

Pupil premium strategy statement – Paget High School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	659
Proportion (%) of pupil premium eligible pupils	26.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027 (to be reviewed annually)
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Lewis Fenn Griffin, Headteacher
Pupil premium lead	Claire Sutton, Deputy Headteacher
Governor / Trustee lead	Patricia Ackroyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£137,750

Part A: Pupil premium strategy plan

Statement of intent

At Paget High School we care deeply about all our pupils. Using advice and guidance from the EEF, our tiered approach is laid out so that our ultimate objective to raise the ambition, self-esteem, and resourcefulness of our disadvantaged pupils means they achieve excellent outcomes comparable with their peers and make a successful transition to the next phase in their lives.

As a result, our first priority begins in the classroom with Quality First Teaching. All staff share a collaborative responsibility for closing the gap between the achievements and results of our disadvantaged and non-disadvantaged pupils at Paget High School – and the national achievement standards of all pupils.

The second tier is focused on targeted academic support. We scrutinise the needs and profile of each year group and adapt our approach to meet these needs rather than simply repeat interventions that have been successful in the past. Positive relationships are at the very heart of our approach and we work hard to maintain this supportive and proactive relationship.

The third tier is about wider strategies, for improving attendance and offering social and emotional support to improve pupils' self-esteem and self-efficacy. Attendance and interventions are carefully tracked on an individual basis with regular meetings held to discuss the progress of all pupil premium pupils, potential barriers and ways to support and overcome these. We always ensure that best practice is applied as indicated in the most up to date research and documentation.

We ensure that all our disadvantaged pupils have the appropriate provisions and resources to enable them to learn. As a result, those in the pupil premium cohort at Paget High School can expect to benefit from some of the following:

- Academic and Pastoral support
- Help with essential equipment and uniform
- Access extra Teaching Assistants who work with classes
- Numeracy and Literacy support
- One-to-one or small group support within the classroom
- Achievement breakfasts acknowledging academic progress and effort
- Help with funding of educational trips and visits
- Support with mental health and wellbeing
- Enrichment activities and external workshops
- General curriculum support
- Raising achievement projects
- Academic after school intervention sessions
- Reduced group sizes
- Resources to boost learning and engagement, such as laptops or tablets

It is important to say that often, all of the children in a class will reap some benefit from how the school spends its Pupil Premium: for example, if the money is used to fund an additional Teaching Assistant, then at time the whole class would benefit not just the pupils in the Pupil Premium cohort. It is also important to note that not all of the above will be suitable for every pupil premium list, nor that the list is an exhaustive list of all the strategies that we deploy.

Challenges

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

Challenge number	Detail of challenge
1. Attainment	Despite being a small cohort, there is a significant variation with the level of support that is required. This includes SEND/LAC, PP+ pupils with diverse needs and backgrounds, pupils with SEMH difficulties and those who lack resilience. pupils' literacy and numeracy levels, upon entry, are significantly below average. This is notably the case for those pupils who are DA, and this is the case across all years. This can lead to a gap in attainment between DA and non-DA pupils at Key Stage 4.
2. Parental engagement	Parent evening data, teachers and pastoral leaders have advised that there is limited communication between school and families in comparison to non-DA pupils.
3. Financial	Observations and discussions with pupils and teachers have identified financial challenges. Some pupils have a lack of access to basic provisions including technology, regular access to books and uniform.
4. Cultural Capital	Feedback from pupil evaluations and CEIAG tracking highlights a lack of links to real world experiences/cultural capital amongst our DA cohort. This has resulted in a limited appreciation of many of the topics studied as well as reduced motivation and self-esteem. There is also a gap in resilience and capacity to overcome challenges (self-efficacy) between DA and non-DA pupils, evidenced in pastoral points awarded across the school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>C1. PP pupils will be empowered to catch up with their non-PP peers through improved literacy levels.</p>	<p>The gap between DA pupils and non DA pupils will narrow in the national exams in 2025, from 2024.</p> <p>There will be an increase of DA pupils in 2025 from 2024, who will go on to take L3 courses/attend Higher Education, in line with their non-DA peers.</p> <p>Bedrock data will show the gap is narrowing at KS3 from the DA and non DA pupils.</p> <p>Attendance at intervention afterschool will show DA pupils is the same (if not better) than non DA pupils.</p>
<p>C2. The relationship between school and the community is collaborative. families of DA students take an active role in supporting their child with their education.</p>	<p>An Open-Door Policy is established and therefore the communication with families via email, telephone and face to face is the same (if not better) with families of DA pupils than non DA pupils.</p> <p>Regular Communication sees the use of a variety of channels (letters, emails, phone calls, text messages) to keep families informed. This is the same (if not better) with families of DA pupils than non DA pupils.</p> <p>DA pupils' families receive personalised communication tailored to individual families' needs and interests.</p> <p>Attendance at regular meetings to discuss student progress and concerns is the same (if not better) with families of DA pupils than non DA pupils.</p> <p>Practical Support (resources, training and support with attendance) is the same (if not better) with families of DA pupils than non DA pupils.</p> <p>Barriers to Engagement addressed. Language Barriers, means translation services or use visual aids to communicate effectively are offered. Time Constraints means flexible meeting times are considered and transportation assistance offered if needed.</p>
<p>C3. To be inclusive and holistic in ensuring that our Pupil Premium pupils have the same experience as their peers by providing breakfast, uniform, technology support and study materials</p>	<p>The gap between DA pupils and non DA pupils will narrow in the national exams in 2025, from 2024.</p> <p>The attendance of DA and non DA pupils will be the same (if not better) in 2024-2025.</p> <p>All DA students will have appropriate destinations/post 16 support and guidance via college visits, mentoring and careers interviews and programmes.</p>

