

Pupil Premium strategy statement: The Grange School – 2019-2020

The Education and Skills Funding Agency (ESFA) will allocate PPG to schools and local authorities (who must allocate for each FTE pupil on the January 2019 school census, at each school they maintain) the following amounts:

£935 per pupil for each Ever 6 FSM FTE in year groups 7 to 11, except where the pupil is allocated the LAC or post-LAC Premium

£2,300 per pupil for each post-LAC in year groups reception to year 11

£300 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

1. Summary information				
School	The Grange School			
Academic Year Impact Report	2019-2020	Total PP budget 2017-2018 - £188,790. 2018-2019 - £196,640 2019-2020 – £191,570	Date of most recent internal PP Review	May 2019
Total number of pupils	1316	Number of pupils eligible for PP	202	Date for next internal review of this strategy May 2020
2. Current attainment				
			<i>Pupils eligible for PP (2018 and 2017 in brackets)</i>	<i>All (national average 2018)</i>
% achieving 9-5 in English and Maths – strong pass in 2019			Pupil Premium (11.4% and 20%) Whole School 33.05% (35% and 37%)	39.9%
% achieving a strong pass in Ebacc subjects in 2019			Pupil Premium 0% Whole School 3%	
Progress 8 score for 2019			Pupil Premium -0.78 (-1.26 and -1.19) Whole School -0.33 (-0.42 and -0.70)	-0.02
Attainment 8 score for 2019			Pupil Premium 37.29 (30.44 and 29.73) Whole School 42.02 (41.09 and 40.11)	44.3

The Grange School Cohort Information 2019-2020

			Average Point Score		Prior Attainment Band (KS2 Bands)						
					% Low Ability		% Mid Ability		% High Ability		No KS2 Score TGS
		Number	TGS	National	TGS	National	TGS	National	TGS	National	
2019 Cohort	All	240	28.5	28.7	11%	13.3	46%	44.9	34%	41.9	8%
	PP	34	28.68		5%		53%		38%		3%
2020 Cohort	All	231	27.96	28.9	9%	11.1	58%	45.3	26%	43.6	7.3%
	PP	23	28.14		12%		63%		24%		3%
2021 Cohort	All	232	101.8	103	32%	TBC	38%	TBC	28%	TBC	1.2%
	PP	40	100.6		45%		28%		22%		2%
2022 Cohort	All	241	103.0	104	28%	TBC	44%	TBC	25%	TBC	3.7%
	PP	56	101.5		30%		47%		16%		2.4%
2023 Cohort	All	239	103.5	105	41%	TBC	51%	TBC	25%	TBC	0.4%
	PP	44	100		46%		47%		6%		0%
2024 Cohort	All	233	102.8	TBC		TBC		TBC		TBC	
	PP	44	100								

The Grange School Pupil Premium Profile - Pupil Premium 2019-2020 Statistics

Total number of students in Y7-Y11	1182
Number of PP eligible students	202
Percentage of whole school	17%
Total anticipated PP budget	£191,570

Year Group	Number	% of Cohort	Male PP	% PP cohort	Female PP	% PP cohort
Year 7	41/241	17%	22	53%	19	46%
Year 8	43/237	18%	27	63%	16	37%
Year 9	54/241	23%	23	48%	31	52%
Year 10	44/236	19%	20	45%	22	55%
Year 11	22/221	9%	9	40%	13	60%
Y11 2019 Cohort	34/240	14%	15	44%	19	56%
Year 12	12/78	15%	5	41%	7	59%
Year 13	10/61	16%	7	70%	3	30%

