

Pupil Premium Strategy Statement: The Brittons Academy



1. Summary information					
School	The Brittons Academy				
Academic Year	18/19	Total PP budget	£382,990	Date of most recent PP Review	Nov 2017
Total number of pupils	721	Number of pupils eligible for PP	354	Date for next internal review of this strategy	Jan 2019
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2017)	
% achieving 9-4 in English & Maths			31.82	71.2	
% achieving 9-5 in English & Maths			18.18	49.4	
Progress 8 score			-0.83	0.11	
Attainment 8 score			31.09	49.8	
3. 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.	Low attainment of pupils eligible for PP, particularly those with high prior attainment				
B.	Historically poor accuracy of data and assessments leading to improperly targeted interventions				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
C.	Attendance rates significantly below the national average				
D.	Low aspirations and a disproportionately high percentage of pupils eligible for PP who are classed as “vulnerable”				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria			

A.	Raise the attainment and progress of all pupils in receipt of pupil premium funding.	Pupils eligible for PP funding make at least expected progress by the end of the year. The gap between our PP student's attainment and progress and the figures for non-PP student's national attainment narrows. Measured in year 7-10 by moderated data collections and in Y11 by GCSE outcomes.
B.	More accurate assessment and data tracking allow more accurate targeting of interventions.	Subject leaders produce appropriate assessments and use moderation and marking activities to develop staff confidence and accuracy in assessment. Measured using accuracy of prediction data and staff voice. Middle and senior leaders use data to target and monitor interventions proactively rather than waiting until the end of a specific period. Measured using pupil progress data for identified groups and staff voice.
C.	The attendance of students eligible for pupil premium funding increases.	Overall attendance for pupils eligible for PP funding improves in line with non-PP students, from 92% to 94.6% (national average). Measured using overall absence figures for the academic year.
D.	Students are well supported pastorally and have a clear idea of what they hope to achieve post-16 and understand the steps they need to take to achieve these goals.	Students will have had clear guidance through 1-to-1 careers meetings and mentoring and will have a clear plan for their future. Measured through IAG and student destinations data. Students classed as "vulnerable" will have received excellent support that enables them to engage with school. Measured through student attitude to learning scores and safeguarding data.

5. Planned expenditure

Academic year 2018/19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Raise the attainment and progress of all pupils in receipt of pupil premium funding.	Literacy across the curriculum teacher and use of accelerated reader system in year 7 and 8 by the school librarian.	The EEF toolkit suggests that improving reading comprehension strategies can increase student progress by approximately 6 months. 10% fewer students in year 7 eligible for the pupil premium achieved the expected standard for reading in the KS2 tests than their non-PP counterparts.	Monitoring of reading age scores and tests taken. Analysis of progress in English.	J Dear H Handley	After each data drop.
	Use of online maths program to support students in all year groups to work independently.	Evidence from the EEF toolkit suggests that effective use of homework can add an additional 5 months of progress. To catch up with their peers nationwide, students will need to make progress at accelerated rates which necessitates working independently. 10% fewer students in year 7 eligible for the pupil premium achieved the expected standard for maths in the KS2 tests than their non-PP counterparts.	Tracking of pupil usage, use by heads of year and maths teachers to anchor progress conversations with students and parents. Demonstrations and information at parents' evenings.	D Clarke E Rouse	After PPEs for year 11. Termly for other year groups.
	Homework tracking and monitoring using Go4Schools.	As above.	Monitoring of homework set on Go4Schools by DOS and SLT. Detentions data (homework not complete).	DOS Link SLT	January 2019.
	Focus on engagement and challenge of PP students through CPD and higher expectations of students.	Most recent PP review and Ofsted report recommend a focus on higher attaining students. Providing a greater level of challenge for all students is likely to have a significant impact on PP students.	Greater use of expertise from across the trust. Monitoring of learning walks, lesson observation, work scrutiny.	E Cole J Yates N Smith	Termly in line with QTOT monitoring.
	SLT lesson observations by link senior leaders.	Quality of teaching was found to be an issue both in the most recent Ofsted report and in the most recent PP review. Greater monitoring and quality assurance for consistency were recommended.	Completion of first round of lesson observation by link SLT members and discussion with middle leaders.	SLT links	November 2018.