<p>C4. Pupils will have access to a full range of cultural capital experiences, which in turn will help develop high levels of self-efficacy and resilience in line with our school values.</p>	<p>DA pupils will show improved learning behaviours and engagement with learning, evidenced through their Paget points. These will be in line (if not better) than non DA pupils.</p> <p>DA pupils' attendance on trips, whole school experience days and interventions will be in line (if not better) than non DA pupils. This will demonstrate equity has been at the heart of Paget leadership planning.</p> <p>The number of DA pupils referrals to Mental Health Team or Early Help Teams will reduce in 2025 than 2024 as a result of improving self-esteem.</p> <p>Non DA pupil representation on the school council will be disproportionately high in comparison to their non DA peers.</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £111,052.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching resources</p> <p>There are a number of evidence-based teaching and learning activities that we know help students to remember more and to make progress. Some of these involve ensuring that all classrooms have resources available (whiteboard pens, post it notes, etc) to make sure that activities can take place easily in order for teachers to assess for learning, organise critique and reflection and take feedback for students in</p>	<p>EEF - Feedback - Low cost for high gain. Key findings include:</p> <ol style="list-style-type: none"> 1. Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. 2. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback 3. Feedback can come from a variety of sources. Studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average). 	<p>1,3</p>

<p>order to close progress gaps.</p>	<p>4. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.</p> <p>5. It is important to give feedback when things are correct -- not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback</p>	
<p>PiXL Subscription to Education Charity, PiXL which allows Senior Leaders and Subject Leaders to attend conferences and gather examples of good practice. It also involves a PiXL associate visiting the school and working with the Raising Attainment Lead to drive school improvement.</p>	<p>Internal evidence shows that when the school has previously worked with PiXL, outcomes have improved and staff have spoken positively about the experience, giving clear examples of good practice that they implemented.</p> <p>Through detailed use of PiXL strategies our Raising Standards Lead and Interventions has helped raise our P8 figure from -0.28 in 2023 to -0.18 in 2024</p> <p>PiXL strategy of intervention for Y11 is based on EEF recommendations for small group tuition, which has an average impact of four months' additional progress over the course of a year</p>	1
<p>CPD All staff are timetabled with one period a fortnight, to work in groups and focus on CPD and their own development. This is based on Walkthrus books</p>	<p>Based on Hattie's research, it is school culture - shared beliefs of what students can achieve/ dialogue about teaching which improves outcomes for students</p> <p>https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/</p> <p>At the heart of WalkThrus is a selection of 150 evidence based teaching strategies rooted in a deep understanding of how learning works. Each WalkThru breaks teaching techniques down into five clear steps.</p> <p>1. Model each stage</p>	1