3. Barriers identified in 2019-2020 to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Failure to achieve target grades at KS4 leads to lower overall progress for a majority of dis-advantaged students
B.	Improvements in literacy and numeracy skills are not sustained sufficiently during KS3 and progression of reading age is not linked closely enough to chronological age and does not progress sufficiently for middle and high ability boys and therefore can be a barrier at KS4. Specifically literacy and numeracy skills are lower in the 2023 cohort as 50% of dis-advantaged students have arrived below national expectation.
C.	Dis-advantaged students independent learning skills including completion of homework, independent revision skills, understanding course specific knowledge and skills and responding to feedback from teachers is lower and impacts on their progression in lessons due to the knowledge gaps this can create.
D.	Low level disruption and lower attitude for learning scores can be evident particularly amongst dis-advantaged students in particular boys. This can impact on development of knowledge, skills and understanding for Pupil Premium students.
E.	Student Well Being – dis-advantaged students' wellbeing and resilience and ambition for the future, in KS4 in particular, is often lower and therefore needs more additional support through mentoring programmes and counselling and additional study support workshops. This can lead to students' lack of confidence in their learning and impact on progress.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance rates for pupils eligible for PP are improving but still below the whole school target of 95% meaning that lower attendance rates can impact on gaining knowledge, skills and understanding and can lead to knowledge gaps or under-developed skills.

4. Outcomes for 2019-2020		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.1	To improve the progress measures for the 2020 disadvantaged cohort	Pupils eligible for pupil premium progress 8 figure is above the floor standard and above -0.40
A.2	To improve the key performance indicators for the 2020 with a specific focus on English and maths.	The gap in attainment at 4+ and 5+ in English and mathematics is decreased and the % is significantly closer to national average at 35% 5+ and 56% 4+
A.3	To improve the predicted progress measures for the 2020 KS4 disadvantaged cohort	Pupils eligible for pupil premium progress 8 figure is above the floor standard
A.4	To improve the predicted key performance indicators for the 2020 KS4 disadvantaged cohort	The gap in attainment at 4+ and 5+ in English and mathematics is decreased and the % is significantly closer to national average at 35% 5+ and 56% 4+
B.1	To support disadvantaged students to reach age related expectations in English and maths	Reading age improves Evidence of impact of work of intervention co-ordinators
B.2	To improve rates of progress across KS3 with a particular focus on more able and middle attaining boys eligible for PP and with a particular focus on English and mathematics	Pupils eligible for PP identified as middle attaining from KS2 levels or scores make as much progress as 'other' pupils across Key Stage 3

C	To improve the independent learning skills of dis-advantaged students. To ensure rate of quality completion of homework improves, independent revision skills developed, better understanding of course specific knowledge and skills and evidence of students responding to feedback.	Evidenced within learning walks of engagement and progress of PP students and how well they understand how to improve their work Evidenced in homework records Ensure better use of EEF toolkit to decide on the most effective strategies to overcome the barriers to learning focusing on high impact and low cost strategies.
D	To improve rates of internal and external seclusion for PP students. To improve average attitude to learning scores for PP students	Evidence from Stapleton House of impact of behaviour mentoring. Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
E.	To ensure that the wellbeing, resilience and ambition for the future of dis-advantaged students is raised to meet that of all students and any barriers which impact on progress due to wellbeing are addressed	Stapleton House records evidence improved well being Mentoring documentation impacts evidence of support Student Voice evidences well-being.
F.	Increased attendance rates for pupils eligible for PP.	Reduce the level of Persistent Absence (PA) among pupils eligible for PP to be within 5% of the whole school average. Overall attendance among pupils eligible for PP improves to 95% in line with 'other' pupils.

Action Plan for 2019-2020

	<i>Desired outcomes and how they will be measured</i>	<i>Chosen Actions</i>	<i>Success criteria</i>	<i>Staff Lead and budgeted cost</i>	<i>Impact Statements</i>
A.1	To improve the progress measures for the 2020 disadvantaged cohort	Track data closely to highlight any progress dips. Use of 4 matrix to analyse trends within groups and within PP prior attainment bands. Use data to trigger specific interventions both in class and additional support. Monitor the impact of these interventions over 10 week cycle.	Pupils eligible for pupil premium progress 8 figure is above the floor standard and above -0.40	Deputy Head Curriculum – Becky Brown Focus Area A Funding = £35,070	
A.2	To improve the key performance indicators for the 2020 with a specific focus on English and maths.	Track data closely to highlight any progress dips. Use of 4 matrix to analyse trends within groups and within PP prior attainment bands. Use data to trigger specific interventions both in class and additional support. Monitor the impact of these interventions over 10 week cycle.	The gap in attainment at 4+ and 5+ in English and mathematics is decreased and the % is significantly closer to national average at 35% 5+ and 56% 4+	Deputy Head Curriculum – Becky Brown Subject Leader Maths Curriculum Co-ordinator English	

