

Pupil premium strategy statement - Co-op Academy Bebington

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	1090
Proportion (%) of pupil premium eligible pupils	55%
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)	2024-25
Date this statement was published	Dec 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	C Kelly
Pupil premium lead	D. Jennings
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£539,595
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>	£539,595

Contextual / Additional information

At Co-op Academy Bebington, 55% of students are eligible for the Pupil Premium, significantly higher than the national average of 28%. The school has a notably higher proportion of boys, with 70% compared to 30% girls. Additionally, 24% of students have SEN K, and 8% have Education, Health, and Care Plans (EHCP), with over 50% of SEND students also eligible for Pupil Premium. The school has a small proportion of EAL students, at 6%. There is also a high rate of in-year transfers, both from other schools and, to a lesser extent, families moving from other countries.

The academy is located in the Wirral, an area with a selective grammar school system.

In 2019, as per the Index of Multiple Deprivation, the catchment area and the majority of feeder schools for Coop Academy Bebington were situated within the **top 10% of the most deprived areas** in the country with many students deriving from the top 5%.

Part A: Pupil premium strategy plan

Statement of intent

At Co-op Academy Bebington our aim is to 'Shape Exceptional Futures'. We pledge to provide a high quality education, outstanding pastoral support and extensive enrichment opportunities to all of our students, helping them to prepare for the next stage of their education, employment or training.

Our principles are -

- Placing our students at the heart of everything we do.
- Removing the barriers to learning
- Recognising and celebrating student achievement, academically, socially, physically, mentally and inclusively.
- Encouraging everyone in the school community to excel and achieve, in whatever form that may take.
- Providing our students with an aspirational vision for their future and the appropriate learning pathway.
- Being relentless in our determination for each other's success. Respecting everyone in the whole school and local community, so that we are recognised as a family school within an extended community, which supports and cares for each other.
- Embracing healthy living so that all are physically, emotionally and mentally enabled to excel and their dreams.

Disadvantaged students currently account for 47% of the academy cohort. To address academic, pastoral and cultural gaps we use pupil premium funding to support our delivery of high quality teaching and learning in all lessons, with particular emphasis on areas in which disadvantaged students may require additional support such as reading and numeracy. We also use the funding to target specific support that meets the needs of individuals or groups of students.

Our intention is that all students, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across the curriculum, including progress for those who are already high attainers.

Barriers for some children may include less support at home, weak language and communication skills, lack of confidence and aspiration, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all' and not necessarily associated with all disadvantaged families. We will also consider the challenges faced by vulnerable students, such as those who have a social worker or family support worker, are young carers, are experiencing mental health challenges and those experiencing other adverse childhood experiences. Our implementation will be responsive to challenges presented and individual needs, rooted in robust diagnostic assessment and our expertise through knowing our community, not assumptions about the impact of disadvantage.

It is the needs of students, not labels, that drives our strategy. Everyone in school takes responsibility for better outcomes for disadvantaged learners. It is important that all staff understand:

- the issues being addressed

- how the school is addressing them
- the evidence to support the approach
- what success looks like
- their role to ensure success

The approaches we have adopted complement each other to help students excel.

