



LONGSANDS ACADEMY LOCAL GOVERNANCE COMMITTEE (LGC)

Wednesday 31 January 2024

To be held from 5.30pm

At Longsands Academy

Membership: Mark Young (Chair); Lee Larcombe (Vice Chair); Catherine Cusick (Principal); Claire Chilton; Alexis Ivett; Richard Slade; Robert Simonis.

In attendance: Seb Hood; Thomas Laud; Jo Myhill-Johnson; Lizzie Lloyd; Lauren Phillips; Kate Saunders; Tom Smy; Doug Cullen.

Clerk: Melanie Basson

Minute Reference	Summary of action required	Responsible	Status
28.06.23	Consider reporting options for behaviour sanctions	LP/LL	Autumn term visit
27.09.23	Link Lead to focus on Academy Annual Safeguarding Review 2022-23 on next school visit and report findings to the LGC	LP/LL	Autumn term visit
27.09.23	Present anonymised data of student numbers accessing internal counsellors in future Principal Reports	Principal	Ongoing
27.09.23	Link Lead to focus on Year 11 and Year 13 mock results on next school visit and report findings to the LGC	RSi	25 January 2024

Agenda

Item	Timings	Subject	Format
1	2 mins	Introductions and apologies DM	Oral item – Chair
2	2 mins	Declarations of interest	Oral item – Chair
3	2 mins	Minutes, action tracker and matters arising Minutes of last meeting on 16 November 2023	Papers attached - (pp3-7) - Chair

4	15 mins	Head of Department subject presentation- Social Sciences	Oral item - DC
5	40 mins	Principal's report and questions	Papers attached – (pp8-87) Principal
6	10 mins	Parents Advisory Council Constitution	Paper attached (pp88-90)- Principal
7	10 mins	Policies: Longsands Careers, Education, Information and Guidance policy 2023-25	Papers attached (pp91-96) -Chair
8	5 mins	Link Lead roles and responsibilities Link Lead visits	Oral item- Chair
9	2 mins	Chair's Update Term of office renewed MY/LL/RSI	Oral item - Chair
10	2 mins	Risk Register	Oral item - Chair
11	2 mins	Future agenda items and confirmation of forthcoming dates Date of next meeting: Thursday 21 March 2024	Oral item - Chair
12	2 mins	Any Other Business	Oral item - Chair

LONGSANDS ACADEMY

Local Governance Committee (LGC) meeting

Thursday 16 November 2023

At Longsands Academy

MINUTES – PART A

Members Present:	Mark Young - Chair; Catherine Cusick Principal - Longsands Academy; Claire Chilton; Alexis Ivett; Lee Larcombe (Vice Chair); Dawn Milne; Rob Simonis.
In Attendance:	Melanie Basson (Clerk). Jo Myhill-Johnson (Regional Director)

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27.09.23	Present anonymised data of student numbers accessing internal counsellors in future Principal Reports	Principal	Ongoing
27.09.23	Share outcome of Staff Survey undertaken October 2023, to the LGC	Principal	Complete: Item 6
27.09.23	Ratify Online Safety policy 2023-24	Clerk - ALL	Complete
27.09.23	Share advice around identifying fundraising opportunities with the LGC	TTH/Clerk	Complete; Item 3
27.09.23	Link Lead to focus on Year 11 and Year 13 mock results on next school visit and report findings to the LGC	RSi	25 January 2024

1) Introductions and Apologies

The meeting started at 5.36pm.

Apologies for absence were received from Richard Slade.

2) Declarations of interest

There were no declarations of interest for agenda items regarding this meeting.

3) Minutes, Action tracker and Matters Arising

The minutes of the last Longsands LGC meeting held on 27 September 2023 were circulated to committee members and ratified on 25 October 2023.

The Principal informed the committee the Trust Safeguarding review was undertaken earlier than scheduled at the request of the Principal. The outcome reported safeguarding is effective and identified some improvements, which have already been actioned, with support from the central team. **Action: Dr Larcombe to follow progress of actions at the next Link Lead Visit and report back to the committee through the visit report.**

Action: The Principal to circulate data reporting anonymised data of student numbers accessing internal counsellors for the Autumn term, and include current data in future Principals reports.

The Clerk informed the committee the central team lead role is yet to be confirmed with responsibility to support academies with fundraising.

The committee reviewed matters arising and noted all actions were completed and recorded in the action tracker.

The committee adopted the minutes as a true and accurate record of the meeting.

4) Head of Social Sciences Department Subject Presentation

This item will be moved to the next meeting.

5) Principal's Report and questions

The Principal's Report was circulated to the committee in advance of the meeting highlighting the following points:

- Safeguarding
- Year 11 (& 13) Maximising Achievement Plan Update
- Teaching and Learning
- Behaviour and Culture
- Attendance
- SEF and AIP Update
- Catch Up & intervention programmes update
- HR, Operations and Site Update
- NOR Update
- Any other academy matters: to include enrichment and community
- Appendix 1: Year 11 PR1 Data
- Appendix 1: Year 13 PR1 Data

The Principal's report was taken as read and questions were invited.

Safeguarding

Mr Ivett enquired whether data reporting the number of students self-harming could be shared with the committee.

The Principal explained the academy monitor and tackle trends affecting students and suggested that Dr Larcombe addresses this on the next link lead safeguarding school visit.

Recognising 21 staff have completed the National College training module for safer recruitment, Dr Larcombe enquired whether this meets the statutory requirements.

The Principal confirmed Longsands is compliant with statutory training requirements for staff around safer recruitment.

The Principal acknowledged a large increase in reported bullying incidents and explained that where allegations of bullying are made (16), this is recorded as a potential bullying incident whilst investigated, so not all reported cases are confirmed bullying.

The Principal informed the committee that Kate Saunders is leading on preventing and tackling bullying by talking to students in assemblies. Students have been invited to produce posters, give presentations, to raise awareness of bullying.

Maximum achievement Plan

The Principal informed the committee that Year 11 and 13 mock results are to be presented to central colleagues by the end of November. The academy are able to forecast predictions for summer 2024 outcomes for current Year 11 students, using Year 10 and 11 mock results. The academy expect a P8 figure of +0.32 or higher.

Central colleagues will moderate Year 11 and 13 mock results and feedback to the academy by 3 December. The results will be communicated to parents/carers just before parents evening, between 11-15 December.

Mr Simonis was invited to focus on Year 11 and Year 13 mock results on the next Link Lead visit and report to the rest of the committee at next meeting scheduled for 25 January 2024

Behaviour and Culture

Noting the recent change where students can earn three house points for the perfect week for 100% attendance and no behaviour points all week; Dr Larcombe enquired regarding equal opportunities for vulnerable groups, with regard to this being more challenging to achieve for the PP/SEN cohort.

The Principal reassured the committee this continues to be monitored, and highlighted that more PP students were achieving more awards than non-PP students at times. Dr Larcombe suggested percentages may be more useful for comparison, than numerical figures.

Mr Simonis asked whether students are made aware they have been awarded house points for the perfect week and if not, questioned whether this was an efficient way of motivating students.

The Principal stated house points are communicated to parents through the MCAS app and Form Tutors refer to this to motivate students.

Mr Ivett suggested Bromcom training could be extended for teachers to set up student groups, to enable them to view reports detailing student house points, behaviour point and sanctions data.

The Principal explained a robust system is in place where reasonable adjustments are made to support SEN/PP students in avoiding suspensions. The academy use the Reset room as an alternative but when a threshold of unacceptable behaviour is met, a suspension is issued.

Ms Milne enquired whether Longsands suspension rates are in line with local and national figures.

The Principal explained that we do not hold this information.

Dr Larcombe suggested data presented in the current format does not represent an accurate reflection of current suspension trends. Ms Myhill-Johnson explained the template used to present suspension data is used throughout the Trust and is used by Principals to monitor and address trends and report this to the committee.

Attendance

The committee noted a slight increase in student attendance figures, with a decrease of 1% on this period last year and 2% below this year's current target.

Ms Myhill-Johnson reassured the committee the academy has a robust system in managing attendance and comparisons are reported for all local Astrea secondaries. Longsands whole school attendance is currently 0.1% above the current local secondaries average and in line with national average. Longsands is ranked third best for whole school attendance in Astrea secondaries and second best for PP and SEN.

Staffing

The Principal reported there has been more staff resignations than expected for this time of year. The Principal reported reasons for leaving included retirement, promotion and some reported being unhappy with the direction the school is going. The Principal communicated cover plans to the Chair, who confirmed they are confident the situation are being addressed.

Ms Chilton enquired regarding the impact of vacant positions and staff sickness on middle leaders.

The Principal reassured governors that middle leaders will not be used for covering long term staff sickness unless absolutely necessary and stated cover agency staff would be deployed.

The Principal was thanked for their report.

6) Staff Survey

The Principal presented findings of the Staff survey undertaken this term, where questions posed were as per the Keele survey, as circulated to the committee in advance of the meeting,

The committee noted the Executive Summary comparing Staff Survey results 2022 and 2023, representing an overall decline in staff satisfaction in all categories.

The Principal informed the committee that findings have been considered by Richard Tutt- Director of Secondary Education, Jo Myhill-Johnson -Regional Director and discussed in depth with the senior leadership team.

The committee considered the Principals comments and reflections in response to survey findings identifying key priorities.

Mr Simonis questioned what can be done to address staff morale and when will it be reviewed.

The Principal explained staff surveys are usually undertaken annually, but in the meantime, a constant open dialog is in place to keep working with staff to address responses reported in the survey.

Ms Milne suggested it was apparent that a large majority of staff do not feel valued and a majority are unhappy and highlighted this may be a significant strategic concern, which the Trust should recognise.

Ms Chilton raised concerns that if more pressure is put on staff, more could leave, increasing the workload and pressure for remaining staff, which has the potential to impact on student outcomes.

The Principal explained she is very concerned about the outcome of the staff survey and comments have not been taken lightly. The Principal acknowledged the school's responsibility and aspirations to work hard with staff and scholars to improve the school and achieve an Ofsted 'Good' rating.

Acknowledging the plans in response to the staff feedback, Dr Larcombe asked how governors might actively offer support.

The Principal confirmed she has support from central team colleagues and invited governors to support the trust ethos that we are all part of Astrea, with the same aspirations to improve the school.

7) Policies

The following policies have been reviewed and updated and circulated to the committee in advance of the meeting, which governors acknowledged and will be published by the academy:

- Preventing and Tackling Bullying policy
- Accessibility policy and plan
- Online Safety policy incl Acceptable Use – Students (Electronically ratified)

8) Link Lead roles and responsibilities

Governors were invited to plan Link Lead visits for the spring term and send complete reports to the Clerk.

9) Chairs update

The Chair had no significant updates.

10) Risk Register

The committee identified no additional risks.

11) Future agenda items and confirmation of forthcoming dates

Future agenda items:

- Head of Social Sciences presentation

The committee noted the date of the next Longsands LGC meeting date is scheduled for Thursday 25 January 2024.

12) Any Other Business

The meeting finished at 7.45pm

The LGC agreed the above to be a true and accurate record of the meeting on: 5 January 2024



Principal's Report

Spring Term 1

2023-2024

Longsands Academy

Catherine Cusick

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3	Year 11 & 13 Maximising Achievement Plan Update – Lizzie Lloyd	
4	Teaching and Learning – Seb Hood	
5	Behaviour and Culture Including updated suspension reduction plan - Kate Saunders	
6	Attendance - Jay Milne	
7	Pupil Premium Plan 2023-24 - Tom Smy	
8	HR, Operations and Site Update - Michael Spraggs	
9	NOR Update - Nicola Jarvis	
10	Any other academy matters: to include enrichment and community - Tom Smy	

Safeguarding

Introduction and contextual Information about the school:

Longsands Academy is an 11-18 fully inclusive secondary school serving the community of St Neots and the surrounding area. The school is part of Astrea Academy trust, with 1659 students on roll. During this half term a total of 569 concerns were recorded on CPOMS. There are 348 students who are classified as pupil premium, which equates to 20.97% of the school's population. There are 231 students on the SEND register (1%) and 30 Educational Health Care Plans (1.81%). We currently have 36 students who are accessing alternative provision for their education, using Academy 21, Academy of Central Bedfordshire, NT&S tutoring, Cambridge Regional College, Olive Academy, and Overloaded. The majority have a hybrid offer which combines external provision and lessons in school.

Summary Update:

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions & progress made since the last safeguarding audit.	New DSL in post, since last report. Trust Audit was completed 20 th November 2023.		Further review to be completed 11 th January 2024.
Trends in School	- Students are known to be vaping, which includes on school site. - An increased number of students presenting with deteriorating mental health resulting in self-harm.	- Increased duty staff have been deployed to key areas. Toilets are being monitored during social times. - Staff to Identify students who require support. Referrals to be completed to appropriate agencies. signposting families to external services for support.	- Continue to provide education to students regarding vaping. Staff to identify students know to be vaping. - Wellbeing room to be launched W/C 15th January 24. Identified students to access mentoring scheme.
Update on significant cases (anonymised)	Confidential		
Summary of referrals made	Confidential		
1) Ofsted Qualifying Complaints 01/11/23	Sent in August but forwarded to LA mid-October. Anonymous and raises the following concerns (which LA raised with LADO, but they said that there was no role for them): Teachers verbally abuse pupils e.g., calling girls 'prostitutes' due to their short skirts / teachers scream at pupils in class – targeting children and lacking control.	The LA sent a letter to OFSTED confirming our procedures for conducting searches and outlining that the school refutes the allegation that staff 'shout' at children. The letter concluded that 'the Local Authority does not, at this time, have any concerns about how the school is implementing its	No Further Action

	Female pupils are required to feel around their bra to show they are not hiding a vape. Male students (if they are wearing shorts under their trousers) will need to remove their trousers to show they are not hiding a vape.	safeguarding responsibilities in this regard.'	
2) Ofsted Qualifying Complaints 01/11/23	1/11/23 - The child was suspended without investigation or explanation. - The disciplinary process may have been unfair and did not consider any underlying issues that may have contributed to the child's suspension. - Minimal work/educational resources have been provided to the child during their suspension. - LPH failed to attend a scheduled meeting with the child's parent. LPH has not replied to requests for information from the child's parent.	The second letter discusses the suspension and reintegration of a pupil and, whilst no significant concerns are raised, does acknowledge that there is an ongoing internal investigation into potential failings with regards to protocols. The school has evidenced that it is taking appropriate actions, as necessary. The letter concluded that 'the Local Authority does not, at this time, have any concerns about how the school is implementing its safeguarding responsibilities in this regard.'	No Further Action
3) Ofsted Qualifying Complaints 04/12/23	Anonymous but it raises two concerns: SEN / emotional wellbeing needs not being met: e.g. the 35-minute lunchbreak results in SEND students having heightened anxiety and impacts their mental and physical health; SEND pupils are less likely to be negatively impacted by the character card system, allowing teachers to negatively mark students for displaying 'no pace or purpose'. The Trust's mandate of a 35-minute	The school was able to evidence that they had provided appropriate first aid provision to a pupil who had injured his head. They were also able to share the adjustments made to ensure inclusion for pupils with SEND, from whom pupil voice had been sought. The letter concludes that the Local Authority does not, at this time, have any concerns about how the school is implementing its safeguarding responsibilities.	No Further Action

	reading session of dystopian novels like 'The Hunger Games' is unsuitable and distressing, especially for students dealing with personal and family issues. • Medical needs not adequately met: A student sustained a head injury with blurry vision and it is suggested, did not receive appropriate immediate medical intervention.		
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Welfare Profile:

Children at risk and children in need:	Current	Previous Report (Aut1)	This time last year
Number and % of PP	348 (20.97%)	346 (24.03%)	333 (23.42%)
Number and % of LAC	4 (0.24%)	4 (0.3%)	5
Number and % of young carers	65 (3.92%)	51 (3.2%)	16
Number and % of students privately fostered	0	0	1
Number and % of students with CP plan	0	1	0
Number and % of CIN	7	9	1
Referrals made for early help	5	1	1
Family support assessments conducted	5	0	1
Proportion meeting threshold	3	0	1
CP meetings attended	0	0	0
Number and % of students with an EHCP	30 (1.81%)	28	34
Number and % of students with serious medical conditions	2 (0.12%)	2 (0.14%)	2
Number and % of students receiving external support: CAMHS	19(1.14%)	22 (1.5%)	3
Number and % of students receiving external support: behaviour support		0	0
Number and % of students receiving external support: S and L		3	0
Referrals to Channel	0	0	0

SCR Scrutiny:

The SCR was checked by:

12/09/23 by R Stansbury

30/10/23 by R Hart

01/11/23 by J Carles

12/01/24 by C Cusick

Statutory Requirements:

Type of training	Date	Number of Attendees	Provider
Safeguarding Training	September 2023	156	National College
Advanced Safeguarding Training	September 2023	7	National College
Safer Recruitment Training	September 2023	21	National College
Governors Training- Level 1 Safeguarding	September 2023	6	Face to Face Longsands Academy
Safeguarding Training Level 1- Cleaners and Site Staff	September 2023	16	Face to Face Longsands Academy
Stageworks National College	September/October 2023	21	National College

Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	Alleged: 16 No Further Action: 7 Substantive: 1	Alleged- 16 No further Action – 2	2
Racist Incidents	7	5	2
Cyber Bullying	0	1	Not on CPOMS
Homophobic Bullying	0	2	4
Transphobic Bullying	0	0	0

Analysis and Next Steps

The data suggests that Longsands continue to see an increase in bullying incidents. This increase is a direct reflection of the work that have been taking place to inform students and staff about what constitutes bullying and how it can be reported. The whole school focus on *It Stops Now* consisting of workshops, assemblies, posters etc. is reflected in the data and shows that the systems in place are now working effectively and the pastoral team are providing consistent support across all year groups. A bullying log has also been created and is providing Year Teams with an opportunity to analyse data further, looking to see if there are any trends and allowing comparison with other year groups. Pastoral teams continue to put in place risk assessment and conduct regular check-ins. Assemblies will be delivered in January, to provide further education and support surrounding racism.

Sexual Harassment:

Aspect	Current number of incidents	Previous report	This time last year	Current number of pupils on a risk assessment
All Sexual Harassment Incidents:	8	4	n/a	
Verbal:	7	3	n/a	
Physical:	1	1	n/a	

Analysis and Next Steps

It is evident from the data that there has been an increase in the reporting of sexual harassment incidents within school. This increase reflects the education and support students have received, to enable them to speak out against these behaviours and identify that this will not be tolerated.

Students attended the "It Stops Now workshop" which supported students in understanding the concept of sexual harassment. This message continues to be visible around the school site and is delivered in assemblies and within the student bulletin. A further assembly is scheduled for students regarding sexual harassment, and this will be delivered by the DSL.

Students continue to have access to the safeguarding email address, providing students with an opportunity to report sexual harassment cases if they do not feel comfortable disclosing this face to face.

Data Analysis: November Mock Exams Y11 & Y13

November Mock Exams

Please attach your school level analysis of the Year 11 (and 13) November Mock Exams as **Appendix 1**

Year 11 & 13 Maximising Achievement Plan Update

Year 11 Maximising Achievement Plan Update

Please attach your updated MAP as **Appendix 2**

Teaching and Learning

Teaching Profile of the Academy:

Total Number of Teachers in the Academy:

FTE Equivalent:

	Number of Teaching Staff	% of Teaching Staff
SLT	9	8%
UPS	57	52%
MPS	29	26%
ECTS	6	5%
ITTs	10	9%
UQTS (not part of ITT)	3	2%

Next Steps:

Actions:

- Continue to deliver key priorities within the 'Means of Participation' framework using deliberate practice now 1-hour deliberate practice and intellectual preparation opportunities are embedded within CPD in the Academy. See below for Spring Term 1 schedule.
- Onboard new teaching staff. Provide professional development to new staff to on the teaching and learning priorities.
- From quality assurance, plan and co-ordinate INSET on 16th February 2024 to introduce 'The Astrea Way'. These are principles that consolidate Rosenshine's 7 principles and build on Astrea frameworks to embed Means of Participation, behaviour and culture, feedback and home learning. Build on the positive feedback with 65% of teaching staff describing the Nov INSET as very useful or useful.
- Line managers to continue to support colleagues who fall below the expected standard and are placed on 'Light Touch.'
- After the introduction of Carousel learning at Inset on 4th Jan, strategically coordinate this platform to be used. Stakeholders include all staff and parent/carers. Update home learning policy in line with fluency framework.
- SLT/HODS to continue to conduct 'Drop ins' weekly to monitor teaching and learning standards within everyday practice. Learning walks will align with core teaching and learning principles. Key priorities will focus on identifying strengths and areas to develop and quality assured fortnightly in SLT link meetings.
- Fluency: Disciplinary literacy and Knowledge is Power (KIP) tests. Students will complete every 3-4 weeks a KIP test that is based on retrieval of prior knowledge. Middle Leaders will create knowledge banks/tests that combat the 'forgetting curve', support working memory and support long lasting learning. Questions will be recorded on Bromcom to formatively assess progress. Questions will also be including a disciplinary literacy focus on Tier 3 language for each subject. This will align with home learning policies for Spring Term 1 and 2 and support feedback policies.
- Astrea Reads – Continue to measure impact of Fresh Start interventions at Longsands for students in Key Stage 3. New Reading classroom created in E corridor creating a purposeful and central location for students to access interventions. Continue to quality assure Astrea Reads during daily reading and offer support to staff in need. Introduce 'Control the Game' on 30th Jan 2024. This will support students to continue following teacher reading but also join in short periods of time to read sentences. Updated NGRT and reading assessment from January will support staff to identify students who can read aloud.
- Astrea Reads – use Student Councils to identify new texts to increase engagement and enjoyment. Plan for Year 10 to use PM registration for interventions from Spring Term 2 to support outcomes.

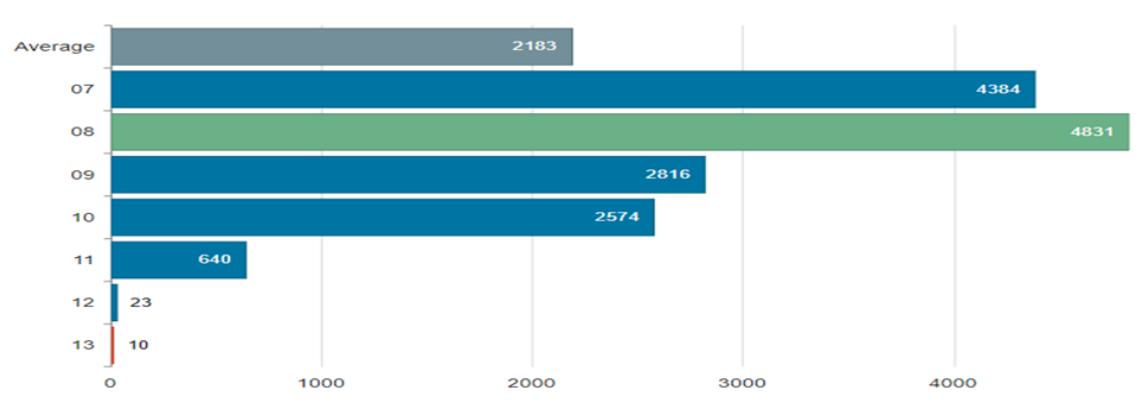
Deliberate Practice Spring Term 1

Wk	Date	Type	Title
16	W/C 08/01/24	Deliberate Practice in assembly slot (rescheduled)	Habits of Attention
17	W/C 15/01/24	Deliberate Practice in assembly slot (rescheduled)	Core Routines (KES)
18	W/C 22/01/24	Deliberate Practice in assembly slot (rescheduled)	Turn and Talk
19	30/01/24 3.15-4.15	Deliberate Practice Intellectual Preparation	DP: Control the Game (SSH) IP: Carousel / Departmental
20	05/02/24	Deliberate Practice – assembly (TBC)	Control the Game
21	12/02/24	Deliberate Practice – assembly (TBC)	Core Routines (KES)

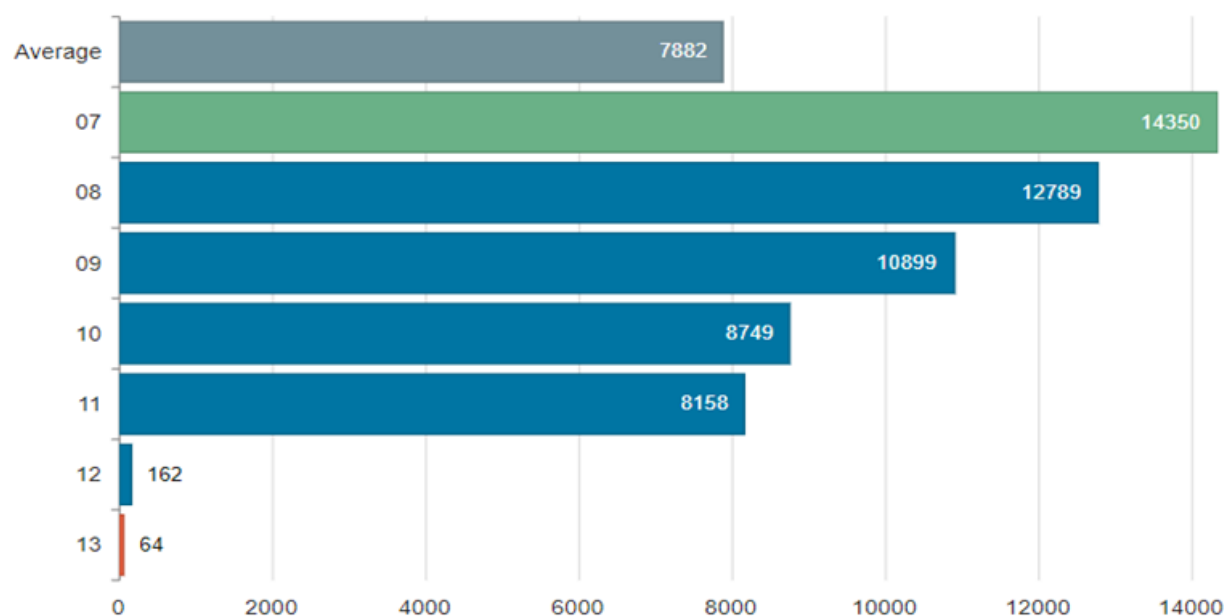
Behaviour Data:

Rewards Analysis AT2 2023/24

2022/23 – 15, 278, a drop of 996 on AT1 16,274 points

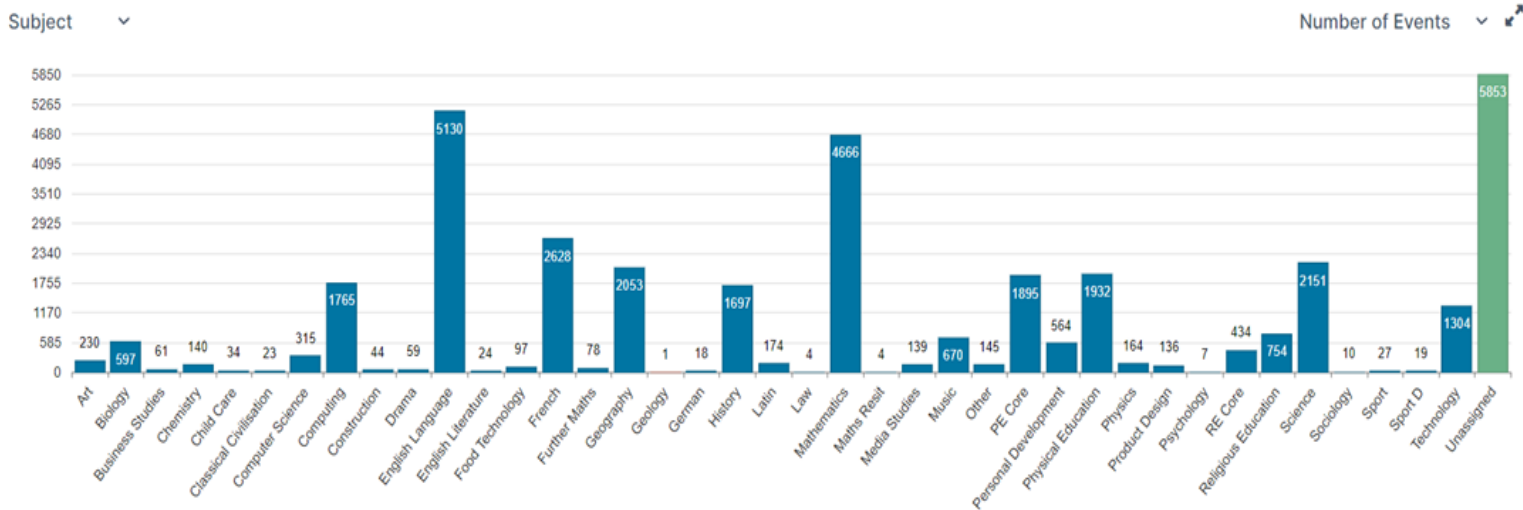


2023/24 – 55, 654, an increase 3984 on AT1 51, 670 points



- House points remain higher than previous year, and AT2 shows an upward trend on the number of points given compared to AT1.
- 100% of PP students in KS3 have received house points
- Year 10 students require a focus. To be discussed in link meeting with HoY as there is a downward trend of house points compared to the other year groups which are moving upwards.

