



## **Pupil Premium Strategy Statement 2022-25**

*Updated: December 2024*

# Cliff Park Ormiston Academy

## Pupil premium strategy statement 2024-25

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Cliff Park Ormiston Academy
Number of pupils in school	834
Proportion (%) of pupil premium eligible pupils	42% (342 students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-23, 2023-24, 2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	March 2025
Statement authorised by	Mr H French
Pupil premium lead	Mr S Sorrento
Governor / Trustee lead	Mrs R Brown

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£344,849
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£344,849

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in English and Maths and the wider EBacc. subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers upon entry. Our strategy also recognises the importance of wider educational and enrichment activities outside of the classroom, along with quality CEIAG provision and aims to ensure all students have high quality access to these.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, as well as those who have been identified as having special educational needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

**Quality First Teaching:** Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. EEF research demonstrates how this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at our academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved alongside progress of their disadvantaged peers.

**Targeted Academic Support:** Our strategy will be responsive to common challenges and individual needs, informed by robust diagnostic assessment and educational research. The approaches we have adopted feed into our waved intervention strategy and work together to maximise students' progress and attainment. They are systematically reviewed through the academy's Raising Attainment Plan to ensure that:

- disadvantaged pupils are challenged in the work that they're set.
- we act early to intervene at the point need is identified.
- all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

**Wider Strategies:** Our strategy is an integral part of our academy's wider plans for education recovery, notably in its targeted support through academic mentors and school led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

The support of our students' safety and wellbeing is an important aspect of our strategy with a clear support network in place for every student through our pastoral team.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Achievement:</b> On average, pupils eligible for the pupil premium are not performing as well as those who are non-PP in EBacc subjects. Gaps between pupils eligible for the pupil premium and non-PP in overall Progress 8 and Basics measures are too wide. DisHPA P8 has improved for the 2023 cohort (2022 cohort -1.21, 2023 cohort +2.00)</p>
2	<p><b>Quality First Teaching and wider experiences:</b> Through our data analysis, observations and discussions with students, lower attaining disadvantaged students lack metacognition and self-regulation strategies and need to build resilience and confidence.</p> <p>We need to ensure that all students receive quality first teaching within the classroom that help develop these skills and have access to wider experiences both inside and outside of the academy that develop cultural capital and raise aspirations.</p> <p>Due to the academy's coastal location, pupils eligible for pupil premium often have low aspirations and have limited access to wider enrichment activities.</p>
3	<p><b>Literacy:</b> The percentage of students achieving expected standard in reading at KS2 is well below national in years 7-9. 39% of year 10 students have a below average reading age when compared with National (average RA of 10 years and 6 months).</p> <p>Average writing age for KS3 students is significantly below average.</p>
4	<p><b>Behaviour and wellbeing:</b> The academy continues to embed its behaviour management procedures, enabling all students to learn and remember more. Past data has shown that a higher proportion of students eligible for the pupil premium are involved in recorded disruptive behaviour. The academy is working to close this gap by building positive relationships with parents/carers to ensure we work in partnership to support students' behaviour and wellbeing.</p>
5	<p><b>Attendance:</b> Following a time of significant disruption and erratic attendance caused by the covid pandemic, the academy is focused on ensuring attendance figures reach at least National.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (academic year 2024/25)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>Achievement:</b> Improved attainment among disadvantaged students across the curriculum at the end of Key Stage 4, with a focus on EBacc subjects.</p>	<ul style="list-style-type: none"> <li>• Close the gap between PP and non-PP students for 9-4 and 5-9 Basics and Progress 8 scores.</li> <li>• To achieve a year-on-year increase in the number of PP students entering the full EBacc.</li> </ul>
<p><b>Teaching and Learning:</b> To embed the academy's Guiding Principles in order to secure quality first teaching.</p>	<ul style="list-style-type: none"> <li>• Teaching is consistently good across the academy.</li> <li>• Teacher reports and class observations suggest disadvantaged students are more resilient, reflective, confident learners. This is supported through homework completion data and, at KS4, intervention attendance/ GCSEPod usage.</li> </ul>
<p><b>Development of cultural capital through wider experiences.</b> All students have access to wider experiences that increase aspirations and wellbeing.</p>	<ul style="list-style-type: none"> <li>• The gap between PP and non-PP students' wider cultural experiences is eradicated through academy monitoring.</li> <li>• Student records show an increased proportion of pupils eligible for pupil premium funding are participating in enrichment activities and after-school clubs with the gap between PP and non-PP closing.</li> <li>• All students successfully enrol upon appropriate Post-16 placements.</li> </ul>
<p><b>Literacy:</b> There is a rapid improvement in the average reading age of pupils eligible for pupil premium funding, as well as their standard of extended writing.</p>	<ul style="list-style-type: none"> <li>• Embed 'read aloud' and 'disciplinary literacy' strategies across the academy.</li> <li>• Provide targeted interventions where required.</li> <li>• Improved reading and writing levels across all year groups, narrowing the gap between PP and non-PP students as evidenced through NFER testing and assessment data.</li> </ul>
<p><b>Behaviour and wellbeing:</b> A reduction in negative behaviour points and suspensions obtained by pupils eligible for pupil premium funding.</p> <p>Achieve and sustain improved wellbeing for all pupils.</p>	<ul style="list-style-type: none"> <li>• The three-year plan is for there to be an increase in Golden Tickets received by pupils eligible for pupil premium funding, commensurate with non-PP students.</li> <li>• A reduction in negative behaviour points received by pupils eligible for pupil premium.</li> <li>• A closing of the gap between PP and non-PP suspensions.</li> <li>• Student questionnaire and focus groups demonstrate sustained high levels of wellbeing.</li> </ul>

