



CARDINAL NEWMAN  
CATHOLIC SCHOOL

*September 2024*

Date of Next Review: **Under Review**

**Pupil Premium and  
disadvantaged pupil strategy**



Caritas | Excellence | Together

Common Good | Common Home | Dignity | Solidarity | Subsidiarity | Participation

*"God is love, and he who lives in love lives in God, and God lives in him" (1 Jn 4:16)*

*Our mission is to provide an excellent Catholic education for all our students which enables them to respond to the call of Christ throughout their lives. Caritas – the love which is God – is the gold thread running through everything we do. We welcome and accept all our students and staff as unique individuals created in the image of God. We treat one another with kindness and respect. We are a community of Caritas where everyone feels safe, supported and inspired to make a difference in our local, national and global communities. We strive for the highest quality of learning and teaching that inspires us all to discover and develop our God-given gifts and talents, to excel in the present and aim high in the future.*

*Our three Newman values are;  
Caritas – I have been created for a specific purpose  
Excellence – I always aim for my personal best  
Together – I am a link in a chain*

*Our commitment to the care of our most disadvantaged students is core to our Catholic mission of what Pope Francis calls the preferential option of the poor.*

## **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.

Although this forms part of our three year plan, this strategy outlines this academic year's areas for development and how we intend to spend the funding, and the effect that last year's spending of pupil premium had within our school.

At Cardinal Newman Catholic School, we believe that every child can thrive 'Caritas, Excellence, together' into a successful and well-rounded individual.

The pupil premium grant (PPG) is payable to local authorities for the financial year beginning 1 April 2024

PPG provides funding for two separate policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces (we do not have any children in this category)

For 2023/24 the allocated disadvantaged student grant was £386,745 Our estimated overall grant for 2024/25 is £392,320\*

(\*Note that there are often in-year variations in funding due to various CLA PEP arrangements/ students leaving and joining during the school year)

Cardinal Newman Catholic School is a large comprehensive secondary school in Hove, which is situated in the City of Brighton on the south coast of England. We have a current (September 2023) roll of 1806 students of whom 332 (18%) are identified as being disadvantaged.

**Definition: Students that are considered disadvantaged as a result of them either:**

- **currently being in receipt of free school meals (FSM)**
- **at some point in the last 6 years, having been in receipt of FSM (Ever 6 funding)**
- **currently living in care: children looked after (CLA) or they have been previously looked after/adopted (pupil premium plus funding)**
- **being the child of a person(s) employed in the armed forces (service pupil premium)**

### School overview

| Detail  | Data                                       |
|---|--|
| School name                                     | Cardinal Newman Catholic School, Hove      |
| Number of pupils in school                      | 1828                                       |
| Proportion (%) of pupil premium eligible pupils | 19%  |
| Academic year                                   | 2024/25                                    |
| Date this statement was published               | November 2024                              |
| Date on which it will be reviewed               | November 2025                              |
| Statement authorised by                         | Claire Jarman, Principal                   |
| Pupil premium lead                              | Claire Heron, Senior Assistant Headteacher |

### Funding overview

| Disadvantaged Students allocation financial year 2024-25   |  |
|--|--|
| Pupil premium funding allocation this financial year   | £325,500<br>POST LAC £66,820                           |
| Recovery premium funding allocation this academic year   | £23,184 Recovery funding<br>£9,703 (tutoring)          |
| <b>Total budget for this academic year</b><br>the amount available to your school this academic year | £392,320( Not including recovery or tutor led funding) |

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. This is very much a part of our school vision and values, **Caritas, Excellence, Together.**

“God is love, and he who lives in love lives in God, and God lives in him” (1 Jn 4:16)

Our mission is to provide an excellent Catholic education for all our students which enables them to respond to the call of Christ throughout their lives. Caritas – the love which is God – is the gold thread running through everything we do. We welcome and accept all our students and staff as unique individuals created in the image of God. We treat one another with kindness and respect. We are a community of Caritas where everyone feels safe, supported and inspired to make a difference in our local, national and global communities. We strive for the highest quality of learning and teaching that inspires us all to discover and develop our God-given gifts and talents, to excel in the present and aim high in the future.