- Year 11 did receive 3,000 more points early this term as a consequence of a push on KS4 students.
- There has also been a big drop in KS5 – they will be focus of positive praise in SPT1.
- There has been an increase in students who are getting it consistently right with 22,954 points issued for perfect weeks this half term (100% attendance, 0 behaviour points) compared to 17,266 positive points issued last half term.
- Introduction of Haribo as a prize for 3 HPs on a character card has seen over 600 bags of Haribo given out at the school gates – data from Character cards to be uploaded early spring term, to show positive impact of this initiative.



- Graph shows the inconsistency across different subject areas remains such as Science is lower than English and Maths, although when Biology, Chemistry and Physics are included it is third after English & Maths. This will be a focus of link meetings. There is a correlation between the number of lessons as well as which key stages they appear in.
- In the second round of House assemblies, prize draws were introduced for KS5 as well as attendance rewards issued by student attendance ambassadors. It was fantastic to incorporate greater student involvement and see more prizes given. For example there were 3 times more vouchers for golden tickets.
- Subject stars have been introduced weekly into the student bulletin and an honour role breakfast took place with 27 students recognised with their parents/carers in attendance.

Focus for Spring Term 1

- There is a need to increase the rewards issued to students in receipt of Free School Meals.

After School Detention Data:

	2022-2023							2023-2024						
	Total	AT1	AT2	ST1	ST2	SuT1	SuT2	Total*	AT1	AT2	ST 1	ST2	SuT1	SuT2
All	10255	1231	1430	1760	2058	2016	1840		2142	4129				
PP	4322	542	620	711	816	892	749		858	1633				
SEND (all)	3073	372	484	527	587	604	512		542	1032				
SEND E	661	80	98	107	101	126	149		125	267				
SEND K	2412	292	386	420	486	478	363		417	765				
Boys	7186	922	1077	1210	1355	1376	1278		1513	2786				
Girls	3069	309	353	550	703	640	562		629	1343				
Year 7	2091	143	238	347	479	468	461		134	393				
Year 8	2589	333	344	393	440	498	598		450	947				
Year 9	2258	334	330	310	449	431	437		687	1221				
Year 10	2418	255	342	507	541	453	344		448	874				
Year 11	899	223	176	203	148	166	0		423	694				

Reasons for an afterschool detention being issued.

	2022-2023							2023-2024						
	Total	AT1	AT2	ST1	ST2	SuT1	SuT2	Total	AT1	AT2	ST1	ST2	SuT1	SuT2
Character Card										49				
Damage to property	64	15	10	7	10	17	6		9	19				
Disruption to Learning	2424	285	310	408	496	461	469		502	846				
Failure to complete homework	2190	472	403	445	384	276	232		473	873				
Inappropriate Language									9	43				
Lack of equipment /PE it/Books/Uniform	393	9	94	93	91	42	67		88	113				
Lateness to Lesson/Academy	1004			53	338	268	350		364	989				
Misappropriating personal or academy property									10	22				
Missed Detention	1592	177	246	311	270	389	198		189	316				
Missed Second Chance Detention	131				32	100								
Mobile phone used, seen or heard	181	32	41	38	39	17	14		13	16				
Multiple students in cubicles									6	3				
	2022-2023							2023-2024						

	Total	AT1	AT2	ST1	ST2	SuT1	SuT2	Total	AT1	AT2	ST1	ST2	SuT1	SuT2
Play Fighting									19	27				
Refusal to follow reasonable instructions	1278	120	184	218	216	267	276		253	396				
Refusal to Work/Lack of effort	320	26	41	60	52	63	77		49	104				
Repeated Verbal Warning									30	110				
Rudeness towards adult	340	41	35	61	59	68	76		54	73				
Rudeness towards pupil	219	32	45	29	33	34	46		17	25				
Throwing items	119	8	13	28	26	15	29		30	39				
Uniform infringement		14	8	9	12	0			9	13				

Analysis: Number of detentions

- Detentions overall have increased for all categories from HT6 last year to AT1 and AT2 this year.
- All categories have increased from Autumn 1 to Autumn 2. with *Disruption to Learning, failure to complete homework, lateness to the Academy/lesson, missed detention and refusal to follow instructions.*

Reasons:

1. Increasing standards for a disruption free learning environment as we continue to embed the new positive relationship and behaviour policy throughout the school. We continue to work on consistency of its application and this is evident in the increased number of events recorded. Staff training has been undertaken in January 2024, along with the introduction of clear behaviour tariffs and new Bromcom events to allow analysis to clearly identify the key areas of concern so these can be addressed.
2. New guidance provided to staff 'first time, every time' in AT2. This has meant that refusal to follow instructions first time has increased due to increased expectations required of students.
3. High percentage of home learning is related to the push on Sparx Maths completion rates.
4. The introduction of character card detentions began in AT2 which has added to the increase in detentions overall.
5. The increased focus on punctuality to the academy and to lessons. There has been a 24% increase in detentions in AT2. However it is worth noting that there has been a week on week decrease in the number of detentions issued. For example there was a 15% decrease from week 1 (283) compared to week 2 (240). This trend is continuing.
6. A heightened focus on students who choose not to attend detentions has also contributed to this. On average 92% of detentions are being attended and with the introduction of new protocols in Spring 1, we hope to reduce further missed detentions.
7. The focus on inappropriate language use as part of the ITSTOPSNOW campaign as part of our wider PD curriculum has raised awareness for unkind language leading to increased disclosures and consequences.

Consistency is improving across the staff body over the last half term as seen through the improved application of the new behaviour policy.

Reset Sanctions Issued

	2022-2023							2023-2024						
	Total	AT1	AT2	ST1	ST2	SuT1	SuT2	Total*	AT1	AT2	ST1	ST2	SuT1	SuT2
All	1573	191	212	264	287	249	363		282	619				
PP	792	109	101	134	125	125	194		132	256				
SEND (all)	580	67	81	106	108	95	114		90	206				
SEND E	147	26	19	31	15	25	31		34	72				
SEND K	433	41	62	75	93	70	83		56	134				
Boys	1062	136	149	174	181	172	242		193	414				
Girls	511	55	63	90	106	77	121		89	205				
Year 7	379	32	42	53	69	55	124		12	27				
Year 8	347	27	48	42	48	69	113		87	157				
Year 9	372	54	53	64	75	47	78		69	202				
Year 10	362	49	46	73	82	62	48		57	98				
Year 11	113	29	23	32	13	16	0		57	135				

Reasons for Reset Base sanction issued

	2022-2023							2023-2024						
	Total	AT1	AT2	ST1	ST2	SuT1	SuT2	Total*	AT1	AT2	ST1	ST2	SuT1	SuT2
Bringing a dangerous or prohibited item on site	9	2	0	1	1	2	3		3	3				
Disruption to Learning	257	19	32	34	66	36	70		71	115				
Drug/Alcohol/Smoking Related Incident	28	7	4	4	1	6	6		3	1				
Failed Isolation	1						0		1	5				
Inappropriate language (Swearing)	34	5	6	12	3	6	2		5	7				
Missed Detention	275	48	29	11	24	34	129		88	270				
Physical Bullying										1				
Physical Violence - adult	1	1	0	0	0	0	0		0	1				
Physical Violence - pupil	142	22	37	28	12	27	14		6	20				
Refusal to follow reasonable instructions	391	38	55	85	70	64	78		49	94				
Refusal to follow uniform policy	8						8		13	4				
Refusal to Work/Lack of effort	16	2	4	7	1	1	1		1	6				
Theft	17	5	2	3	3	1	3		0	0				
Truanting	218	22	15	41	60	51	26		24	56				
Unsafe Behaviour	84	7	9	22	20	13	12		4	19				

Use of discriminatory language									1	2				
Verbal abuse towards adult	61	8	13	13	13	7	7		11	11				

Analysis: Reset Base Referrals

- Reset base referrals decreased in AT1 from HT6 last year. However, in order to address inconsistencies a new 'What To Do' document and with clear tariffs was created to improve consistency. This coupled with higher expectations has seen an increase in reset base referrals in all categories.
- There has been a reduction in number of reset referrals relating to uniform since AT1 as students are more compliant and correct uniform when asked. This suggests that the push on uniform is improving compliance whilst maintaining high standards.
- There has been a decrease in drug related (vaping) resets which reflects the focus on this issue in the ITSTOPSNOW campaign, PD links in assemblies and PD in curriculum.

Disruption to learning, missed detention, refusal to follow reasonable instructions, and truancy all remain high:

- Clearer guidance and training about persistent or general disruptive behaviour has led to an uplift in reset referrals. We remain committed to ensuring disruption free learning and enhancing teacher consistency with regards to the issuing of sanctions relating to disruption to learning.
- New guidance has been issued regarding *late to lesson* in comparison to *truancy* and therefore there has been an increase in the number of events that has been recorded. SLT behaviour walks and the new alert system when students are absent from lessons has led to increase in truancy events.
- The training and insistence on 'first time, every time' in AT2 has also resulted in an increase in reset referrals as students are expected to follow instructions first time, with reasonable adjustments for SEND learners.

Suspensions:

	2022-2023							2023-2024						
	Total	AT1	AT2	ST1	ST2	SuT1	SuT2	Total*	AT1	AT2	ST1	ST2	SuT1	SuT2
All	463	56	65	99	80	71	88		75	108				
PP	228	31	32	47	41	37	38		42	38				
SEND (all)	185	25	20	41	38	34	24		23	26				
SEND E	51	8	8	9	8	11	5		3	10				
SEND K	134	17	12	32	30	23	19		20	16				
Boys	298	39	53	72	40	46	46		46	71				
Girls	165	17	12	27	40	25	42		29	37				
Year 7	51	5	7	17	6	3	13		0	0				
Year 8	62	7	11	5	8	12	19		7	11				
Year 9	148	26	21	23	34	19	20		19	18				
Year 10	140	9	12	34	27	23	36		25	32				
Year 11	58	8	14	19	5	12	0		24	47				
Sixth Form	4	1	0	1	0	2	0		0	0				

Number of students who have been suspended

	2022-2023							2023-2024						
	Total	AT1	AT2	ST1	ST2	SuT1	SuT2	Total*	AT1	AT2	ST1	ST2	SuT1	SuT2
All	143	35	41	68	46	46	49		48	58				
PP	61	17	19	28	21	23	22		24	23				
SEND (all)	44	12	13	25	18	20	13		16	18				
SEND E	8	3	5	7	5	5	2		2	6				
SEND K	36	9	8	18	13	15	11		14	12				
Boys	98	24	32	48	27	32	26		29	35				
Girls	45	11	9	20	19	14	23		19	23				
Year 7	21	4	6	14	5	2	6		0	0				
Year 8	23	3	7	4	5	9	12		4	7				
Year 9	32	12	9	15	15	12	13		11	11				
Year 10	40	8	10	22	16	13	18		15	20				
Year 11	23	7	9	12	5	8	0		18	20				
Sixth Form	4	1	0	1	0	2	0		0	0				

Aut Term II	All	PP	SEND	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	106	47	34	0	11	22	35	38	0	0
% Of Cohort	7.4%	13.6%	13.3%	0	3.9%	7.7%	12.3%	13.3%	0	0
Total Days	283.5	119	82.5	0	30	59.5	89	103.5	0	0
Suspension Rate	6.39%	14.11%	14.71%	0%	3.88%	7.72%	12.37%	13.29%	0	0
Permanent Exclusions	0	0	0	0	0	0	0	0	0	0

Reasons for Suspension.

	2022-2023							2023-2024						
	Total	AT1	AT2	ST1	ST2	SuT1	SuT2	Total*	AT1	AT2	ST1	ST2	SuT1	SuT2
Abuse against sexual orientation and gender identity	2	0	0	1	1	0	0		0	0				
Abuse relating to disability	0	0	0	0	0	0	0		0	0				
Bullying	0	0	0	0	0	0	0		0	0				
Damage	24	5	1	10	4	5	0		1	2				
Drug and alcohol related	33	12	10	11	1	0	0		7	2				
Inappropriate use of social media or online technology	4	0	0	3	0	1	0		0	0				
Persistent or general disruptive behaviour	282	25	29	46	54	46	78		59	87				
Physical assault against a pupil	40	2	13	9	4	8	4		3	1				
Physical assault against an adult	5	0	0	3	1	1	0		0	0				
Racist abuse	6	1	2	1	2	0	0		0	0				
Sexual misconduct	0	0	0	0	0	0	0		0	0				
Theft	4	2	1	0	0	1	0		0	1				
Use or threat of use of an offensive weapon or prohibited item	7	5	0	0	0	1	1		0	1				
Verbal abuse/threatening behaviour against a pupil	4	1	0	0	3	0	0		0	0				
Verbal abuse/threatening behaviour against an adult	51	3	9	15	9	9	5		5	14				
Wilful and repeated transgression of protective measures in place	1	0	0	0	1	0	0		0	0				

Suspension analysis and commentary:

- Overall number of suspensions has increased only slightly in AT2 as we continue to tighten processes and keep expectations high. This suggests that more students have met the threshold for reset referrals rather than suspensions.
- No suspensions in Year 7 throughout the Autumn term.
- Year 7 into 8 suspensions remain relatively in line in HT6 last year and HT2 this year.
- Year 8 into Year 9 is seeing a positive decreasing trend from summer HT6 last year through Autumn 1 and Autumn 2 this year.
- A reduction in number of PP suspensions from AT1 to AT2 broadly in line.
- Year 10 and Year 11 continue to be a key concern. New process in place with clear SLT oversight of Key Stage 3 and Key Stage 4 to address behaviours.
- No students have been permanently excluded from Longsands during the last academic year (this is below the National Average for 21/22 0.08%)

Suspension Reduction:

Please see the Suspension Reduction Plan in **Appendix 3** for details as how you are planning to reduce the number of suspensions within your academy:

- Implementation of new academic mentoring program for 20 key players identified in Year 11 cohort (predominantly boys) delivered by leadership team.
- Develop the way that the inclusion team communicate key information about vulnerable students in order to promote effective quality first teaching in the classroom.
- Creation of a detailed overview of the academy's tiered inclusion support available for students so staff are clear on the variety of internal and external forms of support.
- Creation of What to Dos for Reset and Triage.
- Whole school training plan to include behaviour tariffs and behaviour policy training.
- New SLT links to Heads of Year with two members of SLT overseeing either Key Stage 3 or Key Stage 4 to ensure consistency.
- **Daily Debrief** after school with Heads of Year and Support Staff to ensure consistency.
- Ensure there is rigorous and regular QA of Behaviour Support Plans to reduce recidivist suspensions. New BSP implemented for greater consistency and review.
- Continue to develop partnerships with local schools and alternative provision organisations in order to reduce the risk of permanent exclusions and ensure we are ambitious for all our students' outcomes.
- Implement a targeted year group specific plan to reduce suspensions in Years 10 and Year 11

Behaviour and Culture Analysis Next Steps:

- Continued high level quality assurance of tutor time to be overseen by new SLT links with clear focus each week.
- Separate lateness to lesson and to the Academy to undertake close monitoring, to better understand the issues and address the undesirable behaviours.
- Staff training sessions on new Positive Relationships and Behaviour Policy along with new tariffs and Bromcom events to increase consistency.
- Continue to implement behaviour curriculum with personalisation to individual year groups.
- Provide further support for PP and SEND students in meeting expectations and recognising success.
- Introduce Sparx Support Session with the aim to reduce number of home learning detentions in Maths.
- Implement daily emails to staff if students are not being brought down to the detention hall to identify defiance as opposed to miscommunication.

- Continue to distribute Haribo for student's character cards to reward students for 'getting it right'
- Continued Implementation of behaviour curriculum, onboarding, reboot mandatory sessions every half term.
- Implement a daily debrief with pastoral team to review behaviour events, ensuring consistency.
- Share daily behaviour report to key staff to show support for poor behaviour and actions taken.
- Continue with weekly BASI meetings – the behaviour, safeguarding, inclusion and attendance teams meet, led by SLT to discuss students who are a cause for concern and arrange for the appropriate intervention/actions to be put in place.
- Regular training for staff, most recently during the January Inset Day we focussed on consistency of approach in implementing the behaviour policy during DP.
- Improve understanding of key subjects where students are receiving behaviour events to ensure behaviour walks are directed there. Timetable to be created.
- Key Stage 3 and 4 SLT links to support with students who are suspended but unable to return home. Timetable to be created.
- Suspension analysis to be improved through greater understanding of persistent behaviour. Tariffs created and BromCom utilised for improved analysis.

Attendance

Whole School Attendance

	Attendance Target	This time last year	Autumn T1 2023	Year to date: up to Aut2
Whole School	94%	91.8%	92%	91.4%
Individual Student	96%	-	-	-
Pupil Premium	90%	87.3%	86.7%	86.7%
SEND	90%	88.6%	86.5%	86.4%
Maximum % of pupils who are PA:	15%	23.7%	25.9%	25%
% of PP pupils who are PA:	20%	39.3%	41.4%	40.8%
% of SEND pupils who are PA:	23%	32.5%	36.6%	33.6%

Elective Home Education (EHE)

During Autumn 2, we removed 4 students from roll following Elective Home Education (EHE) applications.

Alternative Provision Attendance:

Scholar attendance prior to AP *each line represents one scholar	Autumn 1	Autumn 2
86%	92.42%	76.31%
72%	31.82%	89.19%
0%	33.33%	56.76%
56%	68.18%	67.57%
54.90%	68.75%	31.08% (began 27-11-23)
11%	6.06%	47.37%
21%	62.5%	37.84%
54%	42.19%	91.89%
64%	51.56%	40.54%
65.08%	63.64%	71.62%
48%	9.09%	2.70%
55.88%	68.75%	35.14%
47%	87.5%	82.43%
45%	63.64%	54.05%
84%	0%	5.41%
37%	62.50%	61.16%
52%	57.81%	37.84%
0%	53.13%	67.57%
0%	0%	13.5%
54%	46.97%	43.24%
77.4%	86.36%	66.22%
0%	0%	59.46%
52%	46.88%	81.08%
87%	65.15%	93.24%
72%	9.38%	33.78%
92%	62.50%	48.65%
17%	56.06%	78.95%
95%	73.44%	50%
3.03%	1.56%	20.27%
42.95%	68.18%	42.11% (began 14-12-23)
65.71%	68.75%	43.24%
84.53%	79.37%	88.16% (began 1-10-23)
2%	62.5%	20.27%

Please note that not all students are placed on AP due to attendance or emotional-based school avoidance and so a decrease in attendance may be a consequence of this. Obviously, we are working to maximize attendance.

Attendance for Year 11: Class of 2024

	Key Attendance Target	This time last year	Year to date: End of Autumn term two
Whole School	94%	89.1%	90%
Individual Student	96%	-	-
Pupil Premium	90%	83.1%	82.8%
SEND	90%	83.3%	86.2%
Maximum % of pupils who are PA:	15%	29.9%	28.2%
% of PP pupils who are PA:	20%	47.7%	49.2%
% of SEND pupils who are PA:	23%	41.5	44.2%

Overall Impact:

- Overall attendance is in line with the regional average so far, this academic year. LA absence rate is 9.4% while Longsands absence rate is 8.6%. Overall attendance has not improved since AT1 and has declined from 91.8% to 91.4%, dropping by 0.4%.
- Attendance of looked after children remains high at 99.8%
- The overall PA figure has slightly improved from 25.9% to 25.0%
- PP attendance has remained at 86.7% and the PA figure continues to improve from 41.4% to 40.8%.
- Overall attendance is higher for Year 11 students at this point in the year than it was last year.
- The attendance of Year 11 pupils with SEND is higher at this point in the year than it was last year.

Attendance Improvement Plan

Objective	Key Actions	Update and summary of impact to date
To raise the profile of attendance within the school so that it becomes 'everyone's responsibility'	• September CPD for all staff led by Attendance Manager • Attendance focus embedded in tutor time through interform attendance competition • Weekly attendance figures featured in staff briefing notes • MCAS messages sent to remind parents about term dates	Attendance continues to be a key focus throughout Autumn Term 2.
To create an effective rewards strategy that focuses on what students' value	• New Perfect Week and Perfect Half Term (Zero Heroes) Rewards launched • New Half Term interform competition for highest attendance/fewest lates launched • Planning for termly attendance rewards trip in Autumn 2 • Celebration of success assemblies include attendance focus	Rewards for Years 7-11 at the end of Autumn Term 2 utilised an attendance criteria. This placed attendance at the forefront of conversations between pastoral teams, tutors and pupils.

To ensure that there is a clear and distributed leadership structure for improving attendance	• LPH has reviewed roles of Attendance Manager, Attendance Officer, HOY and SENDCo in raising attendance to ensure there is a closer strategic focus • New Behaviour Walk WTD includes focus on checking registers have been completed • New missed and inaccurate register escalation process has been introduced	Daily emails have been sent to staff with missing or inaccurate registers since w/c16th Oct. 4 staff have escalated to Stage 2 warnings with HOD.
To ensure high quality training is in place for all staff leading attendance	• Attendance Manager has attended local hub meeting • EHA training booked for pastoral/inclusion team 24th November inset day to improve capacity for Early Help Intervention	
To improve student punctuality to school and lessons "Every Minute Matters"	• Attendance team re-deployed to support morning late gate duty to monitor trends/repeat concerns • New corridor/transition focus launched to improve punctuality to lessons (staff training, student tutor time curriculum about expectations and practice sessions to model expectations) • Punctuality report and/or targets for students regularly causing concern • Monitoring of student attendance to detentions for these sanctions	The late metric has increased in Autumn Term 2 to 2.4% however, this can be explained by the new late room policy. Students who arrive at or after 08.35 are now escorted to the late room and issued a detention for lateness and the Academy gates are shut, meaning that any further late students can only enter through the main Academy reception. As such, more late students are being identified than previously. This rigorous focus on punctuality communicates the significance of 'every minute matters'.
To reduce the number of PA students	• Weekly BASI meetings now include SENDCo, DSL and Bridge Lead to widen multi-disciplinary support • Allocation of key worker for any PA student • Increased number of students on PTTs as a reintegration to school strategy • Continued close monitoring of intervention letters (in line with policy)	Overall PA figure has decreased to 25.0% during Autumn Term 2. PP Student Support attendance focus with key students. Attendance support meetings being held and plans written to improve attendance.
To improve transition work in order to improve attendance - Year 6 into 7 and Year 11-12	• Initial RAG of Year 6 attendance figures from transition used to support Year 7 students when they started. • Transition day presentation included importance of strong attendance	Year 7 attendance continues to be strong at 95%.

Year 11 attendance focus	• Passport to Prom has been launched with Year 11 students in Autumn Term 2 with an attendance focus 'excellent attendance'. • JTM led first assembly back in Spring Term 1 which was centred upon the theme of maximising the remaining learning time available and the need for excellent attendance in order to do this. • Year 11 attendance RAG to be completed and communication sent home to lowest attending. • Year 11 tutors to make attendance part of weekly tutor time review.	
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Attendance Next Steps:

- We are going to add a section for improving the attendance for students at Alternative Provision.
- SLT attendance lead working jointly with SLT lead for Academic attainment to lead Year 11 since HoY Year 11 resignation. SLT attendance lead is former HoY with experience of leading Year 11.
- Improve Year 11 (*at all key measures*)
- Year 11 attendance RAG to be completed and key students identified. Parents to receive additional communication about the importance of attendance.
- Improve AP attendance (*at all key measures*)
- Improve Punctuality to lessons (Years 8 and 11)
- Improving attendance to punctuality sanctions
- Development of key worker support for any PA student

Pupil Premium Plan 2023-24

Attendance	Behaviour	Attainment	Enrichment
Improved attendance for disadvantaged pupils from 89.85% to 96%. Reduce disadvantaged pupils who are persistently absent and ensure figures are in line with their peers.	To diminish the number of after school detentions, reset classroom events and exclusion gaps to equal the non-disadvantaged pupils.	Improved attainment outcomes for disadvantaged pupils to bring them in line with target grades.	Improved access to enrichment activities for disadvantaged pupils, leading to improved outcomes and a broader cultural literacy.

