

Tiverton High School Pupil Premium Action Plan 2017/18

The following principles will underpin our Pupil Premium Grant (PPG) plan at Tiverton High School (THS):

- 26% of our students are eligible for PPG because they receive free school meals, compared to 28.7% nationally. Additionally, we know from our internal data that factors such as SEND and gender tend to have just as great an impact on students' attainment as their PPG status.
- We will use our PPG funding to pay for initiatives and projects that are proven to have an impact. We will use findings from Education Endowment research as our main evidence base.
- We will use PPG funds to pay for specific intervention work in English and maths, as high attainment in these subjects is likely to have most impact on our students' life chances.
- Where possible, we will use high quality learning and teaching as the main driver for closing gaps and improving attainment.
- We will use our PPG funding to support our School Strategic Plan (SP). This will include:
 - Supporting PP students and prioritizing those who have historically made less progress than non-PP.
 - Addressing underachievement of PP and the cross over with SEND
 - Focus on the non-secondary ready students to further develop their literacy and numeracy

Summary information					
School	Tiverton High School				
Academic Year	17.18	Total PP budget	£271,849	Date of most recent PP Review	20.9.17
Total number of pupils	1164	Number of pupils eligible for PP	301	Date for next internal review of this strategy	12.17

Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving basic measure 4+ good pass (5 – 9 'strong pass')	49% (33%)	Awaiting ASP
Progress 8 score in English / Maths	- 0.07 / 0.12	Awaiting ASP
% achieving 9-4 English	57%	Awaiting ASP
% achieving 9-4 Maths	67%	Awaiting ASP
Progress 8 score average	-0.25	Awaiting ASP
Attainment 8 score average	36.7	Awaiting ASP

4-year trend				
	2014	2015	2016	2017
Cohort	65	75	54	52
KS2 APS	25.8	25.4	23.7	27.3
Attainment 8	38.5	42.4	36.04	36.7
Progress 8	-0.24	0.07	-0.39	-0.25
Basics	32%	36%	21%	49%

*SISRA initial estimates

Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Disadvantaged students enter THS at KS3 significantly below non-disadvantaged	
B.	Inconsistencies of academic expectations of disadvantage students by teachers	
C.	Same disadvantaged students have low expectations of themselves and a poor attitude to learning	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance rates for pupils eligible for PP are 91% - this reduces their school hours and causes them to fall behind on average.	
E.	Some inconsistency of parental support for disadvantaged students within the wider community and low aspiration of parents and carers	
1. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	To 'catch up' Y7 and Y8 students so non-secondary ready students are attaining flightpaths in line with their peers (T&L section 2 and Outcomes section 4)	Y7 and Y8 EOY data 75% of non-secondary ready students make better than expected progress (positive progress 8) in E & M
B.	Closing the gap between disadvantaged and non-disadvantaged students (Outcome section 4)	Reduce PP A8 gap for all years to 15% for July 18 data capture
C.	Higher levels of engagement from disadvantaged students (Personal development section 3)	Reduction in fixed term exclusions between 16.17 and 17.18 – PP to be in line with non-PP. Close the gap in parking instances between disadvantaged and non-disadvantaged students Increase levels of engagement with after school revision and extra curricula opportunity
D.	Increased attendance rates for pupils eligible for PP (Personal development section 3)	Reduce the number of persistent absentees among pupils eligible for PP to 12% or below. Overall PP attendance improves from 91% to 95% in line with 'other' pupils.
E.	Increase support of disadvantaged parents to parent's evenings, information events and engagement with school life (Leadership and management section 1)	Improve attendance to parent evenings for 75% of PP parents to attend per event Increase frequency of access to class charts to 75% of PP parents accessing Increase numbers of disadvantaged parents accessing Parent Forum to 25% of total attendance are PP parents meetings

