



The Wilnecote School

Title: Pupil Premium Strategy

Member of leadership team with lead responsibility for oversight and update of policy	Mr. M Herbert
Approved at SLT	21/12/2023
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Policy review cycle	Annually
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Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	The Wilnecote School
Number of pupils in school	918
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 - 24/25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	David Fosket
Pupil premium lead	Mark Herbert
Governor / Trustee lead	Moz Shigdar

Funding overview

Detail	Amount 2023 - 2024
Pupil premium funding allocation this academic year	£ 240,193.97
Recovery premium funding allocation this academic year	£ 63,066.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 303,259.97

Part A: Pupil premium strategy plan

Statement of intent

We value and promote three main areas of achievement for all our students, including those in receipt of pupil premium, which are enabled both through curricular and co-curricular teaching and activities.

Academic Outcomes - With our parents, The Wilnecote School shares the very highest academic expectations of our students. We are committed to ensuring our students achieve outstanding individual outcomes which afford them the maximum opportunities in future phases of their lives and careers. To achieve the very best for outcomes for students we know we have to provide the very best curriculum both to ensure national requirements which are a passport to future progression are met but also so that individual needs are realised. We are committed to a broad and balanced 21st Century curriculum, taught by specialist teachers with a passion for their subject, for teaching and for the future of the young people in their classroom. High quality first teaching makes the biggest difference to a student's experience of school and their outcomes. Our curriculum offers our students a broad and balanced experience and effective progression routes into Post16 education, employment or training.

Our intent for our students in receipt of PP will bridge the gap to students that are non-PP students in our own Academy.

Nurturing Individual Talent - Achievement of the very best outcomes for students is The Wilnecote School's core business but we also recognise the chance we have as educators to broaden a student's experience beyond the mainstream. Extra-curricular opportunities abound and we strive hard to provide complementary activities, trips and visits to enhance cultural literacy, a valuable commodity in the wider world.

Our intent for our students in receipt of PP is that, individually, they develop their skills and experience beyond the curriculum and that, collectively their participation is the same as that for their non-PP peers.

Attendance - our intent is for PP students to close the gap on attendance and be above national average. We recognize that the best place for young people to learn is in school.

Excellent relationships and Personal Development - The Wilnecote School is a cohesive learning community and the way we behave towards one another is very important in maintaining its character. We take behaviour seriously. Good behaviour which facilitates effective learning is encouraged, rewarded and reinforced. There is a very transparent and universal behaviour policy which is consistently applied and allows students to work in a calm and purposeful environment. Through form tutor support, daily assemblies, our PSHE program and the wider curriculum, as well as through role-modelling from staff, we promote our safe community and the key messages of tolerance, understanding and respect, to ensure students have the space to develop personally as well as academically. Mental health and wellbeing is well-supported and our students flourish.

Our intent for our students in receipt of PP is that they enjoy strong and consistent relationships with both staff and their peers. Develop characteristics to be successful all of which support and contribute to their development and happiness.

Challenges

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

Challenge number	Detail of challenge
1	The disadvantaged cohort has lower attendance than that of non-disadvantaged students and this has been exacerbated by the pandemic.
2	Poor levels of literacy on entry amongst the cohort and a lack of academic and Tier 2/3 generic language.
3	A lack of cultural literacy. Many disadvantaged students have limited cultural experience, and this impairs their ability to access some curriculum content.
4	Limited parental aspirations and low expectations of education can be deleterious to the ambition of some disadvantaged students.
5	Educational disadvantage on arrival from primary partner schools. Prior attainment on entry in terms of Key Stage 2 average point scores has always been significantly lower than the national average. This difference hovers around --0.82 although there is a more pronounced difference from the national average in 2020-2021 Year 11 cohort.
6	PP students demonstrate less resilience and self-regulation, leading to increased number of low-level behaviour incidents, reducing learning opportunities.

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
Improved attendance for disadvantaged cohort	<ul style="list-style-type: none"> • % attendance for disadvantaged cohort matches that of • There is little or no persistent absence amongst disadvantaged students
Improved reading levels across the school and the inculcation of a love of reading in our disadvantaged students.	<ul style="list-style-type: none"> • Reading data demonstrates a significant difference in attitudes and RA outcomes for PP students.

