



Pupil premium strategy statement – The Rowans AP Academy

This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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, 2024/2025.

School overview

Detail	Data
Number of pupils in school (Jan 2025 census) total	108
Proportion (%) of pupil premium eligible pupils (both single and dual registration)	62% (67 of 108 pupils)
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)	2025/2026
Date this statement was published	October 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Fiona May
Pupil premium lead	Fiona May
Governor / Trustee lead	Ros Coen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (14 primary pupils, 36 secondary pupils)	£21,210 Primary £38,700 Secondary
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£Nil
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£Nil
Total budget for this academic year	£59,910

Part A: Pupil premium strategy plan

Statement of intent

The planned spending of pupil premium is based firmly in research plus targeted personalised intervention to; close academic gaps, offer therapeutic intervention, support the development of personal skills and character, build resilience, overcome the damage of exclusion and to ensure high quality inclusive teaching. The barriers that pupils, at The Rowans, face are complex and varied. At The Rowans, our aim is to inspire every primary pupil to develop a love of learning, achieve their personal best, and grow in confidence. We support each child make progress from their individual starting point, close learning gaps, and develop the essential skills needed for lifelong learning, preparing them for transition to secondary school. For secondary pupils we empower them to achieve their full potential, make sustained progress, and gain the qualifications needed for their next steps in education, training, or employment. We are committed to supporting pupils in overcoming barriers to learning, preparing them for an appropriate and sustained post-16 pathway, and guiding them to embody our core values of kindness, commitment, and resilience as they move forward into adult life. All our pupils are encouraged to model our core values of kindness, commitment, and resilience in all they do. Each pupil has a personalised pathway to support them in achieving this. Primarily, many pupils will need support with the basics of Maslow's Hierarchy of Need, including physical, security and social before learning and progress can be accelerated. This explains why a high percentage of the pupil premium is allocated to social and emotional learning alongside behaviour interventions. The barriers to achievement faced by pupils have been exacerbated due to the COVID pandemic starting in February 2020, the extent of this is still unknown with many pupils continuing to experience negative long-term impacts on their education.

The funding is tailored to individual need and regularly reviewed using the 'Individual Pupil Vulnerability Indexes' for secondary and the EHCP targets for primary.

There is a relentless drive for improvement on the quality of teaching and learning at The Rowans AP. There is an engaging and relevant, progressive, enriching and ambitious curriculum leading to academic and vocational qualifications. The integrated interventions programme ensures that effective teaching and learning is a priority. The Rowans recruit, train and retain strong teachers and have an unrelenting focus and drive on improvement, holding staff to account for progress and outcomes, within a culture of coaching and mentoring to support ongoing development.

The Rowans are thorough in their knowledge of every child and thorough in their monitoring of every child, this enables funding to be allocated effectively and the outcomes tracked, analysed and evaluated.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy and numeracy on entry
2	Reading ages well below chronological age
3	Lack of phonics knowledge and application
4	Lack of social and cultural capital, or access to community support networks
5	History of poor attendance and punctuality
6	Mental health needs (diagnosed and undiagnosed)
7	Unidentified SEND
8	Adverse Childhood Experiences and trauma
9	Low self-esteem and little self-confidence
10	Risk of and exposure to CSE and CCE
11	Criminal offending
12	Illegal recreational drug and alcohol misuse
13	Lack of aspiration and resilience
14	Lack of positive adult role-models, guidance, boundaries and appropriate supervision
15	Poor diet and associated health needs

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
Progress data of PP students to be in line with non-PP students	<p>The impact of pupil premium will be measured by comparing those pupils eligible for pp funding with the remainder of the cohort, in these key performance indicators:</p> <ul style="list-style-type: none"> • % of pupils making expected or better progress in English and maths at KS3 and KS4 • Improvement in reading age in months beyond chronological time • % 5 or more 9-1 passes (2025 results) GCSE and BTEC • % Attendance compared to national AP/PRU/SEND data and previous school data • % of Year 11s in education, employment or training