Pupil Premium Action Plan

SUMMARY - Attendance (drawn from the PP Strategy 23.24)

OBJECTIVE	Actions	SUCCESS CRITERIA IMPACT	Led By	Monitored By
Improved attendance for disadvantaged pupils from 89.85% to 96%. Reduce disadvantaged pupils who are persistently absent and ensure figures are in line with their peers.	1.1 Fortnightly meeting with attendance manager to identify disadvantaged students who are below 96% attendance	Disadvantaged student's attendance matches those who are non-disadvantaged, removing the gap between the two cohorts.	KB/TWS	JTM
	1.2 Designate an SSO to have regular conversations to identify attendance barriers with those between 93-95% attendance	Attendance of disadvantaged students improves from the 87.3% last year.	SA	TWS
	1.3 SSO to complete attendance support plans for disadvantaged students where required	Barriers to attendance to be identified through personal attendance support plans and to be removed to improve attendance.	LPH/SA	TWS/LPH
	1.4 HoY to be monitoring attendance of year group and have knowledge of disadvantaged to discuss in link meetings.	The percentage gap of all disadvantaged pupils who are persistently absent being within 2% of their non-disadvantaged peers.	KB/HoY	KB/JTM
	1.5 Routine Attendance Check In forms completed by tutors and discussed with HoY/SSO in attendance meetings	All disadvantaged students will have high enough attendance to receive an invite to the year 11 prom.	Tutors/HoY	JTM

	1.6 Implement termly reward initiatives to reward those achieving expected/improved attendance		TWS	JTM/CCU
	1.7 Invitation to attend the prom to be linked to attendance at school		HoY 11	TWS/JTM
	1.8 Send attendance letters to those who are PA in line with policy		KB	JTM
	1.6 SENDCO to monitor attendance of students who are double disadvantaged.		ESS	TWS

Success Criteria	Impact evidenced	RAG
Disadvantaged student's attendance matches those who are non-disadvantaged, removing the gap between the two cohorts. Attendance of disadvantaged students improves from the 87.3% last year. Barriers to attendance to be identified through personal attendance support plans and to be removed to improve attendance. The percentage gap of all disadvantaged pupils who are persistently absent being within 2% of their non-disadvantaged peers. All disadvantaged students will have high enough attendance to receive an invite to the year 11 prom.	Autumn II	
	- Gap has closed between disadvantaged and non-disadvantaged by 0.1%. - Attendance support plans to be ran w/c 8.1 by SA – meeting with every student between 93-95% attendance individually on a weekly basis. - Year 10 PP attendance is 78.4% but they have a large amount of students accessing AP. Attendance increases to 89.4% if you remove AP students. Further work needs to be put in place supporting AP attendance.	
	Spring I	
	Spring II	
	Summer I	
	Summer II	

SUMMARY - Behaviour (drawn from the PP Strategy 23.24)

OBJECTIVE	Actions	SUCCESS CRITERIA IMPACT	Led By	Monitored By
To diminish the number of after school detentions, reset classroom events and exclusion gaps to equal the non-disadvantaged pupils.	1.1 Weekly analysis of suspension data to result in immediate support by pastoral team.	The gap between disadvantaged and non-disadvantaged students receiving positive rewards points to reduce on last year.	LPH	TWS/CCU
	1.2 Students not meeting behaviour expectations identified and those suitable to participate in TFTF		TPL	TWS
	1.3 Weekly behaviour analysis to take place to identify trends/patterns and actions to be uploaded to behaviour action tracker	The gap between disadvantaged and non-disadvantaged students receiving detentions to reduce on last year.	TWS/KES	LPH
	1.4 HoY to access behaviour action tracker and be able to evidence impact in link meetings		HoY	LPH/KES
	1.5 Weekly and half termly monitoring of positive points	The gap between disadvantaged and non-disadvantaged students receiving reset classroom referrals to reduce on last year.	TWS	LPH
	1.6 Half termly report on the impact that is seen on behaviour of students participating in TFTF		TPL	TWS
		The gap between disadvantaged and non-disadvantaged students receiving suspensions to reduce on last year		

Success Criteria	Impact evidenced	RAG
The gap between disadvantaged and non-disadvantaged students receiving positive rewards points to reduce on last year.	Autumn II - Pupil premium students receiving 63.84 positive events on average compared to 20.4 last year – big increase in praise being issued. - PP students averaging higher number of points on average than overall cohort with +1.8 points. FSM to be focus of next half term. - Gap closed between disadvantaged and non-disadvantaged students in detentions issued. PP students received 43% of detentions AT2 22/23, down to 39% in 23/24. - Gap closes on between disadvantaged and non-disadvantaged with reset referrals. PP students received 41% of referrals AT2 this year, down from 47.6% in 22/23. However, there has been an increase in number of students, but a 15% drop in PP repeat offenders down from 52% to 37%. - Suspension rate for AT2 PP students dropped from 49% 22/23 to 35% 23/24 and for the Autumn term is down from 52% in 22/23 to 43.7% in 23.24.	
The gap between disadvantaged and non-disadvantaged students receiving detentions to reduce on last year.		
The gap between disadvantaged and non-disadvantaged students receiving reset classroom referrals to reduce on last year.		
The gap between disadvantaged and non-disadvantaged students receiving suspensions to reduce on last year.		
	Spring I	
	Spring II	
	Summer I	
	Summer II	

SUMMARY - Attainment (drawn from the PP Strategy 23.24)

OBJECTIVE	Actions	SUCCESS CRITERIA	Led By	Mon By
Improved attainment outcomes for disadvantaged pupils to bring them in line with target grades.	1.1 Use of knowledge organisers in lessons to support class activities.	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:	SSH	CCU
	1.2 Implementation of core routines to maximise learning time.		KES	CCU
	1.3 Teachers can identify disadvantaged students when requested through seating plans.		TWS	LPH/CCU
	1.4 Fortnightly book looks to take place in SLT meeting to compare disadvantaged and non-disadvantaged students work		TWS	CCU
	1.5 Pupil Premium First approach in classrooms when questioning and providing feedback – supported by seating plans	average Attainment 8 score of at least 4.0	TWS	SLT Links
	1.6 Daily reading in PM registration for 25 minutes	EBacc attainment 8 grade of at least 4.0	SSH	CCU
	1.7 Fresh Start intervention offered to those with low reading ages in year 7-9 to support		SSH	TWS
	1.8 TA support for numeracy in year 7 and small intervention groups in years 8 - 10		JP/ESS	TWS
	1.9 Running the Brilliant Club for high attaining PP students to raise aspirations and further improve literacy.	at least 40% passing GCSE maths at grade 5 or above	TWS	LPH
	1.10 Each PR drop will be analysed for attainment progress against target grade for all disadvantaged pupils at KS4 with HoD recommending strategies to support individual pupils.		HoD	ELL/TWS
	1.11 Pupils with the greatest attainment gaps will be offered extra support to help them to narrow it.		HoD	ELL/TWS
	1.12 All intervention and lesson 6 attendance data will be monitored to ensure that disadvantaged students are making good use of this opportunity.		KB/SA	ELL/TWS
Success Criteria	Impact evidenced			RAG
2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: average Attainment 8 score of at least 4.0 0 EBacc attainment 8 grade of at least 4.0 at least 40% passing GCSE maths at grade 5 or above	Autumn II			
	14 year 9 students have completed the tutoring sessions of the Brilliant club. Tutor is pleased with the active engagement of the cohort and final assignment due on 10th January and graduation in SPT2, 28th February. - Compared to last year’s Nov Mocks, Attainment 8 is up +0.43 to 3.61, Ebacc attainment 8 is up +0.53 to 3.69 and Maths 9-5 is up +7.4 at 29.3. If the same progress is made by PP students between Nov mocks and exams, target will be achieved. - SA now monitoring P6 attendance and will be contacting home – impact to be watched across SPT1. - PP students progress has been the main focus in one round of RAG meetings. 45/58 students have completed the fresh start programme - Tutor led reading introduced year 7-10 (25 minutes reading in 25 in 35 minutes), reading rulers purchased to assist – moving to students starting to do some reading (control the game) from w/c 30 Jan based on reading ages.			
	Spring I			
	Spring II			
	Summer I			
	Summer II			

SUMMARY - Enrichment (drawn from the PP Strategy 23.24)

OBJECTIVE	Actions	SUCCESS CRITERIA IMPACT	Led By	Monitored By
Improved access to enrichment activities for disadvantaged pupils, leading to improved outcomes and a broader cultural literacy.	1.1 Provide a daily Breakfast club between 08:00 – 08:25 where students can access a range of breakfast items and drinks	Sustained high levels of wellbeing by 2024/25 demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations. • An increase in disadvantaged students accessing enrichment through whole school activities and clubs. • An increase in disadvantaged students attending school trips.	KP/SA/TWS	TWS
	1.2 Expand provision of Breakfast club to include activities and IT provision		TWS	LPH
	1.3 Write to parents and ensure they are aware of morning support for disadvantaged (and non-disadvantaged) students.		TWS	LPH
	1.4 Run student voice to identify what activities they would like to see run		TWS/HoH	KES/TWS
	1.5 Offer support to disadvantaged students who request towards costs of curriculum trips.		TWS	LPH
	1.6 Run a LGBTQ+ club to support inclusivity and have a positive impact in classroom and on attendance.		TWS	LPH
	1.7 Produce a guide/checklist - how to run a trip to help simplify process and increase trips offered		MS	TWS
	1.8 Provide House competitions across all subjects to offer enrichment from all subjects with prizes for recognition.		TWS	LPH

Success Criteria	Impact evidenced	RAG
Sustained high levels of wellbeing by 2024/25 demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations. • An increase in disadvantaged students accessing enrichment through whole school activities and clubs. • An increase in disadvantaged students attending school trips.	Autumn II	
	• IT provision to complete Sparx homework provided in B4 on a daily basis in Breakfast club, and £200 of board games provided saw average numbers rise from 20 to over 30 students a morning in the last few weeks of term. Further advertising and targeted invites to follow in SPT1 • Student voice carried out on enrichment requests through house council meetings, requesting more Arts clubs and sixth form enrichment. Sixth form enrichment now runs P5 on a Weds and – number of non-sporting (arts based) clubs offered from Spring. • An increase in disadvantage students accessing enrichment activities/clubs in years 7, 9 and 10. • Over 10% of students who have accessed a school trip have been PP students – no students parents have requested help with costs of trips so far this year. • PP winner of the MFL House competition	
	Spring I	
	Spring II	
	Summer I	
	Summer II	

HR, Operations and Site Update

Monthly HR Metrics

HR provide a monthly HR KPI report. Each academy is RAG'd against the Trust benchmarks. Please provide details from this report below.

Trust Benchmark and Calculation	November Academy data and RAG
Sickness Rate 3.6% Up to 3.5% green 3.6-4.59 amber 4.6+ red <i>Calculation: Sickness rate=Average of sickness Rate from import recalculated monthly using rolling 12 months data.</i>	2.46%
Average days lost 5.7 Up to 5.69 is green 5.7-6.69 amber 6.7+ red <i>Calculation: Total days absent -Sum of total days absent/average staff count 12 months recalculated monthly using rolling 12 month data</i>	6.23 days
Turnover 16.10% Up to 16.09% green 16.10-17.09 amber 17.10% red <i>Calculation: Turnover=(Count of leavers in the year/Average count of staff in a year)*100 recalculated monthly using 12 months data</i>	27.39%

Site maintenance/improvements and any site works projects

The school has undergone a conversion to full LED lighting around the school, which should produce an annual saving of £20,000. The school is currently measuring and tendering for new windows to replace those that are single glazed around the school. This is a major project that will be commencing in the summer of 2024. The hope is that this will improve the aesthetics of the building and help reduce energy costs.

The school has purchased more picnic tables, these will be placed in the POD and the year 7 courtyard area, this will give the students more capacity for sitting and eating during break and lunchtimes. This also increases the outside seating capacity when the weather improves.

The site team are in the process of removing all existing corridor tape and replacing it with new white tape for uniformity around the school.

The site team have moved location to C Block near the workshops, this enables the site to function better with all the relevant tools and equipment available to the team. I am waiting for some snap frames to arrive in school to implement a new toilet checking policy around school, due to the high levels of vandalism and graffiti that goes on in the school. We are also dedicating a member of site team to site improvement internally and externally.

Any other site or operational matters

Number on Roll Update & Projections for September 2024

Please provide updates below of current NOR.

September 2024 (09/01/24)

PAN 290

Intake	PAN	Total applications	1 st choice	2 nd choice	3 rd choice
Sept 2024 (Jan 24)	290	383	258	101	24
Sept 2024 (Oct 23)	290	324	245	96	24
Sept 2023 (Oct 22)	290	368	275	68	25

Current NOR 1663

PAN: 290

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
January 2024	297	285	288	284	287	126	96	1660
October 2023 Census	300	285	290	284	287	128	97	1671
4 th September 2023	300	279	289	282	289	115	97	1651
July 2023	282	293	287	291	272	97	6	1362
January 2023	283	292	287	286	272	102	168	1690
October 22 Census	278	293	288	282	272	106	172	1691
1 st September 22	279	293	288	283	272	92	173	1680
October 21 Census	291	288	282	277	265	186	150	1739

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Leavers in autumn term 1 2023	0	6	3	3	3	6	1	22
Leavers in autumn term 1 2022	2	1	3	1	1	3	3	14

Joiners in autumn term 1 2023	0	8	2	5	1	0	0	16
Joiners in autumn term 1 2022	4	6	4	6	2	0	0	22

Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EHE Autumn term 1 2023	0	1	0	1	2	0	0	4
EHE Autumn term 1 2022	0	1	1	0	0	2	0	4
EHE End of Year 2022-23	3	1	7	1	0	2	0	14

Any Other Academy Matters

Appendix A: Year 11 October mock and tracking analysis 2023-24

The below data shows the key headlines for where the cohort is based on their mock exams, the cohorts tracking data and the cohorts target headline measures.

	Mock	PR2	Target
A8	4.41	4.96	5.34
P8	-0.26	0.29	0.86
7+ En and Ma	5.3%	13.3%	16.5%
5+ En and Ma	34.4%	52.3%	75.4%
4+ En and Ma	56.8%	72.3%	93.3%
5+ Ebacc	10.9%	31.9%	50.2%
4+ Ebacc	26.3%	46.7%	64.6%
Average A8 English	5.13	5.20	5.35
Average A8 Maths	3.91	4.80	5.16
Average A8 Ebacc	4.45	5.08	5.47
Average A8 Open	4.22	4.78	5.34

Below is the data showing the headlines for PP students (58 students in cohort) against non-PP students.

	Mock		PR2		Target	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
A8	3.59	4.62	4.13	5.17	5.02	5.43
P8	-0.88	-0.11	-0.33	0.44	0.69	0.90
7+ En and Ma	0%	6.6%	6.9%	15.0%	10.3%	18.1%

5+ En and Ma	29.3%	35.7%	43.1%	54.6%	55.2%	60.8%
4+ En and Ma	43.1%	60.4%	60.3%	75.3%	87.9%	91.2%
5+ Ebacc	3.4%	12.8%	29.3%	32.6%	44.8%	51.5%
4+ Ebacc	15.5%	29.1%	41.4%	48.0%	56.9%	66.5%
Average A8 English	4.36	5.33	4.36	5.41	5.10	5.41
Average A8 Maths	3.21	4.08	4.03	5.00	4.97	5.21
Average A8 Ebacc	3.69	4.64	4.34	5.27	5.01	5.59
Average A8 Open	3.24	4.47	3.83	5.03	5.02	5.43

Below is the data showing the headlines for SEND students (6 E students, 43 K students in cohort).

	Mock		PR2		Target	
	K	E	K	E	K	E
A8	3.01	1.92	3.48	2.68	4.25	3.55
P8	-0.53	-0.17	-0.07	0.65	0.80	1.25
7+ En and Ma	2.3%	0%	4.7%	0%	2.3%	0%
5+ En and Ma	9.3%	0%	11.6%	16.7%	18.6%	16.7%
4+ En and Ma	18.6%	16.7%	34.9%	33.3%	81.4%	16.7%
5+ Ebacc	4.7%	0%	9.3%	0%	11.6%	16.7%
4+ Ebacc	4.7%	0%	14.0%	0%	20.9%	16.7%
Average A8 English	3.47	2.67	3.67	3.50	4.35	3.50
Average A8 Maths	2.51	1.50	3.19	2.50	4.05	3.50
Average A8 Ebacc	3.02	1.83	3.61	2.78	4.29	3.56
Average A8 Open	3.01	1.79	3.41	2.17	4.28	3.61

PR2 analysis

Key Measure: Progress 8 (P8)

Although the PR2 Progress 8 score (0.29) suggests a significant improvement on outcomes in 2023, this remains below the target (0.53). There is still much work to be done to secure the FFT20 targets.

In Nov 2022, the PR2 P8 score was -0.19, which improved to a final P8 outcome of 0.09 (2023 cohort). Students in the current year 11 cohort had a higher average attainment (44.11) in their Year 11 Nov mocks, compared to students in 22/23 cohort (41.86), which supports the forecasted increase in P8 score.

Key Measure: BASICS

The most recent tracking data (PR2) suggests that outcomes in both English and Maths will be higher than 2023 outcomes:

- EnMaBasics 5+ is 52.3% an uplift compared to EnMaBasics 5+ at 50% (forecast 54% in PR2 2023)
- EnMaBasics 4+ is 72.3% an uplift compared to EnMaBasics 4+ as 69.5% (forecast 76.5% in PR2 2023)

There are currently **60** students who have either Maths or English at 5+ but not both and **39** students at 4+ in either Maths or English. These students need to be targeted to ensure that we hit the basics measure and have been a key focus in the pm tutor time interventions. The names of these students have been shared with the HoD for English and

Maths within the RAG Basics meeting, they are sharing with their team as a priority to move to a 5 at the next mock series.

Comparison to 2022/23 cohort – Mock data

	2023/24 mock	2022/23 mock	Difference
A8	4.38	4.19	+0.19
P8	-0.29	-0.85	+0.56
5+ En and Ma	34.4%	34.2%	+0.2%
4+ En and Ma	56.8%	55.1%	+1.7%

In the recent mock exams, students have on average achieved half a grade better in their subjects than the previous year's cohort. The two cohorts are of similar ability (both had a KS2 average of 104.5).

The basics measures are in line with last year's mock results; however, it is worth noting that the grade boundaries had increased. This suggests that students have achieved more marks in both their English and Maths papers than students in last year's cohort.

PR2 Analysis - Pupil Premium Students (59 PP students in 2024 cohort)

PP Students: Progress 8

In PR2 Nov 2023 the P8 score for PP students is -0.32 (down from -0.19 in PR1) however the score for non-PP students is 0.44. This represents a gap of 0.76 which means that non-PP students make on average almost $\frac{3}{4}$ grade more progress than PP students, this is not acceptable. See Appendices 4-6.

In the Year 11 November mocks for the 2023 cohort the P8 score for PP students was -1.53 and this increased to -0.62 in the actual exams, meaning that PP students made on average nearly 1 grade progress from the November mocks to the summer exams. We are currently forecasting that PP students (2024 cohort) will increase by half a grade on average (mock P8 -0.86, PR2 P8 -0.32). Last year's results suggest more progress than this can be made within a year. It is imperative that the progress of PP students is accelerated.

PP Students: Basics English-Maths

The forecast data suggests that the gap between PP and non-PP students will reduce in 2024, compared to 2023 with PP students forecast to attain:

- 43.1% (2024) EnMaBasics 5+ compared with 25% in 2023 actuals.
- 60.3% (2024) EnMaBasics 4+ compared with 48.4% in 2023 actuals.

However, this still represents a gap of 11.5% and 15% respectively between PP and non-PP students.

	2023/24 mock		2022/23 mock	
	PP	Non-PP	PP	Non-PP
A8	3.57	4.59	3.18	4.50
P8	-0.9	-0.14	-1.53	-0.63
5+ En and Ma	29.3%	35.7%	20.3%	38.5%
4+ En and Ma	43.1%	60.4%	37.5%	60.6%

59 PP students in 2024 cohort

PP students have performed better in these mock exams than the 22/23 cohort. However, there is still a significant gap between PP and non-PP.

PP students open bucket attainment is a particular concern, the gap between PP A8 and non-PP A8 here is -1.2. For a breakdown by subject area please see Appendix 4.

Work needs to be done to narrow this. SLT need to work with HoD within the Ebacc/open bucket to ensure PP students are a priority and their data is looked at within link meetings.

PR2 Analysis – SEND

SEND learners (E & K) and Progress 8

49 students in Year 11 (2024 cohort), 6 students – SEND E, 43 students – SEND K

SEND	P8 (FFT20)	EnMaBasics 5+	EnMaBasics 4+	Comments
E	+0.65 (+1.27)	16.7% (1) - meeting FFT20	33.3% (2) - exceeding FFT20	
K	-0.07 (0.64)	11.6% (5) - below FFT20	34.9% (15) below FFT20	6 Alternative Provision (13%)

- SEND E students are on average making half a grade less progress than they should be in each subject. Based on prior rate of progress, forecasts seem optimistic. In the November mock the average P8 was -0.17 (SEND E) and -0.53 (SEND K).
- Not enough SEND K students are getting EnMaBasics 5+/4+. We do have 13% of these students in AP, however even if they were discounted more of the remaining SEND K students should be hitting these measures. They are also, on average, not making enough progress in their subjects.

Inclusion and improving outcomes for disadvantaged students was a key focus of the INSET in September 2023. The emphasis on disruption-free learning, consistent use of language around teaching and TLAC Means of Participation techniques further establishes an inclusive classroom, reducing cognitive load and allowing teachers to intervene swiftly to address misconceptions with all students, especially vulnerable learners. The introduction of retrieval and regular self-quizzing in lessons and for homework has helped fluency and knowledge retention for all especially SEND learners.

SEND K students are making excellent progress in MFL German, Music and Physics. All students are forecasted to meet or exceed their targets in these subjects.

We need to be careful when comparing the SEND data year on year as there are often significant variation in the number of SEND E students. In 2023, there were 41 SEND learners, 8 with EHCPs and 32 with SEND support (K).

	2023/24 mock			2022/23 mock		
	K	E	No	K	E	No
A8	2.99	1.92	4.69	2.62	1.18	4.51
P8	-0.55	-0.17	-0.25	1.32	-2.25	-0.73
5+ En and Ma	9.3%	0	39.8%	3.1%	0	39.7%
4+ En and Ma	18.6%	16.7%	64.8%	18.8%	0	62.1%

2023/24 cohort – 49 SEND learner, 6 with EHCPs (E) and 43 with SEND support (K)

PR2 Analysis - Areas for Concern

Subject areas that are causing concern in terms of outcomes (mocks) are:

- Art (Fine) (-0.13)
- English Literature (-0.45)
- History (-0.37)
- Maths (-0.62)
- MFL French (-0.68)
- MFL German (-0.88)
- Product Design (-0.16)
- Physics (-0.20)
- Combined Science (-0.50)
- Construction (-0.53)
- Sport L1/2 (-0.42)

The main areas of concern based upon the mocks are maths, MFL, English lit & History. (See Appendix 1) These are all likely to have a big influence on overall progress across school. These subjects need a plan to raise attainment. We need an SLT strategy of how we are going to support these subjects and utilise trust expertise where we have it to review RA plans. These subjects will be having monthly Raising Attainment Meetings.

Subject areas that are causing concern in terms of outcomes (PR2) are:

- Sport L1/2 (-0.28)
Last academic year the progress made between the November Mocks and Summer exams for each of these subjects was:
- Art (Fine) +0.67
- English Literature +1.35
- History +1.11
- Maths +0.97
- MFL French +1.61
- MFL German +1.83
- Product Design +1.48
- Physics +0.85
- Combined Science +1.39
- Construction +1.49
- Sport L1/2 +0.23

If all these subjects can maintain this level of progress then the only subject that remains a concern is Sport L1/2

Appendix 1: Year 11 October Mock headlines for each subject:

9-1 GCSE (Att8 Points)																		
Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs %	Other	Total Grades	Average Grade	Average Points	Residual	SPI
Art (Fine)	2.4	12.2	24.4	51.2	70.7	90.2	95.1	95.1	95.1	95.1	97.6	100	100	41 5+	5.37	0.4	-0.13	
Art (Photography)	0	5.3	15.8	26.3	68.4	84.2	100	100	100	100	100	100	100	19 5=	5	1.36	0.49	
Business Studies	2.6	13.2	21.1	39.5	60.5	65.8	78.9	89.5	97.4	97.4	97.4	100	100	38 5-	4.68	0.66	0.73	
Computer Science	3.5	5.3	15.8	29.8	52.6	66.7	75.4	89.5	98.2	98.2	98.2	100	100	57 4+	4.37	-0.29	0.39	
Drama	0	22.2	22.2	55.6	66.7	66.7	100	100	100	100	100	100	100	9 5+	5.33	1.22	1.18	
English Language	7.2	14.9	27.5	44.6	63.4	74.6	91.7	96	97.1	98.2	98.2	100	100	276 5+	5.17	0.71	0.51	
English Literature	1.1	5.1	13.8	25.4	44.6	66.7	81.5	90.9	94.6	97.5	97.5	100	100	276 4+	4.24	-0.23	-0.44	
Food & Nutrition	23.5	32.4	44.1	52.9	55.9	70.6	76.5	82.4	91.2	91.2	91.2	100	100	34 5+	5.29	1.61	1.08	
Geography	3.4	8	26.4	40.2	63.2	73.6	89.7	95.4	96.6	98.9	98.9	100	100	87 5=	4.97	0.66	0.74	
History	0.5	5.3	15.3	26.5	43.4	59.3	73.5	88.4	94.7	98.4	98.4	100	100	189 4=	4.07	-0.52	-0.37	
Latin	22.2	50	50	61.1	77.8	94.4	100	100	100	100	100	100	100	18 7-	6.56	-0.16	0.65	
Mathematics	0.4	3.2	8.3	18.8	37.2	60.6	81.6	94.6	97.1	98.2	98.2	100	100	277 4=	4.02	-0.43	-0.62	
Media Studies	4.2	8.3	20.8	29.2	45.8	79.2	87.5	91.7	95.8	95.8	95.8	100	100	24 5-	4.63	0.83	0.58	
MFL French	1.4	3.5	7	9.8	27.3	58.7	85.3	89.5	89.5	100	100	100	100	143 4-	3.72	-0.99	-0.69	
MFL German	0	0	0	0	28.6	71.4	85.7	90.5	90.5	100	100	100	100	21 4-	3.67	-1.5	-0.88	
Music	17.6	41.2	58.8	64.7	82.4	88.2	88.2	88.2	88.2	94.1	94.1	100	100	17 6+	6.18	1.16	1.15	
PE	0	0	9.5	31	54.8	69	100	100	100	100	100	100	100	42 5-	4.64	0.27	0.36	
Product Design	5	5	10	22.5	42.5	70	87.5	92.5	95	95	97.5	100	100	40 4+	4.3	-0.07	-0.16	
Science Biology	9.8	22.8	40.2	77.2	92.4	98.9	100	100	100	100	100	100	100	92 6+	6.41	0.4	0.15	
Science Chemistry	12	26.1	41.3	68.5	87	98.9	100	100	100	100	100	100	100	92 6+	6.34	0.33	0.12	
Science Physics	10.9	25	35.9	60.9	83.7	94.6	95.7	95.7	95.7	100	100	100	100	92 6=	5.98	-0.03	-0.2	
Summary	4.4	10.7	20.5	35.4	54.4	72	86.5	93.5	95.9	98.3	98.4	100	100	1884 5-	4.73	0.01	-0.06	
9-1 GCSE Double (Att8 Points)																		
Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Ab	Other	Total	Avera	Avera	Residual	Subject Pr
Science Combined	0	0.5	1.6	6.5	20.8	44.1	74.1	90.5	93	98.9	98.9	100	100	370 43-	3.31	-0.37	-0.5	
Summary	0	0.5	1.6	6.5	20.8	44.1	74.1	90.5	93	98.9	98.9	100	100	370 43-	3.31	-0.37	-0.5	
Cambridge National L1/L2 (Att8 Points)																		
Name	D* %	D* -	CD* -	ND* -	PD* -	LD* -	LD* -	LD* -	LD* -	FD* -	XD* -	A	Other	Total	Avera	Avera	Residual	Subject Pr
Child Development	12.5	37.5	58.3	87.5	100	100	100	100	100	100	100	100	24 M	5.5	1.27	0.63	56.5	
Construction L1/2	0	0	0	28.6	64.3	64.3	92.9	100	100	100	100	100	14 L1D	2.57	-0	-0.53	21.4	
Sport L1/2	0	9.1	45.5	63.6	81.8	100	100	100	100	100	100	100	11 P	4.27	1.12	-0.42	54.5	
Summary	6.1	20.4	38.8	65.3	85.7	89.8	98	100	100	100	100	100	49 P	4.39	0.87	0.05	45.8	

Appendix 2: Year 11 PR2 headlines for each subject:

9-1 GCSE (Att8 Points)																		
Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs %	Other	Total Grades	Average Grade	Average Points	Residual	SPI
Art (Fine)	4.9	17.1	31.7	61	75.6	90.2	95.1	95.1	95.1	95.1	97.6	100	100	41 6-	5.66	0.13	0.18	
Art (Photography)	0	10.5	15.8	31.6	84.2	94.7	100	100	100	100	100	100	100	19 5+	5.37	1.23	0.82	
Business Studies	2.6	7.9	23.7	36.8	63.2	76.3	89.5	94.7	94.7	100	100	100	100	38 5=	4.89	0.27	0.95	
Computer Science	3.5	8.8	29.8	43.9	61.4	75.4	89.5	98.2	100	100	100	100	100	57 5=	5.11	-0.3	1.04	
Drama	11.1	11.1	22.2	44.4	66.7	77.8	100	100	100	100	100	100	100	9 5+	5.33	0.66	1.18	
English Language	2.5	9.4	26.8	47.1	67.8	85.5	97.1	98.9	98.9	99.3	99.3	100	100	276 5+	5.34	0.26	0.67	
English Literature	1.4	6.2	15.6	34.8	56.2	77.2	91.3	95.3	96.7	98.2	98.2	100	100	276 5-	4.75	-0.3	0.07	
Food & Nutrition	8.8	8.8	20.6	29.4	38.2	64.7	82.4	88.2	94.1	94.1	94.1	100	100	34 4+	4.35	0.22	0.05	
Geography	2.3	6.9	28.7	51.7	72.4	87.4	94.3	97.7	97.7	98.9	98.9	100	100	87 5+	5.39	0.49	1.17	
History	2.6	11.6	22.1	44.2	67.9	83.2	90.5	95.3	95.8	99.5	99.5	100	100	190 5=	5.13	-0.1	0.72	
Latin	16.7	55.6	61.1	72.2	94.4	100	100	100	100	100	100	100	100	18 7=	7	-0.1	1.1	
Mathematics	3.2	9.4	19.5	37.2	58.8	76.9	92.8	97.5	98.9	98.9	98.9	100	100	277 5=	4.94	-0.1	0.31	
Media Studies	0	12.5	25	41.7	70.8	87.5	100	100	100	100	100	100	100	24 5+	5.38	1.05	1.36	
MFL French	1.4	7.6	11	29.7	57.2	87.6	97.9	98.6	98.6	98.6	98.6	100	100	145 5=	4.9	-0.5	0.47	
MFL German	0	0	9.5	57.1	85.7	100	100	100	100	100	100	100	100	21 6-	5.52	-0.3	0.97	
Music	11.8	35.3	47.1	82.4	94.1	94.1	94.1	94.1	100	100	100	100	100	17 7-	6.53	0.75	1.51	
PE	0	9.5	31	45.2	69	90.5	100	100	100	100	100	100	100	42 5+	5.45	0.33	1.15	
Product Design	2.5	2.5	10	32.5	42.5	92.5	95	95	97.5	97.5	97.5	100	100	40 5-	4.7	-0.2	0.2	
Science Biology	9.8	29.3	52.2	89.1	100	100	100	100	100	100	100	100	100	92 7=	6.8	0.2	0.56	
Science Chemistry	7.6	29.3	62	83.7	98.9	100	100	100	100	100	100	100	100	92 7=	6.82	0.21	0.62	
Science Physics	7.6	28.3	60.9	89.1	96.7	100	100	100	100	100	100	100	100	92 7=	6.83	0.22	0.65	
Summary	3.6	12.3	27	48.1	68.4	85.1	94.8	97.5	98.2	99	99	100	100	1887 5+	5.35	0.02	0.55	
9-1 GCSE Double (Att8 Points)																		
Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs %	Other	Total	Average	Average	Resid	Subject
Science Combined	0	0.3	3.8	11.1	34	68.8	93.2	97.6	98.4	98.4	98.4	100	100	368 44=	4.07	-0.3	0.26	
Summary	0	0.3	3.8	11.1	34	68.8	93.2	97.6	98.4	98.4	98.4	100	100	368 44=	4.07	-0.3	0.26	
Cambridge National L1/L2 (Att8 Points)																		
Name	D* %	D* -	D* -	D* -	D* -	D* -	D* -	D* -	D* -	D* -	D* -	D* -	Other	Total	Average	Average	Resid	Subject
Child Development	8.3	20.8	41.7	91.7	95.8	100	100	100	100	100	100	100	24 M	4.94	0.19	0.11	47.8	
Construction L1/2	0	0	7.1	42.9	71.4	100	100	100	100	100	100	100	14 L1D	3.25	0.07	0.15	35.7	
Sport L1/2	0	9.1	54.5	63.6	81.8	100	100	100	100	100	100	100	11 P	4.41	0.48	-0.3	54.5	
Summary	4.1	12.2	34.7	71.4	85.7	100	100	100	100	100	100	100	49 P	4.34	0.22	0.03	45.8	