Our three Newman values are;

Caritas – I have been created for a specific purpose

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Our commitment to the care of our most disadvantaged students is core to our Catholic mission of what Pope Francis calls the preferential option of the under privileged.

Although our school percentage of disadvantaged pupils is lower than the National average, we are taking a proactive approach to prepare for the locality projections that show an increase in the number of disadvantaged pupils across the city.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their personal best and to include those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have additional needs and those that are living within circumstances that have other agencies involved.

The strategies we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our school, with a focus on areas in which disadvantaged pupils require the most support. This is an area of priority for the school, through our CPD offer and by embedding new systems of communication to further improve our school's understanding of the importance of interventions, inside and outside of the classroom, for disadvantaged children.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through an additional teacher in core subjects, allowing flexibility for

intervention and smaller classes where needed. Alongside of this we have increased alternative curriculum offers, such as a small nurture class. Some of our plans are still a reaction to the pandemic, and in preparation for the growing need for pastoral support, alternative curriculum offers, and adaptive teaching in the classroom. These plans will also benefit the non-disadvantaged pupils in our school and are subsidised by whole school funding. It is our goal to improve the outcomes of both disadvantaged and non-disadvantaged pupils overall.

We will improve our assessment and tracking of all children using regular analysis tools to identify pupils more efficiently. This is also a key target for teaching staff within the school appraisal process 23-24. The approaches we have adopted complement each other, to allow all pupils to excel.

To ensure they are effective we will provide:

- 1. excellence in teaching and learning, including teacher learning.**
- 2. excellence in our learning environments; spiritual, physical and emotional.**

### **Three key areas**

Teaching and Learning - A comprehensive CPD and professional development offer. SLT leads on both Disadvantaged pupils and SEND. Embedding communications about disadvantaged children and building upon the already good practice of the school. With a focus on adaptive teaching across the school, we are ensuring that teachers feel equipped with the tools and knowledge to support every child in their classroom and that every teacher is supported to keep improving.

Targeted academic support – Academic intervention in core subject areas, the Loft and LS1. Structured one-to-one or small group intervention. All staff are SEND and Disadvantaged pupil champions. This will be led by the school Teaching and Learning, SENDco and Disadvantaged pupil lead, all of whom are on SLT.

Wider strategies - These relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Increased LOFT provision and alternative curriculum offer. A focus on disadvantaged pupils when reviewing and improving our school behaviour/empowerment approach and attendance strategies.

This will:

- ensure disadvantaged pupils are able to access the work they are set
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Allow early intervention at the point need is identified, increasing the wellbeing and understanding of where support is required.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Teaching and Learning - CPD and professional development. All staff will choose two disadvantaged pupils to support, as part of the appraisal process. CPD strategies will support adaptive teaching. Ensuring that staff access information about pupils on Edukey and classcharts, this will need to be a regular training item. FFT will support pupil progress tracking and monitoring for school leaders.   |
| 2                | Teaching and learning - Literacy, reading and oracy - Pupils access Accelerated Reader in Year 7 and 8. Assessments and observations with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. The school feels that we need to develop oracy skills, especially for our disadvantaged pupils. New strategies are being developed. Speech and language assessment are now introduced for our lowest prior attainers.  |
| 3                | Intervention - Targeted support - Attainment 8 in Maths and English for disadvantaged pupils is consistent, however we recognise that this is not in line with all students. Year 7 pupils are assessed in their first half term. CAT and Reading scores are analysed to capture interventions, such as additional English and Maths in LS1, instead of a second language. There is a higher need in our current Year 7 and 8, we will focus more intervention strategies at KS3. Staffing in English and Maths allows some flexibility and study support provides core subject intervention at KS4. |
| 4                | Empowerment(behaviour)- a positive relationships policy has been developed over the last two years, alongside a clear strategy inside and outside of the classroom (STAR behaviour) This is in response to concerns with post pandemic behaviours and pupils ability to regulate. The school has seen some significant changes, developing structured communication, aligning the changes and training is a priority in this area for the school. This is under regular review and development.  |
| 5                | Wider strategies - Increasing our alternative curriculum offer - Some of our pupils require an individual learning pathway. The school is widening its alternative pathway/curriculum offer. Alternative learning/Loft/LS1 interventions, as well as our outdoor learning offer, such as Bike it Ben and forest school. The school has requested additional funding from the LEA to support this.  |