	<ul style="list-style-type: none"> • Progress towards EHCP targets for KS1 and KS2 • % of pupils accessing and benefiting from targeted interventions
Improve the provision for SEND across the school, building a culture of collective responsibility	<ul style="list-style-type: none"> • High quality inclusive teaching and adaptive practice become standard • Metamemory techniques are used more widely across the curriculum to support growth of long-term memory • Ensure that research-informed practice is integral to CPD and informs great teaching • Teaching assistants offer outstanding support for learning, continually seeking opportunities to further their own practice through performance development. • Teaching is tailored to individual learning needs, including cognition and learning and strategies deployed to support sensory, communication and interaction needs • All staff to feel confident to support learners with a range of SEND needs
Improve literacy and numeracy skills across the curriculum	<ul style="list-style-type: none"> • High quality inclusive teaching and adaptive practice become standard practice across all subjects • Pupil progress in reading made each year for each pupil significantly closes the gap • The profile of literacy and numeracy is raised, including reading and phonics • Best practice is researched to drive improvements in literacy and numeracy • All subjects contribute to literacy and numeracy across the curriculum via planned tasks, activities, initiatives and termly enrichment
Ensuring interventions match the ever-changing needs of pupils	<ul style="list-style-type: none"> • The interventions team continues to make significant progress in closing the attainment gaps, whilst offering personalised support • The interventions lead regularly reviews the needs of pupils and introduces new interventions when appropriate • The primary provision to offer a comprehensive interventions programme tailored to identified needs, using their recently trained ELSA
Every child has the character, skills and cultural literacy they need to thrive both in and beyond school	<ul style="list-style-type: none"> • Personal Development Framework is introduced and embedded in practice • Pupils have option, voice and choice • Pupils have access to a wide, rich set of experiences

	<ul style="list-style-type: none"> • There are opportunities for pupils to develop their interests and talents
The right support is provided at the right time	<ul style="list-style-type: none"> • Targeted support and guidance from the Welfare and attendance lead • Referrals to appropriate services to support contextual issues • Partnership working with external agencies • Having a Rowans directory of services for timely and appropriate referrals • Staff use the vulnerability index to offer individualised support to make optimum progress in all areas of their lives and to target interventions • Positive mental health days develop a wider understanding of how the brain works, emotional regulation and signposting support for developing and maintaining positive mental health
Trauma-informed practice continues to be embedded, with a focus on resilience as a core value, developing resilience in pupils and staff	<ul style="list-style-type: none"> • All staff to have a good understanding and knowledge of trauma informed practice and its importance for the whole school ethos and outcomes • New staff are offered comprehensive training in TIP • All staff to have a continued input into the hidden curriculum and understand the invaluable part they plan within it • A focus on naming and explaining emotions, allows pupils to genuinely explore their feelings and develop coping strategies

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: **£2,419**

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development: TES Educare courses available for all staff (continuing CPD)	The EEF toolkit (DfE evidence-based) Recognised high-quality provider of online safeguarding and duty of care training courses.	All challenge numbers are addressed
Professional development - weekly CPD input and twilight training to support	The EEF toolkit (DfE evidence-based) National College resources for training have been proven to raise standards	All challenge numbers are addressed

HQIT, adaptive practice and supporting pupil progress and outcomes	Great Teaching Toolkit, evidence-based education	
Programme of Teacher collaboration (Staff make links and collaborate more widely with other schools to strive for further improvement) to develop HQIT, assessment and feedback	Research Learning Communities, the EEF. National Foundation for Educational Research	All challenge numbers are addressed
Subscription to support teacher planning and resourcing – Chalkie	National Foundation for Educational Research Great Teaching Toolkit DfE guidance: Supporting Struggling Readers in Secondary School and The Reading Framework (July 2023)	1,2,3

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

Budgeted cost: £32,519

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 targeted literacy, numeracy, reading and phonics intervention	The EEF toolkit: One to one tuition DfE guidance: Supporting Struggling Readers in Secondary School and The Reading Framework (July 2023)	1,2,3
Short-term targeted one-to-one or small group support for identified pupils	The EEF toolkit: One to one tuition and small group tutoring An updated and practical guide to the pupil premium by Marc Rowland	1,2,3,7,9,13