	<ol style="list-style-type: none"> 2. Model your thinking 3. Review your work 4. Model alternatives 5. Emulate the model <p>https://walkthrus.co.uk/about</p>	
<p>QA</p> <p>The schools QA criteria focuses on monitoring the most vulnerable students, comparing their performance to those who are less vulnerable.</p>	<p>As stated above, Hattie's research indicates that when teachers have shared a set of goals/ topics for dialogue, then culture changes, thereby improving teaching, learning and provision for the most vulnerable.</p> <p>Our QA criteria are focused on the provision for the most vulnerable and literacy. These are the measures through which the quality of teaching is determined and by which appropriate CPD is selected and implemented.</p>	1

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

Budgeted cost: £14,007.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Revision guides</p> <p>All PP students will be offered a GCSE Revision guide in order to further support home-learning and plug the gaps in their knowledge. Students will be taught how to use these effectively within school.</p>	<p>Internal evidence shows that students value this opportunity. Students request guides in order to get ahead with their revision for mock exams.</p> <p>The EEF toolkit shows that home learning can have an impact of +5 months - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/homework</p> <p>It also acts as aid to support intervention sessions. This enables maximum impact to be generated for both spends. Small scale tuition has been found to have high impact (+5 months) for moderate cost (EEF toolkit) - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/one-to-one-tuition</p>	1,3
<p>Careers provision</p>	<p>Gatsby Benchmarks:</p>	1,4

<p>A range of events for Year 7-Year 11 students based on developing careers knowledge and skills.</p>	<p>GB5- Every student should have multiple opportunities to learn from employers about; work. employment and skills valued in the workplace.</p> <p>Every year, from Year 7 onwards, students should have at least one meaningful encounter with an employer. A 'meaningful encounter' in one in which the student has an opportunity to learn about what work is like and what it takes to be successful in the workplace.</p> <p>A young person who has 4 or more meaningful encounters is 86 % less likely to be NEET and earn up 22% more in a career.</p> <p>GB7- By age 16 every student has had a meaningful encounter with providers from a full range of educational opportunities, these should cover academic, vocational 2,4 17 and work based routeways.</p> <p>PAL-Legislation states, 6 x encounters must be provided:</p> <ul style="list-style-type: none"> -2 x encounters for students Year 8 & Year 9 -2 x encounters for students Year 10 & Year 11, encounters should be mandatory to attend - a further 2 x encounters for Year 12& 13 students <p>https://www.goodcareerguidance.org.uk/benchmarksand-background</p>	
<p>Promoting Reading/Class Reader</p> <p>In form time all students read age appropriate novels. These are closely linked to our wider curriculum and promote a love of reading with our students</p>	<p>The EEF states that the average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Evidence shows there is a large gap in attainment between those students who read for pleasure and those who do not.</p> <p>Promoting reading for pleasure in school. Literature Review carried out by Centre for Research on Psychology, Behaviour and</p>	<p>1,4</p>

	<p>Achievement, Coventry University. Published on the Booktrust website.</p> <p>Department For Education: Research Evidence on Reading for Pleasure. The Reading Agency: Literature Review, The impact of reading for pleasure and empowerment. National Literacy Trust Research Report - Reading for Pleasure (Christina Clark and Kate Rumbold)</p>	
<p>Bedrock Literacy</p> <p>This programme forms part of our curriculum offer for KS3 students to close the gap. They get 1 hour a fortnight dedicated to closing the gap on their vocabulary. This is especially useful for PP, SEND and EAL students and evidence shows they are making more progress than their counterparts.</p> <p>The words that week used in Bedrock are shared with all staff for their awareness. This is a focus on Tier 2 as well as Tier 3 language.</p>	<p>Bedrock follows recommendations in the EEF report:</p> <ul style="list-style-type: none"> ● Prioritising subject-specific literacy skills across the curriculum. ● Teaching vocabulary to support pupils' development of academic language. ● Developing students' ability to read and access sophisticated texts. ● Breaking down complex writing tasks, like essays and evaluations. ● Providing opportunities for structured talk, like preparing debates or presentations. ● Providing high-quality literacy interventions for struggling students. <p>https://educationendowmentfoundation.org.uk/news/improving-literacy-in-secondary-schools</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=transition</p> <p>Total number of Bedrock lessons completed in 2024: 10,644,752</p> <p>Total number of words exposed to in 2024: 1,701,502,500</p> <p>Total number of words taught in 2024: 9,508,847</p>	<p>1, 4</p>