Appendix 3: Year 11 Target headlines for each subject:

9-1 GCSE (Att8 Points)																		
Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs %	Other	Total Grades	Average Grade	Average Points	Residual	SPI
Art (Fine)	0	12.5	37.5	77.5	95	100	100	100	100	100	100	100	100	40 6+	6.23	0.23	0.97	
Art (Photography)	0	0	22.2	50	94.4	100	100	100	100	100	100	100	100	18 6-	5.67	0.74	1.07	
Business Studies	2.5	5	17.5	35	67.5	80	92.5	100	100	100	100	100	100	40 5=	5	-0.09	1.16	
Computer Science	1.9	17.3	32.7	51.9	73.1	92.3	100	100	100	100	100	100	100	52 6-	5.69	-0.11	1.63	
Drama	0	0	0	25	75	100	100	100	100	100	100	100	100	8 5=	5	0.23	0.93	
English Language	0.7	8.1	18.4	44.9	72.8	94.1	100	100	100	100	100	100	100	272 5+	5.39	-0.21	0.73	
English Literature	0.7	8.8	23.2	50.7	79	97.8	100	100	100	100	100	100	100	272 6-	5.6	0.01	0.95	
Food & Nutrition	0	3	24.2	33.3	63.6	93.9	100	100	100	100	100	100	100	33 5+	5.18	0.19	1.04	
Geography	1.1	4.5	21.6	48.9	73.9	92	100	100	100	100	100	100	100	88 5+	5.42	0.08	1.23	
History	3.7	16.3	36.3	59.5	78.9	93.7	98.9	100	100	100	100	100	100	190 6=	5.87	0.13	1.49	
Latin	11.1	50	72.2	94.4	100	100	100	100	100	100	100	100	100	18 7+	7.28	0.18	1.38	
Mathematics	1.1	9.2	27.1	42.5	63.7	94.9	100	100	100	100	100	100	100	273 5+	5.38	-0.2	0.79	
Media Studies	0	0	15.4	53.8	88.5	100	100	100	100	100	100	100	100	26 6-	5.58	0.72	1.67	
MFL French	0	11	31.2	48.7	81.8	98.7	100	100	100	100	100	100	100	154 6-	5.71	-0.23	1.28	
MFL German	0	0	14.3	57.1	100	100	100	100	100	100	100	100	100	21 6-	5.71	-0.49	1.17	
Music	0	25	62.5	87.5	93.8	100	100	100	100	100	100	100	100	16 7-	6.69	0.22	1.52	
PE	0	5	25	47.5	80	97.5	100	100	100	100	100	100	100	40 6-	5.55	0.16	1.18	
Product Design	0	5	20	57.5	77.5	97.5	100	100	100	100	100	100	100	40 6-	5.58	0.05	1.04	
Science Biology	10.5	35.8	74.7	94.7	98.9	100	100	100	100	100	100	100	100	95 7+	7.15	0.28	1.02	
Science Chemistry	9.5	36.8	76.8	93.7	98.9	100	100	100	100	100	100	100	100	95 7+	7.16	0.29	1.12	
Science Physics	8.2	42.3	78.4	92.8	97.9	99	100	100	100	100	100	100	100	97 7+	7.19	0.33	1.16	
Summary	2.4	14.1	34	56.6	79.3	96.1	99.7	100	100	100	100	100	100	1888 6=	5.82	0.01	1.07	
9-1 GCSE Double (Att8 Points)																		
Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs %	Other	Total	Average	Average	Residu	Subjec
Science Combined	0	0	1.1	15.9	54	94.3	100	100	100	100	100	100	100	352 54+	4.65	-0.26	0.88	
Summary	0	0	1.1	15.9	54	94.3	100	100	100	100	100	100	100	352 54+	4.65	-0.26	0.88	
Cambridge National L1/L2 (Att8 Points)																		
Name	D* %	D* - D	D* - MD	D* - P	D* - L1	D* - L1D	D* - L1D	D* - U	D* - F	D* - X	D* - A	Other	Total	Average	Average	Residu	Subjec	Positiv
Child Development	0	34.6	88.5	100	100	100	100	100	100	100	100	100	26 M	5.85	0.48	0.99	100	
Construction L1/2	0	0	25	81.3	100	100	100	100	100	100	100	100	16 P	4.19	0.4	1.13	100	
Sport L1/2	8.3	33.3	75	91.7	100	100	100	100	100	100	100	100	12 M	5.67	0.83	1.02	100	
Summary	1.9	24.1	66.7	92.6	100	100	100	100	100	100	100	100	54 M	5.31	0.54	1.04	100	

Appendix 4: Year 11 October Mock headlines for PP and non-PP students for each subject:

	Name	pp	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs %	Other	Total Grades	Average Grade	Average Points	Residual	SPI
Art (Fine)	All		2.4	12.2	24.4	51.2	70.7	90.2	95.1	95.1	95.1	95.1	97.6	100	100	41 5+		5.37	0.4	-0.13
	No		0	12.5	28.1	53.1	71.9	90.6	93.8	93.8	93.8	93.8	96.9	100	100	32 5+		5.38	0.28	-0.03
	Yes		11.1	11.1	11.1	44.4	66.7	88.9	100	100	100	100	100	100	100	9 5+		5.33	0.79	-0.49
	GAP		-11.1	1.4	17	8.7	5.2	1.7	-6.2	-6.2	-6.2	-6.2	-3.1	0	0			0.05	-0.51	0.46
Art (Photography)	All		0	5.3	15.8	26.3	68.4	84.2	100	100	100	100	100	100	100	19 5=		5	1.36	0.49
	No		0	6.7	20	33.3	73.3	86.7	100	100	100	100	100	100	100	15 5+		5.2	1.37	0.69
	Yes		0	0	0	0	50	75	100	100	100	100	100	100	100	4 4+		4.25	1.36	-0.22
	GAP		0	6.7	20	33.3	23.3	11.7	0	0	0	0	0	0	0			0.95	0.01	0.91
Business Studies	All		2.6	13.2	21.1	39.5	60.5	65.8	78.9	89.5	97.4	97.4	97.4	100	100	38 5-		4.68	0.66	0.73
	No		3.4	17.2	27.6	51.7	69	72.4	86.2	89.7	96.6	96.6	96.6	100	100	29 5=		5.14	0.88	1.01
	Yes		0	0	0	0	33.3	44.4	55.6	88.9	100	100	100	100	100	9 3+		3.22	-0.05	-0.28
	GAP		3.4	17.2	27.6	51.7	35.7	28	30.6	0.8	-3.4	-3.4	-3.4	0	0			1.92	0.93	1.29
Computer Science	All		3.5	5.3	15.8	29.8	52.6	66.7	75.4	89.5	98.2	98.2	98.2	100	100	57 4+		4.37	-0.29	0.39
	No		4.1	6.1	16.3	30.6	55.1	71.4	77.6	91.8	98	98	98	100	100	49 5-		4.51	-0.23	0.5
	Yes		0	0	12.5	25	37.5	37.5	62.5	75	100	100	100	100	100	8 4-		3.5	-0.65	-0.26
	GAP		4.1	6.1	3.8	5.6	17.6	33.9	15.1	16.8	-2	-2	-2	0	0			1.01	0.42	0.76
Drama	All		0	22.2	22.2	55.6	66.7	66.7	100	100	100	100	100	100	100	9 5+		5.33	1.22	1.18
	No		0	40	40	80	100	100	100	100	100	100	100	100	100	5 7-		6.6	2.16	2.17
	Yes		0	0	0	25	25	25	100	100	100	100	100	100	100	4 4-		3.75	0.05	-0.47
	GAP		0	40	40	55	75	75	0	0	0	0	0	0	0			2.85	2.11	2.64
English Language	All		7.2	14.9	27.5	44.6	63.4	74.6	91.7	96	97.1	98.2	98.2	100	100	276 5+		5.17	0.71	0.51
	No		7.6	15.6	27.7	42.4	64.7	76.3	94.2	97.3	97.3	98.7	98.7	100	100	224 5+		5.23	0.64	0.53
	Yes		5.8	11.5	26.9	53.8	57.7	67.3	80.8	90.4	96.2	96.2	96.2	100	100	52 5=		4.9	1.03	0.41
	GAP		1.8	4.1	0.8	-11.4	7	9	13.4	6.9	1.1	2.5	2.5	0	0			0.33	-0.39	0.12
English Literature	All		1.1	5.1	13.8	25.4	44.6	66.7	81.5	90.9	94.6	97.5	97.5	100	100	276 4+		4.24	-0.23	-0.44
	No		1.3	6.3	15.6	27.7	45.1	67.9	83.9	93.3	95.1	97.8	97.8	100	100	224 4+		4.36	-0.23	-0.35
	Yes		0	0	5.8	15.4	42.3	61.5	71.2	80.8	92.3	96.2	96.2	100	100	52 4-		3.69	-0.19	-0.88
	GAP		1.3	6.3	9.8	12.3	2.8	6.4	12.7	12.5	2.8	1.6	1.6	0	0			0.67	-0.04	0.53
Food & Nutrition	All		23.5	32.4	44.1	52.9	55.9	70.6	76.5	82.4	91.2	91.2	91.2	100	100	34 5+		5.29	1.61	1.08
	No		25	35.7	50	60.7	64.3	82.1	85.7	89.3	96.4	96.4	96.4	100	100	28 6=		5.89	1.96	1.67
	Yes		16.7	16.7	16.7	16.7	16.7	16.7	33.3	50	66.7	66.7	66.7	100	100	6 2+		2.5	-0.04	-1.5
	GAP		8.3	19	33.3	44	47.6	65.4	52.4	39.3	29.7	29.7	29.7	0	0			3.39	2	3.17
Geography	All		3.4	8	26.4	40.2	63.2	73.6	89.7	95.4	96.6	98.9	98.9	100	100	87 5=		4.97	0.66	0.74
	No		4.1	9.6	27.4	41.1	68.5	78.1	90.4	94.5	95.9	98.6	98.6	100	100	73 5=		5.1	0.69	0.73
	Yes		0	0	21.4	35.7	35.7	50	85.7	100	100	100	100	100	100	14 4+		4.29	0.51	0.83
	GAP		4.1	9.6	6	5.4	32.8	28.1	4.7	-5.5	-4.1	-1.4	-1.4	0	0			0.81	0.18	-0.1
History	All		0.5	5.3	15.3	26.5	43.4	59.3	73.5	88.4	94.7	98.4	98.4	100	100	189 4=		4.07	-0.52	-0.37
	No		0.7	6.6	16.4	29.6	45.4	61.2	77	91.4	96.7	99.3	99.3	100	100	152 4+		4.25	-0.49	-0.21
	Yes		0	0	10.8	13.5	35.1	51.4	59.5	75.7	86.5	94.6	94.6	100	100	37 3+		3.32	-0.66	-1.06
	GAP		0.7	6.6	5.6	16.1	10.3	9.8	17.5	15.7	10.2	4.7	4.7	0	0			0.93	0.17	0.85

Latin	All	22.2	50	50	61.1	77.8	94.4	100	100	100	100	100	100	100	18 7-	6.56	-0.16	0.65
	No	23.5	47.1	47.1	58.8	76.5	94.1	100	100	100	100	100	100	100	17 7-	6.47	-0.22	0.59
	Yes	0	100	100	100	100	100	100	100	100	100	100	100	100	1 8=	8	1	1.71
	GAP	23.5	-52.9	-52.9	-41.2	-23.5	-5.9	0	0	0	0	0	0	0		-1.53	-1.22	-1.12
Mathematics	All	0.4	3.2	8.3	18.8	37.2	60.6	81.6	94.6	97.1	98.2	98.2	100	100	277 4=	4.02	-0.43	-0.62
	No	0.4	4	9.4	19.6	38.4	63.4	83.5	96.4	98.7	99.1	99.1	100	100	224 4=	4.14	-0.46	-0.56
	Yes	0	0	3.8	15.1	32.1	49.1	73.6	86.8	90.6	94.3	94.3	100	100	53 3+	3.51	-0.33	-0.91
	GAP	0.4	4	5.6	4.5	6.3	14.3	9.9	9.6	8.1	4.8	4.8	0	0		0.63	-0.13	0.35
Media Studies	All	4.2	8.3	20.8	29.2	45.8	79.2	87.5	91.7	95.8	95.8	95.8	100	100	24 5-	4.63	0.83	0.58
	No	6.3	12.5	25	31.3	56.3	87.5	93.8	93.8	100	100	100	100	100	16 5=	5.06	0.82	0.87
	Yes	0	0	12.5	25	25	62.5	75	87.5	87.5	87.5	87.5	100	100	8 4-	3.75	0.86	-0.09
	GAP	6.3	12.5	12.5	6.3	31.3	25	18.8	6.3	12.5	12.5	12.5	0	0		1.31	-0.04	0.96
MFL French	All	1.4	3.5	7	9.8	27.3	58.7	85.3	89.5	89.5	100	100	100	100	143 4-	3.72	-0.99	-0.69
	No	0.9	3.4	7.7	10.3	29.1	63.2	88	90.6	90.6	100	100	100	100	117 4=	3.84	-0.9	-0.52
	Yes	3.8	3.8	3.8	7.7	19.2	38.5	73.1	84.6	84.6	100	100	100	100	26 3+	3.19	-1.4	-1.45
	GAP	-2.9	-0.4	3.9	2.6	9.9	24.7	14.9	6	6	0	0	0	0		0.65	0.5	0.93
MFL German	All	0	0	0	0	28.6	71.4	85.7	90.5	90.5	100	100	100	100	21 4-	3.67	-1.5	-0.88
	No	0	0	0	0	26.7	73.3	86.7	86.7	86.7	100	100	100	100	15 4-	3.6	-1.75	-1.13
	Yes	0	0	0	0	33.3	66.7	83.3	100	100	100	100	100	100	6 4-	3.83	-0.89	-0.3
	GAP	0	0	0	0	-6.6	6.6	3.4	-13.3	-13.3	0	0	0	0		-0.23	-0.86	-0.83
Music	All	17.6	41.2	58.8	64.7	82.4	88.2	88.2	88.2	88.2	94.1	94.1	100	100	17 6+	6.18	1.16	1.15
	No	21.4	50	71.4	78.6	92.9	100	100	100	100	100	100	100	100	14 7+	7.14	1.58	2.12
	Yes	0	0	0	0	33.3	33.3	33.3	33.3	33.3	66.7	66.7	100	100	3 1+	1.67	-0.77	-3.34
	GAP	21.4	50	71.4	78.6	59.6	66.7	66.7	66.7	66.7	33.3	33.3	0	0		5.47	2.35	5.46
PE	All	0	0	9.5	31	54.8	69	100	100	100	100	100	100	100	42 5-	4.64	0.27	0.36
	No	0	0	10.3	30.8	53.8	69.2	100	100	100	100	100	100	100	39 5-	4.64	0.22	0.35
	Yes	0	0	0	33.3	66.7	66.7	100	100	100	100	100	100	100	3 5-	4.67	0.9	0.48
	GAP	0	0	10.3	-2.5	-12.9	2.5	0	0	0	0	0	0	0		-0.03	-0.68	-0.13
Product Design	All	5	5	10	22.5	42.5	70	87.5	92.5	95	95	97.5	100	100	40 4+	4.3	-0.07	-0.16
	No	2.8	2.8	8.3	22.2	41.7	69.4	88.9	94.4	97.2	97.2	97.2	100	100	36 4+	4.28	-0.11	-0.13
	Yes	25	25	25	25	50	75	75	75	75	75	100	100	100	4 5-	4.5	0.33	-0.42
	GAP	-22.2	-22.2	-16.7	-2.8	-8.3	-5.6	13.9	19.4	22.2	22.2	-2.8	0	0		-0.22	-0.44	0.29
Science Biology	All	9.8	22.8	40.2	77.2	92.4	98.9	100	100	100	100	100	100	100	92 6+	6.41	0.4	0.15
	No	11.4	25.3	40.5	79.7	92.4	98.7	100	100	100	100	100	100	100	79 7-	6.48	0.42	0.22
	Yes	0	7.7	38.5	61.5	92.3	100	100	100	100	100	100	100	100	13 6=	6	0.29	-0.3
	GAP	11.4	17.6	2	18.2	0.1	-1.3	0	0	0	0	0	0	0		0.48	0.13	0.52
Science Chemistry	All	12	26.1	41.3	68.5	87	98.9	100	100	100	100	100	100	100	92 6+	6.34	0.33	0.12
	No	13.9	26.6	40.5	70.9	88.6	100	100	100	100	100	100	100	100	79 6+	6.41	0.35	0.19
	Yes	0	23.1	46.2	53.8	76.9	92.3	100	100	100	100	100	100	100	13 6=	5.92	0.22	-0.29
	GAP	13.9	3.5	-5.7	17.1	11.7	7.7	0	0	0	0	0	0	0		0.49	0.13	0.48
Science Physics	All	10.9	25	35.9	60.9	83.7	94.6	95.7	95.7	95.7	100	100	100	100	92 6=	5.98	-0.03	-0.2
	No	12.7	27.8	36.7	60.8	83.5	93.7	94.9	94.9	94.9	100	100	100	100	79 6=	6	-0.06	-0.17
	Yes	0	7.7	30.8	61.5	84.6	100	100	100	100	100	100	100	100	13 6=	5.85	0.14	-0.39
	GAP	12.7	20.1	5.9	-0.7	-1.1	-6.3	-5.1	-5.1	-5.1	0	0	0	0		0.15	-0.2	0.22
Summary	All	4.4	10.7	20.5	35.4	54.4	72	86.5	93.5	95.9	98.3	98.4	100	100	1884 5-	4.73	0.01	-0.06
	No	4.9	12	21.9	37.1	56.5	74.6	88.7	95	96.7	98.8	98.9	100	100	1546 5=	4.87	0.02	0.04
	Yes	2.1	4.7	14.2	27.2	44.7	60.1	76.3	86.7	92.3	95.9	96.2	100	100	338 4=	4.08	-0.02	-0.55
	GAP	2.8	7.3	7.7	9.9	11.8	14.5	12.4	8.3	4.4	2.9	2.7	0	0		0.79	0.04	0.59

9-1 GCSE Double (Att8 Points)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																</
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Appendix 5: Year 11 PR2 headlines for PP and non-PP students for each subject:

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Art (Fine)	All	4.9	17.1	31.7	61	75.6	90.2	95.1	95.1	95.1	95.1	97.6	100	100	41 6-		5.66	0.13	0.18
	No	3.1	18.8	37.5	62.5	78.1	90.6	93.8	93.8	93.8	93.8	96.9	100	100	32 6-		5.72	0.1	0.32
	Yes	11.1	11.1	11.1	55.6	66.7	88.9	100	100	100	100	100	100	100	9 6-		5.44	0.25	-0.37
	GAP	-8	7.7	26.4	6.9	11.4	1.7	-6.2	-6.2	-6.2	-6.2	-3.1	0	0			0.28	-0.15	0.69
Art (Photography)	All	0	10.5	15.8	31.6	84.2	94.7	100	100	100	100	100	100	100	19 5+		5.37	1.23	0.82
	No	0	13.3	20	40	86.7	93.3	100	100	100	100	100	100	100	15 6-		5.53	1.27	0.98
	Yes	0	0	0	0	75	100	100	100	100	100	100	100	100	4 5-		4.75	1.11	0.28
	GAP	0	13.3	20	40	11.7	-6.7	0	0	0	0	0	0	0			0.78	0.16	0.7
Business Studies	All	2.6	7.9	23.7	36.8	63.2	76.3	89.5	94.7	94.7	100	100	100	100	38 5=		4.89	0.27	0.95
	No	3.4	10.3	31	48.3	72.4	82.8	89.7	96.6	96.6	100	100	100	100	29 5+		5.31	0.47	1.18
	Yes	0	0	0	0	33.3	55.6	88.9	88.9	88.9	100	100	100	100	9 4-		3.56	-0.35	0.09
	GAP	3.4	10.3	31	48.3	39.1	27.2	0.8	7.7	7.7	0	0	0	0			1.75	0.82	1.09
Computer Science	All	3.5	8.8	29.8	43.9	61.4	75.4	89.5	98.2	100	100	100	100	100	57 5=		5.11	-0.25	1.04
	No	4.1	10.2	30.6	44.9	65.3	77.6	91.8	98	100	100	100	100	100	49 5+		5.22	-0.21	1.11
	Yes	0	0	25	37.5	37.5	62.5	75	100	100	100	100	100	100	8 4+		4.38	-0.43	0.6
	GAP	4.1	10.2	5.6	7.4	27.8	15.1	16.8	-2	0	0	0	0	0			0.84	0.22	0.51
Drama	All	11.1	11.1	22.2	44.4	66.7	77.8	100	100	100	100	100	100	100	9 5+		5.33	0.66	1.18
	No	20	20	40	60	100	100	100	100	100	100	100	100	100	5 7-		6.4	1.42	1.97
	Yes	0	0	0	25	25	50	100	100	100	100	100	100	100	4 4=		4	-0.29	-0.14
	GAP	20	20	40	35	75	50	0	0	0	0	0	0	0			2.4	1.71	2.11
English Language	All	2.5	9.4	26.8	47.1	67.8	85.5	97.1	98.9	98.9	99.3	99.3	100	100	276 5+		5.34	0.26	0.67
	No	3.1	9.8	28.6	47.8	69.6	87.9	98.2	99.1	99.1	99.6	99.6	100	100	224 5+		5.43	0.22	0.72
	Yes	0	7.7	19.2	44.2	59.6	75	92.3	98.1	98.1	98.1	98.1	100	100	52 5=		4.94	0.4	0.43
	GAP	3.1	2.1	9.4	3.6	10	12.9	5.9	1	1	1.5	1.5	0	0			0.49	-0.18	0.29
English Literature	All	1.4	6.2	15.6	34.8	56.2	77.2	91.3	95.3	96.7	98.2	98.2	100	100	276 5-		4.75	-0.34	0.07
	No	1.8	7.1	17.9	35.7	57.1	79.5	94.2	97.3	97.8	98.7	98.7	100	100	224 5=		4.88	-0.33	0.17
	Yes	0	1.9	5.8	30.8	51.9	67.3	78.8	86.5	92.3	96.2	96.2	100	100	52 4=		4.15	-0.39	-0.4
	GAP	1.8	5.2	12.1	4.9	5.2	12.2	15.4	10.8	5.5	2.5	2.5	0	0			0.73	0.06	0.57
Food & Nutrition	All	8.8	8.8	20.6	29.4	38.2	64.7	82.4	88.2	94.1	94.1	94.1	100	100	34 4+		4.35	0.22	0.05
	No	7.1	7.1	21.4	32.1	42.9	71.4	89.3	92.9	96.4	96.4	96.4	100	100	28 5-		4.61	0.26	0.25
	Yes	16.7	16.7	16.7	16.7	16.7	33.3	50	66.7	83.3	83.3	83.3	100	100	6 3=		3.17	0.03	-0.84
	GAP	-9.6	-9.6	4.7	15.4	26.2	38.1	39.3	26.2	13.1	13.1	13.1	0	0			1.44	0.23	1.09
Geography	All	2.3	6.9	28.7	51.7	72.4	87.4	94.3	97.7	97.7	98.9	98.9	100	100	87 5+		5.39	0.49	1.17
	No	2.7	8.2	30.1	54.8	79.5	90.4	94.5	97.3	97.3	98.6	98.6	100	100	73 6-		5.55	0.55	1.18
	Yes	0	0	21.4	35.7	35.7	71.4	92.9	100	100	100	100	100	100	14 5-		4.57	0.15	1.08
	GAP	2.7	8.2	8.7	19.1	43.8	19	1.6	-2.7	-2.7	-1.4	-1.4	0	0			0.98	0.4	0.1
History	All	2.6	11.6	22.1	44.2	67.9	83.2	90.5	95.3	95.8	99.5	99.5	100	100	190 5=		5.13	-0.06	0.72
	No	3.3	13.8	25	46.7	69.7	86.8	93.4	97.4	97.4	99.3	99.3	100	100	152 5+		5.34	-0.01	0.91
	Yes	0	2.6	10.5	34.2	60.5	68.4	78.9	86.8	89.5	100	100	100	100	38 4+		4.32	-0.25	-0.04
	GAP	3.3	11.2	14.5	12.5	9.2	18.4	14.5	10.6	7.9	-0.7	-0.7	0	0			1.02	0.24	0.95