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,972

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school and form group/class enrichment activities and trips, supporting personal development	The EEF toolkit this supports; Social and emotional learning and outdoor adventure learning Belonging by Owen Eastwood The importance of strong relationships by The Education Trust	4,5,6,8,9,13,14

Cultural capital trips, curriculum enrichment and annual enrichment week	From the EEF toolkit this supports; Social and emotional learning and outdoor adventure learning	4,5,6,9,13,14
A school counsellor to work 1:1 with identified pupils	From the EEF toolkit this supports; Social and emotional learning DfE Counselling in schools, 2016	6,7,8,9,10,11,12,13,14
All pupils having a free breakfast and lunch everyday	From the EEF toolkit this supports; Behaviour intervention Maslow's Hierarchy of Need	15
Hygiene and uniform interventions	From the EEF toolkit this supports; School uniform DfE: Period Product Scheme for Schools and Colleges	5,9,14
Therapeutic interventions including; Lego therapy, art, gardening, Drawing and Talking, Great Leaps, Changing Lives Through Horses, Fit2learn and wellbeing/emotional regulation	From the EEF toolkit this supports; Social and emotional learning, outdoor adventure learning and behaviour interventions Measured using: <ul style="list-style-type: none"> • SWEMWBS • Readiness for Reintegration – KS3 • Readiness for next steps – KS2 and KS4 	4,5,6,7,8,9,13,14,15

Total budgeted cost: £59, 910

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Rowans works within the 5 key principles for pupil premium spending as outlined by the Education Endowment Foundation (EEF).

1. Schools can make a difference

Closing the gap between disadvantaged pupils and their peers is fundamental to curriculum Intent and Implementation. This happens within quality first teaching and through targeted interventions.

2. Evidence can help

An evidence informed approach is key to the decision-making process when planning and allocating pupil premium funding. The Rowans has used the EEF guide and toolkit as well as “An updated practical guide to the pupil premium” by Marc Rowland.

3. Quality teaching helps every child

The Rowans believe that quality teaching is the most important factor to improve outcomes for disadvantaged pupils.

4. Implementation matters

In order for the spending to be effective in closing attainment gaps, priorities are based on a range of data and linked to vulnerability indexes for each pupil. This ensures that the small number of priorities selected have the best chance of success.

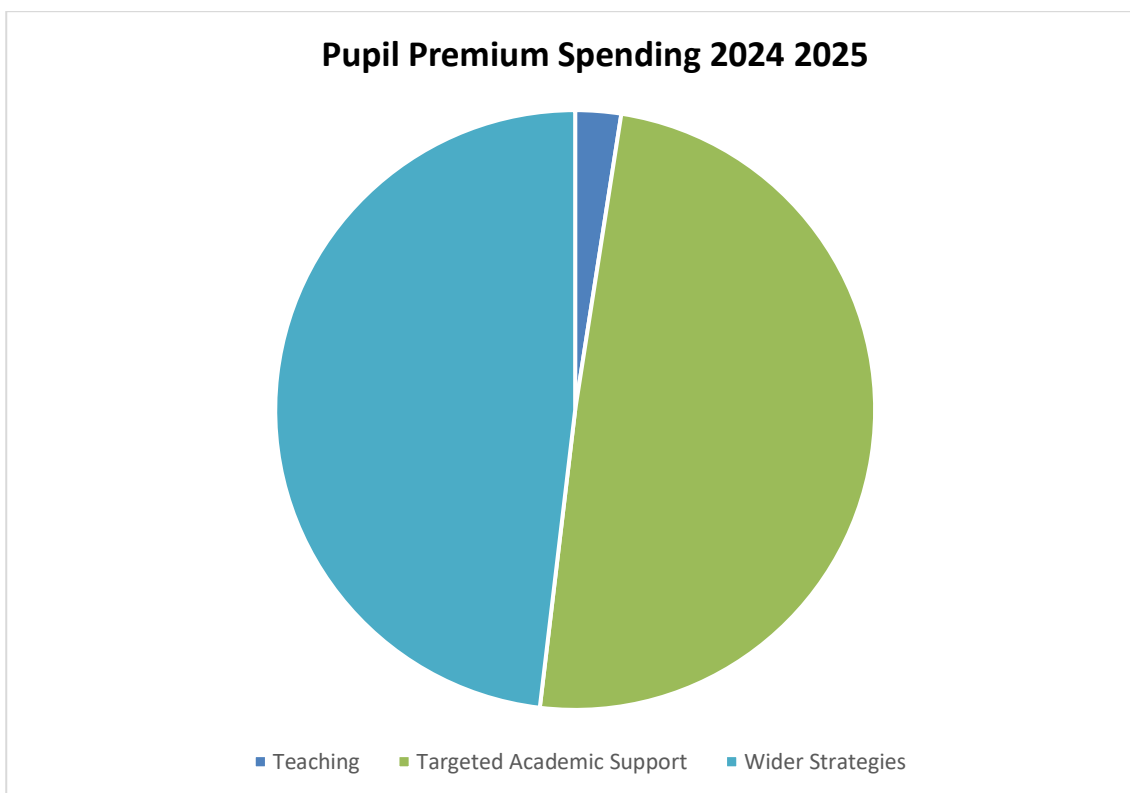
5. Support middle and high attainers too.