	Use of teaching assistants to support SEND students that are entitled to PP funding.	Most recent exam results show that there is a gap between SEND students who are eligible for PP funding and those who are not. The evidence collated by the EEF suggests that effective use of teaching assistants can increase student progress by one month.	SENCO to monitor progress of PP SEND students. Mentoring and meeting records kept.	L Cossey-Atkins A Rootes S Clarke	After each data drop.
B. More accurate assessment and data tracking allow more accurate targeting of interventions.	Cross-MAT and external marking and moderation training.	Staff voice suggests that there remains some uncertainty about the application of new gradings.	Monitoring of use of departmental meeting time by SLT links. Line management meeting records. Cross-MAT CPD day in January.	E Cole N Oakins	January 2019.
	Moderation of judgements after each data drop by DOS and SLT.	Accuracy of assessment information was identified as an issue in the most recent PP review. Increased accountability was recommended.	Line management meeting records. DOS monitoring.	DOS Link SLT	Termly.
	Data review points to include specific information about PP students.	The most recent PP review found that some interventions were not effectively targeted. A recommendation was made to improve data tracking systems to ensure interventions are focused and used in a strategic way. This information should also be communicated to and used by classroom teachers as recommended in the latest Ofsted report.	Following each assessment window teachers in English, Maths and science will have to identify reasons for underperformance and suggest actions for all pupils not making expected progress. Pupil premium pupils in this category will be monitored by the PP advocate and SLT link.	PP Advocate DOS SLT Link	Termly following data drops.
Total budgeted cost					£73,664
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Raise the attainment and progress of all pupils in receipt of pupil premium funding.	Y11 – targeted form groups focused on students requiring support in Eng/Ma/Sci	Evidence from the EEF toolkit suggests that small group tuition can improve pupil progress by up to 4 months. Regular input from subject specialists is intended to help those students who are below their targets to catch up.	Monitoring of student's grades after each PPE. Launched with parents at information evenings.	OAK	January 2019.
	Appointment of a pupil premium advocate and a	The progress of higher attaining pupils has been identified as a weakness both in the most recent	Monitoring of targeted student's grades after each data drop.	PSN CLE	September 2019

	most able advocate.	Ofsted report and in the pupil premium review.	Line management by SLT with meeting records kept.		
	Targeted after school and holiday intervention sessions for selected Y11 students.	As above.	Tracking of improvements in students' grades and predictions. Monitoring of attendance at each session.	OAK DOS	September 2019.
B. More accurate assessment and data tracking allow more accurate targeting of interventions.	Small group interventions to support KS3 students and Y11 students.	As above.	Intervention records, student progress data monitoring.	A Rootes S Clarke S Pearson	Termly following data drops.
	Mentoring of underperforming students by heads of year.	Feedback and one-to-one tuition both have impact according to EEF research. Taking time with the individual will also build a positive relationship which can help with pastoral issues.	Communication with parents to advise them of student underperformance and of the meetings taking place. Continued monitoring of student progress. Changing students where necessary to target those most at risk of underperformance.	HOY S Pearson	Termly following data drops.
	HLTA and deputy SENCO to track and monitor SEND students eligible for PP.	In 2017, SEND students eligible for PP funding underperformed non-PP SEND students.	Review of student progress	A Rootes S Clarke L Cossey-Atkins	Termly following data drops.
C. The attendance of students eligible for pupil premium funding increases.	Monitoring by tutors, HOY and attendance team following new structure.	Attendance procedures were identified as weak in some areas following the most recent PP review. A new attendance policy and procedure was recommended.	Weekly monitoring sheets produced by attendance team and bi-weekly meetings with year teams to monitor student attendance progress. Meetings with EWO and HOY for parents. Letters home to advise of poor attendance.	S Pearson L Hatch E Collier HOY	Half-termly.
D. Students are well supported pastorally and have a clear idea of what they hope to achieve post-16 and understand the steps they need to take to achieve these goals.	Buying equipment and uniform for PP students.	Students who do not have the correct equipment often struggle to focus in school. Lack of uniform can also have an impact on attendance. Pupil premium students should not be disadvantaged by being unable to afford specialist items such as ingredients for food and nutrition lessons.	All requests approved and monitored by AP in charge of PP budget. Student and parent voice.	S Pearson	September 2019.
	1-to-1 careers and options meetings for PP	Most recent PP review found that pupils were unsure of the options open to them post-16 and	Records kept of meetings and decisions. Destinations data	P Hissey Careers	February 2019 (post-16). April 2019 (options).