<p><b>Attendance:</b> To achieve and sustain improved attendance, in line with National targets.</p>	<ul style="list-style-type: none"> <li>The overall absence rates, PA and punctuality of pupils eligible for pupil premium finding to be in line with improved figures across the academy.</li> </ul>
--	--

## 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: £ 93,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Working towards consistently good teaching: Implementation of a tiered CPD programme for all staff, utilising in-house, trust wide and external support/ courses and a newly implemented coaching model.</p>	<p>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children’s outcomes in the classroom.  <a href="#">EEF-Effective-Professional-Development-Guidance-Report</a>  <a href="#">Teaching Standards</a></p>	<p>1, 2, 3, 4, 5</p>
<p>Purchase of KS3 standardised diagnostic assessments (GL assessments) and training for staff regarding implementation and data analysis.</p>	<p>Standardised tests can provide impartial, reliable benchmarking data that help inform interventions and/or classroom teaching.  <a href="#">EEF Blog: Learning recovery and the role of diagnostic...   EEF</a></p>	<p>1, 2, 3</p>
<p>Implementation of academy’s ‘Guiding Principles’ of teaching and learning. 2024-25 focus includes active listening routines and mini-whiteboard use for checking of understanding.</p>	<p>Providing students with high quality feedback is a well-evidenced and has a high impact on learning outcomes. <a href="#">Feedback   EEF</a>  Mastery Learning – ensuring at least 80% of students have mastered skills before moving on to new material <a href="#">Mastery learning   EEF</a></p>	<p>1, 2</p>
<p>Whole school literacy / reading focus embedded across form time and all curriculum areas. This includes staff CPD on Lexonik and Vocabulary Plus.</p>	<p>Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.  <a href="#">Improving Literacy in Secondary Schools   EEF</a>  <a href="#">Reading comprehension strategies   EEF</a></p>	<p>2, 3</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Literacy intervention through the purchase of Lexonik. £2365	Phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="#">Phonics   EEF</a>	2, 3
Working with Regional Lead Practitioners, particularly across the Ebacc subjects, to review the curriculum and department action plans.	Mastery Learning ensures students have gained the knowledge and skills required before moving on to the next topic. This ensures a personalised approach is maintained and no student is left behind. <a href="#">Mastery learning   EEF</a>	1, 2, 3
Develop metacognitive and self-regulation skills in all students through Form Time and workshops. This will involve ongoing teacher training.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: <a href="#">Metacognition and self-regulation   EEF</a>	1, 2
Implementation of online homework platform ClassCharts, incorporating GCSEPod (£3,440.21) and Seneca Learning (£700)	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. <a href="#">Homework   EEF</a>	1, 2
Implementing the use of Knowledge Organisers across Key Stage 3 to support homework, independent study and engagement with parents	<a href="#">Parental engagement   EEF</a>  <a href="#">Homework   EEF</a>	1, 2
Recruitment of Raising Achievement Mentor Literacy, Mentor to support with Maths and SEMH support worker to support the engagement, progress and attainment of identified students. (£86,910)	Mentoring has increasingly been offered to young people who are deemed to be hard to reach or at risk of educational failure or exclusion. <a href="#">Mentoring   EEF</a>	1, 4, 5

