Student premium strategy statement

This statement details our school's use of student premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of student premium had within our school.

School overview

Detail	Data
School name	Gillingham School
Number of students in school	1759
Proportion (%) of student premium eligible students	22.23% (391 students)
Academic year that our current student premium strategy plan covers	2022/23
Date this statement was published	Dec. 2022
Date on which it will be reviewed	Oct. 2023
Statement authorised by	Paul Nicholson, Headteacher
Student premium lead	Sarah Turnbull, Deputy Headteacher
Governor / Trustee lead	Pat Andrews, Governor

Funding overview

Detail	Amount
Student premium funding allocation this academic year	£296,355
Recovery premium funding allocation this academic year	£72,312
Student premium funding carried forward from previous years (enter £0 if not applicable)	£38,136
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£406,803

Part A: Student premium strategy plan

Statement of intent

At Gillingham School, we recognise that children have many abilities, talents and personalities. Knowing that each student is different and that they learn in many ways, we aim to develop their abilities, raise their expectations and to provide the support that is necessary for success.

Our intention is that all children and young people, irrespective of their background or the challenges they face, make good progress and attain high levels of achievement across a broad and balanced curriculum.

Our student premium strategy is focused on equity of provision in order to ensure that **all** students can access the curriculum and wider opportunities offered within our school community.

Research-informed practice, supported by focused professional learning, is at the heart of our approach, with an unrelenting focus on high quality teaching. Considered use of available data, both quantitative and qualitative, is used to identify targeted support for curriculum development and continuing professional development. This is proven to have the greatest impact on closing the disadvantage attainment gap whilst also benefitting the wider student body. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and enhanced alongside improved progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the Tutoring Programme for students whose education has been worst affected by the Covid pandemic, including non-disadvantaged students.

Our tenacious approach is responsive to universal challenges and individual needs, rooted in robust diagnostic assessment, not simplistic assumptions about the impact of disadvantage. The approaches we have adopted take a holistic approach to students' development. To ensure they are effective we will:

- ensure all students have the necessary reading fluency to access their learning
- act promptly to intervene at the point needs are identified
- adopt a whole school approach in which all staff take responsibility for raising expectations of what students can achieve
- be certain that disadvantaged students are positively challenged in their learning

Challenges

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

Challenge number	Detail of challenge			
1 Improving Attendance				

Attendance for 2021/22	Total Students	Non-PP	PP
Year 7	272	93.47%	90.92%
Year 8	274	91.82%	87.23%
Year 9	291	90.81%	87.48%
Year 10	282	90.25%	86.18%
Year 11	276	88.30%	80.53%
Year 12	188	82.05%	84.30%
Year 13/14	171	66.05%	67.33%
Years 7-11 Total	1395	90.93%	86.47%
Sixth Form Total	359	74.05%	75.82%
Whole School	1754	87.23%	85.02%

Attendance issues remain. The attendance of some PP students deteriorates as they progress through the school, with the exception of the 6th Form. Internal assessment data evidences the negative impact of absenteeism on disadvantaged students' learning and progress over time (see Part B Review of Outcomes).

Groups whose attendance continued to fall in 2021-2022 were:

Low PA	85.13%	to 84.15%
PP	86.9%	to 86.47%
SEN	83.9%	to 83.22%
PP/PA	44.27%	to 45.18%

2

Improving Learning

Y11 GCSE Results:
PP P8 -0.41, Non-PP P8 0.31
Y11 BASICS 4+ PP 58% Non-PP 81%
Y11 BASICS 5+ PP 37%, Non-PP 58%

Our observations suggest many disadvantaged students lack metacognitive / self-efficacy strategies when faced with challenging tasks, notably in their commitment of key knowledge to long term memory. In some cases, this is compounded by poor attendance, and subsequent gaps in learning. This is borne out by question level analysis of exam papers by Heads of Department.

3

Improving literacy

Assessments of Y7 students on entry indicate that disadvantaged students, on average, have reading ages when compared to their peers.
Assessments, observations and discussion with KS3 students also indicate that disadvantaged students generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects. Below are the WRAT and comparative marking (writing) results for the current Y7.

