

Pupil premium strategy statement – St Hild’s Church of England School

This statement details our school's use of pupil premium (and recovery 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	670
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027 <i>To be reviewed annually</i>
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sara Crawshaw
Pupil premium lead	Lucy Hannah
Governor / Trustee lead	Sarah Stock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£376,950
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£376,950

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

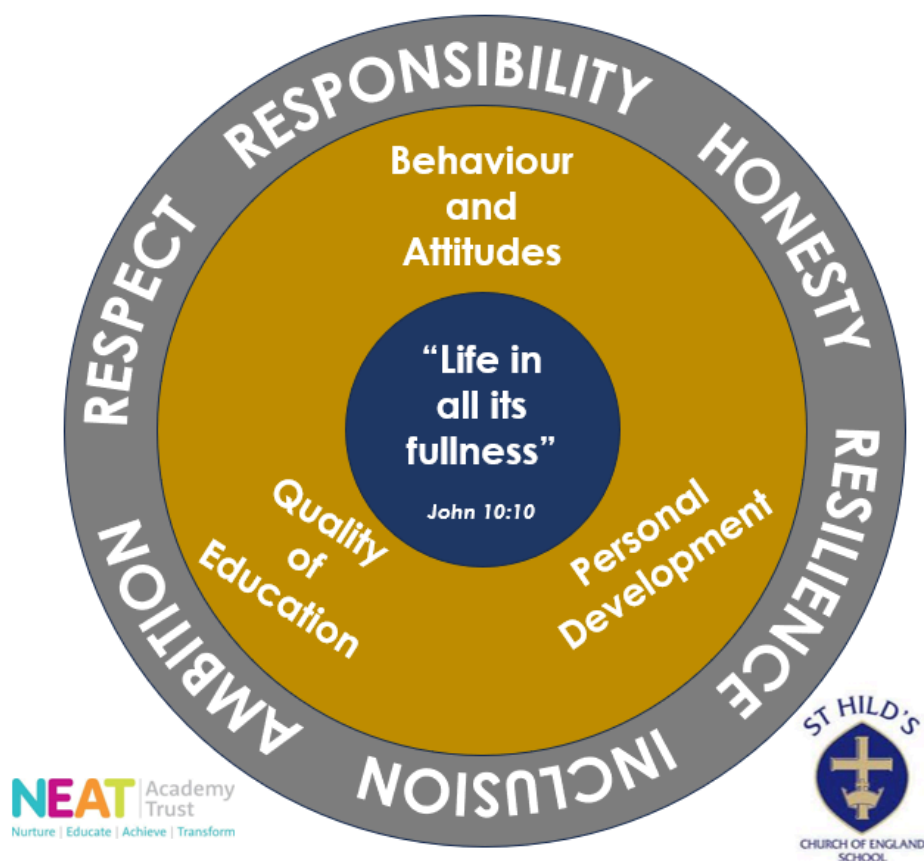
'Life in all its fullness'. John 10:10.

In the Christian community of St. Hild's Church of England School we care for each other; foster **Christian values of respect, responsibility, honesty, resilience, inclusion and ambition**, in doing so we strive that all pupils have **'life in all its fullness' John 10:10.**

We are proud to serve the community, families and children of Hartlepool.

At the heart of our work is that **every pupil is known** and supported to flourish in their studies and wider interests. **We champion every child.**

We intend to tear down barriers, so that all children can live 'life in all its fullness'.



We prioritise knowing our children and our community well, we use key information well, leading to improved outcomes. Working with parents and carers, we strive to continually improve attendance and behaviour for learning. St Hild's is built upon a relationship model, where students and teachers work together to insist on the highest standards. Robust systems and processes ensure high quality teaching, ensuring that all children have the opportunity to excel both in classroom and beyond. An excellent personal development programme offers a wealth of enrichment opportunities, that are accessible for all. We aim to ensure that all children, regardless of their

disadvantages, have the opportunity to excel and be fully prepared for the next stage of their education and future employment.