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

Budgeted cost: £6,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with external providers (OAKs Training, for example) to offer a bespoke curriculum for pupils whose education has been most impacted by the pandemic. Whole-year group Study Skills Day off site for Year 11	Groups consist of targeted students with a higher-than-normal teacher/pupil ratio. <a href="#">Small group tuition   EEF</a>  <a href="#">Outdoor adventure learning   EEF</a> <a href="#">Collaborative learning approaches   EEF</a>	1   1
Engaging with 1:1 and 1:3 tuition through UEA (Years 8 and 9) and MyTutor (Year 11) for identified DisHPA students.	On average, one to one tuition is very effective at improving pupil outcomes. Online provision has proven to be effective for DisHPA students who are self-motivated to improve their outcomes.  <a href="#">One to one tuition   EEF</a>	1, 2
Targeted interventions during Form Time and an extended day, through 'Period 6'. Interventions are lead by existing teaching staff using, in part, 'School led tutoring' funding.	Programmes that extend school time have a positive impact <a href="#">Extending school time   EEF</a>  Small group tuition has an average impact of four months' additional progress over the course of a year.  <a href="#">Small group tuition   EEF</a>	1, 2, 3

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

Budgeted cost: £ 245,184

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND team to deliver training to staff to ensure one-page profiles are used to inform teaching and TA support, where available, is used effectively.	Teaching assistants can provide a large positive impact on learner outcomes.  <a href="#">Teaching Assistant Interventions   EEF</a>	1, 2, 3, 4, 5



Deputy Heads of Year and Senior Deputy Head of Year to assist with the day-to-day running of the academy.	Community Leads help support students' social, emotional and behavioural needs. <a href="#">Behaviour interventions   EEF</a> <a href="#">Social and emotional learning   EEF</a>	4,5
Recruitment of Family Support Worker and continued costing of School Counsellor.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. <a href="#">Parental engagement   EEF</a>	1, 2, 4, 5
Recruitment of external Level 6 Careers Advisor to ensure all Year 11 students have a 1:1 careers interview (through Beacon East)  Purchase and whole-school implementation of online Careers platform, Unifrog for all year groups.	<a href="#">Aspiration interventions   EEF</a>	1, 4, 5
Embedding principles of good practice set out in DfE's Improving School Attendance advice.  Staff training and release time to develop and implement new procedures. Attendance/support officers appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.  <a href="#">Improving School Attendance</a>	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5