Year 7:
WRAT (reading ages)
Non-PP 30% below age related expectations
PP 45% below age related expectations

NMM (av. writing ages)
All students 12 years 4 months
PP 12 years 4 months (+1 year 7 months above the national average)

4

Accelerating progress

As of Summer 2022, On Track For grades (Year 11 Actuals):
Year 7 PP Subjects Above Track = 51% (non PP = 38%)
Year 8 PP Subjects Above Track = 32% (non PP = 35%)
Year 9 PP Subjects Above Track = 40% (non PP = 27%)
Year 10 PP Subjects Above Track = 27% (non PP = 27%)

	Year 11 PP Subjects Above Track = 35% (non PP = 22%) Internal data suggest that the % of PP students making **better than expected progress** diminishes as they progress through the school. More nuanced data analysis demonstrates wide variation when cross referenced with attendance.	
5 Improving engagement of families	Parents Evenings Attendance:	

2020/21

Year	Attended %	PP in Yr	PP in Yr %	PP Did not book	PP Booked Not Attended	PP At-tended	PP Attended %
7	**73**	72	26	11	12	49	**68**
8	**68**	58	20	24	3	31	**53**
9	**76**	60	21	12	7	41	**68**
10	**74**	73	27	15	19	39	**53**
11	**60**	61	22	30	2	29	**48**
Whole School	**70**	324	23	92	43	189	**58**

2021/22

Year	Attended %	PP in Yr	PP in Yr %	PP Did not book	PP Booked Not Attended	PP At-tended	PP Attended %
7	**82**	57	21	4	10	43	**75**
8	**69**	71	26	18	13	40	**56**
9	**81**	61	21	14	2	45	**74**
10	**75**	62	22	20	6	36	**58**
11	**71**	60	22	28	0	32	**53**
Whole School	**76**	311	22	84	31	196	**63**

Meet the Tutor Eve	Attended %	PP in Yr	PP in Yr %	PP Did not book	PP Booked Not Attended	PP At-tended	PP At-tended %
2021/22	**83**	44	16	5	5	34	**77**

6 Extending opportunities	There is a climate of decreasing alternative provision within our Local Education Authorities. Finance is a barrier to students engaging in extra-curricular provision, such as music lessons, sports clubs. Our rural location means that some families require financial support for their children to travel to school.

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
1. To narrow the gap between the PP and non PP students' overall attendance figures. Reduce the number of PP students who are PA.	Sustained improving attendance demonstrated by: - The overall absence rate for all students being no more than 7%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 4%.

	- The percentage of all students who are persistently absent being below 10% and the figure among disadvantaged students being no more than 5% lower than their peers.
2. Greater evidence of significant and sustained progress in students' learning over time. Improved performance outcomes for PP students, and those who are PP with additional SEND.	Quality of Education reports, and associated QA activity, suggest disadvantaged students are better able to commit key learning to their long-term memory through frequent, planned retrieval practice. Students' work demonstrates an increased focus on extended writing for key assessed tasks. Teacher reports demonstrate increased expectations for PP students, in-line with their non-PP peers. Examination outcomes for students who are PP and have SEND, to be in-line with their peers.
3. Remove barriers to learning through an inclusive approach to language acquisition and reading to improve students': - Reading fluency - Comprehension - Cultural capital - Curriculum access - Sense of belonging/ attendance - Self-esteem/ confidence	WRAT tests demonstrate improved literacy skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Leaders should also have recognised this improvement through engagement in lessons and work scrutiny.
4. An increase in the % of PP students making better than expected progress.	2022/23 KS4 outcomes demonstrate that disadvantaged students achieve an average Progress 8 (P8) score of 0.1 At Key Stage 3 students progress indicators will be in-line with their non-disadvantaged peers.
5. Improved communication with families to facilitate greater engagement in their child's learning. Strengthening the partnership between home and school.	Data reflects an increasing attendance at events organised to support students' attendance, achievement, engagement and progress.
6. All students are engaged in the wider opportunities offered by the school to further their personal development.	Student survey data shows increased participation in enrichment opportunities, including student leadership. % participation is in-line with non PP peers. New awards system demonstrates students' contribution and commitment to their learning, community and skill development.