|   |   |
|---|---|
| 6 | <p>Wider strategy - attendance Intervention - Well-being - In the current economic landscape, data from the local authority suggests that the education and engagement of many of our disadvantaged pupils to a greater extent than for other pupils.</p> <p>The projected data for Brighton and Hove means that the need for well-being and pastoral support has and will increase. In September 2021 the school moved to a new Pastoral system, twelve houses (twelve Heads of house) that are supported by six Pastoral managers. In addition to this the school has appointed Senior Assistant Headteachers for each key stage and a disadvantaged pupil, teacher lead.</p> |
|---|---|

### 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   |
|---|--|
| Teaching and Learning - staff to understand how to access the information required.   | <p>CPD offer to include the areas of improvement.</p> <p>Staff appraisal documentation to reflect a deeper engagement and understanding of disadvantaged pupils. This can be monitored on Edukey.</p>  |
| <p>Teaching and learning - Improved outcomes for disadvantaged pupils.</p> <p>Improved literacy, oracy and reading comprehension amongst disadvantaged pupils across KS3.</p> | <p>Improved outcomes for all disadvantaged children across the curriculum and improved progress 8 score.</p> <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> |
| Targeted support for pupils that require support to reach their full potential.   | <p>To reach more pupils that require targeted support, through small group intervention, LOFT and LS1.</p> <p>An increase in support for our lowest PA pupils, who are not secondary ready.</p>  |
| To achieve a comprehensive alternative curriculum offer, to support pupil engagement, wellbeing and attendance.   | <p>To develop the already comprehensive alternative curriculum offer.</p> <p>To improve the education, offer for children who cannot access the mainstream school pathway.</p> <p>To provide an individual, more consistent education for pupils who have medical and mental health needs.</p>                             |

|  |  |
|--|--|
| <p>To continue to develop the positive relationships policy and the empowerment approach.</p>  | <p>Reduce suspensions and exclusion numbers.</p> <p>To give staff confidence in supporting pupils who struggle to regulate.</p> <p>Clear expectations and support for both staff and pupils. Locality data and Classcharts/Edukey will support monitoring and reporting.</p> |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p> | <p>To improve the attendance gap between disadvantaged pupils and their non-disadvantaged peers.</p> <p>To find ways to support disadvantaged pupils struggling to attend school. Disadvantaged pupil teacher lead to support this.</p>                                      |

### 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 and Learning (for example, CPD)

Budgeted cost: **£95,000**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Improved communication and systems to identify and direct interventions for disadvantaged pupils.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly. Data and assessment lead to regular meetings with core subject areas. SEND and PA pupil champions will ensure department dissemination and scrutiny.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through:</p> <ul style="list-style-type: none"> <li>• GL assessment tools</li> <li>• Google classroom marking and assessment</li> <li>• Analysis and tracking of pupils using ALPs</li> <li>• Edukey for individual pupil passports</li> <li>• Horsforth Quadrant to be used to analyse termly data against ATLs.</li> <li>• Classcharts</li> <li>• FFT Aspire</li> </ul> | <p>1, 2, 3, 4, 5</p>          |



|   |   |     |
|---|---|-----|
| <p>CPD in developing a culture RICE strategy.</p> <p>CPD on improving, literacy, reading and oracy.</p> <p>This will involve ongoing teacher training and support and release time.</p>   | <p>RICE Retrieval practice and an emphasis on EEF strategies, being the driver of performance management.</p> <p>Regular CPD training and whole staff briefings to support disadvantaged pupils and how to support them in the classroom.</p> <p>Teaching classroom strategies to support individual pupil needs (delivered by the SEND staff) and developing a whole school approach.</p>                      | 1,2 |
| <p>Improving reading and literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> | <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p> <p>Areas of focus are:</p> <p>Targeted vocabulary instruction.</p> <p>RICE - breaking down comprehension.</p> <p>Structured talk - e.g. Think, pair, share.</p> <p>Using Frayer grids in all subject areas to increase the focus on vocabulary.</p> <p>School reading strategy.</p> | 1,2 |