To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading and Vocabulary</p> <p>The disparity in literacy and oracy skills between disadvantaged and non-disadvantaged students at the start of secondary school at CAB is evident.</p> <p>A significant number of students on entry have a reading age below their chronological age (2020 = 79%, 2021=42.5%, 2022=40.5% 2023 = 38.8% 2024 43%). Nearly half of these students are eligible for pupil premium.</p> <p>Reading age averages on entry to Year 7 for disadvantaged students is 4 months lower than non disadvantaged students</p> <p>By Year 11, there still exists a disparity in reading ability between disadvantaged and non-disadvantaged students.</p>
2	<p>Attendance</p> <p>The correlation between school attendance and academic performance is well-established.</p> <p>Over the last three years, disadvantaged students at CAB had an average attendance of 91.6%, whereas non-disadvantaged students maintained a higher attendance rate of 95.1%. A gap of 3.5%</p> <p>In 2022-23, 32.2% of non disadvantaged students registered attendance below 90% compared to 67.8% of disadvantaged students. In terms of academic achievement for this group, only 25% of disadvantaged students attained a grade 4+ in English and Maths compared to 58% of non disadvantaged students.</p> <p>Persistence Absence</p> <p>The persistent absence data for 2021-22 indicates that 30.1% of disadvantaged students and 15.9% of non-disadvantaged students experienced ongoing absence. In 2022-23, the figures changed significantly, with 44.1% of disadvantaged students and 19.4% of non-disadvantaged students being affected by persistent absence.</p>

	<p>3 year average for disadvantaged students is 23.4% compared to 11.3% for Non disadvantaged students</p> <p>In summary, persistent absence is significantly higher for disadvantaged students in comparison to non disadvantaged</p>
3	<p>Achievement</p> <p>Although 2022 exam performance results have significantly improved for all students, the attainment and progress gap between disadvantaged and non disadvantaged has increased.</p> <p>In 2023 the gap decreased. This was due to NPP students underperforming and not necessarily PP students achieving.</p> <p>Gaps between pupil premium and non pupil premium pupils.</p> <p>2019 A8 difference = 0.68 P8 difference = -0.47 2022 A8 difference = 0.58 P8 difference = -0.7 2023 A8 difference = 0.69 P8 difference = -0.37 2024 A8 difference = 1.14 P8 difference = -0.61</p> <p>The correlation between effective teaching, learning, and outcomes for disadvantaged students is pivotal and can significantly impact their academic achievements. To ensure all students and in particular disadvantaged students achieve their potential we must ensure that high quality teaching practices are consistent in every lesson. That our process of quality assurance identifies the training requirements of teachers and that there is equitable access to resources, opportunities and educational experiences regardless of socio- economic background e.g. tutoring, mentoring and access to technology.</p>
4	<p>Aspirations, motivation and expectations</p> <p>Observations and discussions within school indicate that while many students harbour ambitions for education and employment, these aspirations are often shaped by familial influences, social class, and traditional vocational paths. Despite possessing the academic potential for professional careers or higher education, a trend persists where students lean towards careers in construction (labour) and low paid care or service industries.</p> <p>A concerning aspect is that many local training course providers and apprenticeship opportunities within these lower skilled sectors either don't mandate GCSE standard pass grades or have low entrance criteria . Consequently, some students lack the motivation to pursue rigorous studies or explore diverse employment avenues due to apprehensions about potential failure.</p> <p>Our young people need informed and detailed guidance in order for them to make well informed decisions and select the most appropriate route into further education, employment or training.</p>
5	<p>Emotional regulation and wellbeing</p> <p>Our internal data, observations and discussions with students and families through our pastoral systems has identified social and emotional issues for many students which has led to an increase in SEMH needs</p>

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>Reading and Vocabulary Enhance reading comprehension skills among disadvantaged pupils across KS3 to narrow the gap in preparation for KS4.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Significant Improvement in reading comprehension test scores for disadvantaged students compared to previous results <input type="checkbox"/> A reduction in the gap in reading comprehension test scores between disadvantaged and non-disadvantaged students. <input type="checkbox"/> Evidence of enhanced language skills among disadvantaged students through assessments, curriculum reviews, book evaluations, and observations.
<p>Attendance Achieve and maintain improved attendance for all students, with a focus on disadvantaged students, particularly disadvantaged girls.</p>	<p>Sustained and improved attendance by 2024/25 demonstrated through :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reduction in unauthorised absence for all students by 0.2% <input type="checkbox"/> Decrease the attendance gap between disadvantaged and non-disadvantaged students by 0.2% <input type="checkbox"/> Improve the attendance of disadvantaged girls by 2 %
<p>Achievement Improved attainment for all students while narrowing the achievement gap for disadvantaged students.</p>	<p>Improved attainment for all students by 2024/25 demonstrated through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Achieving an average A8 score above 4.0. <input type="checkbox"/> Decrease the A8 gap between disadvantaged and non-disadvantaged students compared to the past 3 years (excluding COVID years). <input type="checkbox"/> Increased number of disadvantaged students achieving English GCSE grade 4+ compared to the past 3 years (excluding COVID years). <input type="checkbox"/> Increased number of disadvantaged students achieving Maths GCSE grade 4+ compared to the past 3 years (excluding COVID years). <input type="checkbox"/> Increased number of disadvantaged students achieving both Maths and English GCSE grade 4+ compared to the past 3 years (excluding COVID years).