**Total budgeted cost: £ £344,849**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

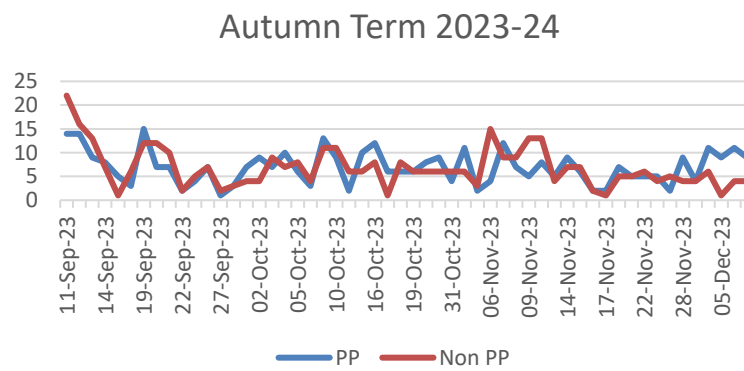
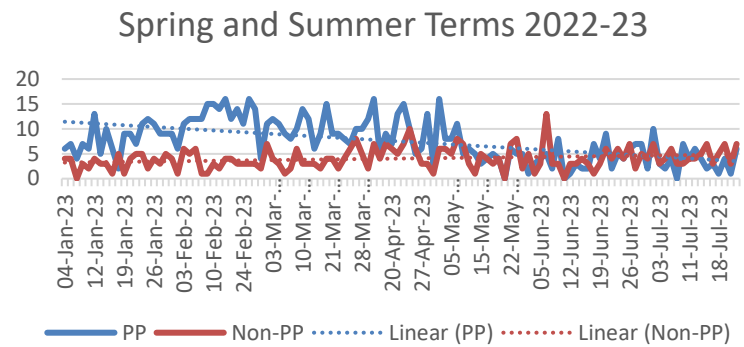
Intended Outcome	Commentary and RAG rating																																																																												
<ul style="list-style-type: none"> <li>Close the gap between PP and non-PP students for 9-4 and 5-9 Basics and Progress 8 scores.</li> <li>To achieve a year-on-year increase in the number of PP students entering the full EBacc.</li> </ul>	<p>Unvalidated data shows that the academy's overall P8 score fell from -0.37 in 2023 to -0.78 in 2024. However, the gap between the Progress of PP and Non-PP narrowed.</p> <p>The gap between PP and non-PP 4-9 and 5-9 basics narrowed when comparing 2023 and 2024 data.</p> <table border="1"> <thead> <tr> <th>Progress 8</th> <th>All</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td><b>2024</b></td> <td><b>-0.78</b></td> <td><b>-1.32</b></td> <td><b>-0.43</b></td> <td><b>-0.89</b></td> </tr> <tr> <td>2023</td> <td>-0.37</td> <td>-1.13</td> <td>0.09</td> <td>-1.22</td> </tr> <tr> <td>2022</td> <td>-0.40</td> <td>-0.79</td> <td>0.14</td> <td>-0.93</td> </tr> <tr> <th>5-9 Basics</th> <th>All</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> <tr> <td><b>2024</b></td> <td><b>22</b></td> <td><b>11</b></td> <td><b>30</b></td> <td><b>-19</b></td> </tr> <tr> <td>2023</td> <td>24</td> <td>6</td> <td>35</td> <td>-29</td> </tr> <tr> <td>2022</td> <td>27</td> <td>18</td> <td>37</td> <td>-19</td> </tr> <tr> <th>4-9 Basics%</th> <th>All</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> <tr> <td><b>2024</b></td> <td><b>40</b></td> <td><b>25</b></td> <td><b>49</b></td> <td><b>-24</b></td> </tr> <tr> <td>2023</td> <td>42</td> <td>13</td> <td>60</td> <td>-47</td> </tr> <tr> <td>2022</td> <td>51</td> <td>39</td> <td>62</td> <td>-23</td> </tr> </tbody> </table> <p>The number of students entering the full Ebacc. has fallen in recent years. Languages is the limiting factor, partly due to the review of the academy's language offer. The academy has developed a strategy to increase the number of students entering the full Ebacc route.</p> <p>The 2023-24 cohort Ebacc entries were as follows:</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>PP</th> <th>NonPP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>12%</td> <td>11%</td> <td>13%</td> <td>-2%</td> </tr> </tbody> </table> <p>Broadly, a similar proportion of PP students completed language GCSE – including home languages – to non-PP students. The 2024-25 cohort Ebacc entries are currently indicating that there is a similar proportion of uptake when compared to the previous academic year:</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>PP</th> <th>NonPP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>11%</td> <td>14%</td> <td>10%</td> <td>+4%</td> </tr> </tbody> </table>	Progress 8	All	PP	Non-PP	Gap	<b>2024</b>	<b>-0.78</b>	<b>-1.32</b>	<b>-0.43</b>	<b>-0.89</b>	2023	-0.37	-1.13	0.09	-1.22	2022	-0.40	-0.79	0.14	-0.93	5-9 Basics	All	PP	Non-PP	Gap	<b>2024</b>	<b>22</b>	<b>11</b>	<b>30</b>	<b>-19</b>	2023	24	6	35	-29	2022	27	18	37	-19	4-9 Basics%	All	PP	Non-PP	Gap	<b>2024</b>	<b>40</b>	<b>25</b>	<b>49</b>	<b>-24</b>	2023	42	13	60	-47	2022	51	39	62	-23	Cohort	PP	NonPP	Gap	12%	11%	13%	-2%	Cohort	PP	NonPP	Gap	11%	14%	10%	+4%
	Progress 8	All	PP	Non-PP	Gap																																																																								
	<b>2024</b>	<b>-0.78</b>	<b>-1.32</b>	<b>-0.43</b>	<b>-0.89</b>																																																																								
	2023	-0.37	-1.13	0.09	-1.22																																																																								
	2022	-0.40	-0.79	0.14	-0.93																																																																								
	5-9 Basics	All	PP	Non-PP	Gap																																																																								
	<b>2024</b>	<b>22</b>	<b>11</b>	<b>30</b>	<b>-19</b>																																																																								
	2023	24	6	35	-29																																																																								
	2022	27	18	37	-19																																																																								
	4-9 Basics%	All	PP	Non-PP	Gap																																																																								
	<b>2024</b>	<b>40</b>	<b>25</b>	<b>49</b>	<b>-24</b>																																																																								
	2023	42	13	60	-47																																																																								
	2022	51	39	62	-23																																																																								
	Cohort	PP	NonPP	Gap																																																																									
	12%	11%	13%	-2%																																																																									
Cohort	PP	NonPP	Gap																																																																										
11%	14%	10%	+4%																																																																										