<p>Academic literacy best practice is embedded into teaching and learning as part of existing Key Stage 3 and 4 curriculum development.</p>	<ul style="list-style-type: none"> • There is evidence of rapid progress for those students with a RA of < 10 years on entry. • PP students use academic vocabulary often, across the curriculum and with confidence • Higher order questions are answered formally and with appropriate vocabulary and thus access higher marks
<p>Increased cultural capital.</p> <p>Monitoring of extracurricular clubs and trips demonstrates that PP students are fairly represented and offered equal access to opportunities.</p>	<ul style="list-style-type: none"> • Disadvantaged students benefit from a wide-ranging SMSC curriculum in curriculum time and through assemblies and PSHE sessions in timetabled form time. • Disadvantaged students in Years 7 & 8 access free musical instrument tuition and perform class, assembly and whole school where they can. • PP participation in extra-curricular activities and trips and visits is encouraged, supported financially when appropriate. • Students access homework using the new Go4Schools system.
<p>Raised aspirations of disadvantaged students and their parents for post-16 and post-18 education, training and employment opportunities.</p> <p>All PP students participate in carers events in school.</p> <p>All PP students receive carers appointments to support choices Post 16.</p>	<ul style="list-style-type: none"> • Disadvantaged students receive effective, personalised advice and guidance to support appropriate post-16 applications. • No NEET PP students, all have a place in Post 16 Education or training.
<p>Access to tablets to support online learning.</p>	<ul style="list-style-type: none"> • PP students have access to tablet computers in Maths allowing them to access and complete online learning and revision sessions.
<p>Improved attendance for PP students accessing wider opportunities that school offers, such as extracurricular clubs and educational trips.</p>	<ul style="list-style-type: none"> • All PP Students can take part in extra curricular clubs and are encouraged and supported to take part in the wider community of the school.

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: £ 151,700

Activity	Evidence that supports this approach	EEF Impact	Challenge number (s) addressed
Curriculum developments to improve literacy and to develop cultural capital	<p>Ongoing curriculum improvements support PP students in developing literacy skills and widening their cultural literacy as part of a universal approach.</p> <p>Curriculum approach to create ‘outstanding’ quality of education supported by evidence based research including: Rosenshine’s ‘Principles of Instruction’, Counsell’s ‘Disciplinary Knowledge’ and the work of Young and Sweller.</p> <p>EEF Impact of High-Quality Teaching and Learning</p>		2, 3, 5
<p>CPD focused on Quality First Teaching</p> <p>(1) implementation of universal approach / wave 1 provision</p> <p>(2) through subject specialist approach and identified departmental PP policy</p>	<p>Best practice approach - Leadership has placed great emphasis on responding to the needs of the individual. Wave 1 is the expectation of ‘Quality First Teaching’, where good quality teaching and suiting work to individual children means that every pupil is included. The needs of all children, including PP are taken into account, with high expectations for them. This is well supported by whole-school policies and planning.</p> <p>The proven features of this approach according to NASEN are similarly applicable to the PP cohort:</p> <ul style="list-style-type: none"> • A broad, balanced and relevant curriculum with high engagement of pupils • High quality teaching that is personalised • High expectations of every pupil • Ambitious targets based on appropriate assessment and dialogue with pupils and parents. • Potential areas of difficulty addressed and potential barriers to learning removed through the effective employment of resources. • Regular assessment, monitoring and review of children and young people’s development and progress against targets and outcomes 		2, 3, 5

	EEF Impact of High-Quality Teaching and Learning		
Purchase of Go4Schools to enable identification of PP students.	Detailed information to support PP students including student postcards. Easy and rapid Identification of students to enable efficient targeting of PP students with the strategies in this section		1,2,5
Marking and Feedback Policy supports improved and directed dialogic teaching	Very high impact for very low cost based on extensive evidence (+6) According to Hattie and Timperley (2007) feedback is one of the most powerful influences on learning and achievement, They developed a model of effective feedback that identifies the particular properties and circumstances that make it work. Feedback on task, process and self regulation level is far more effective than on the Self-level (e.g. praise which contains no learning information). Descriptive feedback is closely related to providing formative assessment (see above). In an interview Hattie emphasized that the most powerful feedback is that given from the student to the teacher. This feedback allows teachers to see learning through the eyes of their students. It makes learning visible and facilitates the planning of next steps. The feedback that students receive from their teachers is also vital. It enables students to progress towards challenging learning intentions and goals. EEF Impact of Feedback	+6	2, 4, 5
Continued application of whole school literacy strategy Targeted programmes for lowest quintile of readers (a) Phonics (b) Reading Comprehension	Reading comprehension strategies - very high impact for very low cost based on extensive evidence (+6) Phonics - very high impact for very low cost based on extensive evidence (+5) Evidence base includes work of - Quigley, Lemov and Becks EEF Impact of Phonics	+6 +5	2, 5
Purchase of Fresh Start and training of staff to deliver Fresh Start to PP students.	PP students identified will receive Fresh Start intervention. Fresh Start (FS) is a catch-up literacy intervention for pupils at risk of falling behind their peers in early secondary schooling. It provides systematic and rigorous practice in phonics so that pupils are at an appropriate level to join the mainstream group after completion of the intervention. EEF Impact Fresh Start	+3	2,4, 5