Activity in this academic year
This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 197,951

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. At Gillingham we used GL Assessments in Mathematics, WRAT tests to assess Reading scores, and No More Marking to establish writing standards in Years 7 and 8.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction.	2,3,4
Professional development on evidence-based approaches, for example retrieval practice, reading fluency, and language acquisition	Effective Professional Development - Guidance Report Teaching students strategies to improve their access to learning can improve attendance through reducing anxiety and accelerating progress. In addition, supporting their ability to commit information to their long-term memory can free up their working memory to process new learning. EEF Metacognition and self-regulation Great Teaching Toolkit - Evidence Review 2020	1,2,3,4
Enhancement of our maths and science teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to collaboratively plan for mixed attainment teaching in Key Stage 3, including Teaching for Mastery training through NCETM. Increasing staffing in Maths, Science & English to create additional teaching groups in Years 9-11. To also support timetabled collaborative planning in Maths & Science	To teach maths and science well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models Mastery in Maths explained - NCETM EEF Mastery Learning EEF Maths Guidance KS2&3 2017 EEF Improving Secondary Science.	2,4

Recruitment and retention of teaching staff	Evidence shows that high quality teaching is the most important lever schools have to improve student attainment, including for disadvantaged students	2,4

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

Budgeted cost: £ 98,517

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students with WRAT test scores below 93 receive more targeted Reading Plus support as part of their timetabled curriculum, including support / encouragement to use the web / books to find out additional information about unfamiliar topics.	EEF Reading Comprehension Strategies EEF Improving Literacy Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment https://www.oup.com.cn/test/word-gap.pdf Impact of Reading Plus - national dataset	2,3,4
Some students receive 1:1, small group specialist teaching and additional support to pre-teach key vocabulary – building confidence with phonics, vocabulary and improving comprehension (EI, CWL, LLe).	EEF Small Group Tuition EEF Impact of teaching assistant interventions EEF Impact of Phonics Teaching	2,3,4
Academic Tutoring as part of the Covid Recovery - NTP	EEF Small Group Tuition	1, 2, 4
Peer Tutoring In Years 10 & 11 a targeted group of students receive additional tutoring from A Level English and Maths students. The 6th Formers are trained by teachers to deliver this intervention, linked to the requirements of the GCSE curricula. In Year 7 a targeted group of students receive mentoring support from Year 11 students who have received training in mentoring strategies.	EEF Peer Tutoring Impact Report	4

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

Budgeted cost: £ 110,336

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting students' social, emotional and behavioural needs, through in-school alternative provision / mentoring to support self-esteem and engagement with school.	EEF Impact of activity involving moderate exercise EEF Impact of behaviour interventions EEF Impact of mentoring	1, 4, 6
Supporting attendance through student managers leading weekly meetings with year teams, and inviting in families to work together to support students' attendance.	EEF The impact of parental engagement	1, 5
Supporting attendance through holding attendance panels with families and young people.	EEF The impact of parental engagement	1, 5
Pastoral Hub to support inter agency liaison, providing support for families.	EEF The impact of parental engagement	5
Financial support for extracurricular activities, including sports, outdoor activities, arts, culture and trips		6
Financial support for school transport	Without this support students would be unable to attend school.	1
Sundries to support curriculum activities	Without this support students would be unable to access practical courses.	1, 6

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Student premium strategy outcomes

This details the impact that our student premium activity had on students in the 2020 to 2021 academic year.

Review of intended outcomes			
1. To narrow the gap between the PP and non-PP students' overall attendance figures. Reduce the number of PP students who are PA.			

