL	3.29	3.07	3.13	3.15	3.07
Non-PPG Av ATL	3.34	3.10	3.18	3.17	3.11
PPG Av ATL	3.20	3.01	3.00	3.06	2.95
MA-PPG Av ATL	3.30	3.24	3.41	N/A	3.00
SEN-PPG Av ATL	3.22	2.87	2.79	2.87	2.81

2024-2025	Non-PPG	PPG
Average number of achievement points	626	573
Average Attitude to learning grade	2.97	2.78

Aspirations & Cultural Capital

Student Voice Data Extra-Curricular Participation		
	PPG %	Non-PPG %
Year 7	25%	70%
Year 8	66%	62%
Year 9	50%	31%
Year 10	50%	43%

N.B This is indicative data taken from a cross section of students to look at school wide trends.

Student Voice Data School Trips		
	PPG %	Non-PPG %
Year 7	0%	40%
Year 8	17%	15%
Year 9	50%	54%
Year 10	50%	50%

N.B This is indicative data taken from a cross section of students to look at school wide trends.

Destinations 2024 Cohort		
	Remaining in education or training	Unclear of future pathway
PPG	24%	0.6%
Non-PPG	68%	3%

Destinations 2025 Cohort		
	Remaining in education or Training	Unclear of future pathway
PPG	84%	16%
Non-PPG	92%	8%

Parental Engagement

	2023/2024			2024/2025		
	PPG	**NPPG**	**Gap**	**PPG**	**NPPG**	**Gap**
Year 7	43%	52%	9%	41%	57%	16%
Year 8	31%	52%	21%	33%	42%	9%
Year 9	29%	54%	25%	N/A	N/A	
Year 10	79%	86%	7%	72%	80%	8%
Year 11	45%	71%	26%	N/A	N/A	

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	**Provider**
Online tutoring - English and Maths	Fast Progress
Small group tutoring - Maths	Level Up
Small group tutoring – Maths and English KS3	R. Sankey
Small Group tutoring - Science	S.Webb and Zenith
Sports/Mentoring programme	ATF