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

Budgeted cost: £76,777.97

Activity	Evidence that supports this approach	EEF Impact	Challenge number(s) addressed
<p>SLT PP Champions, identified Key Stage 4 students mentored by members of SLT to support academic and personal progress.</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.(+7) EEF Metacognition Impact</p>	+7	2, 5, 6
	<p>Oral language interventions have very high impact for very low cost based on extensive evidence (+6) EEF Oral Language Impact</p>	+6	
	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. EEF Mentoring Impact</p>	+2	
	<p>University of Cambridge: Faculty of Education - Dialogic Teaching Research Programme "When students are given opportunities to contribute to classroom dialogue in extended and varied ways, they can explore the limits of their own understanding. At the same time they practice new ways of using language as a tool for constructing knowledge.' By engaging students in dialogue, teachers can: - explain ideas - clarify the point and purpose of activities</p>		

	<p>- 'model' ways of using language - help students grasp new ways of describing phenomena."</p>		
<p>Music Lessons for all PP students in Years 7 and 8.</p>	<p>Arts participation - moderate impact for moderate cost (+3)</p> <p>EEF Art Participation Impact</p> <p>Children in low-income households are half as likely to take music lessons.</p> <p>The MU report "Understanding how income affects likelihood to learn an instrument" (September 2018) suggests only 19% of children from families earning less than £28,000 learn a musical instrument, compared with 40% of those in high-earning households. Ed Psych contribution to the report - "The power of music to young people is palpable, as access from a young age can not only positively impact a child's cognitive abilities, but their social and emotional development too." "Parents from lower socio-economic backgrounds often have so many additional stressors that accessing music may be low down on the priority list for their child. It is the role of government and schools to nurture and encourage children's exploration of music as a powerful learning and social tool." The school has a strength in this area which supports this approach: The school has received the 'Gold' award for music provision from Staffordshire LA. Main findings:</p> <ul style="list-style-type: none"> • There is a rich and comprehensive music curriculum in place, pupils make good progress throughout the key stages and many develop as strong musicians. • Instrumental work - Students make good progress. • There is an established programme of musical performances throughout the year. • Sharing between pyramids of schools is used to develop programmes of learning and support. • The school is applying to achieve an 'Artsmark' award from the Arts Council England demonstrating a commitment to arts, culture and creativity. • Our leader of music has been invited to join a development group of Lead Practitioners. • "The Wilnecote School continues to be a beacon of good quality music provision in Staffordshire." 	+3	3, 2
<p>Attendance at extra-curricular and on trips</p>	<p>Research conducted by the US National Center for Education Statistics found that</p>		3,6

<p>and visits encouraged, supported financially when applicable and monitored</p>	<p>participation in extracurricular activities have a positive correlation to the students' attendance, GPA, test scores, and expected educational goals. (Nov 2014)</p> <p>Benefits of participation in extra-curricular activities have been found to include:</p> <ul style="list-style-type: none"> • Improvement in academic performance • Opportunities for exploration of interests and the creation of broader perspectives • Higher self-esteem • Social opportunities • Productive breaks • Development of essential life skills • Additionally in CVs • Enhanced university applications 		
<p>Designated transition interview programme with PP students and their parents/carers.</p>	<p>Parental engagement - moderate impact "The engagement of parents in their children's education is an important factor in raising attainment. Their active support at transition has also been found to be important in easing the transition from primary to secondary school." Supporting learning in the transition from primary to secondary schools" University of Bristol Feb. 2017.</p> <p>EEF Parental Engagement</p>	<p>+4</p>	<p>4</p>
<p>Dedicated work-related learning and careers programme for Key Stage 4 PP students</p>	<p>Raising aspirations has proven impact on pathway progression and as a result the higher outcomes that are demanded are more likely to be met</p> <p>This approach is in keeping with the government's emphasis on careers advice and their best-practice documentation - Careers Leader in place (at senior level) driving 'The Wilnecote Way' strategy.</p> <p>DfE Careers Guidance and Inspiration in Schools (2015)</p> <p>"Young people who are uncertain or unrealistic about career ambitions are three times more likely to spend significant periods of time not in education, employment or training. (NEET). Providing improved careers services will ensure that young people can select educational routes (and then begin their working life in a job) that are suitable for them."</p> <p>EEF Careers Education (July 2016) Careers education works best when it is personalised and targeted to individuals' needs from an early age. This, together with school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people's transitions into education, training and employment.</p> <p>Our approach thus far has given us some strong</p>		<p>4, 6</p>