Attendance for 2021/22	Total Students	Non-PP	PP
Year 7	272	93.47%	90.92%
Year 8	274	91.82%	87.23%
Year 9	291	90.81%	87.48%
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Year 12	188	82.05%	84.30%
Year 13/14	171	66.05%	67.33%
Years 7-11 Total	1395	90.93%	86.47%
Sixth Form Total	359	74.05%	75.82%
Whole School	1754	87.23%	85.02%

Attendance issues remain. The attendance of some PP students deteriorates as they progress through the school, with the exception of the 6th Form. Internal assessment data evidences the negative impact of absenteeism on disadvantaged students' learning and progress over time.

Groups whose attendance continued to fall in 2021-2022 were:

Low PA	85.13%	to 84.15%
PP	86.9%	to 86.47%
SEN	83.9%	to 83.22%
PP/PA	44.27%	to 45.18%

Some progress is being made towards pre-Covid attendance levels.

Data can sometimes be skewed by the persistent absence of a small number of students.

Increased capacity in the Pastoral Hub is helping us to target more support to families around routines to support punctuality, attendance, and positive engagement in school. This work is supported by an Assistant Year Head in each year group who is interviewing each PP student at risk of attendance below 90%. Thus will result in a more student-centred approach to understanding the barriers to attendance and what the school can do to support the young person and their family.

2. Greater evidence of significant and sustained progress in students' learning over time.
Improved performance outcomes for PP students, and those who are PP with additional SEND.

	Nos:	Av KS2	% 9-5 En&Ma	% 9-4 En&Ma	% EBacc 5+	% EBacc 4+	Eng P8	Maths P8	EBacc P8	Open P8	Total P8	Attainment 8
Non-PP	207	105	54	81	26	37	0.27	0.14	0.25	0.51	0.31	55.01
All PP	66	103	37	58	16	22	-0.42	-0.47	-0.4	-0.39	-0.41	43.49
PP Attendance 90%+	35	105	51	80	23	34	-0.06	-0.13	-0.01	0.10	-0.01	52.31
PP Attendance 95%+	20	107	70	95	35	50	0.45	0.27	0.36	0.36	0.36	58.53
PP & SEND	15	98	13	33	7	7	-1.09	-0.56	-0.6	-1.08	-0.83	29.8

There is a clear connection between attendance and students' examination results.
- 33 students in Year 11 did not achieve a grade 4 in English **or** Maths, 15 of these were PP students, 11 of those had attendance below 90%.
- The 20 PP students with an attendance of 95%+ were more successful than their advantaged peers in almost every measure.
- Going forward, this gives us a clear focus on supporting PP students whose attendance is at risk of falling below 90%

The impact of our **curriculum development** and **focus on teaching & learning** can be seen in an improvement in attainment since 2019 (the last year students sat examinations in school):

	2019		2022 (increase from '19)		2019	2022
	% 9-5 En&Ma	% 9-4 En&Ma	% 9-5 En&Ma	% 9-4 En&Ma	P8	P8
Non-PP	45	67	54 (9)	81 (14)	-0.15	0.31 (0.46)
PP	29	48	37 (8)	58 (10)	-0.40	-0.41 (0.01)
Gap PP/Non	-16	-19	-17	-23	-0.25	-0.72
PP 90%+	39	54	51 (12)	80 (26)	0.00	-0.01 (0.01)
PP 95%+	48	57	70 (12)	95 (38)	0.06	0.36 (0.30)

The % gains in overall grades are broadly in-line for all students, regardless of disadvantage.
The most significant improvement is for PP students whose attendance is on, or above, 95%.

	2019			2022 (increase from '19)			2019	2022
	Nos:	% 9-5 En&Ma	% 9-4 En&Ma	Nos:	% 9-5 En&Ma	% 9-4 En&Ma	P8	P8
Non-PP	228	45	67	207	54 (9)	81 (14)	-0.15	0.31 (0.46)
PP &SEND	12	0	17	15	13	33	-1.01	-0.83(0.18)
Gap PP/Non		-45	-50		-39	-48	-0.86	-1.14

The gap between PP+SEND students' attainment and progress compared to their advantaged peers remains a concern. As with other PP students, attendance appears to be the biggest factor of influence. This year the Support for Learning team are investigating underlying causes for lower attendance in this cohort, and developing strategies which compensate for learning lost during absence, to mitigate against the cumulative affect on progress over time. This will include developing students' strategies to better help themselves through more proactive use of our digital learning platforms at home (such as MS Teams, SENECA, & GCSE Pod).

