

Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	Cottenham Village College
Number of pupils in school	880
Proportion (%) of pupil premium eligible pupils	15.23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 (2021-2024)
Date this statement was published	December 2021
Date on which it will be reviewed	December 2024 (plus annual review Dec 2022)
Statement authorised by	Zoe Andrews
Pupil premium lead	Hanan McKeand
Governor / Trustee lead	Will Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,600 (+LAC)
Recovery premium funding allocation this academic year	£56,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£170,800

Part A: Pupil premium strategy plan

Statement of intent

Cottenham Village College is a successful and fully inclusive 11-16 school. Alongside high expectations of behaviour, we provide an ambitious curriculum that aims to foster pupils' curiosity, unlock their potential and raise their aspirations, as well as ensure that pupils achieve high levels of attainment that will open doors for their future. In order to tackle educational inequality, high quality teaching is at the heart of our strategy. Ensuring effective teaching in all classrooms, along with support to improve and develop, is the key factor to a successful approach.

We have identified the four main areas that we wish to focus on to support disadvantaged pupils with. Therefore, the main principles driving the strategy are increasing attendance to maximise learning, the use of targeted academic support to narrow the gap in attainment, to continue to develop high standards of behaviour and to support with pupil well-being.

All pupils, regardless of their background, are encouraged to pursue not only their academic aspirations but also to participate in extra-curricular activities. Opportunities for enrichment helps to foster positive educational experiences, gain wider skills and provide shared experiences.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last three years indicates that there is a significant difference between disadvantaged and non-disadvantaged students, leading to underachievement by disadvantaged pupils.
2	The behaviour of disadvantaged pupils needs to improve, leading to improved outcomes. For the academic year 2020-21, the average number of detentions issued for a disadvantaged pupil was higher than non-disadvantaged. A disadvantaged pupil at CVC is more likely to receive an exclusion compared to their non-disadvantaged counterparts.
3	Attainment of disadvantaged pupils needs to improve. Year 11 results for the academic year 2020-21 indicated that the average grade attained for non-disadvantaged pupils was 5+, whereas the average grade attained for disadvantaged pupils was 3+. The gap between the attainment of disadvantaged pupils and their peers mirrors the national pattern and is a priority for focus and improvement. The impact of the pandemic and lockdown learning is increasingly evident - gaps in knowledge due to C-19 presents challenges that we need to address if we are to reduce the gap in attainment.
4	We have identified an increase in social and emotional issues from more pupils, especially in light of the pandemic. These challenges particularly affect disadvantaged pupils leading to a reduction in engagement with education and 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. Improved attendance for disadvantaged pupils.	To increase attendance of disadvantaged pupils so that it is in line with PP nationally, and to work towards closing the attendance gap with non-PP pupils.
2. Improvement in behaviour – to seek to minimise disadvantaged numbers for suspensions and detentions. Increased positive rewards.	Decrease in detentions for PP pupils as a result of HW and pastoral support. Increase in parental engagement to encourage a partnership in learning. Weekly reports on exclusion/suspension data will trigger support work by the pastoral team.
3. Improved attainment outcomes for disadvantaged pupils, especially in maths and English.	<p>Key data points in the academic year will be analysed for attainment progress – this will be measured against target grade and comparisons made between average attainment for non-disadvantaged pupils versus disadvantaged pupils. HoDs will analyse data with a sharp focus on the progress and attainment of disadvantaged pupils. Through Line Management discussions and in reflection with SLT, HoDs will regularly review and amend, where needed, the curriculum to ensure inclusion and access for all. In addition, HoDs will review strategies needed to support individual pupils. The effectiveness of strategies used to support individual pupils will also be regularly viewed.</p> <p>Pupils with the greatest attainment gaps will be offered extra support to help them to narrow it. All catchup and lesson 6 attendance data will be monitored to ensure that disadvantaged pupils are making good use of this opportunity – with a particular focus on maths and English attendance.</p> <p>MyTutor catch up sessions will be offered to all disadvantaged pupils in maths and English.</p> <p>Reading ages for disadvantaged pupils will be analysed – where they do not match chronological age, intervention and reading support will be put in place to ensure a reading age improvement and support pupils to access the curriculum as fully as possible and make progress in English.</p> <p>Direct Instruction in maths will be used and the progress of disadvantaged students taking part analysed. This will support pupils to access the curriculum as fully as possible and make progress in maths.</p> <p>As a result of these undertakings, we hope to achieve a narrowing of the disadvantaged gap and for all pupils to make broadly the same advances in progress (relative to their starting positions). If we are successful in this, then we will also improve engagement as well as opportunities for further studies and aspirations to pursue higher education.</p>
4. Greater sense of well-being – increase in self-esteem and engagement with learning and school.	Improved pupil attitude to school and implementation of strategies to promote resilience and improve decision making. Participating in extracurricular opportunities and greater family engagement with the school.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £85,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching – support teachers so that the quality of teaching and feedback within the school is consistently good</p>	<p>External evidence</p> <p>In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Investing in CPD for teachers and support for early career teachers, along with recruitment and retention will make a significant difference to all students. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is vitally important for success and a priority for PP funding. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Quality first teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged students. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>High quality feedback is an effective way to improve attainment and feedback studies suggests significantly high effects on learning. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?utm_source=/education-evidence/guidance-reports/feedback&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>Internal evidence</p> <p>Before Covid-19, staff training focused on effective feedback and, as a result, departments have spent considerable time in developing effective feedback strategies and approaches in their planning and incorporating this into lessons.</p> <p>Effective, focused senior and middle leadership of T&L through curriculum development time, professional development (subject-specific and pedagogical) at both a whole-school and departmental level will be monitored through lesson visits,</p>	<p>2, 3, 4</p>