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

Budgeted cost: **£145,000 (plus Tutor led funding)**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Targeted reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> | <p>Literacy strategies across the school.</p> <p>Accelerated Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case</p> | 1, 2,                         |

|  |   |               |
|--|---|---------------|
|  | <p>when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  |               |
| <p>Enhancement of our curriculum interventions. Staffing in Maths and English, to allow interventions, as well as teacher release time and create opportunities for 1:1 and small group support with careful tracking of pupils and interventions.</p> | <p>Closer scrutiny of KS2, CAT and reading age data. Closer liaison with the SEND department. Over staffing to provide intervention groups in Maths and English.</p> <p>FFT Aspire, ATL and Horsforth Quadrant tool used for scrutiny and identification of pupils requiring catch up/interventions.</p> <p>Use tutor led funding to support small group core subject interventions.</p> <p>Small group intervention for pupils no longer taking a second language at KS3.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> | 1,2, 3,5      |
| <p>To provide a blend of tuition, mentoring and school-led tutoring for pupils who are not meeting expected progress. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>   | <p>Improving tracking, impact and identification tools Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind or disengaged, in one of the following areas:</p> <p>The loft area, LS1, CS17, Within departments, KS3 Language support, core subject intervention, timetabled ALT provision.</p> <p>N.B. All of our LAC pupils are offered tutoring in Maths and English.</p> <p>*Recovery funding to support alternative curriculum offers and staffing.</p>  | 1, 2, 3, 4, 5 |

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

Budgeted cost: **£150,000 (plus covid recovery funding)**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Continued well-being support. This includes training for school staff, collaboration with our local behaviour and well-being hub and teacher release time. | Member of SLT as Well-being and Mental Health Lead<br>Wave document created in school for signposting<br>Liaison with BHISS - Inclusion services, school primary MH worker, specialist behaviour<br>Educational Psychologist and School's well-being service for Brighton and Hove | 3,4,5                         |
| Growth of the pastoral system. This includes training for pastoral teams.  | The new pastoral system has appointed additional staff to support the growing need.<br>Relationships and empowerment approach - working with Kit Messenger behaviour specialist to replace with a Respond and Repair coaching strategy.  | 3,4,5                         |
| Staff training and release time to develop and implement new procedures. PAMs will also take the position of attendance/support officers.                  | Appointing an SLT Attendance Lead. Adopting new streamlined ways to register and track attendance procedures. Purchase of FFT Aspire. Training of Pastoral leads/PAMS PPL meetings.  | 3,4,5                         |
| Alternative non-academic curriculum offer.   | Developing the already comprehensive alternative curriculum offer.<br>Improving tracking, impact and identification tools Alternative Curriculum<br>*Recovery funding to support alternative curriculum offers and staffing.   | All                           |

|  |   |              |
|--|---|--------------|
| <p>Contingency fund for acute issues.</p> <p>School support – poverty proofing</p> | <p>Subsidised trips and Uniform/school resources payments</p> <p><i>We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</i></p> | <p>3,4,5</p> |
|--|---|--------------|

**Total budgeted cost: £390,000**

## Part B: Review of outcomes in the previous academic year 2022-2023

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

**Our strategy is defined by three key areas and include the school vision to ensure they are effective we will continue to improve:**

1. excellence in teaching and learning, including teacher learning.
2. excellence in our learning environments; spiritual, physical and emotional.

**Improving teaching and learning**, including professional development. All staff have adopted a Learning and Teaching performance management RICE target that will support our most disadvantaged pupils. CPD and communication about disadvantaged children has greatly improved building upon the already good practice of the school. The teaching and learning lead has delivered a comprehensive CPD programme, ensuring teachers feel equipped with the tools and knowledge to support every child in their classroom and that every teacher is supported to keep improving.

**Targeted academic support** – Core subject areas, the Loft and the SEND team have provided targeted academic support, linking interventions to the whole school RICE and literacy strategy. Developing structured one-to-one and small group intervention. The school leadership team are working together with pastoral and subject department areas to increase understanding and knowledge of how to support our hard to reach children. This will be led by the school SENDco and Disadvantaged pupil lead. Core subjects have targeted groups of pupils to support their progress in small groups and 1:1 interventions, The tutor led funding has supported this.