Challenges

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

Challenge number	Detail of challenge
1 Behaviour and Attitudes Attendance and Safeguarding	Attendance for disadvantaged students is often lower than that of their peers. Our assessments and observations indicate that this higher level of absenteeism is negatively impacting both their progress and their involvement in the life of the school. Lower attendance reduces school hours and impacts on learning and progress.
	Disadvantaged students are often not ready to learn and face both practical and emotional barriers. Disadvantaged students face socio-economic challenges for provisions such as food/ breakfast, uniform, equipment and books.
	A small number of students are not meeting the expectations of the school, they require additional support in dealing with their actions and emotions; this prevents them, and others, from making good progress.
2 Quality of Education Progress and Ambition	Disadvantaged students often face more barriers in their efforts to make progress in line with their peers. In lessons, they may need more support than those who are non-disadvantaged. Some disadvantaged students need additional support in order for them to make progress in line with their peers.
	Some disadvantaged students have lower reading ages than their peers. Their access to books can be a challenge as well as their opportunities for oracy development. A significant number of disadvantaged pupils have lower literacy skills (including reading and oracy development) than non-disadvantaged pupils.
	Some disadvantaged students struggle with self-organisation and independent learning such as revision and homework. They can lack the metacognitive skills of resilience and self-regulation. Pupils are struggling with independent study, the ability of all pupils, particularly disadvantaged pupils, to recall key knowledge is vital for pupil progress both in and out of school.
3	Disadvantaged students can face additional barriers in terms of cultural capital and often lack the opportunity for wider life experiences.

Personal Development	Some disadvantaged students are not able to attend experiences and trips due to lack of finances at home or demands on the young person that are out of their control.
Cultural Capital	Some disadvantaged students struggle with planning their next steps and may not have role models to encourage them. They often need additional careers support.

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
Challenge 1 – Behaviour and Attitudes	
Improving attendance	<ul style="list-style-type: none"> • Closing the gap and improving attendance of disadvantaged students. • Continue to recording, tracking and reporting attendance in order to target support strategically. • Continue to develop effective communication with parents and carers, including more targeted communication to key groups. • Continue to develop positive relationships with parents/carers to support with attendance.
Readiness to learn	<ul style="list-style-type: none"> • Learning walks will evidence that all students will be ready learn, fully equipped and prepared for school. • Learning walks and student voice will shows a clear and consistent structure to lessons. • Students will be supported to buy basic provisions such as uniform, equipment and books. • Subject specific materials provided such as food ingredients in Technology and Art materials. • CPD for staff to support their understanding of physiological needs. • Seating plans adapted so that teachers provide shoulder time to disadvantaged students.
Behaviour for learning	<ul style="list-style-type: none"> • Student resilience will build, and students will make progress in their lessons. • Consistent and fair application of the behaviour policy for all groups of students. • Internal data shows a reduction in the number of students removed from lessons. • Improvements in behaviour and sanctions data.

	<ul style="list-style-type: none"> • A focus on positive reinforcement and praise. • Continued building relationships with families, enabling them to get access to resources, early help and other external agencies. • Student Voice shows improved attitudes towards learning.
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Challenge 2 – Quality of Education	
High quality curriculum and Teaching & Learning	<ul style="list-style-type: none"> • A strategically planned, broad and ambitious curriculum is delivered to all students. • The outcomes for disadvantaged students improve and the gap closes. • Lessons are consistent with a clear pedagogy for learning that embeds systematic routines. • Identified pupils have more frequent shoulder time as well as progress checking and book looks. • The 'Ordinarily Available Offer' ensures adaptive and effective teaching for all students. • High quality teaching and learning is evident in learning walks. • Disadvantaged students are prioritised in the marking and feedback on students' independent work. • Meta-cognition strategies are modelled by staff and are evident in lessons.
Reading & Oracy	<ul style="list-style-type: none"> • Internal data shows that disadvantaged students' reading ages are in line with their peers and they engage in reading activities. • For those who need additional intervention, students engage well and make progress. • Learning walks show that reading strategies are embedded across the school and used in lessons. • Internal data shows better engagement in reading for pleasure and engage in the use of the library.