	including book looks and pupil voice. Regular sharing of best practice will also be used to develop staff, again both at a whole-school and departmental level. These methods will target the continuing improvement of T&L which will lead to continued improvement of attainment at the college.	
Whole school reading focus CPD	<p>External evidence</p> <p>Evidence suggests that reading is crucial in supporting students to access the curriculum and to, therefore, make progress:</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading?utm_source=/news/eef-blog-whole-class-reading&utm_medium=search&utm_campaign=site_search&search_term=reading</p> <p>The planning of how to deliver reading in the classroom, based on the purpose of the reading is crucial. The pedagogical choices surrounding whole class reading and shared reading versus independent reading must be considered in teaching and learning and lesson planning:</p> <p>https://educationendowmentfoundation.org.uk/news/caroline-bilton-in-tes-on-the-power-of-shared-reading?utm_source=/news/caroline-bilton-in-tes-on-the-power-of-shared-reading&utm_medium=search&utm_campaign=site_search&search_term=reading</p> <p>Internal evidence</p> <p>The overarching focus for CPD established at the start of the academic year 2021-22 has been on reading. The September training days have focused on exploring how to select appropriately challenging texts, how to support all students to access texts, how to choose the appropriate reading strategy based on the purpose of the reading activity and how phonics works to support weaker readers to make progress and learn to read fluently. A continuing focus on reviewing how reading is implemented in the curriculum and the purpose of extended reading will be ongoing this academic year and beyond. Training, twilight, curriculum development time, line management and quality assurance will monitor the careful use of reading in lessons to support the progress of all students. High-quality planning and delivery as well as selection of texts will be crucial in supporting disadvantaged students to make progress in line with their peers.</p>	3

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

Budgeted cost: £42,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths and English intervention lessons</p> <p>Small group tuition and 1:1 sessions</p>	<p>External evidence:</p> <p>Evidence suggests that teachers, TAs and tutors can have a positive impact on academic achievement where they support small groups or individual pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	3

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>The EEF has researched Catch Up Numeracy and found this to have a positive impact on outcomes.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy</p> <p>The EEF found that Catch Up Literacy had a statistically significant impact on pupils' attitudes to school, self-assessed ability in reading, and their confidence in and enjoyment of writing.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/</p> <p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p> <p>The EEF report, Improving Mathematics in KS2 and 3 report recommends the use of structured interventions to provide additional support https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/teaching-assistants/ - Evidence suggests that TAs can have a positive impact on academic achievement where they support individual pupils or small groups.</p> <p>Internal evidence</p> <p>Targeted catch-up sessions after school last academic year were a beneficial way for disadvantaged students to catch up on forgotten or missed content. Adopting a more formalised set of period 6 lessons, however, will ensure better coverage of the disadvantaged pupils (as well as the non-disadvantaged).</p>	
<p>Period 0 for both Y11 English, and maths intervention.</p> <p>Period 6 – My Tutor, teacher led revision</p>	<p>External evidence</p> <p>Evidence that extending the school times makes a positive impact on academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Internal evidence</p> <p>Targeted catch-up sessions after school last academic year were a beneficial way for disadvantaged students to catch up on forgotten or missed content. Adopting a more formalised set of period 6 lessons, however, will ensure better coverage of the disadvantaged pupils (as well as the non-disadvantaged).</p>	3
<p>Fresh start phonics reading programme</p>	<p>External evidence</p> <p>Strategies to meet individual pupil needs is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DF_E-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/phonics/ - Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p>	3, 4