A.3	To improve the predicted progress measures for the 2021 KS4 disadvantaged cohort	Track data closely to highlight any progress dips. Use of 4 matrix to analyse trends within groups and within PP prior attainment bands. Use data to trigger specific interventions both in class and additional support. Monitor the impact of these interventions over 10 week cycle.	Pupils eligible for pupil premium progress 8 figure is above the floor standard	Deputy Head Curriculum – Becky Brown	
A.4	To improve the predicted key performance indicators for the 2021 KS4 disadvantaged cohort with a specific focus on English and maths.	Track data closely to highlight any progress dips. Use of 4 matrix to analyse trends within groups and within PP prior attainment bands. Use data to trigger specific interventions both in class and additional support. Monitor the impact of these interventions over 10 week cycle.	The gap in attainment at 4+ and 5+ in English and mathematics is decreased and the % is significantly closer to national average at 35% 5+ and 56% 4+	Deputy head Curriculum Becky Brown	
B.1	To support disadvantaged students to reach age related expectations in English and maths in 2023 and 2024 cohort	Interventions in place to improve literacy and numeracy with specific focus on reading	Reading age improves Evidence of impact of work of intervention co-ordinators	Deputy Head Curriculum Becky Brown Intervention Co-ordinators English, Maths and Science Focus Area B Funding = £42,000	
B.2	To improve rates of progress across KS3 with a particular focus on more able and middle attaining boys eligible for PP and with a particular focus on English and mathematics	Track data closely to highlight any progress dips. Use of 4 matrix to analyse trends within groups and within PP prior attainment bands with particular focus on middle and high attaining boys. Use data to trigger specific interventions both in class and additional Monitor the impact of these interventions over 10 week cycle.	Pupils eligible for PP identified as middle attaining or high attaining from KS2 levels or scores make as much progress as 'other' pupils across Key Stage 3	Deputy Head Curriculum Becky Brown Intervention Co-ordinators English, Maths and Science	
C.1	To improve the independent learning skills of disadvantaged students. To ensure rate of quality completion of homework improves, independent revision skills developed, better understanding of course specific knowledge and skills and evidence of	Identify the needs of individual pupil premium students. Use assessment information effectively to rapidly identify and effectively address any underachievement To increase up-take in after school study support for Pupil Premium students to improve rate of quality completion of homework. To develop use of Personalised learning checklists and knowledge organisers to ensure Pupil Premium students' knowledge, skills and understanding are supported more effectively. Share good practice in high quality strategies regarding feedback and marking of pupils work information given to the learner or teacher about the Feedback redirects or	Ensure better use of EEF toolkit to decide on the most effective strategies to overcome the barriers to learning focusing on high impact and low cost strategies with focus on feedback and homework and metacognition – through development of personalised learning checklists	Assistant Head with responsibility for monitoring interventions – Sharon Wilson Assistant Head Teaching and learning – Catherine Bright Curriculum Co-ordinator for Science – Bernie Munien	Recent KS3 PP student voice did evidence that they believed they would benefit from additional time and support in class to respond to feedback e.g. some felt this was done well in RS and during English MAD time.