A	To 'catch up' Y7 and Y8 students so non-secondary ready students are attaining flightpaths in line with their peers (T&L section 2 and Outcomes section 4)	Y7 and Y8 EOY data 75% of non-secondary ready students meeting FFT50 target in E&M check
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How:	Resources:	Success criteria/outcome:	Evidence to QA success criteria/outcome:	Led by:
Embed English and Maths catch up programmes for year 7 & 8 through the use of an intervention room.	2 x grade D TA Intervention room with relevant resources £500 £2000 £32,187 £3,300 IT resources	At the end of the academic year 80% of students will have been assessed as secondary ready in English and/or Maths Check	Data capture and analysis of cohort LW Student voice EOYE	TXW NW SJR
Deliver the ARROWS & Read Write Inc (fresh start). programme for Y7 and Y8 students who enter below their chronological reading age through our specialist Cognition TA	£5,133	25% of the target group are PP % of the cohort are in line with their chronological reading and spelling age by the end of KS3	Provision mapper provision list Reading age notes on provision mapper and spreadsheet Retesting data	MB TMM RR
Disadvantaged students with below chronological reading ages will be trained in and provided with Read/Write/Gold to maximise their exam success	£3000	All PP students who are eligible are trained and have access to RWG in lessons and in their exams	Provision mapper provisions list. Training log. Logs from the KS3 intervention group.	MB TMM RR
To support teachers with accelerate progress in E&M within the classroom, we will buy in an SENd consultant 1 day per week to support teachers with high % of non-secondary ready and SEND students in their	£3,861	Y7 and Y8 EOYE data 75% of non-secondary ready students meeting FFT50 target in E&M	Provision mapper provisions list and reports LW	MB TMM JAM ALA

classes to improve Quality First Teaching				
Funding 'transition' family support worker to support disadvantaged students and collate information to inform teaching	£8,334	25% of case load with the PP SDQ's to measure impact 75% of case load show improvement in SDQ scores	LM minutes Provision mapper Student profile data	CW
Pupil Premium Yr6 to have TIG and SIDs created on transition to enable targeted support and funding where barriers are identified on entry	?	Identifying needs and barriers of Year 6 transition to proactively plan for Year 7	TIG and SIGs Transition meeting minutes	CW TMM

B	Closing the gap between disadvantaged and non-disadvantaged students (Outcome section 4)	75% of PP students & 50% of SEND students make better than expected progress (Positive P8 score) (2017: PP 44%, and SEND 0%) TAs are redeployed to specifically support identified SEN & PP students.
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How:	Resources:	Success criteria/outcome:	Evidence to QA success criteria/outcome:	Led by:
Create a PP & SEN/gender data dashboard, share with SLs, HoHs and challenge pockets of under-performance through line management routes	Meeting time Twilight sessions	The profile of vulnerable groups will be enhanced across the school and therefore the gaps between PP/ SEN and non PP/SEN will be closed. 75% of PP students & 50% of SEND students make better than expected progress (Positive P8 score) (2017: PP 44%, and SEND 0%)	Data Dashboard EQ: Student voice, learning walks, work scrutiny, formal lesson observations	SFT TXW
PP review to evaluate PP funding and recommendations to inform deployment of resources and measuring impact.	EQ calendar Meeting time Tom Winskill – consultant for LA	There will be clear recommendations for the school to adopt from the report. The provision for PP students will be enhanced and 75% of PP students make better than expected progress.	Pupil Premium report	TXW MJB
Raise expectations of accountability beyond middle leaders for vulnerable groups, by making focus on vulnerable groups an appraisal target for all staff including support staff	Appraisal process	75% of PP students & 50% of SEND students make better than expected progress (Positive P8 score) (2017: PP 44%, and SEND 0%)	Review of new structures provided by HT to FGB Data sweep EQ	TXW MJB
Implement a CPD programme which promotes the 'continuous learner'.	Twilight training programme	At least 50 % of SL/ML/TiC and UPS3 colleagues provide input at training sessions either at THS or through DTSA WCTSA	CPD programme Blue sky software	SLC AJF
Create a culture of 'training		SLT are able to precisely analyse the	EQ: Student voice, learning	SLC