	destination data for disadvantaged students and an extension will only enhance their provision and outcomes.		
Year 11 PP students receive core subject revision guides (English, Maths, Science)	Investing in these resources to support the students will remove a barrier to access revision and homework. EEF report homework having a positive impact on students, particularly secondary aged students. Homework linked to the core subjects will be more effective on impacts of learning. Research shows it will also have a positive impact on reading. EEF Homework Impact	+5	

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

Budgeted cost: £74,782.00

Activity	Evidence that supports this approach	EEF Impact	Challenge number(s) addressed
<p>Pastoral meeting standing agenda item focussed on PP students in House including the review of VP Points and possible interventions arising</p>	<p>Approach ensures closer monitoring of student engagement in school by tutors and supports better engagement with parents/carers (see above)</p> <p>Led by Assistant Headteacher</p> <p>Emphasis on importance of Value Points system for PP students and their learning behaviours - ‘putting in place clear reward systems can improve pupil behaviour in the classroom, not just for those pupils most likely to misbehave.’ EEF Improving Behaviour in Schools, Evidence Review December 2019</p>		1, 3, 6
<p>Attendance and behaviour data used in departments to monitor PP students and promote intervention</p>	<p>Behaviour interventions (such as use of Inclusion Team) Moderate impact for low cost based on limited evidence (+4)</p> <p>Led by Head of Department/Faculty</p> <p>Approach ensures closer monitoring of behaviour attainment and progress in school by individual subject teachers - multi faceted approach.</p>		1, 4, 6
<p>Regular meetings of the attendance team focus on interventions for students who are PP</p> <p>Targeted EWO involvement where necessary to support PP students and families with attendance.</p> <p>Targeted PP Workshops for identified students.</p>	<p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons. ‘The link between absence and attainment at KS2 and KS4’ DFE March 2016</p> <p>EWO workshops working with targeted disadvantaged students. These workshops will be focussed on Year groups with the biggest gap in attendance from non-disadvantaged students. These have started with Year 10 students and attendance data will be tracked to monitor impact.</p> <p>‘Improving attendance at school’ DFE 2012</p>		1, 2, 3
<p>PP students targeted, prioritised and supported in undertaking Duke of Edinburgh award.</p>	<p>Proven benefits of a national programme which supports students’ development, both academic and personal. This is investment on the future of our PP cohort</p>		3, 4, 6

	<p>The benefits are that the programme develops the skills and attitudes they need to become more rounded, confident adults. Qualities that colleges, universities and employers are attracted to.</p> <ul style="list-style-type: none"> - Self-belief and self-confidence - A sense of identity - Initiative and a sense of responsibility - A real awareness of their strengths - New talents and abilities - The ability to plan and use time effectively - Learning from and giving to others in the community - Forming new friendships - Problem solving, presentation and communication skills - Leadership and teamworking skills. <p>EEF Outdoor Adventure Learning</p>	+1	
PP Students supported in attending and mentoring support offered through extracurricular clubs	<p>EEF mentoring builds relationships with young people either in school or at the end of the school day. Mentors can meet in groups, this also becomes a form of peer tutoring (EEF state this to be high impact). Parental engagement will also be part of these sessions. EEF key findings states this will have a positive impact and support progress.</p> <p>EEF Mentoring Impact</p>	+2	6
Improved Aspirations for PP students at The Wilnecote School	<p>All Year 9 PP students will have aspirational worked based, motivational and aspirational speakers coming into school and presenting to them. The Wilnecote Way will deliver PSHE carers sessions.</p>		4
Improved behaviour choices for PP students.	<p>Support disadvantaged with behaviour. Data is used to identify disadvantaged students whose behaviour in school is causing concern. PP specific inclusion support is in place to support those students and behaviour data is used to monitor impact. PP students will also have access to our internal AP, refocusing our most challenging student's classroom behaviour with high level intervention. Data on all aspects of these students is used to measure impact, including attendance, behaviour and SEMH.</p> <p>EEF Behaviour Impact</p>	+4	6

	EEF Metacognition and Self-Regulation	+7	
PP ting Students join up English and Maths results at GCSE	Support disadvantaged students in English and Maths interventions. We will ensure students are able to attend and offer PP specific interventions. Incentives to attend will also be used. Attendance data as well as Internal and external monitoring will be used to measure impact. EEF Impact Small Group Tuition	+4	2,4,5

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Attainment

%	2019	2020	2021	2022	2023
PP 4+	9.7	55.8	33.3	38.5	29.7
PP 5+	35.5	23.3	14.8	26.9	13.5
Non-PP 4+	34.7	60.9	66.7	66.3	51.4
Non-PP 5+	66.3	39.1	46.7	39.1	27.9

The KS4 disadvantage gap index has widened slightly compared to 2021/22, from 3.84 to 3.95.