The Rowans recognise that best practice in supporting disadvantaged pupils is equally advantageous for all pupils. Pupil premium spending will have a wider impact than simply closing attainment gaps by supporting all pupils to make academic and personal progress.

The Rowans had 58 pupils eligible for pupil premium (including LAC pupils) in 2024/2025. Total pupil premium allocation for 2024/2025 was £43,585

Teaching	
Educare and other courses available for all staff	£1073.76
Weekly CPD input	No cost
Programme of teacher collaboration	No cost
Targeted CPD programme for ECTs and unqualified teachers	No cost
Targeted Academic Support	
1:1 targeted literacy and numeracy and reading intervention	£13,507.04
1:1 or small group support for targeted pupils	£8,032.20
Wider Strategies	
Whole school enrichment activities and trips	£1,800
Cultural capital trips, curriculum enrichment and enrichment week	£1,500
A school counsellor to work 1:1 with identified pupils	£9,400

All pupils having a free breakfast and lunch everyday	£2,200
Hygiene interventions and subsidy for school uniform	£900 + DfE sanitary products
Therapeutic interventions including; Lego therapy, art, gardening, Drawing and Talking, Great Leaps, Changing Lives Through Horses and 1:1 wellbeing/emotional regulation sessions	£5172
Reintegration to mainstream package	No Cost
TOTAL SPENDING	£ 43,585



Pupil Premium Toolkit from Education Endowment Foundation (EEF)

Source: <http://educationendowmentfoundation.org.uk/toolkit/>

The EEF **Teaching and Learning Toolkit** is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost. The Toolkit is a live resource which is updated on a regular basis as findings from EEF-funded projects and other high-quality research become available.

Link between pupil premium at The Rowans and the EEF toolkit:

Intervention at The Rowans	Toolkit intervention	Expected impact (months)	Cost
Educare and other courses available for all staff	Mastery learning	+5	£1,073.76
Weekly CPD input	Mastery learning	+5	No Cost
Programme of teacher collaboration	Mastery learning	+5	No Cost
Targeted CPD programme for ECTs and unqualified teachers	Mastery learning	+5	No cost
1:1 targeted literacy, numeracy and reading intervention	One to one tuition	+5	£13,507.04
1:1 or small group support for identified pupils	One to one tuition	+5	£8,032.20
Whole school enrichment activities and trips	Social and emotional learning	+3	£1,800
	Outdoor adventure learning	0	
	Arts participation	+3	
Cultural capital trips, curriculum enrichment and enrichment week	Social and emotional learning	+3	£1,500
	Outdoor adventure learning	0	
	Arts participation	+3	
A school counsellor to work 1:1 with identified pupils	Social and emotional learning	+3	£9,400
All pupils having a free breakfast and lunch everyday	Behaviour intervention	+4	£2,200
	Social and emotional learning	+3	
Hygiene interventions and subsidised uniform	School uniform	0	£900 +DfE sanitary products
	Social and emotional learning	+3	
Therapeutic interventions including; Lego therapy, art, gardening, Drawing and Talking, Great Leaps, Changing Lives Through Horses and 1:1 wellbeing/emotional regulation sessions	Social and emotional learning	+3	£4,735
	Outdoor adventure learning	0	
	Behaviour interventions	+3	
	Aspirations interventions	0	
TOTAL SPENDING			£43,585