school' across the community to provide opportunities for current staff to grow and develop and to secure outstanding practitioners into THS		quality of T& L taking place in the school identifying gaps and areas requiring further whole school, department or individual focus.	walks, work	AJF
Implement a more robust system of identification of the quality of teaching across the school with clear routes to celebrate and share best practice as well as explicit procedures to address underperformance.	Blue sky software package £3000	The quality of teaching across the school will increase so that 75% of lesson observations are judged as good by SLT. There will be no one subject to capability and where teaching is a concern the LoL and THS coach will be deployed to address underperformance. All colleagues take responsibility for recording their CPD experiences.	Formal lesson observations Blue sky log	SLC AJF
Specifically upskill the ASL/TiC across the school to enhance degrees of accountability and to further improve rigour within subjects.	Twilight training	The performance of subjects where there are TiC's will be similar to other departments and will be in line with FFT20 targets.	EQ: Student voice, learning walks, work scrutiny, formal lesson observations	SLC AJF
Introduce a ML training programme in conjunction with leaders of learning and LA advisor to help address departmental variation.	Advisor/LoL time Twilight training slot	There is consistent practice across all departments within the school. Student voice feedback talks about consistent approaches and the q of T & L being a similar experience in terms of expectations.	CPD programme and follow up	SLC SFT
Continue to use challenge appraisal target for every colleague linked to the performance of a year 11 or year 10 class (FFT20/FFT5 target TBC).	Admin/meeting time	Work scrutinise are more consistent in terms of expectations, learning journeys and use of assessment trackers to support student progress so students are in line or exceeding expectations	Data and appraisal process	SLC SFT
Dedicate on curriculum meeting per half term to focus on PP progress and T&L			Work scrutinise Learning walks Minutes and agendas	SLC SFT TXW

Targeted CPD to quality first teaching/matching learning to need and specific focus on provision and outcomes for PP and SENd students	Twilight training sessions x 4	CPD around matching learning to need drives improved QFT In class identification of PP/spotlight students and action plan to accelerate progress for year 11 groups.	EQ: Student voice, learning walks, work scrutiny, formal lesson observations	CNW TMM SLT
Extend year 11 Spotlight programme for underperforming disadvantaged students in year 11.		75% of PP students make better than expected progress (Positive P8 score)	Y11 data analysis SV	TXW HoH SLC
Specific CPD training around the engagement of PP boys, especially those who are 'coasting'.		PP boys attain in line with PP girls	CPD programme	TXW
Engage with boys, Inc. PP boys, learning group to identify preferred learning approaches especially focus on the open basket subjects		PP boys attain in line with PP girls	Boys learning group feedback Student Voice	TXW SLC
Strategic deployment of TA's in response to data, through academic intervention with a SENd, Boy and PP focus	Curriculum TA's £37,187	75% of PP students make better than expected progress (Positive P8 score)	EQ: Student voice, learning walks, work scrutiny, formal lesson observations TA deployment analysis TA appraisal process	TXW TMM SL
Accelerating the progress of HA PP students through the Brilliant Club programme	£3,840	50% of KS3 and KS4 cohort are HA PP students 75% of PP students cohort in programme make better than expected progress (Positive P8 score)	SV Brilliant Club evaluation report	TXW NG
Funding music tuition for KS4 GCSE Music students and students in KS3	£5,000	PP students in GCSE music attain in line with non PP for performing component	SV Attendance to tuition Y11 music data analysis	TXW IPW
To prepare students and prepare them for High	£3,500	25% of Y9, Y10 and Y11 cohort to be PP 0% of HA PP become NEET students at	NSSW coordinator minutes NSSW evaluation process	TXW

Education, we will appoint an NSSW Support Work to coordinate and mentor HA disadvantaged students in low HE participation wards		post 16 100% of HA PP students have appropriate L3 pathway 75% of HA PP students opt for facilitating subjects at post 16	SV	
To oversee the performance, improve outcomes and engagement of disadvantaged students, we will continue to fund the post of Assistant Head – Pupil Premium Champion	£39,321	75% of PP students make better than expected progress (Positive P8 score)	PP action plan LM minutes Data dashboard Appraisal	SFT