	<input type="checkbox"/> Closing the gap between disadvantaged and non-disadvantaged students in all subject diagnostic assessment scores at KS3.
<p>Aspirations, motivation and expectations</p> <p>To enhance motivation, aspirations, and expectations among disadvantaged students by fostering a stronger drive to achieve their potential, increasing awareness of future educational and employment opportunities, and promoting greater involvement in enrichment activities to broaden their cultural capital.</p>	<p>Increased aspirations, motivation, and expectations for disadvantaged students by 2024/25, compared to data from the past 3 years, as demonstrated through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reduction in NEET rates among disadvantaged students in comparison to past 3 years. <input type="checkbox"/> Destination data showing higher numbers of disadvantaged students progressing to higher level apprenticeships or L3 courses. <input type="checkbox"/> Increased attendance to clubs and enrichment trips, providing opportunities to expand cultural capital. <input type="checkbox"/> Enhanced parental engagement with the school through involvement in school events, parent workshops, and targeted outreach to ensure support for student progress and aspirations.
<p>Emotional regulation and wellbeing</p> <p>Improved emotional regulation and well being for all students.</p>	<p>Improved and sustained emotional regulation and well being by 2024/25 demonstrated through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased school and lesson attendance and attendance among students facing barriers due to SEMH issues. <input type="checkbox"/> Decreased in behaviour difficulties linked to SEMH challenges. <input type="checkbox"/> Utilisation of data from assessments such as CORE-YP, GAD, IES-R, and PHQ, along with qualitative feedback from teachers, students and parents, indicating improvements in SEMH.

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: £ 269,797

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading and Vocabulary</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance and our Reading and Literacy Operational Plan.</p> <p>Allocate funding to provide training opportunities for teachers, staff, students and local community members to aid students in improving reading and vocabulary skills through individualised and small group sessions.</p> <p>Fund training for professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Our strategy incorporates research from Improving Literacy in Secondary Schools EEF guidance and the Oxford Language Report word-gap.pdf (oup.com.cn)</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: https://www.oup.com.cn/test/word-gap.pdf (fss)</p> <p>The National Literacy Trust demonstrates research which shows the issues that can arise when there is a reading deficit. https://literacytrust.org.uk/research-services/research-reports/children-and-youth-peoples-reading-in-2023/</p>	1
<p>Achievement - Recruitment and Retention</p> <p>Recruit and retain excellent teachers by developing a supportive school culture through -</p> <ul style="list-style-type: none"> -Supporting and nurturing early career teachers, ensuring they access effective professional development. -Develop high quality training for mentors and coaches. -Monitor and evaluate teacher workload. Eradicating unnecessary workload and developing arrangements that support flexible working. -Embedding our agreed workload charter. -Invest in effective, relevant training and career developmental opportunities for all staff. -Ensure that we embed the 	<p>A DfE report shows that 20% of new teachers leave the profession within their first two years, and 33% leave within five years. A study by RAND Europe on teacher retention highlights that while pay and rewards are important, they are not the only factors influencing retention. Teachers place significant value on workplace characteristics, such as workload, school culture, and teaching environment. Many teachers would be willing to trade off higher pay / rewards in exchange for working in supportive environments with fewer challenges related to pupil behavior.</p>	3