Latin	All	16.7	55.6	61.1	72.2	94.4	100	100	100	100	100	100	100	100	18	7=	7	-0.1	1.1
	No	17.6	52.9	58.8	70.6	94.1	100	100	100	100	100	100	100	100	17	7=	6.94	-0.14	1.06
	Yes	0	100	100	100	100	100	100	100	100	100	100	100	100	1	8=	8	0.56	1.71
	GAP	17.6	-47.1	-41.2	-29.4	-5.9	0	0	0	0	0	0	0	0			-1.06	-0.7	-0.65
Mathematics	All	3.2	9.4	19.5	37.2	58.8	76.9	92.8	97.5	98.9	98.9	98.9	100	100	277	5=	4.94	-0.14	0.31
	No	4	10.3	20.5	38.4	61.2	78.6	95.1	98.7	99.6	99.6	99.6	100	100	224	5=	5.06	-0.15	0.37
	Yes	0	5.7	15.1	32.1	49.1	69.8	83	92.5	96.2	96.2	96.2	100	100	53	4+	4.43	-0.09	0.03
	GAP	4	4.6	5.4	6.3	12.1	8.8	12.1	6.2	3.4	3.4	3.4	0	0			0.63	-0.06	0.34
Media Studies	All	0	12.5	25	41.7	70.8	87.5	100	100	100	100	100	100	100	24	5+	5.38	1.05	1.36
	No	0	18.8	31.3	50	81.3	93.8	100	100	100	100	100	100	100	16	6=	5.75	0.98	1.56
	Yes	0	0	12.5	25	50	75	100	100	100	100	100	100	100	8	5=	4.63	1.18	0.91
	GAP	0	18.8	18.8	25	31.3	18.8	0	0	0	0	0	0	0			1.12	-0.2	0.65
MFL French	All	1.4	7.6	11	29.7	57.2	87.6	97.9	98.6	98.6	98.6	98.6	100	100	145	5=	4.9	-0.45	0.47
	No	0.9	7.7	12	33.3	56.4	88.9	99.1	100	100	100	100	100	100	117	5=	4.98	-0.44	0.59
	Yes	3.6	7.1	7.1	14.3	60.7	82.1	92.9	92.9	92.9	92.9	92.9	100	100	28	4+	4.54	-0.49	-0.06
	GAP	-2.7	0.6	4.9	19	-4.3	6.8	6.2	7.1	7.1	7.1	7.1	0	0			0.44	0.05	0.65
MFL German	All	0	0	9.5	57.1	85.7	100	100	100	100	100	100	100	100	21	6=	5.52	-0.34	0.97
	No	0	0	13.3	60	86.7	100	100	100	100	100	100	100	100	15	6=	5.6	-0.43	0.87
	Yes	0	0	0	50	83.3	100	100	100	100	100	100	100	100	6	5+	5.33	-0.12	1.21
	GAP	0	0	13.3	10	3.4	0	0	0	0	0	0	0	0			0.27	-0.31	-0.34
Music	All	11.8	35.3	47.1	82.4	94.1	94.1	94.1	94.1	100	100	100	100	100	17	7=	6.53	0.75	1.51
	No	14.3	42.9	57.1	85.7	100	100	100	100	100	100	100	100	100	14	7=	7	0.84	1.98
	Yes	0	0	0	66.7	66.7	66.7	66.7	66.7	100	100	100	100	100	3	4+	4.33	0.29	-0.67
	GAP	14.3	42.9	57.1	19	33.3	33.3	33.3	33.3	0	0	0	0	0			2.67	0.55	2.65
PE	All	0	9.5	31	45.2	69	90.5	100	100	100	100	100	100	100	42	5+	5.45	0.33	1.15
	No	0	10.3	30.8	46.2	69.2	92.3	100	100	100	100	100	100	100	39	5+	5.49	0.31	1.18
	Yes	0	0	33.3	33.3	66.7	66.7	100	100	100	100	100	100	100	3	5=	5	0.6	0.81
	GAP	0	10.3	-2.5	12.9	2.5	25.6	0	0	0	0	0	0	0			0.49	-0.29	0.37
Product Design	All	2.5	2.5	10	32.5	42.5	92.5	95	95	97.5	97.5	97.5	100	100	40	5=	4.7	-0.24	0.2
	No	2.8	2.8	8.3	30.6	41.7	94.4	94.4	94.4	97.2	97.2	97.2	100	100	36	5=	4.67	-0.31	0.21
	Yes	0	0	25	50	50	75	100	100	100	100	100	100	100	4	5=	5	0.38	0.08
	GAP	2.8	2.8	-16.7	-19.4	-8.3	19.4	-5.6	-5.6	-2.8	-2.8	-2.8	0	0			-0.33	-0.69	0.13
Science Biology	All	9.8	29.3	52.2	89.1	100	100	100	100	100	100	100	100	100	92	7=	6.8	0.2	0.56
	No	11.4	31.6	54.4	88.6	100	100	100	100	100	100	100	100	100	79	7=	6.86	0.21	0.62
	Yes	0	15.4	38.5	92.3	100	100	100	100	100	100	100	100	100	13	6+	6.46	0.14	0.16
	GAP	11.4	16.2	15.9	-3.7	0	0	0	0	0	0	0	0	0			0.4	0.07	0.46
Science Chemistry	All	7.6	29.3	62	83.7	98.9	100	100	100	100	100	100	100	100	92	7=	6.82	0.21	0.62
	No	8.9	30.4	63.3	87.3	100	100	100	100	100	100	100	100	100	79	7=	6.9	0.25	0.71
	Yes	0	23.1	53.8	61.5	92.3	100	100	100	100	100	100	100	100	13	6+	6.31	-0.01	0.1
	GAP	8.9	7.3	9.5	25.8	7.7	0	0	0	0	0	0	0	0			0.59	0.26	0.61
Science Physics	All	7.6	28.3	60.9	89.1	96.7	100	100	100	100	100	100	100	100	92	7=	6.83	0.22	0.65
	No	8.9	30.4	60.8	87.3	96.2	100	100	100	100	100	100	100	100	79	7=	6.84	0.18	0.67
	Yes	0	15.4	61.5	100	100	100	100	100	100	100	100	100	100	13	7=	6.77	0.45	0.53
	GAP	8.9	15	-0.7	-12.7	-3.8	0	0	0	0	0	0	0	0			0.07	-0.27	0.14
Summary	All	3.6	12.3	27	48.1	68.4	85.1	94.8	97.5	98.2	99	99	100	100	1887	5+	5.35	0.02	0.55
	No	4.1	13.7	29.2	50.1	70.6	87.4	96.3	98.4	98.8	99.3	99.4	100	100	1546	6=	5.49	0.03	0.65
	Yes	0.9	6.2	17	38.7	58.7	74.8	87.7	93.3	95.6	97.7	97.7	100	100	341	5=	4.73	-0.01	0.11
	GAP	3.2	7.5	12.2	11.4	11.9	12.6	8.6	5.1	3.2	1.6	1.7	0	0			0.76	0.04	0.54

9-1 GCSE Double (Att8 Points)																			
Name	PP	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs %	Other	Total	Gra	Average	(Average F	Residual
Science Combine	All	0	0.3	3.8	11.1	34	68.8	93.2	97.6	98.4	98.4	98.4	100	100	368	44=	4.07	-0.25	
	No	0	0	2.4	9	33.3	69.1	95.1	98.6	99.3	99.3	99.3	100	100	288	44=	4.07	-0.35	
	Yes	0	1.3	8.8	18.8	36.3	67.5	86.3	93.8	95	95	95	100	100	80	44=	4.08	0.14	
	GAP	0	-1.3	-6.4	-9.8	-3	1.6	8.8	4.8	4.3	4.3	4.3	0	0			-0.01	-0.49	
Summary	All	0	0.3	3.8	11.1	34	68.8	93.2	97.6	98.4	98.4	98.4	100	100	368	44=	4.07	-0.25	
	No	0	0	2.4	9	33.3	69.1	95.1	98.6	99.3	99.3	99.3	100	100	288	44=	4.07	-0.35	
	Yes	0	1.3	8.8	18.8	36.3	67.5	86.3	93.8	95	95	95	100	100	80	44=	4.08	0.14	
	GAP	0	-1.3	-6.4	-9.8	-3	1.6	8.8	4.8	4.3	4.3	4.3	0	0			-0.01	-0.49	
Cambridge National L1/L2 (Att8 Points)																			
Name	PP	D* %	D* - D %	D* - M %	D* - P %	D* - L1D %	D* - L1M %	D* - L1P %	D* - U %	D* - F %	D* - X %	D* - Abs %	Other	Total	Gra	Average	(Average F	Residual	Subject P
Child Development	All	8.3	20.8	41.7	91.7	95.8	100	100	100	100	100	100	100	24	M	4.94	0.19	0.11	
	No	5.9	23.5	35.3	88.2	94.1	100	100	100	100	100	100	100	17	P	4.79	0.19	0.13	
	Yes	14.3	14.3	57.1	100	100	100	100	100	100	100	100	100	7	M	5.29	0.2	0.06	
	GAP	-8.4	9.2	-21.8	-11.8	-5.9	0	0	0	0	0	0	0			-0.5	-0.01	0.07	
Construction L1/2	All	0	0	7.1	42.9	71.4	100	100	100	100	100	100	100	14	L1D	3.25	0.07	0.15	
	No	0	0	9.1	45.5	81.8	100	100	100	100	100	100	100	11	L1D	3.41	0.21	0.42	
	Yes	0	0	0	33.3	33.3	100	100	100	100	100	100	100	3	L1D	2.67	-0.48	-0.83	
	GAP	0	0	9.1	12.2	48.5	0	0	0	0	0	0	0			0.74	0.69	1.25	
Sport L1/2	All	0	9.1	54.5	63.6	81.8	100	100	100	100	100	100	100	11	P	4.41	0.48	-0.28	
	No	0	0	62.5	75	87.5	100	100	100	100	100	100	100	8	P	4.56	0.73	-0.17	
	Yes	0	33.3	33.3	33.3	66.7	100	100	100	100	100	100	100	3	P	4	-0.17	-0.58	
	GAP	0	-33.3	29.2	41.7	20.8	0	0	0	0	0	0	0			0.56	0.9	0.41	
Summary	All	4.1	12.2	34.7	71.4	85.7	100	100	100	100	100	100	100	49	P	4.34	0.22	0.03	
	No	2.8	11.1	33.3	72.2	88.9	100	100	100	100	100	100	100	36	P	4.32	0.32	0.15	
	Yes	7.7	15.4	38.5	69.2	76.9	100	100	100	100	100	100	100	13	P	4.38	-0.04	-0.3	
	GAP	-4.9	-4.3	-5.2	3	12	0	0	0	0	0	0	0			-0.06	0.36	0.45	

Appendix 6: Year 11 Target headlines for PP and non-PP students for each subject:

9-1 GCSE (Att8 Points)																			
Name	PP	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs %	Other	Total Gr	Average	Average	Residual	SPI
Art (Fine)	All	0	12.5	37.5	77.5	95	100	100	100	100	100	100	100	100	40 6+	6.23	0.23	0.97	
	No	0	12.9	38.7	80.6	93.5	100	100	100	100	100	100	100	100	31 6+	6.26	0.15	0.9	
	Yes	0	11.1	33.3	66.7	100	100	100	100	100	100	100	100	100	9 6=	6.11	0.47	1.2	
Art (Photography)	GAP	0	1.8	5.4	13.9	-6.5	0	0	0	0	0	0	0	0		0.15	-0.32	-0.3	
	All	0	0	22.2	50	94.4	100	100	100	100	100	100	100	100	18 6-	5.67	0.74	1.07	
	No	0	0	26.7	46.7	93.3	100	100	100	100	100	100	100	100	15 6-	5.67	0.77	1.11	
	Yes	0	0	0	66.7	100	100	100	100	100	100	100	100	100	3 6-	5.67	0.59	0.84	
Business Studies	GAP	0	0	26.7	-20	-6.7	0	0	0	0	0	0	0	0		0	0.18	0.27	
	All	2.5	5	17.5	35	67.5	80	92.5	100	100	100	100	100	100	40 5=	5	-0.09	1.16	
	No	3.4	6.9	24.1	41.4	72.4	82.8	93.1	100	100	100	100	100	100	29 5+	5.24	0.01	1.11	
	Yes	0	0	0	18.2	54.5	72.7	90.9	100	100	100	100	100	100	11 4+	4.36	-0.35	1.32	
Computer Science	GAP	3.4	6.9	24.1	23.2	17.9	10.1	2.2	0	0	0	0	0	0		0.88	0.36	-0.21	
	All	1.9	17.3	32.7	51.9	73.1	92.3	100	100	100	100	100	100	100	52 6-	5.69	-0.11	1.63	
	No	2.3	18.2	34.1	54.5	72.7	93.2	100	100	100	100	100	100	100	44 6-	5.75	-0.12	1.63	
	Yes	0	12.5	25	37.5	75	87.5	100	100	100	100	100	100	100	8 5+	5.38	-0.05	1.6	
Drama	GAP	2.3	5.7	9.1	17	-2.3	5.7	0	0	0	0	0	0	0		0.37	-0.07	0.03	
	All	0	0	0	25	75	100	100	100	100	100	100	100	100	8 5=	5	0.23	0.93	
	No	0	0	0	40	80	100	100	100	100	100	100	100	100	5 5+	5.2	0.17	0.77	
	Yes	0	0	0	0	66.7	100	100	100	100	100	100	100	100	3 5-	4.67	0.33	1.19	
English Language	GAP	0	0	0	40	13.3	0	0	0	0	0	0	0	0		0.53	-0.16	-0.42	
	All	0.7	8.1	18.4	44.9	72.8	94.1	100	100	100	100	100	100	100	272 5+	5.39	-0.21	0.73	
	No	0.9	7.8	18.9	46.5	74.2	95.4	100	100	100	100	100	100	100	217 5+	5.44	-0.22	0.73	
	Yes	0	9.1	16.4	38.2	67.3	89.1	100	100	100	100	100	100	100	55 5+	5.2	-0.15	0.76	
English Literature	GAP	0.9	-1.3	2.5	8.3	6.9	6.3	0	0	0	0	0	0	0		0.24	-0.07	-0.03	
	All	0.7	8.8	23.2	50.7	79	97.8	100	100	100	100	100	100	100	272 6-	5.6	0.01	0.95	
	No	0.9	8.8	24.4	52.5	80.6	98.6	100	100	100	100	100	100	100	217 6-	5.66	0	0.94	
	Yes	0	9.1	18.2	43.6	72.7	94.5	100	100	100	100	100	100	100	55 5+	5.38	0.04	0.95	
Food & Nutrition	GAP	0.9	-0.3	6.2	8.9	7.9	4.1	0	0	0	0	0	0	0		0.28	-0.04	-0.01	
	All	0	3	24.2	33.3	63.6	93.9	100	100	100	100	100	100	100	33 5+	5.18	0.19	1.04	
	No	0	3.7	22.2	33.3	66.7	92.6	100	100	100	100	100	100	100	27 5+	5.19	0.16	1.01	
	Yes	0	0	33.3	33.3	50	100	100	100	100	100	100	100	100	6 5=	5.17	0.32	1.16	
Geography	GAP	0	3.7	-11.1	0	16.7	-7.4	0	0	0	0	0	0	0		0.02	-0.16	-0.15	
	All	1.1	4.5	21.6	48.9	73.9	92	100	100	100	100	100	100	100	88 5+	5.42	0.08	1.23	
	No	1.4	5.5	23.3	54.8	80.8	95.9	100	100	100	100	100	100	100	73 6-	5.62	0.13	1.23	
	Yes	0	0	13.3	20	40	73.3	100	100	100	100	100	100	100	15 4+	4.47	-0.16	1.28	
History	GAP	1.4	5.5	10	34.8	40.8	22.6	0	0	0	0	0	0	0		1.15	0.29	-0.05	
	All	3.7	16.3	36.3	59.5	78.9	93.7	98.9	100	100	100	100	100	100	190 6=	5.87	0.13	1.49	
	No	4.6	17.2	37.1	59.6	79.5	95.4	99.3	100	100	100	100	100	100	151 6=	5.93	0.16	1.53	
	Yes	0	12.8	33.3	59	76.9	87.2	97.4	100	100	100	100	100	100	39 6-	5.67	0.04	1.32	
	GAP	4.6	4.4	3.8	0.6	2.6	8.2	1.9	0	0	0	0	0	0		0.26	0.12	0.21	

Latin	All	11.1	50	72.2	94.4	100	100	100	100	100	100	100	100	100	18	7+	7.28	0.18	1.38
	No	11.8	47.1	70.6	94.1	100	100	100	100	100	100	100	100	100	17	7+	7.24	0.15	1.36
	Yes	0	100	100	100	100	100	100	100	100	100	100	100	100	1	8=	8	0.67	1.71
	GAP	11.8	-52.9	-29.4	-5.9	0	0	0	0	0	0	0	0	0			-0.76	-0.52	-0.35
Mathematics	All	1.1	9.2	27.1	42.5	63.7	94.9	100	100	100	100	100	100	100	273	5+	5.38	-0.2	0.79
	No	1.4	10.6	28.6	44.2	64.5	95.4	100	100	100	100	100	100	100	217	5+	5.45	-0.21	0.79
	Yes	0	3.6	21.4	35.7	60.7	92.9	100	100	100	100	100	100	100	56	5=	5.14	-0.18	0.84
	GAP	1.4	7	7.2	8.5	3.8	2.5	0	0	0	0	0	0	0			0.31	-0.03	-0.05
Media Studies	All	0	0	15.4	53.8	88.5	100	100	100	100	100	100	100	100	26	6-	5.58	0.72	1.67
	No	0	0	17.6	58.8	94.1	100	100	100	100	100	100	100	100	17	6-	5.71	0.62	1.53
	Yes	0	0	11.1	44.4	77.8	100	100	100	100	100	100	100	100	9	5+	5.33	0.9	1.93
	GAP	0	0	6.5	14.4	16.3	0	0	0	0	0	0	0	0			0.38	-0.28	-0.4
MFL French	All	0	11	31.2	48.7	81.8	98.7	100	100	100	100	100	100	100	154	6-	5.71	-0.23	1.28
	No	0	10.3	29.4	46.8	81.7	98.4	100	100	100	100	100	100	100	126	6-	5.67	-0.26	1.27
	Yes	0	14.3	39.3	57.1	82.1	100	100	100	100	100	100	100	100	28	6=	5.93	-0.11	1.36
	GAP	0	-4	-9.9	-10.3	-0.4	-1.6	0	0	0	0	0	0	0			-0.26	-0.15	-0.09
MFL German	All	0	0	14.3	57.1	100	100	100	100	100	100	100	100	100	21	6-	5.71	-0.49	1.17
	No	0	0	20	66.7	100	100	100	100	100	100	100	100	100	15	6=	5.87	-0.5	1.15
	Yes	0	0	0	33.3	100	100	100	100	100	100	100	100	100	6	5+	5.33	-0.46	1.21
	GAP	0	0	20	33.4	0	0	0	0	0	0	0	0	0			0.54	-0.04	-0.06
Music	All	0	25	62.5	87.5	93.8	100	100	100	100	100	100	100	100	16	7-	6.69	0.22	1.52
	No	0	21.4	57.1	85.7	92.9	100	100	100	100	100	100	100	100	14	7-	6.57	0.2	1.55
	Yes	0	50	100	100	100	100	100	100	100	100	100	100	100	2	8-	7.5	0.31	1.31
	GAP	0	-28.6	-42.9	-14.3	-7.1	0	0	0	0	0	0	0	0			-0.93	-0.11	0.24
PE	All	0	5	25	47.5	80	97.5	100	100	100	100	100	100	100	40	6-	5.55	0.16	1.18
	No	0	5.4	24.3	48.6	81.1	100	100	100	100	100	100	100	100	37	6-	5.59	0.18	1.21
	Yes	0	0	33.3	33.3	66.7	66.7	100	100	100	100	100	100	100	3	5=	5	-0.03	0.81
	GAP	0	5.4	-9	15.3	14.4	33.3	0	0	0	0	0	0	0			0.59	0.21	0.4
Product Design	All	0	5	20	57.5	77.5	97.5	100	100	100	100	100	100	100	40	6-	5.58	0.05	1.04
	No	0	5.6	19.4	58.3	75	97.2	100	100	100	100	100	100	100	36	6-	5.56	0.05	1.07
	Yes	0	0	25	50	100	100	100	100	100	100	100	100	100	4	6-	5.75	0.03	0.83
	GAP	0	5.6	-5.6	8.3	-25	-2.8	0	0	0	0	0	0	0			-0.19	0.02	0.24
Science Biology	All	10.5	35.8	74.7	94.7	98.9	100	100	100	100	100	100	100	100	95	7+	7.15	0.28	1.02
	No	9.8	36.6	74.4	93.9	98.8	100	100	100	100	100	100	100	100	82	7+	7.13	0.28	1.03
	Yes	15.4	30.8	76.9	100	100	100	100	100	100	100	100	100	100	13	7+	7.23	0.27	0.93
	GAP	-5.6	5.8	-2.5	-6.1	-1.2	0	0	0	0	0	0	0	0			-0.1	0.01	0.1
Science Chemistry	All	9.5	36.8	76.8	93.7	98.9	100	100	100	100	100	100	100	100	95	7+	7.16	0.29	1.12
	No	8.5	37.8	75.6	92.7	98.8	100	100	100	100	100	100	100	100	82	7+	7.13	0.28	1.12
	Yes	15.4	30.8	84.6	100	100	100	100	100	100	100	100	100	100	13	7+	7.31	0.35	1.1
	GAP	-6.9	7	-9	-7.3	-1.2	0	0	0	0	0	0	0	0			-0.18	-0.07	0.02
Science Physics	All	8.2	42.3	78.4	92.8	97.9	99	100	100	100	100	100	100	100	97	7+	7.19	0.33	1.16
	No	8.3	42.9	77.4	91.7	97.6	98.8	100	100	100	100	100	100	100	84	7+	7.17	0.33	1.18
	Yes	7.7	38.5	84.6	100	100	100	100	100	100	100	100	100	100	13	7+	7.31	0.35	1.07
	GAP	0.6	4.4	-7.2	-8.3	-2.4	-1.2	0	0	0	0	0	0	0			-0.14	-0.02	0.11
Summary	All	2.4	14.1	34	56.6	79.3	96.1	99.7	100	100	100	100	100	100	1888	6=	5.82	0.01	1.07
	No	2.7	14.9	35.2	58.3	80.6	96.9	99.8	100	100	100	100	100	100	1536	6=	5.88	0.01	1.07
	Yes	1.4	10.8	29	49.1	73.9	92.3	99.4	100	100	100	100	100	100	352	6-	5.56	0.01	1.07
	GAP	1.3	4.1	6.2	9.2	6.7	4.6	0.4	0	0	0	0	0	0			0.32	0	0

9-1 GCSE Double (Att8 Points)																			
Name	PP	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs %	Other	Total Gr	Average	Average	Residual	
Science Combined	All	0	0	1.1	15.9	54	94.3	100	100	100	100	100	100	100	352	54+	4.65	-0.26	
	No	0	0	0.7	15.6	56.3	95.6	100	100	100	100	100	100	100	270	54+	4.68	-0.25	
	Yes	0	0	2.4	17.1	46.3	90.2	100	100	100	100	100	100	100	82	54=	4.56	-0.3	
	GAP	0	0	-1.7	-1.5	10	5.4	0	0	0	0	0	0	0			0.12	0.05	
Summary	All	0	0	1.1	15.9	54	94.3	100	100	100	100	100	100	100	352	54+	4.65	-0.26	
	No	0	0	0.7	15.6	56.3	95.6	100	100	100	100	100	100	100	270	54+	4.68	-0.25	
	Yes	0	0	2.4	17.1	46.3	90.2	100	100	100	100	100	100	100	82	54=	4.56	-0.3	
	GAP	0	0	-1.7	-1.5	10	5.4	0	0	0	0	0	0	0			0.12	0.05	
Cambridge National L1/L2 (Att8 Points)																			
Name	PP	D* %	D* - D %	D* - M %	D* - P %	D* - L1	D* - L1	D* - L1	D* - L1	D* - U %	D* - F %	D* - X %	D* - Abs	Other	Total Gr	Average	Average	Residual	Subject
Child Development	All	0	34.6	88.5	100	100	100	100	100	100	100	100	100	100	26	M	5.85	0.48	0.99
	No	0	33.3	83.3	100	100	100	100	100	100	100	100	100	100	18	M	5.75	0.52	1
	Yes	0	37.5	100	100	100	100	100	100	100	100	100	100	100	8	M	6.06	0.4	0.96
	GAP	0	-4.2	-16.7	0	0	0	0	0	0	0	0	0	0			-0.31	0.12	0.04
Construction L1/2	All	0	0	25	81.3	100	100	100	100	100	100	100	100	100	16	P	4.19	0.4	1.13
	No	0	0	18.2	90.9	100	100	100	100	100	100	100	100	100	11	P	4.18	0.41	1.19
	Yes	0	0	40	60	100	100	100	100	100	100	100	100	100	5	P	4.2	0.39	0.98
	GAP	0	0	-21.8	30.9	0	0	0	0	0	0	0	0	0			-0.02	0.02	0.21
Sport L1/2	All	8.3	33.3	75	91.7	100	100	100	100	100	100	100	100	100	12	M	5.67	0.83	1.02
	No	12.5	37.5	75	87.5	100	100	100	100	100	100	100	100	100	8	M	5.75	0.84	1.02
	Yes	0	25	75	100	100	100	100	100	100	100	100	100	100	4	M	5.5	0.79	1.02
	GAP	12.5	12.5	0	-12.5	0	0	0	0	0	0	0	0	0			0.25	0.05	0
Summary	All	1.9	24.1	66.7	92.6	100	100	100	100	100	100	100	100	100	54	M	5.31	0.54	1.04
	No	2.7	24.3	62.2	94.6	100	100	100	100	100	100	100	100	100	37	M	5.28	0.56	1.06
	Yes	0	23.5	76.5	88.2	100	100	100	100	100	100	100	100	100	17	M	5.38	0.49	0.98
	GAP	2.7	0.8	-14.3	6.4	0	0	0	0	0	0	0	0	0			-0.1	0.07	0.08

Appendix 7: Year 11 October Mock headlines for SEND students for each subject:

9-1 GCSE (Att8 Points)																			

Latin	All	22.2	50	50	61.1	77.8	94.4	100	100	100	100	100	100	100	100	18	7-	6.56	-0.16	0.65
	None	23.5	52.9	52.9	58.8	76.5	94.1	100	100	100	100	100	100	100	100	17	7-	6.59	-0.05	0.75
	SEN Support	0	0	0	100	100	100	100	100	100	100	100	100	100	100	1	6=	6	-1.89	-1.04
Mathematics	All	0.4	3.2	8.3	18.8	37.2	60.6	81.6	94.6	97.1	98.2	98.2	100	100	277	4=	4.02	-0.43	-0.62	
	EHCP	0	0	0	0	0	16.7	33.3	33.3	66.7	83.3	83.3	100	100	6	1+	1.5	-0.43	-0.32	
	None	0.4	3.9	9.5	21.6	42.4	68.8	87.9	97.8	98.7	99.1	99.1	100	100	231	4+	4.31	-0.41	-0.62	
	SEN Support	0	0	2.5	5	12.5	20	52.5	85	92.5	95	95	100	100	40	3-	2.7	-0.57	-0.68	
Media Studies	All	4.2	8.3	20.8	29.2	45.8	79.2	87.5	91.7	95.8	95.8	95.8	100	100	24	5-	4.63	0.82	0.58	
	EHCP	0	0	0	0	0	0	0	100	100	100	100	100	100	1	2=	2	-0.29	-0.32	
	None	6.7	13.3	33.3	40	53.3	86.7	86.7	86.7	93.3	93.3	93.3	100	100	15	5=	5	0.9	0.54	
	SEN Support	0	0	0	12.5	37.5	75	100	100	100	100	100	100	100	8	4+	4.25	0.8	0.76	
MFL French	All	1.4	3.5	7	10.5	27.3	58.7	85.3	89.5	89.5	100	100	100	100	143	4-	3.73	-0.99	-0.68	
	EHCP	0	0	0	0	0	0	0	0	0	100	100	100	100	1	U	0	-2.71	-4.31	
	None	1.5	3.7	7.4	11.1	28.1	59.3	85.9	89.6	89.6	100	100	100	100	135	4-	3.76	-1.03	-0.68	
	SEN Support	0	0	0	0	14.3	57.1	85.7	100	100	100	100	100	100	7	4-	3.57	0.11	-0.12	
MFL German	All	0	0	0	0	28.6	71.4	85.7	90.5	90.5	100	100	100	100	21	4-	3.67	-1.5	-0.88	
	None	0	0	0	0	21.1	68.4	84.2	89.5	89.5	100	100	100	100	19	4-	3.53	-1.69	-1.13	
	SEN Support	0	0	0	0	100	100	100	100	100	100	100	100	100	2	5=	5	0.25	1.34	
Music	All	17.6	41.2	58.8	64.7	82.4	88.2	88.2	88.2	88.2	94.1	94.1	100	100	17	6+	6.18	1.16	1.15	
	None	20	46.7	66.7	73.3	93.3	93.3	93.3	93.3	93.3	93.3	93.3	100	100	15	7-	6.73	1.29	1.43	
	SEN Support	0	0	0	0	0	50	50	50	50	100	100	100	100	2	2=	2	0.21	-0.95	
PE	All	0	0	9.5	31	54.8	69	100	100	100	100	100	100	100	42	5-	4.64	0.27	0.36	
	EHCP	0	0	0	0	0	0	100	100	100	100	100	100	100	1	3=	3	1.75	1.08	
	None	0	0	10.8	35.1	62.2	75.7	100	100	100	100	100	100	100	37	5=	4.84	0.25	0.34	
	SEN Support	0	0	0	0	0	25	100	100	100	100	100	100	100	4	3+	3.25	0.04	0.3	
Product Design	All	5	5	10	22.5	42.5	70	87.5	92.5	95	95	97.5	100	100	40	4+	4.3	-0.07	-0.16	
	EHCP	0	0	0	0	50	50	50	50	100	100	100	100	100	2	3=	3	-0.29	-0.55	
	None	6.5	6.5	12.9	29	45.2	74.2	93.5	100	100	100	100	100	100	31	5-	4.68	-0.03	0.01	
	SEN Support	0	0	0	0	28.6	57.1	71.4	71.4	71.4	71.4	85.7	100	100	7	3-	3	-0.19	-0.78	
Science Bites	All	9.8	22.8	40.2	77.2	92.4	98.9	100	100	100	100	100	100	100	92	6+	6.41	0.4	0.15	
	None	10.2	22.7	39.8	76.1	92	98.9	100	100	100	100	100	100	100	88	6+	6.4	0.37	0.09	
	SEN Support	0	25	50	100	100	100	100	100	100	100	100	100	100	4	7-	6.75	1.19	1.31	
Science Challenge	All	12	26.1	41.3	68.5	87	98.9	100	100	100	100	100	100	100	92	6+	6.34	0.33	0.12	
	None	12.5	26.1	42	69.3	86.4	98.9	100	100	100	100	100	100	100	88	6+	6.35	0.32	0.1	
	SEN Support	0	25	25	50	100	100	100	100	100	100	100	100	100	4	6=	6	0.44	0.65	
Science Philosophy	All	10.9	25	35.9	60.9	83.7	94.6	95.7	95.7	95.7	100	100	100	100	92	6=	5.98	-0.03	-0.2	
	None	10.2	25	36.4	62.5	84.1	94.3	95.5	95.5	95.5	100	100	100	100	88	6=	5.99	-0.04	-0.22	
	SEN Support	25	25	25	25	75	100	100	100	100	100	100	100	100	4	6=	5.75	0.19	0.34	
Summary	All	4.3	10.7	20.5	35.4	54.3	71.9	86.5	93.5	95.9	98.3	98.4	100	100	1886	5-	4.73	0.01	-0.06	
	EHCP	0	0	0	3.3	6.7	23.3	43.3	60	76.7	93.3	93.3	100	100	30	2=	2.13	-0.03	-0.29	
	None	4.9	12	23	39.5	59.2	76.3	89.7	95.6	97.1	98.9	98.9	100	100	1614	5=	4.97	0.01	-0.04	
	SEN Support	1.2	2.9	6.2	12.4	27.7	48.3	70.7	83.5	90.1	95	95.9	100	100	242	3+	3.43	0.03	-0.18	