C	Higher levels of engagement from disadvantaged students (Personal development section 3)	Reduction in fixed term exclusions between 16.17 and 17.18 – PP to be in line with non PP. Close the gap in parking instances between disadvantaged and non-disadvantaged students Increase levels of engagement with after school revision and extra curricula opportunity
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How:	Resources:	Success criteria/outcome:	Evidence to QA success criteria/outcome:	Led by:
To raise aspirations of disadvantaged students, all Y10 disadvantaged students will access a 1:1 careers interview from an external careers councillor	£463	PP students will have a clear progression plan and support with post 16 transition 100% of PP students will have a post 16 placement Reduce NEET to 0	Post 16 tracker Destination data provided by DCC	TXW
To support the social and emotional wellbeing of disadvantaged students we will continue providing 1:1 support through the school Councillor	£6,993	25% of case load will be PP students SDQ's to measure impact 75% of case load show improvement in SDQ scores	Results of the new intervention success tracker on provision mapper	MB
To support students in being safe, we will continue to fund the post of Head of Student Safeguarding	£9,791	Student safe guarding audit demonstrate 80% of PP feeling safe knowing where to go for help	Results of the new intervention success tracker on provision mapper	MB CW
High levels of welfare intervention will be offered to provide disadvantaged students with well-planned support and bespoke workshops to support in SEMH	£4,608	Reduce parking data in line with non disadvantaged Reduce fixed term exclusions	Results of the new intervention success tracker on provision mapper	MB

All disadvantaged learners will access Outdoor Education in Y7 and at other times as appropriate, and we will continue to fund the post of Outdoor Education practitioner Inter6	£9,519	Reduction in fixed term exclusions between 16.17 and 17.18 – PP to be in line with non PP. Close the gap in parking instances between disadvantaged and non-disadvantaged students	Behaviour data dashboard	SFT
To support parental engagement, we will continue to fund the post of the family support worker	£7,215	25% of case load is PP SDQ's to measure impact 75% of case load show improvement in SDQ scores	Results of the new intervention success tracker on provision mapper	MB CW
We will create a PP project fund to enable all disadvantaged students to access revision resources, extra curricula and enrichment opportunities inc: <ul style="list-style-type: none"> o Transport to enrichment and enhanced learning opportunities such as Exeter Maths school, Theatre visits and other cultural enrichment opportunities o Revision guides for Y11 PP students o Specialist equipment for GCSE courses 	£10,000	100% of Pupil Premium students will access revision guides Pupil Premium students will be able to access enrichment and MAT opportunities	Provision mapper	TXW
We will fund the three Student Support Worker posts in Student Services to support PP students in managing behaviour and accessing the curriculum	£16,083	Close the gap in negative behaviours between disadvantaged and non-disadvantaged students	Behaviour dashboard	JB
To ensure all students can access Activities Week we will support PP students in funding	£2,500	All disadvantaged student will have access to opportunities in line with their peers	Engagement in activities Student voice Parental feedback	SFT

opportunities				
Where possibly, we will continue funding the two-tutor model, enabling greater levels of academic mentoring for disadvantaged students	£8,318	100% of PP students will accessing 1:1 mentoring once per half term at data drops	Mentoring TAR logs	MB CMD HOH
To enable disadvantaged students and parent's higher levels of CEIAG we will continue to fund the U-Explore subscription for students to prepare for FE and HE	£500	% of PP students access U-Explore 25% of CEIAG online access to Careers Advisor are PP students	U-Explore analysis Messaging log	TXW
To support disadvantaged students in developing behaviours for learning, we will continue to fund the Behaviour for Learning post	£12,270	Reduction in fixed term exclusions between 16.17 and 17.18 – PP to be in line with non PP. Close the gap in parking instances between disadvantaged and non-disadvantaged students within high profile case load	Half Termly behaviour data reports.	MJB

D	Increased attendance rates for pupils eligible for PP (Personal development section 3)	Reduce the number of persistent absentees among pupils eligible for PP to 12% or below. Overall PP attendance improves from 91% to 95% in line with 'other' pupils.
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How:	Resources:	Success criteria/outcome:	Evidence to QA success criteria/outcome:	Led by:
Create a new system of attendance to ensure data analysis is used effectively to improve whole school attendance with a sharp focus on PP	Pack produced to include: policies, accountability system, punctuality system, advice to students, rewards	PP PA down to 12% PP attendance up to 95% Half termly report to SLT	SIMS records of attendance, intervention log (texts/calls/letters/meetings) Minutes of meeting on provision mapper	MJB
Increased accountability for tutors and Heads of House for students who are vulnerable to become PA or are PA	Assign HoH and attendance team SEND/PP target group for each year group.	Bi weekly cycle record of text messages, letters, calls and meetings.	Communication log. Minutes of meetings on provision mapper and class charts.	MJB
We will appoint an additional designated attendance student support officer who will have a disadvantaged student target group who are at risk of becoming PA.	£6,741	PP PA reduced to 12% PP attendance to 95%	Half termly attendance report	MJB
Sam learning	£1,500	PP PA students will access SAM learning to work independently. Students who are absent due to medical needs or who are on personalised timetable will have access to high quality resources.	Half termly usage report	MJB