Revision and Intervention	<ul style="list-style-type: none"> ● Revision techniques are embedded across the school. ● Revision sessions are well attended by disadvantaged students. ● Barriers to attending the revision sessions are removed. ● Revision content and techniques shared regularly with students and parents/carers. ● Revision resources and/or sessions for students and parents/carers. ● Intervention for students who fall behind their peers, prioritising disadvantaged students. ● Tracking of engagement and impact of revision and intervention sessions.
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Challenge 3 – Personal Development	
Enrichment	<ul style="list-style-type: none"> ● Disadvantaged students attend enrichment regularly and engagement is consistent. ● Engagement is tracked and acted upon, prioritising the needs of our disadvantaged. ● Disadvantaged students take part in school events and activities. ● Disadvantaged students take part in culturally enriching trips and visits. ● Financial support provided for experiences and trips. ● Disadvantaged students benefit from strategically-placed in school talks and presentations.
Leadership	<ul style="list-style-type: none"> ● Internal data shows that disadvantaged students engage in school life in line with their peers. ● Disadvantaged students engage in the rewards programme of the school. ● Disadvantaged students actively partake in student voice and leadership roles.

	<ul style="list-style-type: none"> Disadvantaged students are involved in the religious life of the school. Disadvantaged students are confident to talk about British Values.
Careers	<ul style="list-style-type: none"> Disadvantaged students are prioritised for careers support including interviews. Disadvantaged students are given well-informed careers advice. NEET information shows destinations are in line with national standards. Disadvantaged students are prioritised for additional careers activities with qualified providers. Disadvantaged students are given additional support to secure work experience. Disadvantaged students take part in careers-focused trips and visits.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 190,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching	Overwhelmingly, research indicates that the most important element in improving outcomes for	2

	<p>disadvantaged students in ensuring consistency in High Quality Teaching.</p> <p>Consistent and effective pedagogy is central to the success of this, as outlined by the Education Endowment Foundation (EEF). These practices include enhancing long-term knowledge retention, developing fluency in essential skills, employing subject-specific techniques, strategically selecting approaches for tasks, explicit linking to prior knowledge, anticipating and identifying common misconceptions, and checking for understanding effectively.</p> <p>The EEF Toolkit has provided the framework for our pedagogical approach and lesson structure. This includes meta-cognition and self-regulation, effective feedback and reading strategies.</p> <p>The school's lesson framework and 'Ordinarily Available Offer' is underpinned by research by Rosenshine and his 'Principles of Instruction'. This provides a clear and decisive teaching and learning framework. This is central to our ongoing T&L CPD.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1high-quality-teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>Barak Rosenshine's <i>Principles of Instruction</i>. Tom Sherrington's <i>Rosenshine's Principles in Action</i> (2019). https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf</p>	
Effective Utilisation of Teaching Assistants	<p>We follow the clear guidance set out by the EEF in regards to the effective utilisation of Teaching Assistants.</p> <p>The EEF suggests TA's must be utilised in the following ways:</p>	2

	<p>1. Effective use in classroom conditions:</p> <ul style="list-style-type: none"> • TAs not being used as an informal resource for LA students • TAs to add value to what teachers do not replace them • TAs to help students develop independent learning skills and manage their own learning • TAs to be fully prepared for their role in the classroom <p>2. Effective use in delivering structured interventions outside of the classroom:</p> <ul style="list-style-type: none"> • TAs to deliver small group support using structured interventions • TAs to use evidence-based interventions in their small groups and 1-2-1 instructions <p>3. Integrating learning from work led by teachers and TAs:</p> <ul style="list-style-type: none"> • Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teachingassistants</p>	
<p>Heads of Year</p> <p>Attendance Support</p>	<p>Pastoral support is essential for our disadvantaged students in order for them to make progress. Effective Heads of Year can 'bridge the gap' for students to ensure we can offer support to both the student and their families. Barriers are removed for students by pastoral staff.</p> <p>Attendance support staff act in a similar vein and can have a huge impact on disadvantaged attendance. Interventions, when strategic, can provide the help and support students and their families need in order to attend and progress in school.</p> <p>Why pastoral roles are critical for schools Teach First</p> <p>EEF Parental Engagement Summary of recommendations.pdf</p>	1, 2 and 3
Inclusion Staffing	<p>Research is overwhelmingly documented to argue for an inclusive education for all. When students need an additional layer of support, our school does everything</p>	1 and 2