Co-op ways of working in our day to day practice and management. -Support teachers with behaviour for learning strategies.		
Achievement - CPD Deliver high quality research driven training to develop high quality teaching and learning approaches. <ul style="list-style-type: none"> - Instructional Coaching - TLAC techniques - Teaching walkthrus 	Evidence indicates that high quality teaching is the most powerful way for schools to improve student attainment, particularly for socio- economically disadvantaged students. EEF - Teaching and Learning toolkit	3

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

Budgeted cost: £ 136,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading & Vocabulary To deliver well-evidenced reading and vocabulary interventions for students that require additional support with reading and reading comprehension <ul style="list-style-type: none"> - Reading plus programme - BRSP - Take back reading - Reading Pros - Reading Leaders These sessions will be delivered one to one or in small groups.	One to one and small group tuition shows clear evidence of improving student outcomes. Teaching Assistants are more likely to have a greater positive impact when delivering structured interventions than general classroom support. One to one tuition EEF Small group tuition Toolkit Strand EEF Education Endowment Foundation-evidence/teaching-learning-toolkit EEF_KS3 and 4 literacy guidance Reading comprehension strategies	1
Achievement - Intervention and support Deliver high quality subject interventions for targeted students who are underperforming. <ul style="list-style-type: none"> - Saturday school - School led interventions - Period 6 - Holiday academic support 	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups. One to one tuition EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF	3

<ul style="list-style-type: none"> - Small group support - 1 to 1 support - Twilight remote tutoring - Subject workshops - Academic mentors - Reading support 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 133,703

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aspirations and Motivation Implementation of a comprehensive curriculum and enrichment program aimed at enhancing aspirations and motivation including:</p> <ul style="list-style-type: none"> - University visits to broaden educational aspirations. - Hons enrichment prog - Coop Industry Links - Coop live arena - Universify - Financial support to ensure equal participation in school trips and visits. - Exposure to the Arts to enrich cultural understanding. - Engagement in enterprise and sporting activities to develop skills and self-confidence. 	<p>A study by the <i>Education Endowment Foundation</i> found that students who attend university visits are more likely to view higher education as a viable and desirable option, particularly those from disadvantaged backgrounds.</p> <p>According to the <i>Education Endowment Foundation</i>, providing financial assistance for trips and extracurricular activities helps to reduce barriers to participation, fostering engagement, confidence, and a sense of belonging. Studies also suggest that these experiences can enhance motivation and academic outcomes.</p> <p>A report from <i>Arts Council England</i> highlighted that arts education helps to build confidence, develop critical thinking, and improve overall academic achievement.</p> <p>Research by the <i>Youth Sport Trust</i> and <i>Sport England</i> suggests that sports participation contributes to improved mental health, self-esteem, and motivation, particularly among disadvantaged students. Similarly, enterprise programs promote problem-solving and entrepreneurial thinking, which can increase future aspirations and employability.</p>	4
<p>Improving Attendance Embedding good practice set out in DfE's guidance on</p>	EEF emphasises the importance of understanding the needs of disadvantaged pupils in individual	1,2,3,5

<p>working together to improve school attendance. Some strategies to include:</p> <ul style="list-style-type: none"> - Implement robust attendance tracking systems to monitor, identify trends and implement targeted interventions. - Providing tailored support and early interventions for both parents and students by identifying the barriers and providing assistance to overcome these barriers. - Introduce Banardo 'Steps to Success' programme - Mentoring or counselling for students experiencing difficulties that impact attendance. - Designated Parental Engagement officer to liaise and engage with our hardest to reach parents. - Acknowledge and reward good attendance with incentives. <p><i>See Attendance Strategy Link</i></p>	<p>school communities, otherwise strategies to address educational disadvantage cannot be sufficiently targeted</p> <p>Attendance Intervention</p> <p>The DfE guidance demonstrates that consistent engagement from schools will contribute towards improved persistent absence levels.</p> <p>Improving School Attendance</p>	
<p>Social, emotional and mental well-being needs</p> <p>Appropriate support given to students to regulate their behaviour and emotions</p> <ul style="list-style-type: none"> - Counselling - External Agency support 	<p>The Lancet Child & Adolescent Health study found pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.</p> <p>EIF's report on adolescent mental health</p>	<p>2,3,5</p>

