

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	Old Buckenham High School
Number of pupils in school	
1	24.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Claire Elliott
Pupil premium lead	Laura Cooper
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	(April 2021 to March 2022) - £111,435
Recovery premium funding allocation this academic year	£28,152
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	£139,587

Part A: Pupil premium strategy plan

Statement of intent

The Education Endowment Fund states that the “Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried-and-tested continuing professional development and effective feedback methods.”

“By being clear about the issues facing disadvantaged pupils, using evidence to identify the solutions most likely to work, and thinking hard about how these are implemented, schools will be in the best position to deploy limited resources effectively.” This approach underpins Old Buckenham High School’s intentions and values in the supporting of our pupil premium learners. Our ultimate objective is to ensure that disadvantaged pupils, like all our students, are able to ‘be the best they can be’

No one intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our students to improve. The Ofsted report entitled ‘The pupil premium: what Ofsted looks at’, states that ‘successful schools do not treat pupils eligible for the pupil premium as one homogeneous group’. Each of our pupil premium students faces varying degrees of academic and pastoral challenge. Our aim is to understand these potential barriers to learning and to enable students from less advantaged backgrounds to achieve as well as all students, by benefitting from:

- A broad and rich curriculum that develops personal and social skills, confidence in learning and cultural capital.
- Pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all.
- Individualised pastoral support.
- Interventions to close the gap in achievement and address barriers to learning and progress.
- Access to funding for those suffering hardship to meet costs for access to enrichment opportunities.

The school bases its approach on:

Ofsted Supporting the attainment of disadvantaged pupils: articulating success and good practice. Research brief. November 2015.

1. Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.

2. Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.
3. Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.
4. Focus on outcomes for individual pupils rather than on providing strategies.
5. Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.
6. Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.
7. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.

Challenges

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

Challenge number	Detail of challenge
1	<p>Literacy. According to our Accelerated Reader data (2021-22) 31.6 % of our KS3 students have a reading age below or well below their chronological age. Of this 33.7% are pupil premium students (2021-22). The data from the National Literacy Survey also indicates that 23.73% of our KS3 students (2020) don't read outside of school. According to the EEF <i>'a disadvantaged child in England is still more than twice as likely as their classmates from more advantaged homes to leave primary school without reaching the expected levels in reading and writing.'</i> At OBHS, the transition data provided from primaries (2021-22) showed that 25% of our current Year 8 students (2022-23) were not meeting expected levels for reading and 39% for writing on entry to KS3. Of which 9 students are PPG.</p>
2	<p>Disengagement. Low self-esteem and a poverty of ambition can lead to poor behaviour for learning leading to disengagement and less successful outcomes. In Maths the Progress data for 2021-22 for PPG students was Y7 -1.24, Y8 -0.55, Y9 +0.41 and Y10 -0.57. In English there is a similar progress gap: Y7-0.31(non-PPG -0.90) Y8 -2.00, Y9 -1.09, Y10 -0.24. GL PASS survey data indicates that our PPG cohort are more likely to report poor social and emotional wellbeing than our non-PPG students.</p> <p><i>As a number of the strategies detailed in this document have been introduced over the last 2 years, the pockets of positive data above are evident of the fact that they appear to be having some positive impact on groups of learners.</i></p>
3	<p>Legacy gaps from school closures</p> <p>During the national lockdowns and school closures, the attendance to live lessons of our PPG students was less than non-PPG (Significantly more PPG students had at least 1 'Below Expectations' in comparison to PPG students) Our current Year 9 cohort will have had their final year of KS2 significantly impacted by Covid and lockdowns. The English and Maths progress data</p>

	(above) for Y8 (2021-22) is evidence of the remaining gaps in their skills and knowledge in the Core. EEF -Impact of school closures on the attainment gap. June 2020 stated that <i>'It is highly likely that the [attainment] gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures'</i>
4	Wellbeing/Mental Health Historically at OBHS, School attendance is an indicator of underlying wellbeing and mental health issues. Our attendance data is as follows: Disadvantaged: 86.98% Non-Disadvantaged: 91.77%. The unauthorised absence rate is four times higher at 4.51%. 31.36% of our disadvantaged students are PA indicating that wellbeing and mental health support is a key priority in improving the attendance and subsequent outcomes for PPG students.
5	Ambition PPG students have lower aspirations than non-PPG students. PASS data of Year 7, 8 and PPG Year 11 students in 2021 indicates a trend towards our PPG students holding lower 'learner self regard' than non-PPG students. This is particularly affecting our PPG boys.