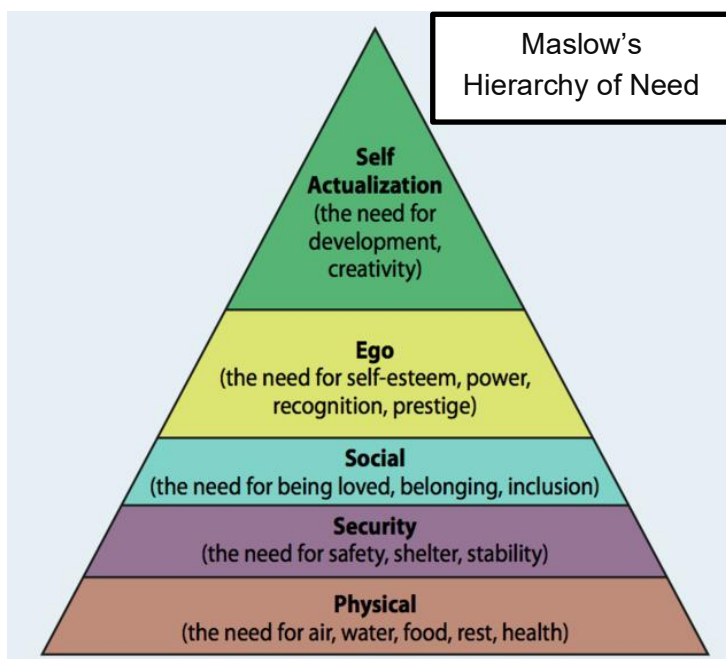
Justification of spending

The pupil premium spending decisions are based on educational research combined with an in-depth knowledge and understanding of knowing what is needed for excluded pupils to enable them to; close attainment gaps, rebuild self-esteem and confidence and break the cycle of multiple disadvantage.

“The work of an AP school, then, is much more complex than simply imparting knowledge. It involves re-building the emotional damage of exclusion; developing trusting relationships often with young people who have had few trusted adults in their lives; and attempting to catch up learners who are often far behind their peers.”

K Gill, The Difference, October 2017

The barriers that pupils face are complex and varied. The focus is ambitious and aspirational for each pupil to; achieve their potential, make outstanding progress, close attainment gaps, achieve qualifications then lead them onto their next steps, whether this is; transitioning through key stages, moving onto secondary school, reintegrating to mainstream, moving to a special school or securing and sustaining an appropriate post 16 pathway and for them to learn and model the Rowans' core values of kindness, commitment and resilience. Each pupil has a personalised pathway to support them in achieving this. Primarily, many pupils will need support with the basics of Maslow's Hierarchy of Need, including physical, security and social before learning and progress can be accelerated. This explains why a high percentage of the pupil premium is allocated to social and emotional learning alongside behaviour interventions. The barriers to achievement faced by pupils have been exacerbated due to the COVID pandemic, the extent of this is still unknown as it is an ongoing issue, notably affecting attendance, engagement and emotional resilience.



The funding is tailored to individual need and regularly reviewed using the 'Individual Pupil Vulnerability Indexes'. The quality of teaching and learning at The Rowans is strong. There is an engaging and relevant, progressive, enriching and ambitious curriculum, supporting progress and leading to academic and vocational qualifications. The integrated interventions programme ensures that effective teaching and learning is a priority and children are supported to close gaps and keep up. The Rowans recruit, train and retain strong teachers and have an unrelenting focus and drive on improvement, holding staff to account for progress and outcomes.

The Rowans are thorough in their knowledge of every child and thorough in their monitoring of every child, this enables funding to be allocated effectively and the outcomes tracked, analysed and evaluated. The Rowans are successful in closing attainment gaps for pupil premium children and supporting them to achieve at least in line with their non-pupil premium peers. The Rowans demonstrate all the qualities of a successful school in raising expectations and outcomes for pupil premium children.