**Wider strategies** relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. We have increased our well-being support, alternative curriculum interventions and pastoral support, which is still a priority area for the school. The school has expanded its

alternative curriculum offer within LS1, LOFT, Forest School, therapeutic arts and Bike it Ben. The school has also introduced health and wellbeing, personal training and a disadvantaged pupil coach to support our most disengaged children.

### These three areas have:

- ensured that teachers support disadvantaged pupils to access the work they are set
- developing a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- allow early and bespoke intervention at the point need is identified, increasing the wellbeing and understanding of where support is required.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

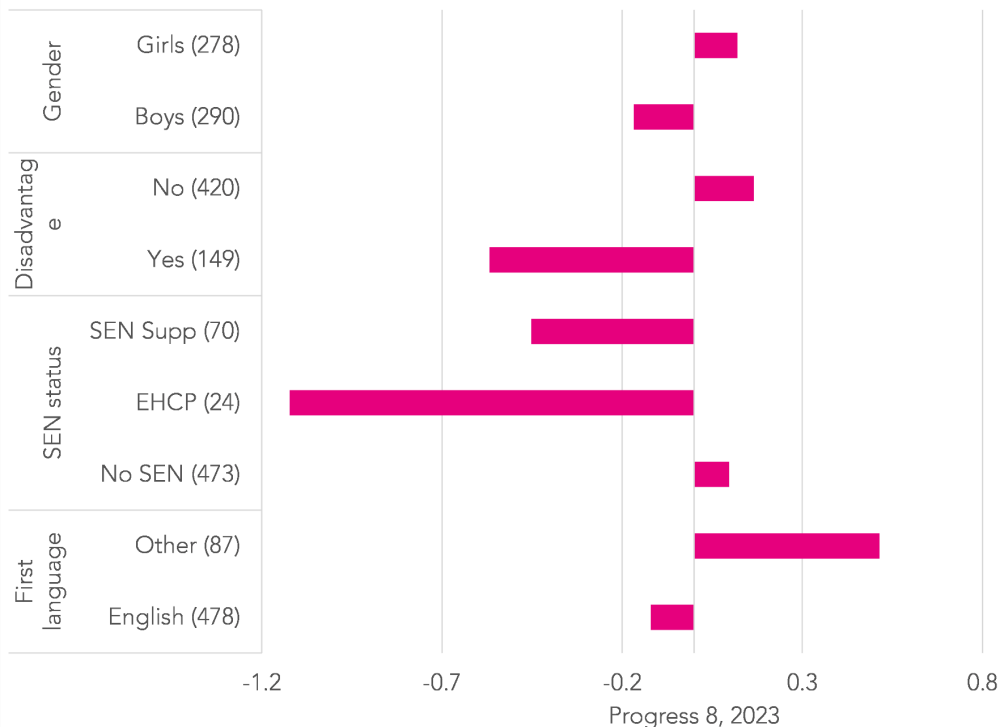
### Academic performance

Progress 8 score for our 63 Disadvantaged Students was - 0.50, non-disadvantaged students +0.30 and for all students together was +0.16

Progress 8 is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally.

Nationally Disadvantaged students achieved P8 of -0.60, non disadvantaged +0.10

Progress 8 by pupil characteristics, 2023  
(Numbers of pupils in thousands in brackets)



Attainment 8 score for disadvantaged students was 34.4, for non-disadvantaged students 55.6 and for all students together was 51.92

A8 is a measure of GCSE attainment across 8 subjects

Nationally Disadvantaged students achieved A8 of 35.2, non-disadvantaged was 50.2

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations for boys in the cohort, who achieved -0.9 in comparison to girls who achieved a progress 8 of -0.35.

Absence among disadvantaged pupils was slightly higher than their peers but below the National average in 2022/23. On further investigation this varies depending on the year group.

Our assessments demonstrated that pupil behaviours stayed consistent last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on SEND and disadvantaged pupils has been particularly acute and the school's response and investment in its pastoral provision is addressing this. This is also a national and locality trend.