	<p>Targeted students successfully engaged with GCSE photography with 6 students achieving Grade 4-5. Three of these students were PP.</p>
<ul style="list-style-type: none"> <li>Teaching is consistently good across the academy.</li> <li>Teacher reports and class observations suggest disadvantaged students are more resilient, reflective, confident learners. This is supported through homework completion data and, at KS4, intervention attendance/ GCSEPod usage.</li> </ul>	<p>With the continued focus on the academy's Guiding Principles, teaching has improved over the last year. For the 2024/25 academic year, the academy has introduced a coaching model to help drive and quality assure core aspects of teaching, learning and assessment. The foci for September to December has been active listening routines and checking for understanding through the use of mini whiteboards.</p> <p>The use of ClassCharts to log homework enables the academy to identify students who are consistently not completing homework.</p> <p>Targeted Year 11 Form and Period 6 interventions remain in place this academic year, with a more targeted approach to student groupings. This has been linked to specific attainment target groups and has been promoted heavily as part of the academy's Prom Strategy and intervention programme leading to the November mocks. For the current 2024-25 academic year, leading up to the November mocks, Period 6 Intervention uptake has been more positive with 82% of the cohort attending their scheduled Period 6 sessions. 74% of PP students have attended scheduled sessions compared to 88% of Non-PP students.</p> <p>During the 2022-23 academic year, 3013 GCSEPods were accessed by students. This increased to 4654 during the 2023-24 academic year. As of 1<sup>st</sup> December 2024, 614 GCSEPods had been accessed this academic year.</p>
<ul style="list-style-type: none"> <li>The gap between PP and non-PP students' wider cultural experiences is eradicated through academy monitoring.</li> <li>Student records show an increased proportion of pupils eligible for pupil premium funding are participating in enrichment activities and after-school clubs with the gap between PP and non-PP closing.</li> <li>All students successfully enrol upon appropriate Post-16 placements.</li> </ul>	<p>At the end of the 2022-23 academic year, 71% of students had attended a trip or visit. 57% of PP students had attended a trip or visit.</p> <p>During the 2023/24 academic year, 96.2% of students had engaged in some enrichment activities with PP and SEN tracking higher than the Non-PP percentage. The proportion of PP students attending a trip was broadly in line with Non-PP students (47% against 50%) and is a focus for the 2024/25 academic year.</p> <p>NEET figures for 2022-23 stand at 3.4%. 3 out of 6 of these students are PP. All students from the 2023-24 cohort have been registered as being in post-16 courses or apprenticeships although we are awaiting confirmation from NCC (due to be published December 2024).</p>