<ul style="list-style-type: none"> - Enhanced transition at Yr. 7 - Training for staff - Roll out Action for Children to all year groups - Introduce AV1 Robots 	<p>found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><u>Adolescent mental health: A systematic review on the effectiveness of school-based interventions</u></p>	
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Total budgeted cost: £ 539,595

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome 1: Students will show a higher reading age at the end of the academic year.

Outcome:

The majority of identified underperforming KS3 students who engaged in targeted reading interventions have shown notable improvements. Most of these students were either Pupil Premium (PP) or PP SEN (Special Educational Needs). This can be contributed to:

- All students in KS3 receive one additional hour of reading every week within their curriculum. All students in KS3 are given 30 minutes of reading homework every week. This is delivered through Reading Plus which is an integrated reading programme for all learners. The programme includes adaptive assessment, personalised instructions and practice.
- Students in KS3 are banded using reading age data and allocated a specific reading intervention to increase their reading age. The reading interventions are delivered by trained staff and VI Form students and consist of Better Reading Partnership, Ruth Miskin Fresh Start and Take Back Reading. Students are allocated a particular strand based on their reading age/ability.
- We have trained over 50+ staff (all English teachers, Teaching Assistants and Progress Leaders) and 20 VI Form students in The Better Reading Partnership since 2021.
- We have trained 20+ staff (comprising a mix of English teachers, Teaching Assistants and Progress Leaders) in Ruth Miskin Fresh Start since September 2024 and will continue to train staff as part of an on-going roll out.

Intended Outcome 2: Social, emotional and mental well-being needs identified and addressed.

Outcome:

Services and programs to support students' social, emotional, and mental well-being have been implemented, with their impact to be continuously monitored throughout the three-year strategy plan. These include:

- Additional counselling sessions (extra day per week)
- Support from external agencies
- Enhanced Year 7 transition program
- Engagement with the Action for Children Blues Programme, where 87% of participants showed improved mental health scores on re-testing, with 58% of those students being Pupil Premium (PP).

As a result of strategies to identify and support students requiring social, emotional, and mental well-being assistance, there has been a 40% increase in the number of students attending in-school counselling sessions compared to 2022/23. Of these new students, 51% are Pupil Premium (PP) students.

Support for students in crisis is offered through our Hub facility and programs like ELSA. 42% of participating students were disadvantaged. All of whom successfully reintegrated into

full-time mainstream lessons.

Intended Outcome 3: Greater Aspirations and motivation from disadvantaged students

Outcome:

A comprehensive programme to enhance the curriculum which includes: visits to universities; financial support to ensure participation in school trips and visits; exposure to the Arts; enterprise and sporting activities and provision of IT and availability of supervised quiet work spaces has been put into place.

Careers Fair Jan 2024. All years invited with focus on Yr 9,11 and 12,13

Year 9 future options programme to ensure the most suitable options are selected.

Enterprise Advisor appointed by the CEC - Alumni, working with PP girls who are disengaged, resilience and empowerment sessions, some improvement in attendance seen with some.

Yr 10 students who engaged in Work Experience. non PP = 73 PP = 59 (up on last year)

30 students identified to be part of the honours programme in year 10 and 30 outgoing in year 11

3 students gained a place on the University programme (1 PP)

Bebington Honours students trained as Co-op leaders.