	students.	did not have a clear plan.	monitored.	advisor S Scott (options) N Oakins (post-16)	
	Safeguarding officer and support and guidance managers to be single points of contact for students involved with multiple external agencies.	Historic lack of communication from external agencies and inconsistency in reporting has meant that some students needs have not been met quickly enough and their attendance and progress have suffered as a result.	Monitoring of attendance rates, progress and attitude to learning scores for vulnerable students.	K Seeley S&GMs S Pearson	September 2019.

Total budgeted cost **£156,550**

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Raise the attainment and progress of all pupils in receipt of pupil premium funding.	Purchasing of revision guides for Y11 students and Y11 revision workshops.	Evidence suggests that effective revision strategies can enhance retention and retrieval of concepts. (see Bjork, Dunlosky and Kornell, 2012). Pupil voice suggests pupils are worried about how to revise effectively.	PP students have access to revision guides in all subjects and are taught how to use them effectively. Student mentoring records show students have discussed revision techniques.	G Gilbey N Oakins S Ware	September 2019
B. More accurate assessment and data tracking allow more accurate targeting of interventions.	PiXL membership and attendance at conferences.	Access to exam specific resources and help with assessment and grading for DOS in key subjects. Network of over 1600 similar schools from which to draw expertise. Allocated "raising standards" leader to support leaders.	Records of attendance at conferences. CPD records from DOS who have disseminated gathered information to their teams. Improvement in rates of progress for students mentored using PiXL resources.	OAK DOS	September 2019
C. The attendance of students eligible for pupil premium funding increases.	Education welfare officer to work full time.	Most recent PP review recommended a return to full time for our EWO so students are more closely monitored and absences are followed up.	Meeting records, attendance records of targeted students. PP attendance records.	L Hatch S Pearson	March 2019.
	Attendance reports, letters and calls home and rewards system.	Most recent Ofsted report highlights the attendance of disadvantaged students as a specific area for development.	Monitored by HOY, specific system to be implemented by all members of the attendance team. Attendance records monitored.	S Pearson E Collier HOY	September 2019.

D. Students are well supported pastorally and have a clear idea of what they hope to achieve post-16 and understand the steps they need to take to achieve these goals.	Support and guidance managers to specialise in areas such as mental health and gang involvement.	The use of support and guidance managers to support disadvantaged students was highlighted as a strength in the most recent Ofsted report.	Attendance at training records. Regular meetings with HOY.	S&GM HOY S Pearson	September 2019.
	Use of CPOMs safeguarding monitoring software.	Historic lack of communication from external agencies and inconsistency in reporting has meant that some students needs have not been met quickly enough and their attendance and progress have suffered as a result.	Monitoring of attendance rates, progress and attitude to learning scores for vulnerable students.	S Pearson K Seeley	March 2019.
	Careers advisor and pupil premium administrator.	Providing accurate and timely support for students considering post-16 options was identified as an area for development in the most recent PP review.	1-to-1 meeting records. Destinations data monitored.	S Pearson P Hissey	September 2019.
	Subsidies for trips (including residential trips).	The most recent PP review recommended that students be given access to a wider range of cultural experiences. The EEF toolkit also suggests that outdoor adventure learning can improve pupil progress by up to 4 months.	Standard paragraph added to all trips letters to communicate to parents that financial support is available. Monitoring of uptake and PP pupil numbers participating in trips.	S Pearson PP Advocate	April 2019.
	A wide range of extra-curricular clubs and activities are available and PP students are encouraged to attend.	The most recent Ofsted report identifies a need to raise pupil aspirations and also that parents and pupils would like a wider range of activities to be offered outside the school curriculum. Evidence from the EEF toolkit also suggests that access to arts and sports education can improve pupil progress by up to 2 months.	PP advocate will work with staff to ensure variety and consistency in extra-curricular offer. Consistent and regular promotion to students. Monitoring of PP student's attendance at clubs.	PP Advocate S Pearson	Termly
	New year group structure (move away from vertical system).	Allowing staff to develop closer and more positive relationships with students will allow them to provide more detailed feedback and mentoring advice. The EEF toolkit suggests that this could have a positive impact on student progress.	Mentoring meeting records and development of a pro-forma for mentoring to give structure. Monitoring of student progress, attendance and attitude to learning data by year group.	S Pearson HOY Link SLT	Termly following data drops.
Total budgeted cost					£176,786