<ul style="list-style-type: none"> <li>• Embed 'read aloud' and 'disciplinary literacy' strategies across the academy.</li> <li>• Provide targeted interventions where required.</li> <li>• Improved reading and writing levels across all year groups, narrowing the gap between PP and non-PP students as evidenced through NFER testing and assessment data</li> </ul>	<p>As part of the morning registration activities, class novels are read with Form Groups. Staff have received CPD on 'Disciplinary Literacy' and it continues to be a focus as part of the academy's Guiding Principles.</p> <p>Target literacy interventions have been implemented in 6-week blocks using Lexonik. To date, 52 of the 149 students who have completed Lexonik have been PP, making an average reading age gain of 55 months, broadly in with non PP students on the programme.</p>																																																
<ul style="list-style-type: none"> <li>• The three-year plan is for there to be an increase in Golden Tickets received by pupils eligible for pupil premium funding, commensurate with non-PP students. The gap between the number of Golden Tickets received by PP students is closing in relation to non-PP students.</li> <li>• A reduction in negative behaviour points received by pupils eligible for pupil premium.</li> <li>• A closing of the gap between PP and non-PP suspensions.</li> </ul>	<p>42% of students at Cliff Park Ormiston Academy are Pupil Premium. Current data is showing that PP students are receiving, as a proportion, the same number of Golden Tickets as non-PP students.</p> <table border="1" data-bbox="699 750 1412 907"> <thead> <tr> <th>Gold Tickets</th> <th>All</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> <th>% PP</th> </tr> </thead> <tbody> <tr> <td>Sept-Dec 2024</td> <td>61,557</td> <td>25,245</td> <td>36,312</td> <td>11,067</td> <td>41%</td> </tr> <tr> <td>2023-24</td> <td>145,089</td> <td>50,610</td> <td>94,479</td> <td>43,869</td> <td>35%</td> </tr> <tr> <td>2022-23</td> <td>124,161</td> <td>47,662</td> <td>76,499</td> <td>28,837</td> <td>38%</td> </tr> </tbody> </table> <table border="1" data-bbox="699 929 1412 1086"> <thead> <tr> <th>Rewards</th> <th>All</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> <th>% PP</th> </tr> </thead> <tbody> <tr> <td>Sept-Dec 2024</td> <td>83,067</td> <td>33,483</td> <td>49,584</td> <td>16,101</td> <td>40%</td> </tr> <tr> <td>2023-24</td> <td>173,604</td> <td>57,453</td> <td>116,151</td> <td>58,698</td> <td>33%</td> </tr> <tr> <td>2022-23</td> <td>124,161</td> <td>47,662</td> <td>76,499</td> <td>28,837</td> <td>38%</td> </tr> </tbody> </table> <p>Behaviour data is showing that the gap between PP and non-PP negative behaviour events had decreased for the 2023/24 academic year.</p> <p>2022-23 suspension data shows that there were fewer PP suspensions than non-PP with 2024/25 data showing a further decline in PP and overall suspensions.</p>	Gold Tickets	All	PP	Non-PP	Gap	% PP	Sept-Dec 2024	61,557	25,245	36,312	11,067	41%	2023-24	145,089	50,610	94,479	43,869	35%	2022-23	124,161	47,662	76,499	28,837	38%	Rewards	All	PP	Non-PP	Gap	% PP	Sept-Dec 2024	83,067	33,483	49,584	16,101	40%	2023-24	173,604	57,453	116,151	58,698	33%	2022-23	124,161	47,662	76,499	28,837	38%
Gold Tickets	All	PP	Non-PP	Gap	% PP																																												
Sept-Dec 2024	61,557	25,245	36,312	11,067	41%																																												
2023-24	145,089	50,610	94,479	43,869	35%																																												
2022-23	124,161	47,662	76,499	28,837	38%																																												
Rewards	All	PP	Non-PP	Gap	% PP																																												
Sept-Dec 2024	83,067	33,483	49,584	16,101	40%																																												
2023-24	173,604	57,453	116,151	58,698	33%																																												
2022-23	124,161	47,662	76,499	28,837	38%																																												

- The overall absence rates, PA and punctuality of pupils eligible for pupil premium funding to be in line with improved figures across the academy.

The introduction of a free breakfast on 28.04.23 has helped close the gap between PP and non-PP lates. Of those taking up a free breakfast, around 50% are PP.



## Externally provided programmes.

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Bespoke GCSE support package	Oak Training
Student revision/study app	GCSEPod
Student revision/study app	Dr Frost
Raising Achievement Workshop	Maximize Your Potential