9-1 GCSE Double (Att8 Points)																		
Name	SEN	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs	Other	Total C	Average	Average	Residu
Science Co	All	0	0.5	1.6	6.5	20.8	44.1	74.1	90.5	93	98.9	98.9	100	100	370	43-	3.31	-0.37
	EHCP	0	0	0	0	0	16.7	16.7	75	83.3	83.3	83.3	100	100	12	22-	1.92	-0.02
	None	0	0.7	1.4	7.7	25.2	51	80.8	91.3	93	100	100	100	100	286	43=	3.51	-0.41
	SEN Supp	0	0	2.8	2.8	6.9	20.8	56.9	90.3	94.4	97.2	97.2	100	100	72	32+	2.75	-0.26
Summary	All	0	0.5	1.6	6.5	20.8	44.1	74.1	90.5	93	98.9	98.9	100	100	370	43-	3.31	-0.37
	EHCP	0	0	0	0	0	16.7	16.7	75	83.3	83.3	83.3	100	100	12	22-	1.92	-0.02
	None	0	0.7	1.4	7.7	25.2	51	80.8	91.3	93	100	100	100	100	286	43=	3.51	-0.41
	SEN Supp	0	0	2.8	2.8	6.9	20.8	56.9	90.3	94.4	97.2	97.2	100	100	72	32+	2.75	-0.26
Cambridge National L1/L2 (Att8 Points)																		
Name	SEN	D* %	D* - D	D* - MD	D* - P	D* - L1	D* - L1	D* - L1	D* - U	D* - F	D* - X	D* - A	Other	Total C	Average	Average	Residu	Subjec
Child Deve	All	12.5	37.5	58.3	87.5	100	100	100	100	100	100	100	100	24 M	5.5	1.27	0.63	
	None	13.6	40.9	59.1	90.9	100	100	100	100	100	100	100	100	22 M	5.61	1.31	0.63	
	SEN Supp	0	0	50	50	100	100	100	100	100	100	100	100	2 P	4.25	0.82	0.69	
Constructi	All	0	0	0	28.6	64.3	64.3	92.9	100	100	100	100	100	14 L1D	2.57	-0.01	-0.53	
	EHCP	0	0	0	0	0	0	50	100	100	100	100	100	2 L1P	0.63	-0.5	-1.48	
	None	0	0	0	0	100	100	100	100	100	100	100	100	5 L1D	3	0.01	-0.69	
	SEN Supp	0	0	0	57.1	57.1	57.1	100	100	100	100	100	100	7 L1D	2.82	0.12	-0.14	
Sport L1/2	All	0	9.1	45.5	63.6	81.8	100	100	100	100	100	100	100	11 P	4.27	1.12	-0.42	
	EHCP	0	0	0	0	100	100	100	100	100	100	100	100	1 L1D	3	2	0.27	
	None	0	10	50	70	80	100	100	100	100	100	100	100	10 P	4.4	1.04	-0.49	
Summary	All	6.1	20.4	38.8	65.3	85.7	89.8	98	100	100	100	100	100	49 P	4.39	0.87	0.05	
	EHCP	0	0	0	0	33.3	33.3	66.7	100	100	100	100	100	3 L1P	1.42	0.33	-0.89	
	None	8.1	27	48.6	73	94.6	100	100	100	100	100	100	100	37 M	4.93	1.06	0.14	
	SEN Supp	0	0	11.1	55.6	66.7	66.7	100	100	100	100	100	100	9 L1D	3.14	0.28	0.04	

Appendix 8: Year 11 PR2 headlines for SEND students for each subject:

9-1 GCSE (Att8 Points)																			
															Total Grades	Average Grade	Average Points	Residual	SPI
Name	SEN	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs %	Other					
Art (Fine)	All	4.9	17.1	31.7	61	75.6	90.2	95.1	95.1	95.1	95.1	97.6	100	100	41 6-	5.66	0.13	0.18	
	EHCP	0	0	0	0	100	100	100	100	100	100	100	100	100	1 5=	5	0.79	1.6	
	None	5.9	17.6	35.3	70.6	82.4	94.1	97.1	97.1	97.1	97.1	97.1	100	100	34 6=	5.97	0.11	0.27	
	SEN Supp	0	16.7	16.7	16.7	33.3	66.7	83.3	83.3	83.3	83.3	83.3	100	100	6 4=	4	0.13	-0.53	
Art (Photo)	All	0	10.5	15.8	31.6	84.2	94.7	100	100	100	100	100	100	100	19 5+	5.37	1.23	0.82	
	None	0	14.3	21.4	35.7	92.9	92.9	100	100	100	100	100	100	100	14 6-	5.57	1.18	0.79	
	SEN Supp	0	0	0	20	60	100	100	100	100	100	100	100	100	5 5-	4.8	1.39	0.92	
Business S	All	2.6	7.9	23.7	36.8	63.2	76.3	89.5	94.7	94.7	100	100	100	100	38 5=	4.89	0.27	0.95	
	None	3.1	9.4	28.1	40.6	68.8	78.1	90.6	93.8	93.8	100	100	100	100	32 5=	5.06	0.21	1.04	
	SEN Supp	0	0	0	16.7	33.3	66.7	83.3	100	100	100	100	100	100	6 4=	4	0.63	0.46	
Computer	All	3.5	8.8	29.8	43.9	61.4	75.4	89.5	98.2	100	100	100	100	100	57 5=	5.11	-0.25	1.04	
	None	4.4	8.9	35.6	51.1	68.9	84.4	95.6	100	100	100	100	100	100	45 6-	5.49	-0.18	1.24	
	SEN Supp	0	8.3	8.3	16.7	33.3	41.7	66.7	91.7	100	100	100	100	100	12 4-	3.67	-0.49	0.32	
Drama	All	11.1	11.1	22.2	44.4	66.7	77.8	100	100	100	100	100	100	100	9 5+	5.33	0.66	1.18	
	EHCP	0	0	0	0	0	0	100	100	100	100	100	100	100	1 3=	3	0.21	0.58	
	None	25	25	50	75	100	100	100	100	100	100	100	100	100	4 7=	6.75	1.1	2.07	
	SEN Supp	0	0	0	25	50	75	100	100	100	100	100	100	100	4 5-	4.5	0.34	0.67	
English La	All	2.5	9.4	26.7	46.9	67.5	85.2	96.8	98.9	98.9	99.3	99.3	100	100	277 5+	5.33	0.25	0.66	
	EHCP	0	0	0	16.7	16.7	33.3	83.3	100	100	100	100	100	100	6 4-	3.5	0.85	1.07	
	None	3	10.8	30.7	52.8	76.2	90	98.3	100	100	100	100	100	100	231 6-	5.62	0.26	0.72	
	SEN Supp	0	2.5	7.5	17.5	25	65	90	92.5	92.5	95	95	100	100	40 4=	3.93	0.12	0.25	
English Lit	All	1.4	6.1	15.5	34.7	56	76.9	91	95.3	96.8	98.2	98.2	100	100	277 5-	4.74	-0.34	0.06	
	EHCP	0	0	0	0	0	16.7	33.3	50	66.7	100	100	100	100	6 2-	1.67	-0.99	-0.85	
	None	1.7	6.9	18.2	40.7	62.3	82.7	94.8	97.8	98.7	98.7	98.7	100	100	231 5=	5.04	-0.32	0.14	
	SEN Supp	0	2.5	2.5	5	27.5	52.5	77.5	87.5	90	95	95	100	100	40 3+	3.45	-0.35	-0.26	
Food & Nu	All	8.8	8.8	20.6	29.4	38.2	64.7	82.4	88.2	94.1	94.1	94.1	100	100	34 4+	4.35	0.22	0.05	
	None	11.1	11.1	22.2	33.3	44.4	70.4	85.2	88.9	96.3	96.3	96.3	100	100	27 5-	4.63	0.28	0.04	
	SEN Supp	0	0	14.3	14.3	14.3	42.9	71.4	85.7	85.7	85.7	85.7	100	100	7 3=	3.29	-0.01	0.08	
Geograph	All	2.3	6.9	28.7	51.7	72.4	87.4	94.3	97.7	97.7	98.9	98.9	100	100	87 5+	5.39	0.49	1.17	
	EHCP	0	0	0	50	50	50	100	100	100	100	100	100	100	2 5-	4.5	1.11	1.34	
	None	2.7	8.2	32.9	53.4	74	89	95.9	98.6	98.6	100	100	100	100	73 6-	5.53	0.47	1.08	
	SEN Supp	0	0	8.3	41.7	66.7	83.3	83.3	91.7	91.7	91.7	91.7	100	100	12 5-	4.67	0.55	1.64	
History	All	2.6	11.6	22.1	44.2	67.9	83.2	90.5	95.3	95.8	99.5	99.5	100	100	190 5=	5.13	-0.06	0.72	
	EHCP	0	0	0	0	0	33.3	33.3	66.7	100	100	100	100	100	3 2+	2.33	-0.38	0.82	
	None	3.1	13.2	25.8	50.9	73	88.7	94.3	98.1	98.1	100	100	100	100	159 5+	5.45	-0.08	0.77	
	SEN Supp	0	3.6	3.6	10.7	46.4	57.1	75	82.1	82.1	96.4	96.4	100	100	28 4-	3.61	0.06	0.41	

Latin	All	16.7	55.6	61.1	72.2	94.4	100	100	100	100	100	100	100	100	18 7=	7	-0.1	1.1
	None	17.6	52.9	58.8	70.6	94.1	100	100	100	100	100	100	100	100	17 7=	6.94	-0.09	1.11
	SEN Support	0	100	100	100	100	100	100	100	100	100	100	100	100	1 8=	8	-0.22	0.96
Mathematics	All	3.2	9.4	19.5	37.2	58.8	76.9	92.8	97.5	98.9	98.9	98.9	100	100	277 5=	4.94	-0.13	0.31
	EHCP	0	0	0	0	16.7	33.3	33.3	66.7	100	100	100	100	100	6 3-	2.5	-0.15	0.68
	None	3.9	10.8	22.5	42.9	66.7	84	97	99.1	99.6	99.6	99.6	100	100	231 5+	5.26	-0.1	0.34
	SEN Support	0	2.5	5	10	20	42.5	77.5	92.5	95	95	95	100	100	40 3+	3.45	-0.35	0.07
Media Studies	All	0	12.5	25	41.7	70.8	87.5	100	100	100	100	100	100	100	24 5+	5.38	1.07	1.36
	EHCP	0	0	0	0	0	0	100	100	100	100	100	100	100	1 3=	3	0.21	0.68
	None	0	20	40	53.3	80	93.3	100	100	100	100	100	100	100	15 6=	5.87	1.11	1.47
	SEN Support	0	0	0	25	62.5	87.5	100	100	100	100	100	100	100	8 5-	4.75	1.08	1.26
MFL French	All	1.4	7.6	11	29.7	57.2	87.6	97.9	98.6	98.6	98.6	98.6	100	100	145 5=	4.9	-0.45	0.47
	EHCP	0	0	0	0	0	100	100	100	100	100	100	100	100	1 4=	4	0	-0.31
	None	1.5	8.1	11.9	31.1	60	89.6	99.3	100	100	100	100	100	100	135 5=	5.01	-0.47	0.54
	SEN Support	0	0	0	11.1	22.2	55.6	77.8	77.8	77.8	77.8	77.8	100	100	9 3=	3.22	-0.3	-0.63
MFL German	All	0	0	9.5	57.1	85.7	100	100	100	100	100	100	100	100	21 6=	5.52	-0.34	0.97
	None	0	0	10.5	52.6	84.2	100	100	100	100	100	100	100	100	19 5+	5.47	-0.42	0.82
	SEN Support	0	0	0	100	100	100	100	100	100	100	100	100	100	2 6=	6	0.39	2.34
Music	All	11.8	35.3	47.1	82.4	94.1	94.1	94.1	94.1	100	100	100	100	100	17 7-	6.53	0.75	1.51
	None	13.3	40	53.3	93.3	100	100	100	100	100	100	100	100	100	15 7=	7	0.81	1.7
	SEN Support	0	0	0	0	50	50	50	50	100	100	100	100	100	2 3=	3	0.29	0.06
PE	All	0	9.5	31	45.2	69	90.5	100	100	100	100	100	100	100	42 5+	5.45	0.33	1.15
	EHCP	0	0	0	0	0	0	100	100	100	100	100	100	100	1 3=	3	1	1.08
	None	0	10.8	35.1	51.4	75.7	97.3	100	100	100	100	100	100	100	37 6=	5.7	0.36	1.19
	SEN Support	0	0	0	0	25	50	100	100	100	100	100	100	100	4 4=	3.75	-0.18	0.8
Product Design	All	2.5	2.5	10	32.5	42.5	92.5	95	95	97.5	97.5	97.5	100	100	40 5=	4.7	-0.24	0.2
	EHCP	0	0	0	0	0	50	50	50	100	100	100	100	100	2 3=	2.5	-1.61	-1.05
	None	3.2	3.2	12.9	41.9	54.8	100	100	100	100	100	100	100	100	31 5+	5.16	-0.13	0.45
	SEN Support	0	0	0	0	0	71.4	85.7	85.7	85.7	85.7	85.7	100	100	7 3=	3.29	-0.34	-0.5
Science Bites	All	9.8	29.3	52.2	89.1	100	100	100	100	100	100	100	100	100	92 7=	6.8	0.2	0.56
	None	9.1	29.5	52.3	89.8	100	100	100	100	100	100	100	100	100	88 7=	6.81	0.17	0.52
	SEN Support	25	25	50	75	100	100	100	100	100	100	100	100	100	4 7=	6.75	0.83	1.31
Science Challenge	All	7.6	29.3	62	83.7	98.9	100	100	100	100	100	100	100	100	92 7=	6.82	0.21	0.62
	None	8	29.5	63.6	83	98.9	100	100	100	100	100	100	100	100	88 7=	6.83	0.19	0.6
	SEN Support	0	25	25	100	100	100	100	100	100	100	100	100	100	4 7=	6.5	0.58	1.15
Science Philosophy	All	7.6	28.3	60.9	89.1	96.7	100	100	100	100	100	100	100	100	92 7=	6.83	0.22	0.65
	None	6.8	28.4	62.5	89.8	96.6	100	100	100	100	100	100	100	100	88 7=	6.84	0.2	0.63
	SEN Support	25	25	25	75	100	100	100	100	100	100	100	100	100	4 7=	6.5	0.58	1.09
Summary	All	3.5	12.3	27	48	68.3	85	94.7	97.5	98.2	99	99	100	100	1889 5+	5.35	0.02	0.55
	EHCP	0	0	0	6.7	13.3	33.3	60	76.7	93.3	100	100	100	100	30 3=	2.83	-0.06	0.41
	None	4	13.8	30.6	53.3	74.3	89.7	97.1	98.9	99.3	99.6	99.6	100	100	1614 6=	5.61	0.02	0.6
	SEN Support	0.8	4.1	6.5	18	35.9	60.8	82.4	90.2	91.8	94.7	95.1	100	100	245 4=	3.91	0.02	0.29

9-1 GCSE Double (Att8 Points)																			
Name	SEN	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs	Other	Total	G	Average	Average	Residual
Science Co	All	0	0.3	3.8	11.1	34	68.8	93.2	97.6	98.4	98.4	98.4	100	100	368	44=	4.07	-0.25	
	EHCP	0	0	0	0	8.3	25	75	83.3	83.3	83.3	83.3	100	100	12	32+	2.75	0.1	
	None	0	0	4.2	13.7	39.8	76.8	95.4	98.9	100	100	100	100	100	284	54-	4.29	-0.29	
	SEN Support	0	1.4	2.8	2.8	15.3	44.4	87.5	94.4	94.4	94.4	94.4	100	100	72	43-	3.43	-0.14	
Summary	All	0	0.3	3.8	11.1	34	68.8	93.2	97.6	98.4	98.4	98.4	100	100	368	44=	4.07	-0.25	
	EHCP	0	0	0	0	8.3	25	75	83.3	83.3	83.3	83.3	100	100	12	32+	2.75	0.1	
	None	0	0	4.2	13.7	39.8	76.8	95.4	98.9	100	100	100	100	100	284	54-	4.29	-0.29	
	SEN Support	0	1.4	2.8	2.8	15.3	44.4	87.5	94.4	94.4	94.4	94.4	100	100	72	43-	3.43	-0.14	
Cambridge National L1/L2 (Att8 Points)																			
Name	SEN	D* %	D* - D	D* - M	D* - P	D* - L1	D* - L1	D* - L1	D* - U	D* - F	D* - X	D* - Ab	Other	Total	G	Average	Average	Residual	Subject
Child Development	All	8.3	20.8	41.7	91.7	95.8	100	100	100	100	100	100	100	24	M	4.94	0.21	0.11	
	None	9.1	22.7	45.5	95.5	95.5	100	100	100	100	100	100	100	22	M	5.07	0.24	0.13	
	SEN Support	0	0	0	50	100	100	100	100	100	100	100	100	2	P	3.5	-0.07	-0.06	
Constructive	All	0	0	7.1	42.9	71.4	100	100	100	100	100	100	100	14	L1D	3.25	0.07	0.15	
	EHCP	0	0	0	0	0	100	100	100	100	100	100	100	2	L1M	2	0.04	-0.1	
	None	0	0	0	40	100	100	100	100	100	100	100	100	5	L1D	3.4	-0.04	-0.29	
	SEN Support	0	0	14.3	57.1	71.4	100	100	100	100	100	100	100	7	L1D	3.5	0.15	0.53	
Sport L1/2	All	0	9.1	54.5	63.6	81.8	100	100	100	100	100	100	100	11	P	4.41	0.48	-0.28	
	EHCP	0	0	0	0	100	100	100	100	100	100	100	100	1	L1D	3	1.07	0.27	
	None	0	10	60	70	80	100	100	100	100	100	100	100	10	P	4.55	0.42	-0.34	
Summary	All	4.1	12.2	34.7	71.4	85.7	100	100	100	100	100	100	100	49	P	4.34	0.23	0.03	
	EHCP	0	0	0	0	33.3	100	100	100	100	100	100	100	3	L1M	2.33	0.38	0.02	
	None	5.4	16.2	43.2	81.1	91.9	100	100	100	100	100	100	100	37	P	4.7	0.25	-0.06	
	SEN Support	0	0	11.1	55.6	77.8	100	100	100	100	100	100	100	9	L1D	3.5	0.1	0.4	

Appendix 9: Year 11 target headlines for SEND students for each subject:

9-1 GCSE (Att8 Points)																				
	Name	SEN	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs %	Other	Total Grades	Average Grade	Average Points	Residual	SPI
Art (Fine)	All		0	12.5	37.5	77.5	95	100	100	100	100	100	100	100	100	40 6+	6.23	0.23	0.97	
	EHCP		0	0	0	0	0	100	100	100	100	100	100	100	100	1 4=	4	0.44	0.6	
	None		0	15.2	45.5	90.9	100	100	100	100	100	100	100	100	100	33 7-	6.52	0.17	1.07	
	SEN Support		0	0	0	16.7	83.3	100	100	100	100	100	100	100	100	6 5=	5	0.5	0.47	
Art (Photography)	All		0	0	22.2	50	94.4	100	100	100	100	100	100	100	100	18 6-	5.67	0.74	1.07	
	None		0	0	30.8	61.5	100	100	100	100	100	100	100	100	100	13 6=	5.92	0.74	1.09	
	SEN Support		0	0	0	20	80	100	100	100	100	100	100	100	100	5 5=	5	0.74	1	
Business Studies	All		2.5	5	17.5	35	67.5	80	92.5	100	100	100	100	100	100	40 5=	5	-0.09	1.16	
	EHCP		0	0	0	0	0	0	0	100	100	100	100	100	100	1 2=	2	-0.86	-	
	None		3	6.1	21.2	36.4	72.7	84.8	97	100	100	100	100	100	100	33 5+	5.21	-0.04	1.23	
	SEN Support		0	0	0	33.3	50	66.7	83.3	100	100	100	100	100	100	6 4+	4.33	-0.26	0.79	
Computer Science	All		1.9	17.3	32.7	51.9	73.1	92.3	100	100	100	100	100	100	100	52 6-	5.69	-0.11	1.63	
	None		2.4	19.5	39	61	82.9	95.1	100	100	100	100	100	100	100	41 6=	6	-0.1	1.69	
	SEN Support		0	9.1	9.1	18.2	36.4	81.8	100	100	100	100	100	100	100	11 5-	4.55	-0.16	1.41	
Drama	All		0	0	0	25	75	100	100	100	100	100	100	100	100	8 5=	5	0.23	0.93	
	EHCP		0	0	0	0	0	100	100	100	100	100	100	100	100	1 4=	4	0.71	1.58	
	None		0	0	0	66.7	100	100	100	100	100	100	100	100	100	3 6-	5.67	0.04	0.74	
	SEN Support		0	0	0	0	75	100	100	100	100	100	100	100	100	4 5-	4.75	0.25	0.92	
English Language	All		0.7	8.1	18.4	44.9	72.8	94.1	100	100	100	100	100	100	100	272 5+	5.39	-0.21	0.73	
	EHCP		0	0	0	16.7	16.7	16.7	100	100	100	100	100	100	100	6 4-	3.5	-0.04	0.87	
	None		0.9	9.8	21.9	52.7	82.6	98.7	100	100	100	100	100	100	100	224 6-	5.67	-0.21	0.77	
	SEN Support		0	0	2.4	7.1	28.6	81	100	100	100	100	100	100	100	42 4+	4.19	-0.2	0.51	
English Literature	All		0.7	8.8	23.2	50.7	79	97.8	100	100	100	100	100	100	100	272 6-	5.6	0.01	0.95	
	EHCP		0	0	0	16.7	16.7	16.7	100	100	100	100	100	100	100	6 4-	3.5	-0.04	0.95	
	None		0.9	10.7	27.7	59.8	88.4	100	100	100	100	100	100	100	100	224 6=	5.88	0	0.98	
	SEN Support		0	0	2.4	7.1	38.1	97.6	100	100	100	100	100	100	100	42 4+	4.45	0.07	0.77	
Food & Nutrition	All		0	3	24.2	33.3	63.6	93.9	100	100	100	100	100	100	100	33 5+	5.18	0.19	1.04	
	None		0	4	32	44	76	100	100	100	100	100	100	100	100	25 6-	5.56	0.26	1.12	
	SEN Support		0	0	0	0	25	75	100	100	100	100	100	100	100	8 4=	4	-0.04	0.78	
Geography	All		1.1	4.5	21.6	48.9	73.9	92	100	100	100	100	100	100	100	88 5+	5.42	0.08	1.23	
	EHCP		0	0	0	33.3	33.3	33.3	100	100	100	100	100	100	100	3 4=	4	0	1.34	
	None		1.4	5.6	25	56.9	83.3	97.2	100	100	100	100	100	100	100	72 6-	5.69	0.12	1.23	
	SEN Support		0	0	7.7	7.7	30.8	76.9	100	100	100	100	100	100	100	13 4+	4.23	-0.11	1.23	

History	All	3.7	16.3	36.3	59.5	78.9	93.7	98.9	100	100	100	100	100	100	100	190	6=	5.87	0.13	1.49
	EHCP	0	0	0	0	0	33.3	33.3	100	100	100	100	100	100	100	3	3-	2.67	-0.42	1.15
	None	4.4	18.9	42.8	68.6	86.2	98.7	100	100	100	100	100	100	100	100	159	6+	6.19	0.18	1.54
	SEN Support	0	3.6	3.6	14.3	46.4	71.4	100	100	100	100	100	100	100	100	28	4+	4.39	-0.08	1.2
Latin	All	11.1	50	72.2	94.4	100	100	100	100	100	100	100	100	100	100	18	7+	7.28	0.18	1.38
	None	11.8	47.1	70.6	94.1	100	100	100	100	100	100	100	100	100	100	17	7+	7.24	0.17	1.4
	SEN Support	0	100	100	100	100	100	100	100	100	100	100	100	100	100	1	8=	8	0.33	0.96
Mathematics	All	1.1	9.2	27.1	42.5	63.7	94.9	100	100	100	100	100	100	100	100	273	5+	5.38	-0.2	0.79
	EHCP	0	0	0	16.7	16.7	16.7	100	100	100	100	100	100	100	100	6	4-	3.5	-0.04	1.48
	None	1.3	11.1	32.4	49.8	72.9	99.1	100	100	100	100	100	100	100	100	225	6-	5.67	-0.2	0.79
	SEN Support	0	0	2.4	7.1	21.4	83.3	100	100	100	100	100	100	100	100	42	4=	4.14	-0.24	0.76
Media Studies	All	0	0	15.4	53.8	88.5	100	100	100	100	100	100	100	100	100	26	6-	5.58	0.72	1.67
	EHCP	0	0	0	0	0	100	100	100	100	100	100	100	100	100	1	4=	4	0.71	1.68
	None	0	0	25	75	100	100	100	100	100	100	100	100	100	100	16	6=	6	0.73	1.73
	SEN Support	0	0	0	22.2	77.8	100	100	100	100	100	100	100	100	100	9	5=	5	0.7	1.56
MFL French	All	0	11	31.2	48.7	81.8	98.7	100	100	100	100	100	100	100	100	154	6-	5.71	-0.23	1.28
	EHCP	0	0	0	0	100	100	100	100	100	100	100	100	100	100	1	5=	5	-0.86	0.69
	None	0	11.1	32.6	51.4	84	99.3	100	100	100	100	100	100	100	100	144	6-	5.78	-0.25	1.32
	SEN Support	0	11.1	11.1	11.1	44.4	88.9	100	100	100	100	100	100	100	100	9	5-	4.67	0.06	0.75
MFL German	All	0	0	14.3	57.1	100	100	100	100	100	100	100	100	100	100	21	6-	5.71	-0.49	1.17
	None	0	0	15.8	63.2	100	100	100	100	100	100	100	100	100	100	19	6-	5.79	-0.49	1.15
	SEN Support	0	0	0	0	100	100	100	100	100	100	100	100	100	100	2	5=	5	-0.5	1.34
Music	All	0	25	62.5	87.5	93.8	100	100	100	100	100	100	100	100	100	16	7-	6.69	0.22	1.52
	None	0	26.7	66.7	93.3	100	100	100	100	100	100	100	100	100	100	15	7=	6.87	0.22	1.57
	SEN Support	0	0	0	0	0	100	100	100	100	100	100	100	100	100	1	4=	4	0.14	0.75
PE	All	0	5	25	47.5	80	97.5	100	100	100	100	100	100	100	100	40	6-	5.55	0.16	1.18
	EHCP	0	0	0	0	0	0	100	100	100	100	100	100	100	100	1	3=	3	0.14	1.08
	None	0	5.7	28.6	54.3	88.6	100	100	100	100	100	100	100	100	100	35	6-	5.77	0.14	1.17
	SEN Support	0	0	0	0	25	100	100	100	100	100	100	100	100	100	4	4+	4.25	0.38	1.3
Product Design	All	0	5	20	57.5	77.5	97.5	100	100	100	100	100	100	100	100	40	6-	5.58	0.05	1.04
	EHCP	0	0	0	50	50	50	100	100	100	100	100	100	100	100	2	5-	4.5	-0.21	0.96
	None	0	6.5	25.8	67.7	87.1	100	100	100	100	100	100	100	100	100	31	6=	5.87	0.07	1.1
	SEN Support	0	0	0	14.3	42.9	100	100	100	100	100	100	100	100	100	7	5-	4.57	0.02	0.79
Science Biology	All	10.5	35.8	74.7	94.7	98.9	100	100	100	100	100	100	100	100	100	95	7+	7.15	0.28	1.02
	EHCP	0	0	0	0	0	100	100	100	100	100	100	100	100	100	1	4=	4	0.44	2.03
	None	11.2	37.1	78.7	97.8	100	100	100	100	100	100	100	100	100	100	89	7+	7.25	0.27	1.01
	SEN Support	0	20	20	60	100	100	100	100	100	100	100	100	100	100	5	6=	6	0.42	0.86