<p>Support for students who speak English as an Additional Language/new arrivals</p> <p><i>There is a high proportion of our students who are both EAL and PP. To support language acquisition they have used the English Literacy Scheme for EAL students (Teacher led 1 day a week).</i></p> <p><i>Bespoke and temporary literacy withdrawal from some of their normal timetable using Flash Academy.</i></p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=transition pg 20</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=transition pg 11, 16,15 20</p>	1,4
<p>English/Maths intervention</p> <p>This is based on EEFs research into individualised instruction which can make up to 4 months extra progress in a year. Individualised instruction can be an effective approach to increasing pupil attainment. Studies of Individualised instruction with older pupils of secondary age tend to show higher effects.</p>	<p>Maths uses a number of programmes (Hegarty, Star Maths and Freckle) to diagnose the needs of students. Through pinpoint learning they are able to tailor needs specifically for PP students to support them and close the gap.</p> <p>English and Maths are provided with extra curriculum time with all students, and in particular Y11, which is a targeted group of students (with a significantly high PP cohort included) in order to close the gap.</p>	1
<p>Parent evenings</p> <p>We now use a booking system called School Cloud. This information and booking system is released to DA families before non DA families to</p>	<p>This is part of the EEFs research into parental engagement. By teachers and schools involving families in supporting their children’s academic learning through families evenings, we can develop parental knowledge of our aims. It encourages</p>	1,2

prioritise their appointments.	families to support their children with reading or homework. Parental engagement has a positive impact on average of 4 months' additional progress	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Therapeutic Alternative Provision</p> <p>Therapeutic provision is targeted at students who are struggling to access mainstream education. This provision therefore provides an opportunity for students to work in smaller groups in specialist provisions so that they can be supported with their specific learning needs. It is the aim that they can then take the work that they do at therapeutic provisions back into mainstream lessons, so that they can self-regulate and ultimately make progress and achieve good academic outcomes.</p>	<p>A recent national survey of adolescent mental health found that about 8 to 10 percent of teens aged 13 to 18 have an anxiety disorder. Therapeutic provisions can support in student's mental health and students succeeding in their education.</p> <p>The EEF suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning#:~:text=Evidence%20suggests%20that%20children%20from,health%20and%20lower%20academic%20attainment</p>	1,4
<p>Mental Health First Aiders</p> <p>Mental health first aiders support students who are identified as requiring</p>	<p>Counselling support for our students has been high on our list of priorities for a number of years and continues to be so.</p>	4

<p>some additional support, through pastoral systems/ external agency involvement.</p>		
<p>Cultural capital opportunities This will cover a variety of cultural capital opportunities which will arise throughout the academic year to ensure students have a range of experiences in their school lives.</p>	<p>Research shows that when children and families' cultures are valued, both the child's experience of learning and progress can benefit (Husain et al., 2018, p. 4 and Gazzard, E. 2018 in Chalmers, H. and Crisfield, E. 2019) According to Bourdieu's theory of cultural reproduction, children from middle-class families are advantaged in gaining educational credentials due to their possession of cultural capital.</p>	<p>2,4</p>
<p>Vulnerable Student Panels Fortnightly meetings with various stakeholders (safeguarding, attendance, pastoral leaders and Raising Standards Lead) are used across the school to identify concerns and barriers to success. This then enables the pastoral team to support/intervene as necessary. Weekly pupil profile meetings held with all staff. These go over context of students, what to do and what to avoid strategies. These have a heavy PP, SEND focus.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>	<p>1,2,3,4</p>
<p>Rewards system (Paget Points) Maintaining our current positive rewards system (based on intrinsic</p>	<p>https://link.springer.com/chapter/10.1007/978-3-319-19102-7_6#:~:text=Intrinsic%20activation%20encourages%20cohesive%20interaction,2014).</p>	<p>1,2,4</p>