3. Improved progress and attainment through increased range of applied and vocational subjects at both KS4 and KS5.

		P8	**All PP**	**PP 90%+**	**PP 95%+**	**Non-PP**	**Attain8** Non-PP	**Attain8** PP
EBacc	2019	-0.39	0.07	0.37	-0.09	13.61	10.29
	2022	-0.4	-0.01	0.36	0.25	15.95	12.57
	Difference	-0.01	-0.08	-0.01	+0.34	+2.34	+2.28
Open	2019	-0.74	-0.25	-0.16	-0.43	13.41	10.52
	2022	-0.40	-0.10	0.36	0.31	17.12	13.28
	Difference	+0.34	+0.15	+0.52	+0.74	+3.71	+2.76

It is clear to the see the impact of our revised curriculum on students' attainment and progress. This coincides with the introduction of more varied GCSE and BTEC courses into our curriculum offer. Year 9 is a Foundation year whereby students can begin to personalise their curriculum before finalising their Key Stage 4 choices at the end of Year 9.

All students now have access to a wider range of subjects, resulting in an increase in the number of subjects entered for qualifications. This has placed less reliance on EBacc subjects as part of the Open qualifications, whilst still retaining a significantly higher % of students entering the full EBacc suite of subjects when compared to national norms. Consequently, our Year 11 outcomes represent the most significant progress from 2019, across all Dorset schools offering an academically robust curriculum. Particularly successful were PP outcomes in GCSE Business Studies and French where PP students had a subject residual of +0.2 higher than their non-PP peers. 92% of PP students in French achieved a grade 9-4, compared to 72% of their non-PP peers.

4. Remove barriers to learning through an inclusive approach to language acquisition and reading to improve students':
- Reading fluency
- Comprehension
- Cultural capital
- Curriculum access
- Sense of belonging/ attendance
  Self-esteem/ confidence

Reading

September 2021 (current Year 8)

Non-PP	27% below ARE
PP	30% below ARE
September 2021 (current Year 9)	
Non-PP	33% below ARE
PP	41% below ARE

Reading Plus

84 students with a standardised scores below 93 in Year 7 & 8 had Reading Plus intervention as part of their timetabled provision, ensuring regular engagement with the programme. These students made an average of 5.45 levels progress in Year 7 and 3.41 levels progress in Year 8, with some making up to 7 levels progress.

	Year 7 (40 students)	**Year 8** (44 students)
Av. reading speed wpm	219.6	212
3+ levels progress	93%	61%
5+ levels progress	68%	11%
7+ levels progress	20%	0

Qualitative data suggests that these students are, as a result, better equipped to access written texts across the curriculum.

Writing

September 2021 (current Year 8)   **September 2022**

	National	Gillingham	Difference to national	National	Gillingham	Difference from Sept.	Compared to Gillingham Y8 in 2021
All	10yr11m	10yr 6m	-5 months	13yr 0m	13yr 0m	30 months	+8 months
Girls	11yr11m	11yr 6m	-5 months	14yr 1m	14yr 1m	31 months	
Boys	10yr1m	9yr 7m	-6 months	12yr 0m	11yr 11m	28 month	
PP	10yr0m	9yr 9m	-3 months	12yr 2m	12yr 7m	34 months	+6 months

Significant gains made in the writing skills of PP students, making 8 months more progress across the year compared to national norms.