Science Chemistry	All	9.5	36.8	76.8	93.7	98.9	100	100	100	100	100	100	100	100	100	95	7+	7.16	0.29	1.12
	EHCP	0	0	0	0	0	100	100	100	100	100	100	100	100	100	1	4=	4	0.44	2.29
	None	10.1	38.2	79.8	96.6	100	100	100	100	100	100	100	100	100	100	89	7+	7.25	0.27	1.1
	SEN Support	0	20	40	60	100	100	100	100	100	100	100	100	100	100	5	6+	6.2	0.62	1.16
Science Physics	All	8.2	42.3	78.4	92.8	97.9	99	100	100	100	100	100	100	100	100	97	7+	7.19	0.33	1.16
	EHCP	0	0	0	0	0	100	100	100	100	100	100	100	100	100	1	4=	4	0.44	1.95
	None	8.9	44.4	82.2	96.7	100	100	100	100	100	100	100	100	100	100	90	7+	7.32	0.35	1.16
	SEN Support	0	16.7	33.3	50	83.3	83.3	100	100	100	100	100	100	100	100	6	6-	5.67	0.13	1.09
Summary	All	2.4	14.1	34	56.6	79.3	96.1	99.7	100	100	100	100	100	100	100	1888	6=	5.82	0.01	1.07
	EHCP	0	0	0	14.3	17.1	37.1	91.4	100	100	100	100	100	100	100	35	4-	3.6	-0.02	1.21
	None	2.9	16.3	39.4	64.5	86.7	98.9	99.9	100	100	100	100	100	100	100	1597	6=	6.09	0.01	1.09
	SEN Support	0	2.7	5.1	13.3	42.2	86.3	99.6	100	100	100	100	100	100	100	256	4+	4.49	0	0.88

9-1 GCSE Double (Att8 Points)

Name	SEN	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs	Other	Total C	Averag	Averag	Residu	Subjec
Science Combined	All	0	0	1.1	15.9	54	94.3	100	100	100	100	100	100	100	352	54+	4.65	-0.26	0.88
	EHCP	0	0	0	20	20	20	100	100	100	100	100	100	100	10	43+	3.6	0.06	1.27
	None	0	0	1.5	20	63.7	99.3	100	100	100	100	100	100	100	270	55-	4.84	-0.3	0.86
	SEN Support	0	0	0	0	22.2	86.1	100	100	100	100	100	100	100	72	44=	4.08	-0.15	0.89
Summary	All	0	0	1.1	15.9	54	94.3	100	100	100	100	100	100	100	352	54+	4.65	-0.26	0.88
	EHCP	0	0	0	20	20	20	100	100	100	100	100	100	100	10	43+	3.6	0.06	1.27
	None	0	0	1.5	20	63.7	99.3	100	100	100	100	100	100	100	270	55-	4.84	-0.3	0.86
	SEN Support	0	0	0	0	22.2	86.1	100	100	100	100	100	100	100	72	44=	4.08	-0.15	0.89

Cambridge National L1/L2 (Att8 Points)																		
Name	SEN	D* %	D* - D	D* - MD	D* - P	D* - L1	D* - L1	D* - L1	D* - U	D* - F	D* - X	D* - A	Other	Total C	Average	Average	Residu	Subjec
Child Development	All	0	34.6	88.5	100	100	100	100	100	100	100	100	100	26	M	5.85	0.48	0.99
	None	0	37.5	95.8	100	100	100	100	100	100	100	100	100	24	M	6	0.51	1.03
	SEN Support	0	0	0	100	100	100	100	100	100	100	100	100	2	P	4	0.14	0.44
Construction L1/2	All	0	0	25	81.3	100	100	100	100	100	100	100	100	16	P	4.19	0.4	1.13
	EHCP	0	0	0	0	100	100	100	100	100	100	100	100	3	L1D	3	0.14	0.9
	None	0	0	40	100	100	100	100	100	100	100	100	100	5	P	4.6	0.16	0.91
	SEN Support	0	0	25	100	100	100	100	100	100	100	100	100	8	P	4.38	0.65	1.33
Sport L1/2	All	8.3	33.3	75	91.7	100	100	100	100	100	100	100	100	12	M	5.67	0.83	1.02
	EHCP	0	0	0	0	100	100	100	100	100	100	100	100	1	L1D	3	0.14	0.27
	None	10	40	80	100	100	100	100	100	100	100	100	100	10	M	5.95	0.87	1.07
	SEN Support	0	0	100	100	100	100	100	100	100	100	100	100	1	M	5.5	1.07	1.35
Summary	All	1.9	24.1	66.7	92.6	100	100	100	100	100	100	100	100	54	M	5.31	0.54	1.04
	EHCP	0	0	0	0	100	100	100	100	100	100	100	100	4	L1D	3	0.14	0.69
	None	2.6	33.3	84.6	100	100	100	100	100	100	100	100	100	39	M	5.81	0.56	1.03
	SEN Support	0	0	27.3	100	100	100	100	100	100	100	100	100	11	P	4.41	0.6	1.17

Appendix 10: Headline measures compared with previous cohorts

Headline Measures													
	Final Forecast	Mock Y11 Spr	PR2 Y11	Mock Y11 Aut	PR1 Y11	PR3 Y10	Mock Y10	PR2 Y10	PR1 Y10	Target	2023 Results	2022 Results	2019 Results
Number of Pupils			285	285	285	290	290		286	286	272	266	285
Attainment 8			49.60	44.11	50.02	49.76	40.72		52.40	63.93	48.09	52.13	48.77
Progress 8			0.30	-0.24	0.35	-0.02	-0.92		0.26	0.53	0.12	0.26	0.14
Progress 8 (English)			0.21	0.16	0.18	-0.04	-0.71		0.00	0.23	-0.10	0.08	0.01
Progress 8 (Maths)			0.20	-0.70	0.41	0.14	-1.01		0.21	0.51	0.19	0.39	0.22
Progress 8 (Ebacc)			0.60	-0.03	0.66	0.22	-0.68		0.63	0.78	0.54	0.62	0.33
Progress 8 (Open)			0.09	-0.47	0.09	-0.39	-1.30		0.08	0.50	-0.26	-0.09	-0.05
% English/Maths 5+			52.3	34.4	54.7	55.2	35.9		54.9	59.8	50.0	53.0	47.4
% English/Maths 4+			72.3	56.8	77.5	78.6	57.2		78.0	90.9	69.5	78.9	71.6
% Ebacc 5+			31.9	10.9	33.7	26.9	11.4		39.9	50.3	31.3	39.1	15.8
% Ebacc 4+			46.7	26.3	49.1	45.2	25.5		57.0	64.7	46.3	54.1	22.5

Appendix 11: Subject measures compared with previous cohorts

Subject	9 - 7% (D*-D)													2019	9 - 5% (D*-M)												
	Final Forecast	Mock Y11 Spr	PR2 Y11	Mock Y11 Aut	PR1 Y11	PR3 Y10	Mock Y10	PR2 Y10	PR1 Y10	Target	2023 Results	2022 Results	2019		Final Forecast	Mock Y11 Spr	PR2 Y11	Mock Y11 Aut	PR1 Y11	PR3 Y10	Mock Y10	PR2 Y10	PR1 Y10	Target	2023 Results	2022 Results	2019 Results
Art Fine			31.7	24.4	18.6	9.3	7		9.5	37.5	15.2	25	#				75.6	70.7	69.8	69.8	55.8		64.3	95	69.7	71.4	64.7
Art Photography			15.8	15.8	10.5	0	0		0	22.2	9.5	6.7	4				84.2	68.4	73.7	78.9	31.6		73.7	94.4	90.5	66.7	52.1
Business Studies			23.7	21.1	18.4	20	17.5		5	17.1	16.3	14	#				63.2	60.5	44.7	37.5	35		40	65.9	44.9	46.5	60
Computer Science			29.8	15.8	32.1	32.8	37.9		25.9	33.3	8.6	45.8	#				61.4	52.6	67.9	67.2	60.3		62.1	72.2	51.4	70.8	45.2
Drama			22.2	22.2	11.1	11.1	11.1		0	0	0	60	#				66.7	66.7	66.7	66.7	22.2		44.4	75	54.5	80	52.9
English Language			26.7	27.4	22.2	22.2	17.4		23.3	18.5	15.6	26.1	#				67.5	63.2	65.2	65.3	50.7		71.4	72.4	55.9	65.5	56.2
English Literature			15.5	13.7	12.9	11.5	6.6		23.3	23.3	18.6	17.3	#				56	44.4	55.2	56.3	33.3		71.4	78.5	56.2	53.8	49.8
Food & Nutrition			20.6	44.1	5.7	5.6	8.3		0	23.5	30	16.7	5				38.2	55.9	37.1	36.1	36.1		27	61.8	80	50	36.8
Geography			28.7	26.4	25.3	23.7	9.7		12.2	21.7	30.3	34.6	#				72.4	63.2	71.3	68.8	43		65.6	73.9	59.7	62.3	58
History			22.1	15.3	22.4	23.7	10.8		28.4	35.9	27.8	40.9	#				67.9	43.4	68.8	68.6	33		64.4	78.6	54	62.6	56.4
Latin			61.1	50	66.7	66.7	44.4		83.3	72.2	85.7	84.6	#				94.4	77.8	94.4	94.4	77.8		100	100	100	100	93.3
Maths			19.5	8.3	24.4	25.6	6		27.9	27.2	20.9	28.7	#				58.8	37.2	63.4	62.1	44.2		60.1	63.4	61.6	62.8	56.2
Media Studies			25	20.8	15.4	11.1	0		23.1	15.4	23.1	17.4	#				70.8	45.8	61.5	48.1	37		76.9	88.5	65.4	60.9	52.9
MFL French			11	7	15	8.7	0.7		14.7	31.4	9.3	22.6	#				57.2	27.3	58.5	38.7	20		58.3	82.1	58	75	78.9
MFL German			9.5	0	14.3	9.5	0		9.5	14.3	20	14.3	5				85.7	28.6	95.2	100	42.9		100	100	80	64.3	57.5
Music			47.1	58.8	52.9	52.9	41.2		50	62.5	18.2	64.3	#				94.1	82.4	94.1	88.2	88.2		93.8	93.8	72.7	100	80
PE			31	9.5	26.2	27.5	27.5		33.3	25	45.7	26.2	#				69	54.8	69	75	62.5		74.4	80	85.7	71.4	50.6
Product Design			10	10	5	4.9	7.3		2.5	20	14.3	18.2	7				42.5	42.5	55	43.9	41.5		55	77.5	57.1	63.6	20.7
Science Biology			52.2	40.2	43.5	46.5	16.2		78.8	75	53.2	69.7	#				100	92.4	98.9	93.9	70.7		99	99	94.9	100	93
Science Chemistry			62	41.3	53.3	50	21.2		61.6	77.1	64.9	58.4	#				98.9	87	100	95.9	79.8		99	99	100	97.8	94.2
Science Physics			60.9	35.9	58.7	44.4	21.2		74.7	78.6	62.3	64	#				96.7	83.7	95.7	87.9	76.8		98	98	100	98.9	88.4
Science Combined			3.8	1.6	4.8	4.5	0.3		1.6	1.1	9.4	11.1	#				34	20.8	38	32.6	20.2		58.7	53.1	56.1	54.1	42.4
Child Development			20.8	37.5	28	18.5	22.2		11.5	34.6	41.7	36.4	#				41.7	58.3	60	37	33.3		42.3	88.5	66.7	72.7	29.4
Construction L1/2			0	0	0	0	0		0	0	21.1	23.1					7.1	0	7.1	6.3	18.8		0	25	42.1	50	
Sport L1/2			9.1	9.1	8.3	14.3	14.3		21.4	28.6	28.6	30					54.5	45.5	58.3	50	50		28.6	64.3	42.9	50	

Subject	9 - 4% (D*-P)														SPI												
	Final Forecast	Mock Y11 Spr	PR2 Y11	Mock Y11 Aut	PR1 Y11	PR3 Y10	Mock Y10	PR2 Y10	PR1 Y10	Target	2023 Results	2022 Results	2019 Results		Final Forecast	Mock Y11 Spr	PR2 Y11	Mock Y11 Aut	PR1 Y11	PR3 Y10	Mock Y10	PR2 Y10	PR1 Y10	Target	2023 Results	2022 Results	2019 Results
Art Fine			90.2	90.2	86	93	83.7		97.6	100	81.8	89.3	73.5				0.18	-0.13	-0.36	-0.60	-1.16		-0.79	0.58	0.02	-0.19	0.04
Art Photography			94.7	84.2	84.2	94.7	84.2		100	100	100	86.7	66.7				0.82	0.49	0.43	-0.15	-0.82		0.01	0.62	0.91	-0.02	-0.30
Business Studies			76.3	65.8	71.1	57.5	45		77.5	78	61.2	62.8	70.9				0.95	0.73	0.46	-0.38	-0.90		-0.17	0.58	-0.04	-0.46	0.67
Computer Science			75.4	66.7	80.4	74.1	74.1		74.1	90.7	62.9	83.3	54.8				1.04	0.39	1.31	0.32	0.21		0.29	0.82	0.06	0.81	0.14
Drama			77.8	66.7	88.9	88.9	66.7		88.9	100	54.5	100	70.6				1.18	1.18	1.06	0.57	-0.18		-0.30	0.45	-0.91	0.78	0.16
English Language			85.2	74.4	89.2	88.9	65.6		94	94.2	72.2	82	73.7				0.66	0.51	0.58	0.24	-0.51		0.35	0.33	-0.02	0.30	0.09
English Literature			76.9	66.4	85.3	83.7	54.9		94	97.8	74.4	75.4	73.3				0.06	-0.45	0.16	-0.20	-1.25		0.42	0.60	0.03	-0.23	-0.08
Food & Nutrition			64.7	70.6	60	58.3	44.4		75.7	94.1	80	69.4	42.1				0.05	1.08	-0.33	-0.64	-1.20		-0.58	0.54	0.82	-0.27	-0.32
Geography			87.4	73.6	89.7	86	59.1		90	91.3	71.4	75.4	72.7				1.17	0.74	1.12	0.42	-0.72		0.28	0.71	0.64	0.53	0.31
History			83.2	59.3	85.4	86.6	46.4		91.2	93.2	64.3	83.5	72.1				0.72	-0.37	0.82	0.37	-1.22		0.58	0.96	0.41	0.61	0.50
Latin			100	94.4	100	100	83.3		100	100	100	100	93.3				1.10	0.65	1.15	0.42	-0.80		0.59	0.65	1.82	1.03	0.96
Maths			76.9	60.6	82.1	81.8	62.1		80.2	94.6	77.6	83.9	79.2				0.31	-0.62	0.48	0.19	-0.99		0.24	0.50	0.22	0.43	0.22
Media Studies			87.5	79.2	80.8	70.4	40.7		84.6	100	84.6	82.6	67.6				1.36	0.58	0.89	-0.05	-0.89		0.79	1.26	0.98	0.54	0.46
MFL French			87.6	58.7	83.7	74	48		86.5	98.7	84.6	79.9	92.1				0.47	-0.68	0.41	-0.62	-1.42		0.05	0.79	0.32	0.35	1.04
MFL German			100	71.4	100	100	85.7		100	100	80	78.6	82.5				0.97	-0.88	1.22	0.75	-0.60		0.60	0.75	0.52	-0.23	0.41
Music			94.1	88.2	100	100	88.2		100	100	81.8	100	93.3				1.51	1.15	1.68	0.90	0.37		0.51	0.83	0.83	1.13	1.01
PE			90.5	69	83.3	87.5	80		94.9	97.5	91.4	83.3	71.3				1.15	0.36	1.02	0.52	0.13		0.51	0.56	1.52	0.50	0.09
Product Design			92.5	70	95	87.8	61		95	97.5	71.4	63.6	34.5				0.20	-0.16	0.28	-0.29	-0.87		-0.12	0.61	1.00	0.33	-0.49
Science Biology			100	98.9	100	99	92.9		99	100	98.7	100	98.8				0.56	0.15	0.25	-0.13	-1.24		0.63	0.62	0.52	0.66	0.43
Science Chemistry			100	98.9	100	98	92.9		99	100	100	100	98.8				0.62	0.12	0.52	0.14	-0.89		0.48	0.79	0.97	0.56	0.73
Science Physics			100	94.6	100	98	90.9		98	99	100	100	98.8				0.65	-0.20	0.48	-0.09	-1.03		0.70	0.79	0.90	0.62	0.37
Science Combined			68.8	44.1	71.9	66.6	44.1		86.7	93.9	73.5	78.1	67.8				0.26	-0.50	0.37	-0.08	-0.89		0.51	0.56	0.45	0.49	0.36
Child Development			91.7	87.5	88	59.3	37		100	100	83.3	81.8	64.7				0.11	0.63	0.35	-1.15	-1.55		-0.27	0.77	0.94	0.70	0.11
Construction L1/2			42.9	28.6	50	56.3	31.3		75	81.3	84.2	76.9					0.15	-0.53	0.44	-0.19	-0.96		-0.17	0.64	1.35	0.39	
Sport L1/2			63.6	63.6	58.3	57.1	57.1		78.6	92.9	57.1	80					-0.28	-0.42	-0.48	-0.85	-0.62		0.00	0.88	-0.74	-0.14	

Appendix B: Year 13 Mock and PR2 analysis

93 Students in the cohort, which has resulted in very small class sizes. As a cohort they are on average one grade below their targets. **Progress must be accelerated so that outcomes in summer 24 are in line with expected outcomes based on Y11 outcomes.** Support must be given to students who need to convert the Ds, Es & Us to grade Cs.

Mock Headlines

L3 Overall

Measure	Value	%	Target
Students included in L3 Overall Cohort	93	100	
L3 Overall Average Points per Entry	31.72	-	43.54
L3 Overall Average Grade	C+	-	B+
L3 Overall VA	-0.66	-	0.55

A Level

Measure	Value	%	Target
Students included in A Level Cohort	82	88.2	
A Level Average Points per Entry	31.22	-	44.02
A Level Average Grade	C=	-	B+
A Level VA	-0.74	-	0.52

Applied General

Measure	Value	%	Target
Students included in Applied General Cohort	23	24.7	
Applied General Average Points per Entry	34.4	-	41.16
Applied General Average Grade	Dist=	-	Dist+
Applied General VA	-0.07	-	0.74

Students studying applied subjects are closer to their targets than those studying A levels. Students studying A-levels on average are more than a grade away from their targets.

Mocks were not sat in November last year so we have no data to compare these results against.

The mock data puts 16 out of 28 qualifications as currently sitting in the bottom 25% of results nationally. Please see Appendix 1.

8 of these subjects are forecasting that their results will not improve enough, and they will remain in the bottom 25% of results nationally (see appendix 1). These subjects are:

- Art
- Photography
- English Literature
- Film Studies
- French
- Maths
- Psychology
- Religious Studies

The Head of Sixth Form has identified key underperforming students and is applying the maximising achievement plan. A new tracker is being used to closely monitor students' performance, their attendance and their engagement with lessons and intervention. They are following up with departments to identify the necessary subject and pastoral interventions necessary to boost performance.

PR2 headlines

L3 Overall

Measure	Value	%	Target
Students included in L3 Overall			
Cohort	94	100	
L3 Overall Average Points per Entry	36.45	-	43.54
L3 Overall Average Grade	B-	-	B+
L3 Overall VA	-0.16	-	0.55

A Level

Measure	Value	%	Target
Students included in A Level Cohort			
Cohort	83	88.3	
A Level Average Points per Entry	36.29	-	44.02
A Level Average Grade	B-	-	B+
A Level VA	-0.23	-	0.52

Applied General

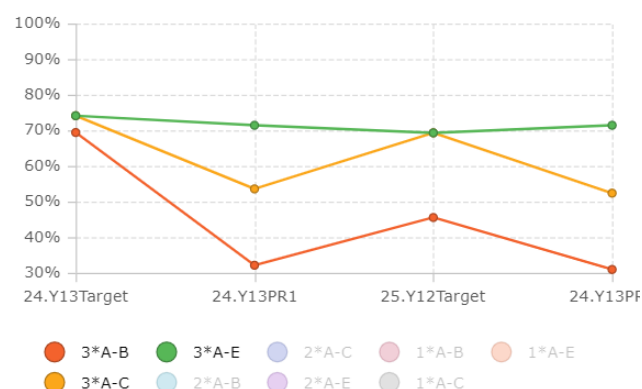
Measure	Value	%	Target
Students included in Applied General			
Cohort	23	24.5	
Applied General Average Points per Entry	37.26	-	41.16
Applied General Average Grade	Dist+	-	Dist+
Applied General VA	0.3	-	0.74

PR2 APS compared to Yr13 target and Yr13 PR1:

All A levels Average Grade and Point Score



All A levels Grade Distribution Profile



The average point score and grade have minimally changed between PR1 and PR2. This suggests that intervention has either not been implemented effectively or had negligible effect.

The number of 3 A*-B and 3 A*-C grades has forecasted to drop since PR1 and is concerning significantly below target. The number of students achieving A*-E is below target but only slightly.

Please see Appendix 4 for actual percentages.

2022/23 cohorts PR2 V Actual results

L3 Overall Measure	PR2		Exams	
	Value	%	Value	%
Students included in L3 Overall Cohort	166	100	161	100
L3 Overall Average Points per Entry	33.14	-	32.24	-
L3 Overall Average Grade	C+	-	C+	-
L3 Overall VA	-0.38	-	-0.51	-

A Level

Measure	PR2		Exams	
	Value	%	Value	%
Students included in A Level Cohort	138	83.1	134	83.2
A Level Average Points per Entry	34.04	-	31.89	-
A Level Average Grade	C+	-	C+	-
A Level VA	-0.39	-	-0.64	-

Applied General

Measure	PR2		Exams	
	Value	%	Value	%
Students included in Applied General Cohort	80	48.2	76	47.2
Applied General Average Points per Entry	31.04	-	32.43	-
Applied General Average Grade	Dist-	-	Dist-	-
Applied General VA	-0.37	-	-0.23	-

The 2023/24 cohort is forecasted to achieve higher results on average than the 2022/23 cohort.

Last year students made less than expected progress from the PR2 tracking in November to the exams. This suggests we should be cautious with the PR2 data that has been entered. However, no mock exams had been completed when staff entered the PR2 data last year. The additional set of mock exams should have ensured staff were more accurate in their forecasting and added increased rigour to the process.

PR2 is suggesting that there will be an increase of +4.21 in the overall average points per entry score, and an increase of +0.35 to the VA score to the 2022/23 cohort.

See Appendix 2 for students mock grades against ALPs MEG.

See Appendix 3 for students PR grades against ALPs MEG.

Next steps:

- Underperforming students identified and interventions being tracked – HOD input, coordinated by Head of Sixth Form.
- Interventions include regular use of subject clinics to boost outcomes e.g. Maths, Science.
- Support form pastoral staff for mental health and wellbeing to increase resilience and confidence.

Appendix 1: Subject headlines

Subject/Teaching Set	24.Y13PR1				25.Y12Target				24.Y13PR2				24.Y13AuMock			
	Entries	Score	Grade	Avg PA	Entries	Score	Grade	Avg PA	Entries	Score	Grade	Avg PA	Entries	Score	Grade	Avg PA
A - Art (Fine Art)	3	0.96	7	5.90	6	1.15	4	5.25	3	0.96	7	5.90	3	0.82	8	5.90
A - Art (Photography)	1	0.76	8	5.38	-	-	-	-	1	0.76	8	5.38	1	0.56	9	5.38
A - Biology	25	0.84	5	7.28	17	1.04	1	7.08	25	0.84	5	7.28	25	0.68	7	7.28
A - Business Studies	12	0.96	6	6.21	25	1.08	3	5.48	12	1.01	5	6.21	12	0.96	6	6.21
A - Chemistry	19	0.88	4	7.40	19	1.08	1	7.21	19	0.92	3	7.40	19	0.79	6	7.40
A - Classical Civilisation	9	1.01	5	6.21	13	1.06	3	5.76	9	0.97	6	6.21	9	0.90	7	6.21
A - Economics	4	1.03	3	5.56	-	-	-	-	4	1.18	1	5.56	4	1.13	2	5.56
A - English Lang. & Lit.	7	1.04	4	6.15	4	1.07	3	4.88	7	1.04	4	6.15	7	0.87	8	6.15
A - English Literature	5	1.09	2	7.38	8	1.06	3	6.30	5	0.93	7	7.38	5	0.77	8	7.38
A - Film Studies	11	1.05	5	5.70	-	-	-	-	11	0.98	7	5.70	11	0.96	7	5.70
A - French	4	0.76	8	6.78	-	-	-	-	4	0.76	8	6.78	4	0.56	8	6.78
A - Geography	13	1.04	3	5.90	9	1.07	2	6.21	13	1.04	3	5.90	13	1.01	4	5.90
A - Geology	4	1.20	1	6.39	-	-	-	-	4	1.20	1	6.39	4	1.10	2	6.39
A - History	6	0.97	5	6.50	8	1.06	2	6.27	6	1.00	4	6.50	6	0.90	7	6.50
A - Mathematics	18	0.82	7	7.32	29	1.06	2	6.82	18	0.82	7	7.32	18	0.73	8	7.32
A - Maths (Further)	2	1.16	2	8.45	6	1.08	3	7.17	2	1.16	2	8.45	2	1.16	2	8.45
A - Media Studies	2	1.16	3	5.47	6	1.12	3	5.44	2	1.16	3	5.47	2	1.16	3	5.47
A - Music Technology	4	0.98	4	6.76	-	-	-	-	4	1.03	3	6.76	4	1.08	3	6.76
A - Physical Education	12	0.92	5	6.54	8	1.06	3	6.31	12	0.88	6	6.54	12	0.77	7	6.54
A - Physics	7	0.97	3	7.21	20	1.07	2	6.90	7	0.99	2	7.21	7	0.85	5	7.21
A - Psychology	31	0.94	5	6.04	30	1.08	2	5.78	31	0.85	7	6.04	29	0.79	8	6.06
A - Religious Studies	5	0.90	7	6.20	-	-	-	-	5	0.86	8	6.20	5	0.70	8	6.20
A - Sociology	21	1.05	5	5.76	29	1.11	3	5.27	21	1.02	6	5.76	20	0.75	8	5.74
16 Ext Cert - Sport	3	1.09	3	5.84	14	1.04	3	5.02	3	1.03	3	5.84	3	0.63	8	5.84
16 Dip - Computer Science	10	0.99	-	6.07	-	-	-	-	10	0.99	-	6.07	10	0.97	-	6.07
16 Dip - Performing Arts	12	0.97	3	4.70	30	1.02	2	4.59	12	0.97	3	4.70	12	0.97	3	4.70
16 Ext Dip - Performing Arts	12	0.90	5	5.38	6	1.01	3	3.29	12	0.90	5	5.38	12	0.90	5	5.38
16 CT Ext Cert - Health & Social Care	5	1.08	2	5.49	9	1.03	3	4.67	5	1.04	3	5.49	5	0.52	9	5.49

	24.Y13Target	24.Y13PR1	25.Y12Target	24.Y13PR2
Students Achieving Best 3 3*A-B	80.82	37.5	58.23	36.11
Students Achieving Best 3 3*A-C	86.3	62.5	88.61	61.11
Students Achieving Best 3 3*A-E	86.3	83.33	88.61	83.33
Students Achieving Best 3 2*A-B	89.04	52.78	73.42	56.94
Students Achieving Best 3 2*A-C	100	81.94	100	77.78
Students Achieving Best 3 2*A-E	100	98.61	100	97.22
Students Achieving Best 3 1*A-B	89.04	75	82.28	77.78
Students Achieving Best 3 1*A-C	100	95.83	100	94.44
Students Achieving Best 3 1*A-E	100	100	100	100