	<p>we can to provide this. Inclusion is founded upon a moral position that all children are made in the image and likeness of God and we ensure this is at the heart of what we do in our approach to inclusion.</p> <p>Students are provided with a high-quality curriculum in all provisions within school and staff receive CPD to ensure they are skilled in delivering this.</p> <p>About inclusion - CSIE</p>	
<p>Literacy, Oracy and Reading</p>	<p>Research indicates that students who cannot read at functioning level face great barriers, not only in school but in life. Decoding, comprehension and fluency of reading are recognised as essential life skills.</p> <p>The EEF model emphasises the importance of: disciplinary literacy; targeted vocabulary instruction; the reading of complex academic texts; breaking down writing tasks; opportunities for structured talk; and high-quality interventions for struggling students. This method is highly effective in analysis specific structures for support and to ensure consistency across the curriculum.</p> <p>EEF research further emphasises the importance of oracy and its impact of improving outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacyks3-ks4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://oracycambridge.org/</p> <p>https://www.sapere.org.uk/p4c-and-oracy/?gad_source=1&gclid=EAlaIQobChMIwle2jdTgiAMVw2xBAh0oLC45EAYASAAEgJoEfD_BwE</p>	<p>2</p>

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revision Support	<p>Research outlines the importance of effective revision for students and disadvantaged students can often struggle with not just what to revise – but how. Research indicates that effective revision does not just improve performance but also increased confidence and reduces anxiety.</p> <p>Students who are supported to revise effectively will be more prepared for assessments and exams.</p> <p>Importance Of Revision Before Exams 98thPercentile</p> <p>The Importance of Revision: Boost Confidence & Reduce Anxiety</p>	2
Curriculum Interventions	<p>When students fall behind their peers, interventions are tried and tested way of ensuring they close the gap and continue to make progress. Academic interventions focussing on Maths and English in particular can ensure disadvantaged students achieve in line with their peers.</p> <p>Improving Literacy in Secondary Schools EEF</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	2
Reading & Literacy interventions	<p>Research highlights that Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</p> <p>The framework for improving literacy, outlined by the EEF, clearly identifies that as well as embedding strategy in lessons, additional reading interventions can be highly</p>	2

	<p>effective. Proactive plans should begin in Year 7 and ensure swift action is in place for the weakest readers.</p> <p>Assessment should be used to inform this, and a co-ordinated system on intervention should be in place.</p> <p>Improving Literacy in Secondary Schools EEF</p> <p>Alex Quigley Closing the Vocabulary Gap.</p> <p>Shotton Hall Research School - https://researchschool.org.uk/shottonhall/news</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behavioural Support	<p>Regulation of behaviour for disadvantaged students is essential in helping them to form positive relationships. Universal behaviour systems are unlikely to meet the needs of all students and therefore targeted support must be in place for those who display more challenging behaviours.</p> <p>Provision of centres for support and interventions have a significant impact on behaviour for learning. Students who understand reasoning around their behaviours are more able to manage their own character and become more self-aware and responsible.</p> <p>Improving behaviour in schools</p>	1
Support for personal development	<p>Research indicates that it is important to recognise that everyone has cultural capital - knowledge, skills and behaviours, and that these accumulate over time through many different experiences and</p>	

	<p>opportunities. Research indicates that supporting the development of cultural capital in school as an essential life development.</p> <p>Strategies to develop cultural capital therefore are essential in order for students to live 'Life in all its fullness'.</p> <p>Cultural capital - Early Education</p>	
Physical support – spaces to learn, uniform, resources	<p>Providing a nourishing and stable breakfast sets students up for their day and allows them to focus better in lessons, It can also help with mental health and wellbeing, as well as physical health.</p> <p>Providing students with spaces to work and revise also helps to support their progress in school both within the curriculum and beyond.</p> <p>National School Breakfast Programme - Family Action</p>	1
Parental/Carer Engagement	<p>There is an established link between the home learning environment at all ages and children's performance at school. Research indicates that this works best when schools and parents have a shared priority to deliver the best outcomes for their children.</p> <p>Strategies such as talking to parents who are less involved about what support they would find helpful are a proven way to make impact as well as having defined aims.</p> <p>Working with Parents to Support Children's Learning EEF</p>	1, 2 and 3
Well-Being and social/emotional support	<p>It is acknowledged widely that good mental health and wellbeing helps children and young people:</p> <ul style="list-style-type: none"> ● develop ● attend school ● engage in learning ● fulfil their potential 	1, 2 and 3