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A consistent diet of good or better lessons being taught across the academy, leading to improved progress of disadvantaged students.	Staff have been given time for collaborative planning with an emphasis on disadvantaged students. This takes the form of 20 hours of dedicated CPD time in departments to ensure all students, in particular HAPS/disadvantaged, make good progress.	Lesson observations, learning walks and book scrutiny showed an improving picture across the year though there is still work to be done to quality assure the accuracy of judgements. At the end of the year, progress 8 measures saw no gap between PP and non-PP students in year 11, however both figures were well below national averages. In addition, the percentages of students that met or exceeded their end of year targets in all other year groups were broadly similar between PP and Non-PP students. Particularly at KS3 however, these percentages were low for all groups of students, so this is not a cause for optimism.	Though departments will still be given time to plan collaboratively, these sessions need to be more closely monitored and focussed on planning lessons and assessments that more closely meet the needs of our pupils. This will be accomplished by giving DOS a focus for each session and then making this a focus for discussion in line management meetings. More quality assurance of lesson judgement will be conducted and the senior team will be involved in conducting observations and monitoring standards of teaching within their link departments.	N/A (CPD Budget)
To diminish the gap between disadvantaged and Non-disadvantaged students in English.	The HLTA in English provides additional support for disadvantaged students, in lessons and in small groups.	There is a positive residual between PP and non-PP students in English Literature but a small negative residual in the English Language GCSE results. This trend was replicated in year 10. In year 7, PP students outperformed non-PP students but this was not replicated in other year groups where there was a significant gap between the achievement of PP and non-PP students.	The work of the HLTA in years 8-11 cannot be seen to be having a positive impact on the progress of PP students. This money will be redirected elsewhere to bolster spending on literacy support and the accelerated reader program.	£31,061
Work with a partnership of schools to share good practice and raise achievement.	The academy is a member of the PiXL club and works with this organisation to share best practice and raise the attainment of disadvantaged students.	Staff and leaders report learning valuable information from PiXL conferences and the MAT had some success using the national sets of PPE exams to inform predictions though these were not used as widely as they could have been. PiXL resources were also used to support key students with revision activities and mentoring.	PiXL membership will continue but the direct impact on groups of pupils will be monitored more closely by comparing grades before and after PiXL interventions used with PP students. Staff attending PiXL courses will also be asked to feed back to their line managers to discuss how tools may be implemented in their departments.	£3,700