Appendix C: Year 11 MAP

Priority Area	Specific Intent and Actions	Update and summary of impact to date
1. Use of mock exam data to target intervention and curriculum improvement	- Use headline results (basics 4/5EM, A8, P8 overall and by bucket) to analyse outcomes of cohorts (PP/SEND) in relation to FFT5 targets. (LLO/SLT) - Scrutinise subject results to examine gaps in curriculum knowledge (QLA) or underachieving students. Use SPI to estimate subject progress. (SLT/HoD) - Rank order students by estimate of P8 to target support for those with negative estimate score. (HoY11/ELL) Actions and next steps captured in line management minutes (SLT Links)	Aut 1: Tracking and mock data used to put students into a subject they are underperforming in currently for tutor time intervention. Students who are not tracking to hit 4+ or 5+ in Basics were given priority for English and Maths intervention (Sept 23). Students have completed 4 weeks of tutor time intervention; this has been paused during year 11 mocks. They will continue with 3 more weeks of intervention after the mocks. The next round of intervention will use the PR1 and mock results to identify the subject they should be put into.
		Aut II: Period 6 intervention has been bid for. Subjects have identified a clear target group of students to work with, a clear aim has been identified. This is hopefully beginning W/C 13th Nov. Analysis of the October Mock data and PR2 data has led to students being assigned into new tutor time intervention groups. The data has also helped inform which students to invite to the period 6 sessions after school as well. A key focus has been on PP students' performance in the open bucket.
		Students have been ranked in order of P8 score and this list of students is to be shared with SLT in the next meeting (18/12/23).
		Spr I
		Spr II
		Sum I
		Sum II
2. Increase crossover for students achieving 4+ EM and 5+ EM	Weekly EnMa VENN meeting to analyse line by line interventions for students at 4+ and 5+ (HoD Ma/En, ELL, CCU) Targeted support for cross-over group inside & outside lessons with barriers to	Aut 1: Two rounds of RAG meetings have been completed. We now have a clear way to highlight key students to discuss and are beginning to look at strategies to support students discussed.

	progress being addressed in lessons (Teachers, HoD)	Aut II: BASICS weekly RAG meeting looked at key students to target to increase these measures. HoD tasked with going back to departments to ensure the department are aware of these names. In the first Basics RAG meeting after the mock/PR2 data had been released the list of students who are achieving either Maths or English 4+/5+ but not the other was gone through in detail. The HoD for both subjects had the list of key students emailed to them to share with their team with suggested interventions. English and Maths both have aim for 5 intervention groups on within the tutor time intervention slots. Spr I Spr II Sum I Sum II
3. Increase PP and SEND achievement to close the gap	• Ensure all staff fully aware of key groups, esp. PP, SEND and understand the data: SLT data lead, PP/SEND lead work with HoY to plan staff CPD and updates (SENCO, LPH, TWS, ELL) • Use Y10 mock exam and other assessment data to track PP & SEND progress and identify target group (SENCO, LPH, TWS, ELL) • Fortnightly RAG meeting to evaluate progress and identify priority subject areas for intervention.	Aut I: Work to be done in liaising with TWS for PP students. Staff aware of all PP and SEND students within their groups, seating plans completed using Bromcom showing this data. Aut II PP students have been the priority in the RAG meetings since the mock data has been out. Ensuring PP students have interventions in place if they are not forecasted to achieve their target. Spr I Spr II Sum I Sum II
4. Increase teaching time to support target students in closing attainment gaps.	• Subject areas to bid for period 6 'Xtra' sessions in 6 week blocks with clear impact measures (HoD, ELL) • Y11 PM Form time to be retimetabled into intervention groups according to need with a	Further Maths class have started as a period 6 enrichment opportunity already. Y11 PM Form time interventions started w/c 18th Sept based on mock outcomes focussing on BASICS. HoDs – Maths/Science/English are coordinating the PM intervention sessions.

clear focus on EBacc subjects. (almost 3 hours a week) (ELL) HoD Maths, Science & English timetabled to deliver interventions in these sessions. Y11 tutors are EBacc subject teachers. (ELL)		Aut II: Bidding form for period 6 'Xtra' sessions shared with HoD for completion. These sessions are hopefully beginning W/C 13th Nov. Period 6 sessions have been running after school since the beginning of November. A new rotation of sessions is being organised to start on Monday 8th January 2024. Alterations to the year 11 tutor team in the PM registration has allowed us to offer a History intervention group in the current rotation. This has swapped with Geography. Science and Computer Science still have intervention groups during tutor time and Period 6.
		Spr I
		Spr II
		Sum I
		Sum II
5. Ensure that Year 11 have the best teachers.	SLT links to sign off staffing for Year 11 teaching groups after discussing deployment rationale with HoDs (SLT/HoDs/CCU) Subject specialists/SLT to be deployed to cover Year 11 lessons with any absence. (Cover/SLT)	HoDs explained rationale for the selection of Y11 teachers with SLT links in July 23. Some movement took place with key groups e.g. Maths set 3 4/5 group. Year 11 lessons have been covered by specialists whenever possible.
		Aut II English are amending their Y11 teachers for 5th January to ensure the best teachers are with each group. Their key priority is their set 2 classes as they are showing the biggest underperformance currently. Subject specialists have been used to cover year 11 lessons wherever possible. Cover has been minimised whenever possible by reducing planned staff absence if it impacts exam groups.
		Spr I
		Spr II
		Sum I
		Sum II
6. Ensure students are in correct tiers in Science, Maths, MFL to maximise outcomes.	Use mock exams & regular assessment data to ensure students are entered for the appropriate tiers. (HoD, SLT, ELL)	Sets were cross referenced by HoDs/SLT links in July 2023. To be revisited post mocks. Science to look at students taking triple science. Discussions to be had with students to swap to double science if required.

	Review tiers at the end of Year 10 via line management meetings (JRM, HoD, SLT) Review placement of students in classes to make best use of knowledge, skill and experience of teachers in relation to individual needs (HoD, SLT)	
		Aut II Maths have reviewed tier choices since the October mocks. They now have an intervention group running to support students moving from Foundation to Higher tier, hoping to increase the number of grade 5 and 6's. Science is investigating if any triple scientists should drop to combined science. These changes will be confirmed in the new year.
		Spr I
		Spr II
		Sum I
		Sum II
7. Increase attainment in identified subjects through improved curriculum, resources and quality of teaching in Y11 courses.	- Maximise effective use of curriculum time left, ensuring each lesson accounted for and balance of time matches course components as well as sufficient exam preparation & practice in lessons – focus of intellectual preparation sessions (HoD, SLT) - Share department-designed revision activities and guides with students to support effective revision strategies & ensure this is checked by departments (Teachers, HoD) Check departments are using exam papers to maximum effect in internal exam series – HoD to share their rationale for using past papers. (HoD, SLT)	Aut 1: HoDs asked to complete delivery of curriculum by Feb half term to facilitate sufficient time for revision (5.9.23)
		Aut II QA walks are being performed by HoDs weekly within each department. This is allowing them to identify areas of CPD to cover in IP time. SLT have used link meetings to quality assure the revision materials are being supplied to year 11 over the Christmas holidays.
		Spr I
		Spr II
		Sum I
		Sum II
8. Improve quality of revision resources and homework to ensure students improve recall of core knowledge.	Monitor quality and frequency of homework based on DfE guidelines that students complete 2-2.5 hrs extra study per day (HoD, SLT) 1. Regular explicit teaching of effective revision techniques to support students' practice (retrieval, spacing, interleaving, dual coding, elaboration) via tutor time & collapsed	Homework guidelines issued to HoDs that all KS4 students to complete 2 hours of homework a night. This should be primarily retrieval practice – Carousel Learning to be shared as purchased by the trust, which impacts positively on teacher workload by creating a self-assessment platform for retrieval practice.
		Aut II

	session/assembly and share revision guidance to support students and parents (based on cog sci).(HOY11, Tutors)	A revision plan booklet has been given to year 11 with the February mock timetable in along with blank revision timetables for students to use. The booklet also included different revision strategies for students to utilise. This will be reviewed in morning tutor time and form the basis of students revision programme. Spr I Spr II Sum I Sum II
9. Support good attendance, punctuality and positive behaviour so students maximise focused learning time.	• Daily attendance check for Y11, making calls before other year groups. Prioritise PA students with calls & visits. (Attendance team, HoY 11) • Daily attendance data Y11 shared at SLT briefing – targeted response to non-attendance. (Attendance, ELL) • Prioritise returning all AP students and students on part-time timetables to full time lessons, if possible. (LPH) • Reward and praise high attendance and keep communication in assemblies and tutor time. (HOY11, Attendance) • SLT & HoY behaviour walks to visit all Y11 and support disruption-free learning. (SLT, HOY11) • Send SSO to collect specific work for any Y11 student in reset. Reset base teacher to ensure work is completed.(All) 2. Ensure core routines mean students have correct equipment every day. (Tutors, Hoy11) Aut	Aut I: Return to school meetings happening swiftly to ensure students are back in school as soon as possible. Use of the perfect week to praise attendance and no behaviour points. At least 3 house points given out per lesson for students. Use of praise emails for students tracking a s a 1 on the RAG spreadsheets. Use of tutor time to deliver sessions on how to revise to give students strategies in preparation for their upcoming mock exams. Provided students with incorrect uniform the appropriate attire to ensure they are back within lessons swiftly. If necessary required uniform has been ordered in for the student. Reset base support to email teachers of students in reset the day before they attend to collect relevant work for them – this needs further development. Aut II Attendance is being chased when students are absence. The amount of time in Reset has been reduced, when deemed appropriate, to limit the amount of missed lessons. For example, if a year 11 student truants they are in reset for 2 periods and 1 social time as opposed to all day. Rewards were held in tutor time for students who had perfect attendance and no behaviour points within a 3-week window.

		Work is being consistently set on teams for students who have been suspended. Passport to prom has been launched with year 11. Students who maintain 96%+ attendance, have less than 30 behaviour points and no suspensions will be invited.
		Spr I
		Spr II
		Sum I
		Sum II
10. Support, motivate and incentivise for full participation and engagement	• Use assemblies, tutor times and student bulletin to remain focussed on countdown to key assessment points. (HOY11, Tutors, ELL) • Clear revision programme and schedule throughout Year 11. (HoD, HoY11, ELL) • Look after wellbeing making use of mentors and support. Use sports and activities to help de-stress (after-school Friday) (HoD PE, HoY11) • Use of rewards & treats to motivate students hard work and participation, such as snacks, reward trips, prom points. (Staff, HoY11) • Take all opportunities to praise – privately, in the corridor, in public, via emails and calls home (all) 3. Use academic mentoring for every student who needs to make significant progress to support attendance at school (Attendance)	Aut I: Students have completed a 2 week programme which focussed on the science of learning ELL has given out HP, Golden Tickets as well as emailed home for students who have had an outstanding attitude to learning within their tutor intervention sessions. Every assembly the names of these students have been put into a prize draw to further reward them for their effort.
		Aut II An assembly on how you learn has been delivered by SSH to the year group. Passport to prom has been launched with year 11. Students who maintain 96%+ attendance, have less than 30 behaviour points and no suspensions will be invited. Reward afternoon was held for students who had perfect attendance and no behaviour points within a 3 week window. Use of a praise wheel with prize draw has taken place in assemblies each week to celebrate students who have been working hard within their afternoon intervention sessions. House points are automatically awarded to any student who gets nominated. A golden ticket is given to any student who has been nominated 3 times. Praise emails were then sent to students who were nominated a fourth time.

		SLT are mentoring key year 11 boys who are likely to underperform.
		Spr I
		Spr II
		Sum I
		Sum II
11. Gain & maintain the support of parents and carers in order to help them support students' preparations.	- Regular communication of exam dates, effective revision, key dates for post-16 – information evening, parent consultations (HOY11) - One-to-one meetings for targeted individuals to improve attendance and homework completion as well as offer support (Tutors, HOY11) - Share important information about revision resources and strategies to make it easy for parents/carers to support at home (HOY11, HoD) - Send praise cards, emails, make calls to recognise efforts of individuals (all) - Communicate results and actions after mocks so parents fully aware of outcomes and what support will come next, as well as expectations for students' actions (HOY11, ELL) 4. Give clear guidance to staff on what to communicate to parents at consultation evenings in autumn and spring terms. (ELL)	Aut I: Year 11 welcome evening was held on 18/9/23 to focus on revision strategies, oversight of how school will support students in preparation for GCSEs etc. No study leave for students in order to maximise time for input from staff. A letter to parents was sent which included the mock exam timetable along with recommended revision guides and specification links.
		Aut II Letters have been sent home communicating period 6 intervention sessions. Also information about the February mocks has also been shared with parents. This included links to all subject specifications and recommended revision guides. Year 11 parents evening took place on 14/12/23. Year 11 assembly & mock results day was held on 12/12/23 for students to receive their mock results. The data was then shared with parents on the 13/12/23. This included the most recent predictions made by staff.
		Spr I
		Spr II

		Sum I
		Sum II
12. Use November and February Mocks to give real experience of final exams and provide accurate data.	- Make use of 'final preparation week' before each mock series to continue teaching exam technique, use assembly to remind and reassure of exam-day routines (HOD, HOY11) - Follow same post-exam analysis steps as for Y10 exam above to ensure accurate picture of current attainment and targeted intervention (basics crossover, P8, open bucket) (ELL) 5. Keep to consistent and clear routines that mean the students know exactly what to do in final exams. (All, Exams Officer)	Aut I: Exam briefings have been delivered to students for all Core mock exams during the Oct/Nov mock series.
		Aut II Exam briefings were virtually delivered to students before each core mock exam in the October mocks. ELL has analysed the mock data and produced an analysis report. Comparisons to the 22/23 cohort have been included within this.
		Spr I
		Spr II
		Sum I
		Sum II
13. Use last days in school for final exam preparation that keeps students focused to the end	- Do not grant study leave; instead, use every lesson to support students' preparations (ELL) - Collapsed lessons in school prior to exams focused on final preparations for specific exam techniques and papers (ELL) 6. Lessons during exam period to be focused on revision and places of calm, organised and highly-focused study (ELL)	Aut I: Explained to parents/carers at Y11 Welcome Evening
		Aut II: The booklet is used to create momentum for the Feb Mock II series as well as assemblies and tutor time.
		Spr I
		Spr II
		Sum I
		Sum II
14. Ensure all the slots are filled and all students even AP are P8 compliant	- Check curriculum offer for AP students (LPH) - Check curriculum offer for SEND student (a) 7. Explore alternative courses for students with U grade forecasts – can they reduce their curriculum?	Aut I: All AP students are compliant with P8 and have all their slots filled. All SEND students are compliant where appropriate.
		Aut II:
		Spr I
		Spr II
		Sum I
		Sum II
15. Need for accurate forecasting	Discuss forecasting strategies in ERAM (HoDs, ELL, CCU)	Aut I: Accuracy of forecasting was explored in the exam review meetings and added to the

	• HoDs to support less experienced members of staff (HOD) 8. SLT links to support the process with suggestions of new strategies (SLT/ELL)	Department Action Plans. The RAG meeting also explored and focused on how consistency of RAG grades are produced. Aut II Departments moderated exam papers using DP time. HoD then helped members of their team with generating the forecasted grades they entered by using historic data to work out average progress made within their subjects. Spr I Spr II Sum I Sum II
16. All curriculum areas to share planning to allow for the courses to be finished by Feb half term.	• CCU to share with HoDs on INSET • SLT to discuss strategies to speed up curriculum coverage(Every minute matters) with the HoD 9. Regular checks of progress through student voice/SLT link/work scrutiny	Aut I: HoDs asked to complete delivery of curriculum by Feb half term to facilitate sufficient time for revision (5.9.23) Issues to be shared with SLT links who will support with the planning process. Aut II: Discussion about amendments to curriculum planning ongoing via SLT links as a consequence of the Mock I outcomes. With a particular focus on what needs to be retaught/revisited. Spr I Spr II Sum I Sum II
17. Accelerate progress for the HPA.	• Create a set of masterclasses to support students getting the 7+ grades • Use of sixth form buddies to support with this – also attract students to sixth form 10. Tutor time intervention to push 7+ mastery	Year 11 7+ triple science intervention group created for lunchtime tutor time. Looking into feasibility of having 7+ period 6 sessions for English and Maths. Aut II 7+ intervention groups have run in English, Maths, Science and History so far. In the new year French will also run a 7+ intervention group. Spr I Spr II Sum I Sum II



Longsands Academy and Sixth Form



Parents' Advisory Council Constitution

Article 1: Name and Purpose

1.1 Name: The official name of this organisation shall be the Longsands Parents' Advisory Council, hereinafter referred to as the 'PAC.'

1.2 Purpose: The purpose of the PAC is to foster open communication and collaboration between parents, the school leadership and the local governing committee. The PAC will serve as an advisory body with the goal of providing input on matters crucial to the school community, including curriculum, policies, substantial changes, and fundraising activities.

1.3 Fundraising: The PAC will lead fundraising efforts for the school, with priorities identified by the school's leadership.

Article 2: Membership

2.1 Composition: The PAC shall consist of members appointed by the school's leadership and two self-nominated parents from each year group, selected by the school's local governing committee.

2.2 Appointment of Members by School Leadership: The school's leadership shall appoint up to six members to the PAC.

2.3 Parent Representatives: Two parents from each year group shall be allowed to self-nominate to become PAC members. The final selection of these parent representatives shall be made by the school's local governing committee, who will aim to secure maximum representativeness.

2.4 Term of Office: Members shall serve a term of two years, with the possibility of reappointment for an additional term. In the case of a vacancy, the school's leadership or local governing body, as applicable, shall appoint a replacement for the remainder of the term.

2.5 Resignation and Disqualification: A member of the PAC may retire at any time by giving notice in writing. A member ceases to be a member of the PAC if they no longer have a child enrolled at the school, where the member has failed to attend three meetings out of any six, or where their continued membership is agreed by the Principal and Chair of the PAC to be inconsistent with the PAC's aims and good functioning. The school's local governing body may, at its discretion, retire a member of the PAC.

Article 3: Meetings

3.1 Frequency: The PAC shall meet at least six times per academic year, and additional meetings may be scheduled as needed.

3.2 Attendance and Quorum: A quorum for PAC meetings shall be a majority of its members. The Principal and any member of the local governing committee may attend a meeting. Staff may attend at the Principal's invitation.

3.3 Agenda: The agenda for PAC meetings shall focus on key areas of advisory input, including but not limited to curriculum, policies, substantial changes, and fundraising activities. Members may submit agenda items in advance.

3.4 Secretarial: The agenda and any documents for each meeting will be prepared by the secretary, who will be a member of the school's staff. The secretary will maintain a written record of proceedings which will inform a summary reported to all parents of the school through the Principal's weekly letter or equivalent.

Article 4: Advisory Role

4.1 Decision-Making Powers: The PAC shall have no formal decision-making powers. It serves solely in an advisory capacity to the school's leadership and local governing committee.

4.2 Areas of Advisory Input: The PAC shall provide valuable input on critical matters such as curriculum development, policy formulation, substantial changes affecting the school community, and strategies for effective fundraising. The school's leadership and local governing committee will consider this input in their decision-making processes.

Article 5: Code of Conduct

5.1 Professionalism: PAC members shall conduct themselves in a professional and respectful manner during all interactions within the PAC and with the school's leadership, local governing body, and other stakeholders.

5.2 Working in Partnership: PAC members shall work collaboratively with the school's leadership, local governing committee and the wider trust, recognising the importance of a partnership approach. Members will seek opportunities to act as ambassadors for the school. Members will avoid conduct and activity outside the school – including online – which disparages the school or trust or brings the school or trust into disrepute.

5.3 Communication: Members shall communicate openly and transparently with each other, the school's leadership, and the local governing committee. Constructive feedback and input are encouraged.

5.4 Confidentiality: On occasion, an item might be deemed in advance to be confidential, in which case only communication agreed by the Principal should be shared after the meeting. This is intended to facilitate openness in discussions, including of various options, and is not to be used to limit discussion of the PAC's work unnecessarily.

Article 6: Officers

6.1 Chairperson Election: The chairperson of the PAC shall be elected by a majority vote of the PAC members during the first meeting of each academic year. Any member of the PAC is eligible for nomination as chairperson.

6.2 Nomination Process: Nominations for the position of chairperson may be made by any PAC member, including self-nominations. Nominees may provide a brief statement outlining their interest and qualifications for the role.

6.3 Voting Process: Voting shall be conducted by secret ballot if there is more than one nominee. The nominee receiving the majority of votes shall be elected as the chairperson.

6.4 Term of Chairperson: The chairperson shall serve a term of one academic year and may be re-elected for additional terms.

6.5 Responsibilities: The chairperson shall preside over meetings, represent the PAC in interactions with the school's leadership and local governing body, and coordinate the activities of the PAC.

6.6 Succession: In the event that the chairperson is unable to fulfil this/her duties, the PAC shall hold a special election to elect a new chairperson to serve the remainder of the term.

Article 7: Amendments

7.1 Amendments: This constitution may be amended by the local governing committee, subject also to the Principal's agreement. Proposed amendments must be submitted in writing before the meeting at which they will be considered.

Article 8: Ratification

8.1 Ratification: This constitution shall be considered ratified upon approval by the school's leadership and local governing committee.

This constitution is hereby adopted on [Date] by the Local Governing Committee.

[Signature of Chairperson] Date

[Signature of Secretary] Date



Longsands Academy

Careers Education, Information, Advice and Guidance (CEIAG) Policy

Date	January 2024
Written by	James Powell Kate Saunders
Adopted by Longsands LGC	31 January 2024 tbc
Review Date	January 2025

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Introduction and context

Statutory Requirements

The Education Act (2011) placed schools under a statutory duty to provide access to independent and impartial careers guidance for all students in years 9 to 11. In April 2013, the Government extended this duty to years 8 to 13. A further addition to the Technical and Further Education Act (2017) states that schools in England “must ensure there is an opportunity for a range of education and training providers to access registered students during the relevant phase of their education, for the purpose of informing them about approved technical education qualifications or apprenticeships”.

Further statutory guidance (2018) requires schools to offer their students access to employment, apprenticeship and training providers, and to publish a statement outlining this access to providers. It is also a requirement (since September 2018) that “every school needs a [named] Careers Leader who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks.”

Overview of Careers

At Longsands Academy, the statutory requirements above are extended to all students with the same entitlement being offered to all students from Years 7 to 13. Longsands Academy provides individual careers guidance, careers information and a careers education programme. The programme offers a wide range of activities and is complemented by partnerships and extensive links with many external agencies including local employers, training providers and Higher Education Institutions. The policy for careers education, information, advice and guidance (CEIAG) is underpinned by a range of key school policies and curriculum areas, especially Personal Development. The Academy is committed to ensuring that wherever possible, all young people leave the Academy to enter employment, further education, or training.

We are proud of the fact that the proportion of our students not in education, employment or training (NEET) by the October of leaving our school is very low. Up to date information about our leavers’ destinations is available on our school website.

Aims and objectives of CEIAG

Through carefully planned careers lessons, employer encounters and other activities, we aim to provide high quality, impartial careers advice and guidance to raise students' aspirations. We also aim to ensure that the careers provision meets the requirements outlined in the Gatsby benchmarks – see below

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of Academy staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

All students have access to impartial careers information and guidance appropriate to their age and ability. This should promote equality of opportunity, inclusion and diversity and challenges stereotyping. Students are encouraged to develop the knowledge and skills needed to make informed choices and manage transitions e.g. from Year 11 to post-16 opportunities and from the sixth form into higher education or employment.

Through the programme, our students will be able to:

- Relate their studies to and understand the world of work.
- Review their experiences and achievements and present and discuss these with others and set realistic goals for self-improvement.
- Research and understand the range of education, employment and training opportunities available to them at post-16, post-18 and further into the future.
- Make informed decisions about their future and manage transitions, for example between Key Stages or between school and university or the world of work.
- Be aware of sources of financial help for learning.
- Develop key transferrable knowledge and skills related to labour market information (LMI), employability and the workplace.
- Develop qualities of resilience, communication, aspiration and critical thinking through timely and relevant activities and opportunities that are directly transferrable to a range of employment, apprenticeship and further education pathways.
- Access a range of information from employment, apprenticeship and higher education providers, as well as related external agencies such as UCAS and Student Finance England

Delivery of CEIAG

The policy aims will be achieved through both fixed elements and informal learning opportunities:

- i) Fixed Provision – to be achieved through:
 - The Personal Development (PD) curriculum, delivered by academy staff who have been supported with training and CPD, using regularly updated teaching materials and resources;
 - The planned subject curriculum, e.g. Science, Maths, English, Computing and IT
 - Assemblies
 - Tutor Time Programme
- ii) Additional Provision – to be achieved through:
 - Workplace experiences
 - Encounters with further education
 - Encounters with employers

CEIAG Provision

Entitlement statements:

By the end of year 9, all students will have the opportunity to:

- Look at information about learning pathways.
- Discuss, with employers, what skills are needed in life and work.
- Self- reflect, think about themselves, their strengths and their aspirations.
- Use career information resources, including online careers platforms (JED, Morrisby Careers and LMI.

- Watch videos and engage with career stories.
- Look at company and sector specific resources.
- Discuss mental and physical health and wellbeing relating to work-life balance.
- Learn about rights and responsibilities.
- Learn about personal finances, budgeting, borrowing, credit and debt.
- Learn about stereotypes, prejudice and discrimination and the Equality Act 2010.

By the end of year 11, all students will have the opportunity to:

- Recognise the value of challenging themselves and trying new experiences.
- Reflect on and record achievements, experiences and learning.
- Consider what learning pathway they should pursue next.
- Explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces.
- Research the labour market and the education system.
- Interact with FE and HE
- Research the world of work, including experiencing a week placement in the workplace.
- Research how recruitment and selection processes work and what they need to do to succeed in them, including a mock interview.
- Take steps to achieve in their GCSEs and make a decision about their post-16 pathway.
- Reflect on their physical and mental wellbeing and consider how they can improve these.
- Recognise the role that money and finances will play in the decisions that they make in their life and career.
- Reflect and discuss their plans with an impartial, qualified guidance advisor.

By the end of year 13, all students will have the opportunity to:

- Explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces.
- Develop a clear direction of travel in their career and actively pursue this.
- Actively seek out information on the labour market, using Morrisby, to support their career.
- Develop a clear understanding of the learning pathways and qualifications that they will need to pursue their career.
- Interact with FE and HE.
- Reflect and discuss their plans with an impartial, qualified guidance advisor.
- Analyse and prepare for recruitment and selection processes via a mock interview.
- Prepare for the world of work and the skills required by spending a week in the workplace.
- Evaluate different media, information sources and viewpoints and reflect on the best way to get information for their career.
- Plan for the kind of balance of work and life that they want and take action to improve their physical and mental wellbeing.
- Learn how to manage their own money and plan their finances (e.g. thinking about student loans)

We have a duty under the Equalities Act 2010, to ensure that our provision is inclusive of all students. We understand that a proportion of our students will not identify as heterosexual or cisgender (where their birth sex correlates to their gender identity). We will also carefully consider special educational needs or disability, religion, cultural and linguistic background when planning and delivering CEIAG.

Roles and Responsibilities

The Local Governance Committee (LGC)

Longsands LGC will ratify and adopt the CEIAG Policy and hold the Principal to account for its implementation.

The Principal/Assistant Principal

The Principal, Assistant Principal: Personal Development and the Careers Leader are responsible for ensuring that CEIAG is taught consistently across the school, and for managing access requests from providers.

Staff

Staff are responsible for:

- Delivering Careers Education lessons in an impartial way
- Modelling positive attitudes to diversity
- Monitoring progress through signposting in the sessions
- Responding to the needs of individual students and signposting students to sources of accurate, impartial careers and LMI
- Referring students for additional one to one guidance

Responsibilities for Curriculum Delivery and Policy Implementation

With regard to curriculum delivery:

- the Academy views it as the shared responsibility of all adults working within the Academy to respond appropriately to a young person's request for information and advice;
- all staff must be made aware of the guidance on responding to young people's questions and will be encouraged to access support from colleagues where necessary;
- the CEIAG curriculum will primarily be delivered by trained teams of teachers who have received specific CPD ahead of the session;
- the Careers Lead is responsible for reviewing and evaluating CEIAG and is accountable to the Assistant Principal: Personal Development and Principal in this.

Training

Bespoke and specific CPD will be given to all teachers who are delivering a careers session ahead of the timetable event in a formal CPD session from the Careers Lead or other suitably trained staff. This allows opportunity for all staff to seek extra guidance and support if needed to enable confident and consistent delivery of the curriculum.

Explicit Links to Other Policies

- Provider Access Legislation
- Safeguarding and Child Protection
- Confidentiality

This policy will be reviewed every 2 years by the Assistant Principal: Personal Development and be presented to the LGC for approval.