<p>motivations/self efficacy over tangible rewards).</p>	<p>'Intrinsic motivation encourages cohesive interaction and a higher degree of effort and long-term performance (Pinder 2011). In fact, recent research has shown that intrinsic motivation can be just as effective in increasing performance as extrinsic rewards in educational and workplace settings (Cerasoli et al. 2014).'</p>	
<p>Individual support made available for PP students. Based on previous experience, we have identified a need to set funding aside to provide items not listed to overcome specific barriers to student attainment – lack of equipment, uniform and transport costs are 3 such barriers.</p>	<p>https://children-ne.org.uk/advice/nine-things-you-can-do-to-start-poverty-proofing-your-school/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	2,3
<p>Clubs and extracurricular activities These are all held at lunchtime to remove barriers to engagement and attendance.</p>	<p>The Nuffield Foundation funded a study undertaken by NatCen Social Research and Newcastle University in 2016, looking at the academic progress of around 6,400 students born between 2000-2001. When comparing the findings of disadvantaged students (defined as those whose family income was below the poverty line of 60% of the average household income) who attended the after school programmes, and those from similar backgrounds who did not, it was found that those who did attend the activities made significantly more progress by the age of 11.</p>	4
<p>Homework support Homework club is manned and runs everyday during lunchtime and afterschool. This is to support DA students who may not have a quiet space and also to</p>	<p>The EEF states that homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>As some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning</p>	1,2,3

<p>support any students who do not have access to the internet or ICT at home.</p>	<p>can be supported (e.g. through providing homework clubs for pupils). Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning - as a result subjects are using programmes such as Tassomai and Sparx which provide immediate feedback.</p>	
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Total budgeted cost: £137,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes

Our performance data, from FFT, shows a gap in both the attainment and progress of PP pupils compared to their peers. This reflects the national gap. Considerable changes have taken place within the School over the last 18 months, and we will continue to work and embed these changes and look forward to seeing a positive impact on the outcomes for our PP pupils. PP pupils continue to be a priority group within the School Improvement Plan (SIP).

	2023	2024
P8 figure for Paget High School student	-0.35	-0.18
P8 figure for DA students Paget High School	-0.73	-0.48
Paget High School Gap between DA and Non DA students	-0.38	-0.30
Local authority results for non-dis pupils		-0.05
England results for non-dis pupil		0.16

In a recent external agency review of Pupil Premium for Paget High school it was quoted:

"The progress gap between PP and all students narrowed (by around 0.1) from 2023 to 2024 from the comparison figures of 2023, and this narrowing was achieved through improved outcomes for both PP students and their counterparts. This is very positive and, whilst there is further to travel to secure positive progress outcomes for PP and all students, the school is heading in the right direction".

Attendance

The School attendance (Y7-11) in 2023/24 was 87.4% which was below the FFT national figure of 90.8%. PP attendance of 84.9% was also below the FFT national figures. Regardless of this, the in-school gap between PP and non-PP attendance remains consistent, 6.2%

Persistence absence (Y7-11) 2023/24 was 30.8%. As with the attendance of PP pupils, the PA of PP pupils was below the FFT national figure, 40.5% compared to 45%. Despite

attendance being below the national figure for 2023/24 the gap is minimal. Therefore, we wish to move our priority and focus for PP away from this to other higher priorities for 2024/25.

Next Steps

46% of our Y11 DA cohort applied to continue to study in our sixth form. 54% of our DA have gone on to further education either via college, sixth form or apprenticeships.

94% of our DA cohort attended their 1-2-1 careers interviews in 2023-2024.

We continue to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Hegarty Maths	Sparx Maths
Bedrock	Bedrock Learning
Freckle	Renaissance Learning Inc.
PiXL	The PiXL Club Ltd
Star Maths	Renaissance Learning Inc.
Tassomai	Tassomai Ltd.
Nisa	Nisai Learning
School Cloud	School Cloud Systems Ltd

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i>
How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information

2024-2025 School figures - data captured 10.12.24

Year group	Total no. of pupils	Non-PP	PP	FSM	%PP
7	107	74	33	39	30.8%
8	94	71	23	23	24.5%
9	118	90	28	30	23.7%
10	115	86	29	30	25.2%
11	113	83	30	29	26.5%
7-11	547	404	143	151	26.1%