We are in the second phase of developing our new behaviour and relationships policy, using the 'Empowerment approach' which is having a positive impact across the school. We are increasing our emphasis on attendance tracking and we are above national data overall and higher in comparison to other Brighton and Hove schools. We are also increasing our own alternative curriculum and offsite alternative provision to support pupils that are not able access mainstream education. We have increased our targeted support to reach more pupils and our recently appointed disadvantaged pupil lead is working alongside our alternative curriculum team to increase our provision. Our inclusion area has grown to provide a space for nurture and SEMH support, as well as another area for reflection and restorative work.

We understand that we are in a climate where SEND and disadvantaged numbers are increasing. The school has improved its digital and verbal communication and tracking systems, so that staff feel equipped with the information they need to support our most vulnerable children. Vulnerable groups are discussed in whole school CPD and pupil briefings, Pastoral support meetings as well as Year and Head of key stage SLT meetings.

KS3 data tracking is developing - See below to review the end of year target thresholds These percentages reflect the students that are achieving their percentage thresholds based on their prior attainment from their SATs and CATs data. For the Year 23-24 we are trialing a new data tracking system at KS3, which allows a more forensic approach.

## Year 7

| Subject | On Roll - 368 |       | Achieved or Better |       | PP On Roll - 86 |       | PP Achieved or Better |       |
|---------|---------------|-------|--------------------|-------|-----------------|-------|-----------------------|-------|
|         | with Results  | %     | #                  | %     | with Results    | %     | #                     | %     |
| English | 359           | 97.6% | 297                | 82.7% | 82              | 95.3% | 65                    | 79.3% |
| Maths   | 359           | 97.6% | 280                | 78.0% | 85              | 98.8% | 56                    | 65.9% |
| RE      | 358           | 97.3% | 306                | 85.5% | 83              | 96.5% | 73                    | 88.0% |
| Science | 363           | 98.6% | 316                | 87.1% | 85              | 98.8% | 72                    | 84.7% |

## Year 8

| Subject | On Roll - 367 |       | Achieved or Better |       | PP On Roll - 82 |       | PP Achieved or Better |       |
|---------|---------------|-------|--------------------|-------|-----------------|-------|-----------------------|-------|
|         | with Results  | %     | #                  | %     | with Results    | %     | #                     | %     |
| English | 357           | 97.3% | 316                | 88.5% | 79              | 96.3% | 75                    | 94.9% |
| Maths   | 353           | 96.2% | 295                | 83.6% | 78              | 95.1% | 58                    | 74.4% |
| RE      | 353           | 96.2% | 293                | 83.0% | 76              | 92.7% | 66                    | 86.8% |
| Science | 361           | 98.4% | 328                | 90.9% | 81              | 98.8% | 73                    | 90.1% |

## Year 9

| Subject | On Roll - 358 |       | Achieved or Better |       | PP On Roll - 77 |       | PP Achieved or Better |       |
|---------|---------------|-------|--------------------|-------|-----------------|-------|-----------------------|-------|
|         | with Results  | %     | #                  | %     | with Results    | %     | #                     | %     |
| English | 345           | 96.4% | 295                | 85.5% | 74              | 96.1% | 67                    | 90.5% |
| Maths   | 336           | 93.9% | 259                | 77.1% | 75              | 97.4% | 60                    | 80.0% |
| RE      | 319           | 89.1% | 263                | 82.4% | 70              | 90.9% | 62                    | 88.6% |
| Science | 329           | 88.3% | 232                | 70.5% | 71              | 92.2% | 51                    | 71.8% |

KS3 data tracking is developing - See below to review the end of year target thresholds  
 These percentages reflect the students that are achieving their percentage thresholds based on their prior attainment from their SATs and CATs data. For the Year 23-24 we are trialing a new data tracking system at KS3, which allows a more forensic approach.

\*Recovery funding

*We use our recovery funding to support the appointments of our wellbeing and personal training (RESTART) coach and disadvantaged pupil teacher.*

LAC - Looked After Child

EEF - Education Endowment Foundation

CAT - Cognitive Ability Tests

ATL - Attitude To Learning

RICE - Retrieval, Independent practice, Checking for understanding, Explanation

BHISS - Brighton and Hove Inclusion Support Services