Marc Rowland in his book, *The Pupil Premium*, states that schools that are successful with raising expectations and outcomes for pupil premium children, share common characteristics:

- Successful schools build teams where their vision is understood and pursued by the whole school community with relentless energy
- Understanding attitudes to learning and family engagement on a pupil-by-pupil basis
- Quality of teaching and learning counts most – recruit, train and retain good teachers
- Hold themselves to account

- Open to sharing what they do, at the same time are constantly looking outwards
- Have high expectations and take risks to reach goals
- Use data to inform practice and interventions

Analysis and Evaluation of Spending

The Rowans decides on the priorities for pupil premium spending a year in advance of the spending, based on the identified barriers to learning. This information is published on the website: <https://www.therowans-that.org.uk/pupilpremium>

This is reviewed in January by the Leadership team and changes made, if necessary. Analysis of the pupil premium spending is done three times a year using published data reports where progress and attainment is analysed for vulnerable groups, including pupil premium. Any areas of concern are discussed as a whole staff at a scheduled pupil progress meeting and actions minuted and followed up. In addition, the individual vulnerability index is updated throughout the year, identifying where pupils need additional support. This thorough approach ensures that pupil premium funding is correctly allocated, has impact and is evaluated in a timely manner.

Impact on progress

- Progress data is measured from baseline to term 5, 2024-2025
- KS4 attainment data is based on summer GCSE/BTEC results for Year 11

There is a significant impact on progress for pupil premium pupils who access additional support, funded by the pupil premium spend. From their starting points pupils make progress and close academic gaps. There is a gap between the progress of pp and non-pp pupils, as shown in the data below with pp pupils out-performing their non-pp peers, in terms of progress and attainment in all areas except for reading, where there is very little difference in progress, from starting points.

Progress in KS3

Subject	Pupils who achieved expected or exceeded progress expectations
English	17%
Maths	47%
Science	31%

Reading Progress

Average Reading Age Term 1 – KS3	11 years 4 months
Average Reading Age Term 3 – KS3	12 years
Average Reading Age Term 5 – KS3	12 years 8 months
Average Months Progress – KS3	16 months
Average Reading Age Term 1 – KS4	15 years 4 months
Average Reading Age Term 3 – KS4	15 years 9 months
Average Reading Age Term 5 – KS4	16 years 3 months
Average Months Progress – KS4	11 months
Progress of pupils who had reading intervention and are in receipt of pupil premium funding	18 months

Progress of Primary (KS1 and KS2) Pupils with pupil premium for writing, reading and maths

Term 6	Accelerated progress/ beyond expected	Made expected progress/ on track.	Progress made - working below expected progress	Significantly below expected progress/ not on track
Writing	12.5%	21%	33%	33%
Reading	12.5%	46%	21%	21%
Maths	12.5%	21%	54%	12.5%

Progress of Primary (KS1 and KS2) Non-pupil premium for writing, reading and maths

Term 6	Accelerated progress/ beyond expected	Made expected progress/ on track.	Progress made - working below expected progress	Significantly below expected progress/ not on track
Writing	10%	22%	35%	34%
Reading	10%	50%	11%	25%
Maths	12%	25%	50%	15%

Reading at Primary: Strategic plan to support pp pupils to achieve in line with their peers

One of the focus areas of the school improvement plan has been improving reading age and closing the gap between chronological age and reading age through:

- Specialist reading and phonics role was established
- Reading age assessment outcomes and phonics phase outcomes were shared with all staff as a baseline
- Embedded into academic trackers and used to create reports which were analysed for future planning
- All staff received training in phonics, as part of a planned CPD programme
- Targeted reading interventions supported pupils to progress through KPIs.
- Monitoring showed that staff were working to support, encourage and improve reading in lessons (monitoring)
- Vocabulary displays, challenging children to read out aloud, testing spellings.

Progress towards EHCP Outcomes Primary (KS1 and KS2) Pupil Premium Pupils

The data below show the smaller steps of progress made towards EHCP outcomes for both pupil premium and non-pupil premium pupils.