	<p>Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school - https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start</p> <p>Internal evidence</p> <p>Reading programmes such as Lexia have been used in the past and supported short-term progress for students; however, this phonics-based programme has an established record of progress and will support disadvantaged students with a low reading age to progress and access the curriculum more fully (alongside and complemented by the whole-school CPD focus on reading).</p>	
The Scholars Programme	<p>External evidence:</p> <p>For disadvantaged pupils with literacy difficulties, research shows that using the Pupil Premium funding to meet individual pupil needs in order to remove this barrier to learning is effective - https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>The EEF found that Catch Up Literacy had a statistically significant impact on pupils' attitudes to school, self-assessed ability in reading, and their confidence in and enjoyment of writing. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/</p> <p>Internal evidence:</p> <p>Before Covid-19, The Scholars Programme had run successfully for 3 years. Working with the English department, PhD students from Cambridge University worked with a small cohort of students (between 15 and 20) including a high proportion of disadvantaged students. There was a 100% success rate for all students who took part and completed the programme – producing an extended piece of analytical writing. The experience of working with PhD students and producing the extended writing both developed the literacy skills of students and also raised aspirations. The graduation ceremony in Norwich at UEA was pivotal in this feeling of achievement and aspiration.</p>	3
Academic residential	<p>External evidence</p> <p>Evidence that extending the school times makes a positive impact on academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>The EEF has researched Catch Up Numeracy and found this to have a positive impact on outcomes. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy</p> <p>The EEF found that Catch Up Literacy had a statistically significant impact on pupils' attitudes to school, self-assessed ability in reading, and their confidence in and enjoyment of writing. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/</p> <p>Internal evidence</p> <p>The focus on extending the amount of teaching time that students have to support their academic success is the basis of a planned academic residential this academic year. 40 Year 11 students will be offered the chance to go for a weekend</p>	3, 4

	residential where they will revise key English and maths elements ahead of GCSE exams and also take part in some fun enrichment activities. All Year 11 disadvantaged students will be invited to attend the residential. The combination of extended school time and enrichment activities will support students and allow even better coverage and support of disadvantaged students in addition to the Period 6 and MyTutor programmes each week.	
Monitoring and reviewing of PP achievement using appropriate data analysis	<p>External evidence</p> <p>The Ofsted summary recommends that achievement data is regularly analysed to check whether interventions or techniques are working and adjust if needed.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	3

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

Budgeted cost: £42,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular monitoring of PP attendance including contact home.	<p>External evidence</p> <p>Nationally, and in school, PP attendance is below 'All Pupils.' Higher attendance increases learning time and aids achievement. The barrier to learning this priority addresses: research shows that low PP attendance is closely linked to underperformance.</p> <p>Strategies to promote good attendance are also listed in the top approaches for disadvantaged pupils by the government in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in this report. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils.</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>Internal evidence</p> <p>Students who have a good or excellent attendance on average make higher levels of progress throughout the academic year.</p>	1,3, 4
Development of HW	<p>External evidence</p> <p>Using Show my Homework as a platform to set meaningful HW (three Es – extending, embedding and enhancing knowledge) that also allows parental/carers engagement.</p>	1, 2, ,3 ,4

	<p>Development of HW Club and continued monitoring of HW completion rates. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Internal evidence</p> <p>Data collection – HW set on Show My HW, attendance at HW club, HW detentions, QA of HW in book looks.</p>	
Develop and implement a behaviour policy to support an improved school culture including a new rewards programme	<p>External evidence</p> <p>The senior leadership team will implement new behaviour strategies. Data analysis followed by appropriate intervention can have a positive impact on PP progress in terms of attainment, attendance, behaviour and well-being.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Internal evidence</p> <p>Recognition of PP contribution demonstrated by an increase in rewards for disadvantaged pupils.</p>	1, 2, 3, 4
Well-being support available during the school day	<p>External evidence</p> <p>Use of Trust appointed counsellor and school bought BACP registered counsellor. Increase in non-teaching pastoral staff to support pupils' needs. TA led form time well-being session and a nurture breakfast club group led by PP co-ordinator</p> <p>Use of alternative therapies - canine and music.</p> <p>Interventions for social and emotional learning (SEL) in education have been shown to improve SEL skills which in turn supports disadvantaged pupils in a variety of ways.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Internal evidence</p> <p>Pupil feedback, pupil implementation of strategies learnt, staff feedback</p>	1, 2, 3, 4
Access to resources for pupils.	<p>External evidence</p> <p>Equipment and academic resources to be made available so that disadvantaged pupils have equal opportunities to non-PP peers. Use of technology can be an effective approach for disadvantaged young people to access intensive support and catch up with their peers. Technology is best used as an addition to normal teaching rather than as a replacement.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf</p> <p>Digital technology is associated with moderate learning gains (EEF: on average an additional 4 months) https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology</p>	1, 2, 3, 4