	<p>Research indicates that schools should identify and train a mental health lead. The mental health lead should be a member of staff empowered to develop and oversee their setting's whole school or college approach. This should formulate CPD for all staff.</p> <p>Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</p>	
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Total budgeted cost: £ [376,950]

Externally provided programmes

Programme	Provider
Pearson	Shotton Hall Research School
Seneca Learning	Poverty Proofing Team

Part B: Review of outcomes

Challenge	Evidence																																
1 Attendance	<ul style="list-style-type: none"> 9.3% decline in PA for PP towards the end of the academic Year 2023 & attendance for PP was improving. This improvement continues into 2024 Autumn 1, where PP attendance remains higher than last year and at its highest was 89.7% (-0.9% against Nat) and at its lowest 78.7% (-6.5% than Nat). A new, robust system for tracking and improving attendance, aligned with the DfE guidance, ensured a child centred collaborative approach. 																																
2 Attainment	<ul style="list-style-type: none"> Average performance against national has improved in the following subjects: <table border="1" data-bbox="411 875 855 1267"> <thead> <tr> <th></th> <th>SPI improvement</th> </tr> </thead> <tbody> <tr> <td>Art and Design</td> <td>0.46</td> </tr> <tr> <td>Biology</td> <td>0.04</td> </tr> <tr> <td>Chemistry</td> <td>0.62</td> </tr> <tr> <td>Drama</td> <td>0.04</td> </tr> <tr> <td>Geography</td> <td>0.12</td> </tr> <tr> <td>History</td> <td>0.02</td> </tr> </tbody> </table> Art & Design operating at 0.52 better (on Average) than Schools nationally. Average performance against expectations (progress form KS2 SAT): <table border="1" data-bbox="411 1518 1409 1933"> <thead> <tr> <th></th> <th>%On/Above Target</th> <th>%Improvement from, 2023</th> </tr> </thead> <tbody> <tr> <td>Art and Design</td> <td>82.4</td> <td>19.9</td> </tr> <tr> <td>Biology</td> <td>52.2</td> <td>10.9</td> </tr> <tr> <td>Chemistry</td> <td>34.8</td> <td>23.9</td> </tr> <tr> <td>Hospitality and Catering/Food</td> <td>93.8</td> <td>50.8</td> </tr> <tr> <td>Physical Education/Sport</td> <td>17.5</td> <td>3.5</td> </tr> </tbody> </table> 		SPI improvement	Art and Design	0.46	Biology	0.04	Chemistry	0.62	Drama	0.04	Geography	0.12	History	0.02		%On/Above Target	%Improvement from, 2023	Art and Design	82.4	19.9	Biology	52.2	10.9	Chemistry	34.8	23.9	Hospitality and Catering/Food	93.8	50.8	Physical Education/Sport	17.5	3.5
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- PP GAP with Non-PP in Eng/Ma at 5+ reduced from 17.2 to 6.8 percent.

Phonics Impact Data

	Year 7	Year 8
Pupils making progress	60%	90%

	Year 7	Year 8
Average Months Progress	+7	+39

	Year 7	Year 8
Months Progress Female	+1	+40
Months Progress Male	+12	+45
Months Progress PP	+4	+23
Months Progress Non -PP	+13	+74 (1 pupil made 144)
Months Progress SEND	+12.5	+12.5
Months Progress Non -SEND	-0.6	+45

Phonic attendance has been affected by the low attendance due to it running as an after-school intervention. As a result of this we have purchased a new phonic program (Moon Dogs) which is being adapted to run in reading lessons as part of the curriculum (3x a fortnight for Y7 and 2x a fortnight for Y8)

RWI groups will still run but we are looking at capacity to run these during curriculum time.

Reading Strategy Staff and Pupil Voice

- Staff voice shows that departments now feel more confident about the explicit teaching of vocabulary with all subject areas now actively teaching Tier 2 and 3 vocabulary in lessons.
- 58% of pupils say they feel more confident when faced with new vocabulary in lessons.
- 66% of staff feel confident teaching reading strategies and regular CPD is built in to the whole school CPD calendar to support those who feel less confident
- 81% of staff report that pupils are confident using reciprocal reading strategies in lessons
- All pupils report having experienced reciprocal reading in lessons.
- 95% report an improvement in pupils confidence to read aloud in class.
- 80% of pupils see the benefit of reading across the curriculum.