	students responding to feedback	refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome	Learner Records evidence more specific identification of individual needs Evidenced within learning walks of engagement and progress of PP students and how well they understand how to improve their work Evidenced in homework records Evidence of sharing good practice Work scrutinies show high quality feedback and marking	Focus Area C Funding = £29,000	
D	To improve rates of internal and external seclusion for PP students. To improve average attitude to learning scores for PP students	Track data closely to highlight any trends for Pupil Premium students. Use data to trigger specific interventions both in class and additional support. Monitor the impact of these interventions over 10 week cycle.	Evidence from Stapleton House of impact of behaviour mentoring. Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).	Deputy Head Pastoral Nick Golding Year team Leaders Year 7-11 Focus Area D Funding = £12,500	
E.	To ensure that the wellbeing, resilience and ambition for the future of disadvantaged students is raised to meet that of all students and any barriers which impact on progress due to wellbeing are addressed	Continue strong level of provision for emotional and social needs. To embed the support for PP students through use of form tutor To effectively develop completion of Pupil Passports and then use of them by teachers. To use Pupil Passports to highlight ambitions for the future. Introduce and monitor for Pupil Premium students for 2023 cohort list of activities for students to complete before leaving the Grange.	Stapleton House records evidence support Mentoring documentation impacts evidence of support Student Voice evidences well-being. Student Voice evidences take up of extra-curricular provision.	Deputy Head Pastoral Nick Golding Student Support Manager Alison Round Behaviour Mentor Focus Area E Funding = £63000	
F.	Increased attendance rates for pupils eligible for PP.	Attendance Officer produces data highlighting attendance trends Develop case studies to highlight interventions which have had impact. Deputy Head Pastoral and Year Team leaders work on specific strategies to improve attendance.	Reduce the level of Persistent Absence (PA) among pupils eligible for PP to be within 5% of the whole school average. Overall attendance among	Deputy Head Pastoral – Nick Golding Attendance Officers Year Team Leaders Focus Area F Funding = £10,000	

			pupils eligible for PP improves to 95% in line with 'other' pupils.		
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5. Review of Pupil Premium Action Plan 2018-2019

	<i>Desired outcomes and how they will be measured</i>	<i>Chosen Actions</i>	<i>Success criteria</i>	<i>Staff Lead and budgeted cost</i>	<i>Impact Statements</i>
A.1	To improve the progress measures for the 2019 disadvantaged cohort	Track data closely to highlight any progress dips. Use of 4 matrix to analyse trends within groups and within PP prior attainment bands. Use data to trigger specific interventions both in class and additional support. Monitor the impact of these interventions over 10 week cycle.	Pupils eligible for pupil premium progress 8 figure is above the floor standard and above -0.40	Deputy Head Curriculum – Becky Brown Focus Area A Funding = £35,070	Data tracked closely Threshold meetings held with Eng and maths leads with specific focus on PP Eng and maths intervention in place. Positive attendance at additional intervention sessions in Eng and maths 2019 – P8 increased to -0.78 from -1.29