<p>Uniform and transport assistance to support PP well-being and to reduce low self-esteem, isolation and to develop further school engagement.</p>	<p>Internal evidence</p> <p>Uniform assistance is available to PP students. This allows for students to feel part of the CVC community and be visibly equal to their peers. This will develop confidence and self-esteem, as well as ensuring a positive start to their school day.</p> <p>Financial support for out of catchment PP bus passes and free after school buses for pupils who require transport, thereby removing a barrier for non-attendance at extra-curricular clubs / after school revision.</p>	
<p>Develop engagement with disadvantaged parents/carers in the community</p>	<p>External evidence</p> <p>The EEF report states that home plays a crucial role in supporting children's learning, and levels of parental/carer engagement are consistently associated with improved academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>Internal evidence</p> <p>Engagement with information evenings, parent forum, parents' evenings and pastoral meetings</p>	<p>1, 2, 3, 4</p>
<p>Ensure all PP students have access to enrichment activities</p>	<p>External evidence</p> <p>Research suggests that providing pupils with access to a full range of educational experiences can reduce the gap in outcomes.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Internal evidence</p> <p>Pre-Covid, outside classroom opportunities (e.g. Activities week, work experience, subject trips) have been effective for cultural capital and providing shared experiences.</p>	<p>3, 4</p>

Total budgeted cost: £170,800

Part B: Review of outcomes in the previous academic year

This details the impact that CVC's pupil premium strategies had on pupils during the academic year 2020-2021.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on disadvantaged pupils in the academic year 2020-21. Disruption due to Covid-19 meant that some strategies did not run or were severely affected, and as such, evaluating our approach has been challenging given the limitations.

Desired outcome	Success criteria	Impact
Improved numeracy and literacy for disadvantaged pupils in Year 7	<p>NGRT to show progress</p> <p>GL assessments from summer term to show improvement</p>	<p>Year 7 disadvantaged students made progress in their reading. Reading ages from the start of September 2020 compared with July 2021 showed that all students bar 5 students (of 27 students) were reading at a higher age by the end of Year 7 than at the start. Of those 5 students, 4 stayed at the same reading age and 1 saw their reading age lower. The number of students who moved from reading at primary school age to secondary school age was 6. 13 students were reading at an age higher than their chronological age by the end of July 2021 (13 years – 17+). On average, the reading age of disadvantaged students rose by a year (from 10 years 5 months, to 11 years 5 months).</p> <p>GL summer assessments were carried out in July 2021 in English, maths and science. The median performance for students overall was 56% in English, 57% in maths and 60% in science. Disadvantaged students, on average, made progress in all three subjects.</p>

<p>Improved outcomes at KS4 for PP students</p>	<p>P8 score for PP to show narrowing of gap and getting closer to 0 / more in line with national average</p>	<p>Due to Covid-19, Progress 8 was not a measure because Teacher Assessed Grades replaced public exams. Therefore, it is not possible to measure whether there were improved outcomes in P8 scores for PP students.</p> <p>In order to compare like for like, the average attainment 8 grade for non-disadvantaged students was 5+ in both 2020 and 2021. For disadvantaged students, the average attainment grade was 3+ in both 2020 and 2021. This reflects the existing gap between PP and non-PP attainment. Whilst the gap did not worsen between 2020 and 2021, we must focus on raising the attainment of PP students in their KS4 outcomes.</p>
<p>Improved sense of self-esteem and 'belonging' leading to improved behaviour.</p>	<p>Fewer suspensions of disadvantaged pupils.</p> <p>PP SHINE points increase from previous year.</p>	<p>Normally, PP exclusions from 20-21 and 19-20 would be compared but due to the lockdowns this is not possible. Instead, the comparison will be from the two full autumn terms. In autumn 2020 there were 8 PP suspensions compared to 5 in autumn 2019. Although this is an increase, given the disruption pupils faced from March 2020 to September 2020, it is not unusual that behaviour fell short of high expectations and that reintegration back into school presented some challenges.</p> <p>Using the same time period, in autumn 2020 there were 75 positive recognitions/awards for disadvantaged pupils which is an increase from 55 in the autumn term 2019.</p>
<p>Improved attendance for disadvantaged pupils.</p>	<p>Increase in attendance of disadvantaged students and more in line with the national average.</p>	<p>Due to the lockdowns, an evaluation again proves challenging. However, the national average attendance at the start of the final week of the school year (w/b 15th July, 2020)</p>

		<p>for all pupils, 'Pupil attendance in secondary schools (adjusted for Y11-13 not expected to attend) was 67.3% on 15 July.' CVC PP attendance was 84.3% (adjusted for no Y11).</p> <p>Autumn term 2020 PP attendance was 87.7% compared to the autumn term 2019 which was 88.9%. Although there is a minor drop in attendance, it is encouraging that PP attendance remained consistent despite the challenges some pupils faced returning to school after a prolonged time with remote education and limited social activities.</p>
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Externally provided programmes

Programme	Provider
Fresh Start	Read-Write Inc
Corrective Maths – Direct Instruction	Direct Instruction