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To provide direct support in English and Maths for any disadvantaged students who are not making sufficient progress from their starting points.	Three 1:1 tutors (1 tutor of English & 2 tutors of mathematics) provide 1:1 and small group tutoring for disadvantaged students during PE lessons and after school.	Though progress was seen in assessments conducted by the 1-to-1 tutors through the year, this was not replicated in the end of year results. A significant proportion (over half) of students targeted for intervention had failed to make progress towards their targets by the end of the year.	Small group tutoring will be maintained using the HLTAs and for targeted students in year 11. The impact of this intervention is not significant enough to warrant the extremely high cost of continuing it in its current format. Moving forward, greater emphasis must be placed on improving the progress of students who have access to similar resources.	£117,535
To provide disadvantaged students in Year 7 who have not achieved the expected levels in primary school with catch-up support so that their learning is accelerated in English and Maths.	SEND team and 1 to 1 tutors to run catch up sessions. This will take place in half term blocks in either maths or English. The progress of students will be monitored using a DTT model (Diagnosis, Therapy and Testing).	Despite beginning the year with a large gap between the attainment of PP and non-PP students at KS2, in English PP students ended year 7 achieving at a slightly higher rate than their non-PP counterparts. The same is not true of Maths where there was an 18.7% gap between the percentage of non-PP students that hit their targets and those eligible for PP funding. Examining the figures further shows that amongst students who did not meet the required standard at KS2, there is only a very small gap between the progress of PP and non-PP students.	This intervention will continue as it was successful in helping underperforming PP and non-PP students "catch up".	£62,122
All disadvantaged students receive careers guidance to ensure that they make appropriate year 9 options and post 16 choices.	A careers advisor will meet with all disadvantaged students in year 11. Directors of learning will interview all disadvantaged students prior to option choice, and discuss careers aspirations. Option forms will not be filled in before this. All students attended a post 16 careers fair and a college transfer evening. An independent careers advisor will start work in October.	Though all Y11 disadvantaged students had individual meetings, it was found during the pupil premium review that they still did not possess a good enough understanding of the routes that are available to them post-16 or the steps that they would need to take to move into further and higher education. Y9 students reporting feeling well supported through the options selection process but there were some issues with curriculum design following last minute staffing changes.	A larger proportion of the pupil premium budget must be invested in this area to ensure that all students have access to careers information and guidance. This must take a more structured format moving forward. A new year group system will help HOY to specialise in providing the right support to the student in their year group and understand the specific demands of each transition point.	N/A

<p>To provide social and emotional support and guidance to vulnerable disadvantaged students by reducing their barriers to learning so that they are able to focus on their learning and make good progress over time.</p>	<p>Four Support and Guidance Mangers provide pastoral support for disadvantaged students, as part of their job. They will be involved in the following:</p> <ul style="list-style-type: none"> • Mentoring students on academic, social and emotional issues • Restorative justice • Multi agency work • Attendance and punctuality monitoring and support • Referrals to support agencies 	<p>The support and guidance provided was highlighted as a strength in our most recent Ofsted report and also in the pupil premium review.</p>	<p>These pastoral leaders should now begin to take a more active role in safeguarding matters as well as developing their expertise to specialise in areas of specific need for our most vulnerable students. The move to a year-based system will necessitate the employment of a new support and guidance manager so that there is adequate coverage for all students in school and so that their caseload can be more focussed. The budget allocation attached to this resource will need to be increased to account for these new demands.</p>	<p>£38,500</p>
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Developing high aspirations and cultural capital.</p>	<p>Two PP champions have been appointed to increase participation of disadvantaged students in the wider school community. This involves increasing their involvement in clubs, trips, extra-curricular activities and leadership roles such as students' council and prefect roles.</p>	<p>Insufficient data was collected to draw secure conclusions about the attendance of students to clubs and activities – no data was collected from PE clubs. From the data that was collected, there was limited success in terms of encouraging PP students to attend clubs and activities as on average, less than 10% of the PP students attended such activities.</p>	<p>This role will be changed and begin to focus more on the academic progress of PP students. It will be supplemented by a new role to champion the progress of higher attaining students which has been identified as a particular area of focus.</p>	<p>£5,334</p>
<p>To improve literacy skills of disadvantaged students.</p>	<p>A "literacy across the curriculum" leader will put strategies in place that will increase the literacy skills of disadvantaged students. Year 7, 8 & 9 students will do subject specific reading for 20</p>	<p>Students eligible for pupil premium funding made better progress in year 7 than those that are not eligible. The use of the accelerated reader program is mainly focused on this year group. It is unclear, however the impact that the literacy leader has had specifically on literacy (compared to English as a whole) because insufficient data was collected to allow for comparisons.</p>	<p>This intervention will continue with more careful monitoring of students reading ages to evaluate its impact. It will also be extended to have more of a focus across all year groups. The new year-group structure should allow literacy activities conducted in tutor time to be more focussed and age-appropriate and thus have a larger impact.</p>	<p>£32,000</p>