E	Increase support of disadvantaged parents to parent's evenings, information events and engagement with school life (Leadership and management section 1)	Improve attendance to parent evenings Increase frequency of access to class charts Increase numbers of disadvantaged parents accessing Parent Forum
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How:	Resources:	Success criteria/outcome:	Evidence to QA success criteria/outcome:	Led by:
To improve student engagement, encourage self-regulation and enable parents to access behaviour, attendance and reward data.	£3,000	75% of PP parents will have access class charts app 75% of PP students will be accessing class charts app	Class charts	MB
Parent Forums through targeted texting		Parent Forums have regular uptake of parents by 25%	Registers	CW

Progress on key issues from previous Ofsted inspection (July 2015)

Continue to improve teaching and learning across the school so that all students achieve as highly as possible in particular:		
Key areas	Intervention	Impact
Strengthen the focus on raising aspirations so that all students are equally stretched and challenged to achieve in line with their potential	There has been a shift in expectation of both students and staff since our previous inspection. A clear focus on the 'challenge' agenda has resulted in improved outcomes for our YP.	2017 results are the best the school has ever produced in terms of 'the basics' 65% 9-4 in English and Maths. In terms of 9-5 in English and Maths we are 1% up on FFT20 target at 40% with remarks still pending. Our progress 8 score estimate from SISRA indicates that we are likely to finalise a score around 0. Within a Devon context in one year we have moved from 29 th in the table for P8 to 17 th . We are above national average for both English and Maths in 9-4 score both achieving 74%. Issues remain with some cohorts, such as our SEND students and the performance of boys in some subjects. We also had 39 more boys in the 2017 cohort.
Extend and adapt the most effective support and provision already in place for disadvantaged students to help all groups of learners achieve the best GCSE results possible	We have focused on our disadvantaged students with interventions such as 'spotlight' and Cobra. The gap between PP and non PP is closing, although there is still work to be done in this area.	The gap although still there between PP and non PP is closing, from -44 in 2016 to -24 in 2017. The most significant closing of the gap appears in Maths where in 2016 the gap was -44 now -11. The gap in English has closed but is an area of focus for us as we move forward. Where PP students have done less well is in languages and the humanities. PP students performed better in Art, stats, RM, and CIDA compared to their other subjects. They did less well in PE, Computer science and French

- There is an improving picture regarding performance across the school. This is the result of structures and cultures that emphasise self-evaluation and accountability throughout the body of the school. The structure of monitoring and evaluating the quality of teaching is embedded and understood by staff. Results of monitoring and evaluation are recorded, shared with colleagues and acted upon. The SLT have been relentless in their drive to monitor the quality of T&L since the HT appointment in September 2016. The HT conducts joint learning walks, book scrutinies with every member of SLT who line manages subjects. 'No notice' book scrutinies now commonly take place at least once a month across the school with all years and groups included. Trends, strengths and areas for further exploration are identified and shared with middle leaders who then cascade information to their teams. As a direct result of this SLT have recently reviewed the whole school feedback and marking policy written in 2015 and made appropriate adjustments, recognising the need for a change in practice since it was initially implemented.

Quality of Teaching and Learning

- Feedback from our quality assurance methods in 2016/17 highlighted the need to provide a consistent and clear approach to tracking and monitoring the 'learning journey' for all students in all departments. This will not only help secure teachers' assessments but also provide clarity for students and parents in terms of their knowledge skills and understanding.
- Some students do not commit to improving their work or are keen learners who want to learn from their mistakes. Our feedback and marking policy has been refined to allow a degree of personalisation for departments in order for this to be addressed.
- As a founder member of Dartmoor teaching schools alliance the school is at the forefront of continual professional development for our staff. Subject leaders have taken part in subject leader network meetings. In addition to this we have been able to secure the advice and support from a SLE for science as a direct result of being an active member of this programme
- We have changed our approach to staff CPD and have started to introduce twilight training sessions to provide a regular focus on the pedagogy of T&L. These sessions are calendared every month with a suite of staff training opportunities based on whole school, department and individual priorities as well as colleagues career entry profile
- In line with changes to the SEND code of practice some support staff have been redeployed to curriculum areas. This builds upon the strong practice already evident with the use of curriculum teaching assistants in English and maths. Our Sancho who was appointed during last academic year recognises that there is a significant need to support colleagues around quality first teaching in the classroom and whilst we have a number of SEND specialists in the school the cascading of skills to support our SEND students need to be developed. Our more specialist provision for SEND students come from our CAIRB which the LA us to run. We have a newly appointed Teacher in charge in this areas of SEND and are already building in opportunities for sharing levels of expertise which will develop over time. 41% of our SEND students are pupil premium.