All year 9 students offered a visit to Hope University 2024 (120 students engaged).

All yr 9 participated in Co-op virtual WEX

PP students prioritised for statutory CEIAG 1:1 and offered follow ups.

Attendance at parents evening has increased, however the attendance of Non parents is still lower than non PP.

All year 11 students had a 121 with an SLT mentor. PP and SEN students were priority, ensuring parents also attended..

12 Yr 9 PP students completed the Coop Reach programme over the academic year. All achieved an AQA employability qualification.

48 PP students have received the AQA employability qualification to date.

Intended Outcome 4: Higher Attendance for our disadvantaged students.

Outcome:

Despite an 0.4% increase (compared to 23-24) in overall pupil attendance at CAB, attendance is nowhere near post Covid levels, a concern that mirrors the national trend.

Encouragingly, our disadvantaged students' attendance exceeded the NA by 1.3%, an increase of 0.1% on previous year. The gap between disadvantaged and non disadvantaged stands at 6.2 %, some way better than the NA gap of 7.4%.

However, we still have concerns about girls' attendance, a similar trend is noticeable in local schools. A particular concern is KS4 girls. Overall disadvantaged girls attendance sat at 85.4% low but actually 0.5% above NA.

Close to 150 Attendance Action Plan (AAP) meetings were arranged, primarily involving disadvantaged students and female students.

Free breakfast available for all students. On average 120 students elected to receive the free breakfast each day, 64% of these students were PP

Period poverty addressed. Supplies available to all girls. Girls who previously cited this as an issue are now attending school more regularly.

Hardship fund has been used to fund travel, warm coats, uniform etc.

Intended Outcome 5: Better outcomes for disadvantaged students

Outcome:

Although Year 11 outcomes improved in comparison to 2023 the gap between disadvantaged and non disadvantaged students remained stubbornly high.

Attainment and Progress data

Gaps between disadvantaged students and non disadvantaged students:

2019 A8 difference = 0.68 P8 difference = -0.47

2022 A8 difference = 0.58 P8 difference = -0.7

2023 A8 difference = 0.69 P8 difference = -0.37

2024 A8 difference = 1.14 P8 difference = -0.61

a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

2023-24

Attainment	9-5 Eng %	9-5 Mat %	9-5 E&M %	9-4 Eng %	9-4 Mat %	9-4 E&M %	A8
All	41.1	29.2	21.9	56.3	47.9	39.1	35.53
Non Disadvantaged	50.5	41.1	29.9	68.2	59.8	49.5	40.69
Disadvantaged	29.4	14.1	11.8	41.2	34.1	25.9	29.26
GAP	21.1	27	18.1	27	25.7	23.6	11.43

Progress	P8 Eng	P8 Mat	P8 Ebacc	P8 Open	P8
All	-0.42	-0.33	-0.57	-0.13	-0.36
Non Disadvantaged	-0.14	-0.1	-0.26	0.11	-0.09
Disadvantaged	-0.77	-0.61	-0.96	-0.44	-0.7
Gap	0.63	0.51	0.7	0.55	0.61

Non Disadvantaged students perform better than Disadvantaged students in all buckets.

Disadvantaged students perform better in the open bucket in comparison to all other buckets.

Teaching in the main has been appraised as good in Trust reviews and internal quality assurance. In the forthcoming academic year some subjects will receive support from Trust subject directors to assist in the improvement outcomes for all students but with a specific focus on disadvantaged students.

CPD included subject network meetings half termly to share good practice across the Trust.

Intervention and revision sessions had a profound impact on students who attended, offering over 400 hours of dedicated support across various subjects. With an average attendance of 37 hours per student, these sessions proved instrumental in driving positive outcomes. A clear correlation emerged between consistent attendance and improved performance, emphasising the importance of regular engagement. However, despite prioritising disadvantaged students for these sessions, attendance was higher among non-disadvantaged peers.