	minutes each day. Additional literacy activities will be carried out in learning family time.			
To improve the attendance of disadvantaged students and thereby improve their progress.	An EWO and attendance advisor work with disadvantaged students	Our EWO went from working 5 days a week in 2016/17 to 3 days a week in 2017/18. Attendance as a whole and particularly the attendance of students eligible for pupil premium funding decreased dramatically in that time.	Our education welfare officer will be re-employed for 5 days a week and will be supported by a new attendance monitoring structure to include the new heads of year and form tutors in more direct monitoring and intervention.	N/A (from general staffing budget)
To provide resources and funding to enable disadvantaged students to fully participate in school life.	Funding is provided to support disadvantaged students with the following: <ul style="list-style-type: none"> • Equipment • Uniform • Trip subsidies • Out of hours clubs • Revision resources EAL resources	Funding was used to supplement in school performances, trips, uniform and equipment for PP students. Feedback from parents and students suggests that this is a well-used and necessary support for some more vulnerable families. It also enabled a PP focussed trip to be run (the first of its kind) that took over 100 year 7 and 8 students to Bletchley Park for a combined history and maths trip.	This will continue to be monitored by support and guidance managers and the PP SLT lead. More dynamic use of the money will be made by allowing support and guidance managers to recommend more creative ways of supporting disadvantaged students.	£41,528
To ensure students have eaten breakfast prior to the start of the school day.	A breakfast club providing our disadvantaged students with a hot breakfast to start the day off well.	The impact is difficult to measure in this area as records were not kept of the students who attended breakfast club or who accessed the breakfast. Student voice suggests that some students rely on this offer to have a healthy breakfast in the mornings as they are not able to at home.	This will continue but clearer records will be kept showing the number of PP students who are taking up this offer.	£8,450
To ensure staff working directly with disadvantaged students can concentrate on making a difference to their progress.	An administrator will keep track of the provision given to disadvantaged students, timetable intervention and perform general administrative tasks for staff working with disadvantaged students.	Staff voice suggests that this is a valued resource which has helped to collate records of interventions and support staff working with students who are eligible for PP funding.	This role will be amalgamated with careers support and administration to allow one person to be responsible for this group of students. It will become more focussed on monitoring impact with staff being allowed to take more ownership of pupil premium projects themselves.	£14,700

7. Additional detail

End of Year Data Y7-10

Year 7	% Targets Met
PP	49.01
Non-PP	54.15

Year 8	% Targets Met
PP	50.81
Non-PP	53.50

Year 9	% Targets Met
PP	41.19
Non-PP	45.28

Year 10	% On track to meet target
PP	62.38
Non-PP	62.18

Bjork R, Dunlosky J and Kornell N. (2012) Self-Regulated Learning: Beliefs, Techniques and Illusions. *Annual Review of Psychology*.

Available at:

https://www.researchgate.net/publication/231610455_Self-Regulated_Learning_Beliefs_Techniques_and_Illusions

End Of Year Data Year 11:

	Avg A8	Avg P8	5+ En&Ma	4+ En&Ma
PP	31.09	-0.83	18.18	31.82
Non-PP	39.67	-0.83	27.08	56.25
HPA PP	49.11	-1.18	66.67	75.00
HPA Non-PP	49.73	-1.10	51.72	89.66
MPA PP	38.59	-0.72	18.52	40.74
MPA Non-PP	38.52	-0.72	22.22	53.33
LPA PP	23.92	-0.80	6.38	17.02
LPA Non-PP	23.75	-0.81	0.00	18.75

	Avg A8	Avg P8
PP Boys	35.56	-0.83
Non PP Boys	35.54	-0.83
PP Girls	35.58	-0.82
Non PP Girls	35.71	-0.82
PP SEND	22.6	-0.86
PP Non SEND	35.74	-0.84
Non PP SEND	30.85	-0.81
Non PP Non SEND	35.98	-0.83