Attendance

	PP Attendance	Non-PP Attendance	Gap
20-21	83.03%	88.9%	5.87%
21-22	85.82% ↑	90.15%	4.33% ↑
22-23	86.72% ↑	90.04%	3.32% ↑

Attendance has improved each year for our PP students and the gap between PP and non-PP is closing.

Literacy Data

Accelerated Reader

Accelerated Reader Impact on PP students	Percentage
Chronological Progress	41% ↑
Already Chronological Progress	21%

Impact -PP Student Voice 84% of students said it encouraged them to read.

18% of student application to become Student Librarian were PP.

Suspensions

	20-21	22-22	22-23
% of DISADVANTAGED of their cohort receiving 1 or more suspensions	7.79% (18/231)	23.44% (49/209)	22.41% 54/241 ↓
% of DISADVANTAGED of their cohort receiving 3 or more suspensions	3.03% (7/231)	10.4 (21/209)	9.96% 24/249 ↓

Students that are PP receiving suspensions is bellow the % of students with PP.

Inclusion department supported 81 students last academic year, 46% of those were PP students.

Extra-Curricular Clubs 22-23

Autumn	Spring	Summer
18%	22% ↑	24% ↑

Over the last academic year, the uptake in extracurricular clubs by PP students grew each term as staff identified and encouraged PP students to attend clubs. Where students faced barriers to access, we supported.

Destination

	% PP Neets
20-21	1%
21-22	0% ↓
22-23	0% ↓

Attainment (2020 and 2021) - Centre and Teacher Assess Grades				
	2020		2021	
Total Cohort	158		132	
PP Cohort	43		27	
	PP	Non PP	PP	Non PP
% achieving Grade 5 or above in English and Maths	23.3%	(39.1%)	15.1%	(46.7%)
% entered for English Bacallaureate	10.7%	(1%)	18.5%	(16%)
% achieving grade 5 or above in the English Bacallaureate	2.3%	(13.9%)	4.1%	(4.1%)
Progress 8 score			-0.74	(-0.15)

Attainment (2019 and 2022) - External Assessment				
	2022		2023	
Total Cohort	118		148	
PP Cohort	26		34	
	PP	Non PP	PP	Non PP
% achieving Grade 5 or above in English and Maths	26.9%	(39.1%)	6%	(24%)
% entered for English Bacallaureate	6.1%	(22.8%)	0%	(26%)
% achieving grade 5 or above in the English Bacallaureate	0%	(23.1%)	0%	(6.8%)
Progress 8 score	-1.01	(-0.15)	-0.93	(-0.48)

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
Catch-up Literacy	Pet-XI
Catch up Numeracy	
Stretch and Challenge	
Power-up	
Topic focus - English	
Topic focus - Maths	
High 5 programme - English	
High 5 programme - Maths	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

<p>Attendance</p> <p>We are using funding to support EWO external workshops working with targeted disadvantaged students. These workshops will be focussed on Year groups with the biggest gap in attendance from non-disadvantaged students. These have started with Year 10 students and attendance data will be tracked to monitor impact.</p>
<p>Aspirations</p> <p>We are using funding to support Year 9 aspirations, this will be in the form of careers workshops, aspirational speakers, and visits to higher education establishments. These sessions will support option choices for GCSE's.</p>
<p>English and Maths Intervention</p> <p>We are using funding to further support disadvantaged students in English and Maths interventions. We will ensure students are able to attend and offer PP specific interventions. Incentives to attend will also be used. Attendance data as well as Internal and external</p>

monitoring will be used to measure impact.

Behaviour

We will use funding to support disadvantaged with behaviour. Data is used to identify disadvantaged students whose behaviour in school is causing concern. PP specific inclusion support is in place to support those students and behaviour data is used to monitor impact. PP students will also have access to our internal AP, refocusing our most challenging student's classroom behaviour with high level intervention. Data on all aspects of these students is used to measure impact, including attendance, behaviour and SEMH.