					<p>This remains an area for development for our PP cohort</p> <table border="1"> <thead> <tr> <th>P8 2019</th> <th>P8 2018</th> </tr> </thead> <tbody> <tr> <td>-0.65 Eng</td> <td>-0.96</td> </tr> <tr> <td>-0.64 Maths</td> <td>-0.91</td> </tr> <tr> <td>-0.87 ebacc</td> <td>-1.57</td> </tr> <tr> <td>-0.98 open</td> <td>-1.43</td> </tr> </tbody> </table>	P8 2019	P8 2018	-0.65 Eng	-0.96	-0.64 Maths	-0.91	-0.87 ebacc	-1.57	-0.98 open	-1.43
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A.2	To improve the key performance indicators for the 2019 with a specific focus on English and maths.	Track data closely to highlight any progress dips. Use of 4 matrix to analyse trends within groups and within PP prior attainment bands. Use data to trigger specific interventions both in class and additional support. Monitor the impact of these interventions over 10 week cycle.	The gap in attainment at 4+ and 5+ in English and mathematics is decreased and the % is significantly closer to national average at 35% 5+ and 56% 4+	Deputy Head Curriculum – Becky Brown Subject Leader Maths Curriculum Co-ordinator English	<p>Data tracked closely Threshold meetings held with Eng and maths leads with specific focus on PP Eng and maths intervention in place</p> <table border="1"> <thead> <tr> <th>Av Att 8 2019</th> <th>Av Att 8 2018</th> </tr> </thead> <tbody> <tr> <td>8.51 eng</td> <td>7.43</td> </tr> <tr> <td>7.44 maths</td> <td>6.46</td> </tr> <tr> <td>10.53 ebacc</td> <td>7.57</td> </tr> <tr> <td>10.82 open</td> <td>8.98</td> </tr> </tbody> </table>	Av Att 8 2019	Av Att 8 2018	8.51 eng	7.43	7.44 maths	6.46	10.53 ebacc	7.57	10.82 open	8.98
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A.3	To improve the predicted progress measures for the 2020 KS4 disadvantaged cohort	Track data closely to highlight any progress dips. Use of 4 matrix to analyse trends within groups and within PP prior attainment bands. Use data to trigger specific interventions both in class and additional support. Monitor the impact of these interventions over 10 week cycle.	Pupils eligible for pupil premium progress 8 figure is above the floor standard	Deputy Head Curriculum – Becky Brown	<p>Data tracked closely Eng and maths intervention in place.</p> <table border="1"> <thead> <tr> <th>P8 2019</th> <th>P8 2018</th> </tr> </thead> <tbody> <tr> <td>-0.65 Eng</td> <td>-0.96</td> </tr> <tr> <td>-0.64 Maths</td> <td>-0.91</td> </tr> <tr> <td>-0.87 ebacc</td> <td>-1.57</td> </tr> </tbody> </table>	P8 2019	P8 2018	-0.65 Eng	-0.96	-0.64 Maths	-0.91	-0.87 ebacc	-1.57		
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A.4	To improve the predicted key performance indicators for the 2020 KS4 disadvantaged cohort with a specific focus on English and maths.	Track data closely to highlight any progress dips. Use of 4 matrix to analyse trends within groups and within PP prior attainment bands. Use data to trigger specific interventions both in class and additional support. Monitor the impact of these interventions over 10 week cycle.	The gap in attainment at 4+ and 5+ in English and mathematics is decreased and the % is significantly closer to national average at 35% 5+ and 56% 4+	Deputy head Curriculum Becky Brown	Data tracked closely Eng and maths intervention in place DE4 2020 4+ at 45% 5+ at 12% - this combination of 5 and above is the priority before next data entry
B.1	To support disadvantaged students to reach age related expectations in English and maths in 2023 cohort	Interventions in place to improve literacy and numeracy with specific focus on reading	Reading age improves Evidence of impact of work of intervention co-ordinators	Deputy Head Curriculum Becky Brown Intervention Co-ordinators English, Maths and Science Focus Area B Funding = £42,000	Reading age baseline in place for 2023 cohort Additional interventions in place in both English department and additional reading interventions in SEN dept.
B.2	To improve rates of progress across KS3 with a particular focus on more able and middle attaining boys eligible for PP and with a particular focus on English and mathematics	Track data closely to highlight any progress dips. Use of 4 matrix to analyse trends within groups and within PP prior attainment bands with particular focus on middle and high attaining boys. Use data to trigger specific interventions both in class and additional Monitor the impact of these interventions over 10 week cycle.	Pupils eligible for PP identified as middle attaining or high attaining from KS2 levels or scores make as much progress as 'other' pupils across Key Stage 3	Deputy Head Curriculum Becky Brown Intervention Co-ordinators English, Maths and Science	Data tracked closely using 4 matrix and summary completed following data entry which highlights DE2 – middle ability PP students making as much progress as others across KS3 High ability PP
C.1	To improve the independent learning skills of disadvantaged students. To ensure rate of quality completion of homework improves, independent revision skills developed, better understanding of course specific knowledge and skills and evidence of students responding to feedback	Identify the needs of individual pupil premium students. Use assessment information effectively to rapidly identify and effectively address any underachievement To increase up-take in after school study support for Pupil Premium students to improve rate of quality completion of homework. To develop use of Personalised learning checklists and knowledge organisers to ensure Pupil Premium students' knowledge, skills and understanding are supported more effectively. Share good practice in high quality strategies regarding feedback and marking of pupils work information given to the learner or teacher about the Feedback redirects or refocuses either the teacher's or the learner's actions to	Ensure better use of EEF toolkit to decide on the most effective strategies to overcome the barriers to learning focusing on high impact and low cost strategies with focus on feedback and homework and metacognition – through development of personalised learning checklists	Assistant Head with responsibility for monitoring interventions – Sharon Wilson Assistant Head Teaching and learning – Catherine Bright Curriculum Co-ordinator for Science – Bernie Munien Focus Area C Funding = £29,000	PP Learning Walk QA cycle evidenced learner records in place and identification of PLC's in process of being introduced at KS4 in all subjects. In place in Business dept and use of sharing good practice in place. Trialled in Science at KS3 AfL Learning Walk QA cycle evidences improvements in dept. feedback. Area for development is still to focus on consistency in student response to feedback. Recent KS3 PP student voice did evidence that they believed they