September 2021 (current Year 9)   **May 2022**

	National	Gillingham	Difference	National	Gillingham	Diff from Sept.
All	11Yr 7m	11Yr 6	-1 month	12Yr 10m	12yr 10m	16 months
Girls	12Yr 8m	12Yr 0m	-8 months	13Yr 9m	13yr 7m	19 months
Boys	10Yr 9m	11Yr 0m	+3 months	12Yr 1m	12Yr 2m	14 months
PP	10Yr 9m	11Yr 4m	+7 months	12Yr 0m	12Yr 2m	10 months

5. An increase in the % of PP students making better than expected progress.

As of Summer 2022, On Track For grades:
Year 7 PP Subjects Above Track = 51% (non PP = 38%)
Year 8 PP Subjects Above Track = 32% (non PP = 35%)
Year 9 PP Subjects Above Track = 40% (non PP = 27%)
Year 10 PP Subjects Above Track = 27% (non PP = 27%)

Internal data suggest that the % of PP students making **better than expected progress** diminishes as they continue through the school. More nuanced data analysis demonstrates wide variation when cross referenced with attendance. Consequently, moderation continues to be a key feature of our departmental development work, to quality assure internal progress data.

We have also removed the reliance on using students' Key Stage 2 results as a determiner of their future attainment. In doing so we are hoping to eradicate unconscious bias and remove any ceilings to students' aspirations.

6. Improved communication with families to facilitate greater engagement in their child's learning. Strengthening the partnership between home and school.

Increased capacity in the Pastoral Hub is helping us to target more support to families around routines to support punctuality, attendance, and positive engagement in school. Going forward, this work is supported by an   Assistant Year Head in each year group who is interviewing each PP student at risk of attendance below 90%. This will result in a more student-centred approach to understanding the barriers to attendance and what the school can do to support the young person and their family.

We are beginning to expand our modes of communication with families, making greater use of Edulink, social media platforms and video messaging. Targeted text messaging is also making communication easier for some parents / families.

Similarly, the use of online parents' evenings has removed the burden of families having to journey into school, and spend disproportionate amounts of time waiting to talk with subject teachers. This has been well received by most parents. Some are being supported with additional training to overcome barriers to engagement.

In 2021/22 parents / carers of 40 Year 8 students met with colleagues from the Pastoral Hub to discuss how the school can support child's needs/improve attendance/ engagement with online resources etc. This project is being scaled up to include all year groups (7-11) in 2022/23.

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7. All students are engaged in the wider opportunities offered by the school to further their personal development.

Tutoring programme: during school day/after school
- Year 9/10/11 primarily targeted for in-school tutoring in English, Maths, Science: PP students were main cohort.
- After school tutoring for Years 7/8 – students who could not attend due to transport issues were offered in -school tutoring: now all those PP who were offered in Year 7/8 are taking part in tutoring during the day

As of July 2022 452 students participated in the National Tutoring Programme, targeting disadvantaged / those below track in English, Maths and Science across Years 7-11.

In Year 11 Maths, students who had received tutoring made 1/3rd grade progress more than their peers from mocks to final exams.

English students, who had received tutoring, made ½ a grade more progress than their peers.

Currently all PP students in Year 11 with an OTF grade below their Range of Attainment have received tutoring in at least one subject.

Extensive trips programme:
- Funding to support participation in theatre, museums, sports, cultural activities
- PP specific: Year 7 have had two cultural trips for PP students this year (Theatre / Fossil Museum)

Leadership opportunities:
- Sports Leaders: 15% PP from a cohort of 197

Range of activities on offer in lunch/after school:
- School musical: 19% PP
- DofE: 2021-22: 15% PP from a cohort of 96
- Philosophy Club: 25% PP from cohort of 41
- Funding to support music tuition for 42 PP students

Public recognition of achievements:
Rewards system with an emphasis on personal development / coloured ties:
- Yr 7:   19 bronze   (2 PP: 10.5%)   PP make up 21% of year group
- Yr 8:   5 bronze   (2 PP: 40%)   PP make up 27% of year group
- Yr 9:   17 silver   (1 PP: 6%)   PP make up 21% of year group
- Yr 10:   45 gold   (10 PP: 22%)   PP make up 22% of year group

Externally provided programmes

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

Programme	Provider

Mental Health Schools Team EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression 43 students supported in the academic year 2021-22	NHS
Targeted Resilience Programme for students struggling with low self-esteem, or social anxiety	WIRED
Research Schools Network Project -Improving support for disadvantaged students	SCTSH