3

Behaviour for Learning

- Praise Culture was introduced which led to an introduction of Classroom Excellence, Pupil of the Week, Daily Stars, Applause Moments and Headteacher's Excellence. This was completed as a result of a partnership with NET. This led to an increase in the number of positive behaviour for learning points in 2023/24. The distribution of positive points was proportionate to the number of PP pupils.
- The recruitment of Assistant Year Leaders (non-teachers) have supported an improvement in pupil welfare and a reduction in negative behaviour data.
- Staff CPD focusing on PACE training and relational practice has supported a reduction in removals from classrooms.
- OFSTED recognised Behaviour and Attitudes as Good.

<p>4</p> <p>Careers</p>	<ul style="list-style-type: none"> • New Careers Lead appointed December 2023. Qualified in Level 6 Diploma in Career Guidance and Development and Level 6 Certificate in Careers Leadership. • Excellent links ongoing with a range of FE colleges, sixth form colleges and Apprenticeship providers. Part of formal careers networks such as Uniconnect, Tees Valley combined Authority. Strong links with local Industry and armed forces developed. • Career modules embedded into PSHE curriculum with Jigsaw for all year groups. • Weekly 121 support provided for alternative provision pupils including visits from and to college and training providers. • Increased aspirations for all year groups, with a specific focus on Year 11, improved destination data. Increased support for Year 11 included lunchtime drop-ins for application writing and 121 Careers Interviews. Y11 drop down day well attended and received, this was supported by employers including student interviews by employers and apprenticeship provision. • Increased aspirations for Year 10 through activities such as visit to local colleges and engagement in the Teesside University Future Me programme. • Increased provision in Key Stage 3, with various activities well engaged with, including Y9 assemblies conducted by visitors from industry, Y9 (and Y10) Alternative curriculum day and Y8 'Drop to Learn Day', visit to Durham University. 																																	
<p>5</p> <p>Material Deprivation</p>	<p><u>Attendance to Intervention (Y11)</u></p> <p>There was an average of 57% attendance to Y11 intervention in the 6 week period leading up to the exams, peaking at 68% in Chemistry. This represented an improvement from an average of 40% in the previous year, peaking at 60% in Art.</p> <p><u>Reading Age Impact (from KB Report July 2023)</u></p> <p>IDL Impact Data</p> <table border="1" data-bbox="469 1697 1157 1751"> <tr> <td></td> <td>Year 7</td> <td>Year 8</td> <td></td> <td>Year 7</td> <td>Year 8</td> </tr> <tr> <td>Pupils making progress</td> <td>73%</td> <td>93%</td> <td>Average Months Progress</td> <td>+18</td> <td>+33</td> </tr> </table> <table border="1" data-bbox="443 1780 909 2033"> <thead> <tr> <th></th> <th>Year 7</th> <th>Year 8</th> </tr> </thead> <tbody> <tr> <td>Months Progress Female</td> <td>+20</td> <td>+17</td> </tr> <tr> <td>Months Progress Male</td> <td>+18</td> <td>+39</td> </tr> <tr> <td>Months Progress PP</td> <td>+15</td> <td>+15</td> </tr> <tr> <td>Months Progress Non -PP</td> <td>+54 (1 pupil made +115)</td> <td>+53</td> </tr> <tr> <td>Months Progress SEND</td> <td>+21</td> <td>+3</td> </tr> <tr> <td>Months Progress Non -SEND</td> <td>+27</td> <td>+44</td> </tr> </tbody> </table> <p>In Year 7 girls made +2 months more progress than boys however in year 8 boys made more progress than girls.</p> <p>PP and Non-PP pupils made similar progress in both year 7 and 8 but non-PP pupils made greater progress than their PP peers.</p> <p>Non-SEND pupils made greater progress than their SEND peers</p>		Year 7	Year 8		Year 7	Year 8	Pupils making progress	73%	93%	Average Months Progress	+18	+33		Year 7	Year 8	Months Progress Female	+20	+17	Months Progress Male	+18	+39	Months Progress PP	+15	+15	Months Progress Non -PP	+54 (1 pupil made +115)	+53	Months Progress SEND	+21	+3	Months Progress Non -SEND	+27	+44
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