		achieve a goal, by aligning effort and activity with an outcome	<p>Learner Records evidence more specific identification of individual needs</p> <p>Evidenced within learning walks of engagement and progress of PP students and how well they understand how to improve their work</p> <p>Evidenced in homework records</p> <p>Evidence of sharing good practice Work scrutinies show high quality feedback and marking</p>		would benefit from additional time and support in class to respond to feedback e.g. some felt this was done well in RS and during English MAD time.
D	<p>To improve rates of internal and external seclusion for PP students.</p> <p>To improve average attitude to learning scores for PP students</p>	<p>Track data closely to highlight any trends for Pupil Premium students.</p> <p>Use data to trigger specific interventions both in class and additional support.</p> <p>Monitor the impact of these interventions over 10 week cycle.</p>	<p>Evidence from Stapleton House of impact of behaviour mentoring.</p> <p>Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).</p>	<p>Deputy Head Pastoral Nick Golding Year team Leaders Year 7-11 Focus Area D Funding = £12,500</p>	<p>Autumn Term Data evidences decrease in rates of internal and external seclusions for PP students. The number of pupil premium students (27% of the cohort) in seclusion is disproportionately high in relation to the cohort at 44%. However, this has had a positive impact on nurturing students and reducing fixed term exclusions for PP students to 14 of the 34 exclusions, 29% - a reduction over the same period last year of 21 exclusions to 10 exclusions. Of the 3 students in the PP cohort, 2 are currently on a managed move at other local schools.</p> <p>In 2018 – 2019 13% of pupil premium students (27 out of 203) had been excluded from school, which is the same as 2017 – 2018, 2016 – 2017 was 12%. But the overall number of exclusions per PP student has dropped significantly as a result of an increased use of our internal provision.</p>

E.	To ensure that the wellbeing, resilience and ambition for the future of disadvantaged students is raised to meet that of all students and any barriers which impact on progress due to wellbeing are addressed	Continue strong level of provision for emotional and social needs. To embed the support for PP students through use of form tutor To effectively develop completion of Pupil Passports and then use of them by teachers. To use Pupil Passports to highlight ambitions for the future. Introduce and monitor for Pupil Premium students for 2023 cohort list of activities for students to complete before leaving the Grange.	Stapleton House records evidence support Mentoring documentation impacts evidence of support Student Voice evidences well-being. Student Voice evidences take up of extra-curricular provision.	Deputy Head Pastoral Nick Golding Student Support Manager Alison Round Behaviour Mentor Focus Area E Funding = £63000	The Barriers for students is identified through mentoring Improvement in AtL between DE? Student Voice activities carried out with external support from John Bowers at KS4 and with governor at KS3. KS4 PP student voice KS3 student voice evidences positive well-being and students have someone to go to and feel supported Cultural capital in place for 2023 cohort and students in process of working through list of activities
F.	Increased attendance rates for pupils eligible for PP.	Attendance Officer produces data highlighting attendance trends Develop case studies to highlight interventions which have had impact. Deputy Head Pastoral and Year Team leaders work on specific strategies to improve attendance.	Reduce the level of Persistent Absence (PA) among pupils eligible for PP to be within 5% of the whole school average. Overall attendance among pupils eligible for PP improves to 95% in line with 'other' pupils.	Deputy Head Pastoral – Nick Golding Attendance Officers Year Team Leaders Focus Area F Funding = £10,000	Autumn Term Data 2017/18- 91.36% 2018/19- 91.70% Nat. Av – 92.2% School 2018/19 – 94.68% Whole Academic Year School 2018/19 – 93.7% PP – 90.66% and Persistent Absence 35.39%