- Homework is set regularly and is shared with students and parents through the class charts service. This service is personalised for each student via an individual user login, but both students and parents can always access homework details without requiring login details. Quality of homework set by subject teachers is monitored by subject leaders.

Personal development, behaviour and welfare

- The vast majority of behaviours recorded at the school are positive (97%). The SLT have designed and developed a half termly behaviour data dashboard to support the strategic review, planning and interventions required to further improve the experiences for individuals which ultimately impacts upon their peers and staff.
- The number of students who received fixed term exclusions in 2015/16 were 4.8% of the entire student numbers. This figure remained static in 2016/17. Disadvantaged students are twice as likely to receive a fixed term exclusion.
- Fixed term exclusion data for 2016/17 academic year demonstrate improved levels of behaviour and a significant reduction in students putting themselves and others at risk. The number of sessions lost to fixed term exclusions reduced by 7% from 2015/16 data. However, the number of exclusions awarded to SENd and PP remains high.
- Positive attitudes are demonstrated in the behaviour for learning data. Parking data indicates a downward trend with a reduction of 23% compared to this time last year. Class charts indicate that the majority of students have a positive attitude towards learning.
- There is a clear action plan in place to support the necessary improvements regarding attendance. The LA have also recognised inconsistent support via the EWS and there has been a change in personnel over the past month (March 2017).
- The majority of students arrive to lessons and school on time and conduct themselves well in the corridors and at lesson changeover but there needs to be higher expectations regarding punctuality, especially to tutor time for a number of students.
- Whole school attendance for 2016/17 suggests that we will continue to be below NA at 93.7% (95% 2015). Our PA is also likely to be above NA at 17.0% of the whole school compared to (12.4% 2015). Disadvantaged students 88.9% (92.8% 2015), SEN support 90.2% (92.7% 2015) and EAL 93.8% (95.7% 2015) are focus groups for the school.
- Incidents in negative behaviours at break and lunchtime has declined by nearly 40% compared to this time last year.
- Our PP students acquire 25% of the positive behaviour points across the school.
- Students' positive attitudes are evident in whole classes and small groups. Lesson observations, learning walks and 'drop ins' record good standards of behaviour. Behaviour for learning grades are monitored and intervention is put in place for students who are scoring low B4L grades.
- Improvements in student behaviour are centrally led by the HoH in conjunction with behaviour for learning manager. The school adopts a layered approach to interventions, monitored through class charts and provision mapper. There are a number of interventions offered

within the school such as 'managing emotions' counselling, as well as engaging with external agencies such as the police, CAMHS, YISP, YOT, CYPS.

- The majority of students report that they feel safe in school and at alternative placements. They understand what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety. Students report their concerns and their own activities and those of peers and adults to staff. Development day sessions address safeguarding concerns relevant to the year group. There has been a 16% decline in the number of reported bullying incidents from 2015/16 to 2016/17.
- Progression to post 16 is in line with national average as a cohort but above national for pupil premium students.

Outcomes for Pupils

- The introduction of a 'spotlight' group of 74 underperforming students, many of whom were PP and boys achieved positive outcomes with 70% secure the 'basics'.
- Unvalidated 2017 data demonstrates key concerns for the school around middle and high ability as well as disadvantaged students. The 2017 cohort of PP students scored -0.31 with the gap closing slightly. However, PP performed better in the 'basics' than previous years closing the gap with non pp by over 20% based on 2016 outcomes. Low prior attainers achieved well in Eng and Maths, with an overall P8 score of 0.145. Whilst middle prior attainers achieved well in Maths 0.068.