Pupil Premium	Achieved	On track	Not achieved
Term 6	39%	32%	29%

Non - Pupil Premium	Achieved	On track	Not achieved
Term 6	34%	34%	32%

Year 11 Results Compared to National AP Data

Year 11 Headline Data	The Rowans 2024-2025	National AP Data 2023-2024
Attainment 8 Average	14.54	5.7
5 or more accredited qualifications	86.96%	26%
At least 1 GCSE or equivalent	95.65%	52.2%

Year 11 Results – 4 Year Trends

Year 11 Headline Data	The Rowans 2024-2025	The Rowans 2023-2024	The Rowans 2022-2023	The Rowans 2021-2022
% 5 or more 9-1 grades including English and maths	86.96%	69.23%	56.25%	88%
% 5 or more 9-1 grades or their equivalent	86.96%	69.23%	65.50%	88%
% achieving at least 1 9-1 grade or equivalent	95.65%	100%	93.75%	100%

Progress breakdown for pupil premium and non-pupil premium

2024/2025	Pupil Premium	Non-Pupil Premium
% Of pupils making expected or better progress in English (KS3) at the end of Term 5	38%	0%
% Of pupils making expected or better progress in Maths (KS3) at the end of Term 5	86%	20%
% Of pupils making expected or better progress in English (KS4) at the end of Term 5	57%	56%
% Of pupils making expected or better progress in Maths (KS4) at the end of Term 5	86%	58%
Average months reading age progress from first to last assessment for the academic year.	12 Months	14 Months
Average attainment 8 score for Year 11 based on Summer 2025 results	15.39	13.22
Average number 9-1 passes for Year 11 (Summer 2025 results) GCSE, BTEC and Vocational	6.5 (Average count of the number of passes for the 14 Year 11 PP pupils)	5.2 (Average count of the number of passes for the 9 Year 11 Non PP pupils)

Attendance for KS1 – KS2

2024/2025	Pupil Premium	Non-Pupil Premium
KS1 Attendance at the end of Term 6	94.56%	86.59%
KS1 Previous school attendance	50.99%	12.02%
KS1 Percentage difference between previous school and Term 6	43.57%	74.57%
KS2 Attendance at the end of Term 6	91.58%	63.81%
KS2 Previous school attendance	67.94%	57.06%
KS2 Percentage difference between previous school and Term 6	23.64%	6.75%
KS1 + KS2 Attendance at the end of Term 6	91.89%	71.75%
KS1 + KS2 Previous school attendance	66.04%	47.29%
KS1 + KS2 Percentage difference between previous school and Term 6	25.85%	24.46%

2024/2025	Pupil Premium	Non-Pupil Premium
Percentage of all KS1 and KS2 pupils with 10% or above increase between previous school attendance and Term 6 Rowans attendance.	72.22%	62.50%
Percentage of all KS1 and KS2 pupils with 20% or above increase between previous school attendance and Term 6 Rowans attendance.	61.11%	50%
Percentage of all KS1 and KS2 pupils with 30% or above increase between previous school attendance and Term 6 Rowans attendance.	38.89%	50%
Percentage of all KS1 and KS2 pupils with 40% or above increase between previous school attendance and Term 6 Rowans attendance.	22.22%	50%
Percentage of all KS1 and KS2 pupils with 50% or above increase between previous school attendance and Term 6 Rowans attendance.	16.67%	37.50%

Attendance for KS1 – KS4:

Key Stage	KS1	KS2	KS3	KS4
% Present (PP Students)	94.56%	91.58%	71.83%	77.39%
% Present (Non PP Students)	86.59%	63.81%	73.27%	83.79%
Attendance GAP	-7.97%	-27.77%	1.44%	6.40%

Year Group	1	2	3	4	5	6	7	8	9	10	11
% Present (PP Students)	N/A	94.56%	88.91%	95.60%	94.00%	90.04%	75.57%	66.91%	78.96%	77.50%	77.25%
% Present (Non PP Students)	81.38	100%	85.56%	98.86%	43.79%	67.13%	90.00%	67.98%	74.17%	81.67%	85.25%
Attendance GAP	N/A	5.44%	-3.35%	3.26%	-50.21%	-22.91%	14.43%	1.07%	-4.79%	4.17%	8.00%

Externally provided programmes

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

Programme	Provider
N/A	N/A