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
Lessen the attainment gap between PPG and non-PPG students.	Lessen the attainment gap between PPG and non-PPG students.
Support students in achieving positive wellbeing and mental health	PPG students report positive mental health, and are supported in their wellbeing.

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: £20,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Activity: Maths Mastery The Maths LPA Catch-Up curriculum in Year 7 is delivered to students identified as not meeting age-related expectations by the end of KS2. These students undertake a curriculum based on the Maths Mastery approach which is designed to target the gaps in their Mathematical knowledge and skill and ensure that these are mastered before learning moves on.</p> <p>Intended Impact: Accelerated progress in LPA PPG learners in Y7 Maths – a closing of the numeracy gap from KS2.</p>	<p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	2, 3
<p>Activity: English Catch up curriculum The English Catch-Up curriculum in Year 7 and Year 8 is targeted to support students identified as not meeting age-related expectations by the end of KS2. These students undertake a curriculum based on the Hackney Lit approach, yet thematically linked to the curriculum followed by all students.</p> <p>Intended Impact: Accelerated progress in LPA PPG learners in Y7 English –</p>	<p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3

a closing of the literacy gap from KS2.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £44,299

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Activity: Peer mentoring In addition to peer mentors who support our most vulnerable Year 7 and 8 students to feel confident and supported at school.. Students in Year 7 and 8 are identified based on their KS2 reading skills, CAT, PASS and NGRT tests and paired with year 10 and 11 students. In addition, one of the key ingredients of an OBHS lesson is Cooperative Learning, and one of our Habits of Mind is Collaboration. This ensures that planning well-structured and resourced learning opportunities to develop students' collaboration remains a priority.</p> <p>Intended Impact</p> <ul style="list-style-type: none"> • Vulnerable PPG Y7 students feel safe and secure. • Accelerated Progress in Reading and Numeracy. 	<p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Peer tutoring EEF (educationendowmentfoundation.org.uk)</p> <p>Ark Mathematics Mastery EEF (educationendowmentfoundation.org.uk)</p> <p>Hattie effect size list - 256 Influences Related To Achievement (visible-learning.org)</p>	1, 2, 3, 5
<p>Activity: Maths Catch-Up Tutoring (NTP top up) The school has appointed a Maths tutor working with small groups of students across all 5 year groups to address identified gaps in knowledge and skills in Maths.</p> <p>Intended Impact:</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Ark Mathematics Mastery EEF (educationendowmentfoundation.org.uk)</p> <p>Hattie effect size list - 256 Influences Related To Achievement (visible-learning.org)</p>	2, 3, 5

<p>Accelerated progress in basic numeracy skills. Closing gaps in knowledge and skills.</p>		
<p>Activity: Literacy support Accelerated Reader is in place for all KS3 students which monitors student engagement with reading and supports students in choosing books within their appropriate ZPD range. Used as a diagnostic tool to identify specific reading interventions which can then be facilitated in the classroom and in small group sessions during ILT</p> <p>Let's Think in English. KS3 students have a lesson a fortnight dedicated to developing their verbal competence and confidence.</p> <p>Hackney Lit. Some students in Year 7 and 8 follow a curriculum based on the Hackney Lit approach in English.</p> <p>Intended Impact: Accelerated progress in basic literacy skills – measured against baseline.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Activity: One-to-one mentoring To support some of our most disadvantaged Y11, 10 and 9 students, we are joining up our provisions, using Raising Achievement Planning meetings to discuss strategies to close attainment gaps and support students to raise aspirations.</p> <p>Furthermore, we are providing academic mentoring for students affected by persistent absence (often covid-related) to ensure that gaps are</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4</p>

<p>identified and rapidly addressed.</p> <p>Intended Impact:</p> <ul style="list-style-type: none"> • A reduced attainment gap in Maths and English for PPG students. • Increased engagement in lessons and attendance. 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £74,768

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Activity:</p> <p>The pastoral team monitoring student's well-being and mental health. Pastoral support will include intervention via wave two sessions or external counselling.</p> <p>Intended Impact:</p> <ul style="list-style-type: none"> • Undertake attitudinal survey to establish Y7 and Y8 wellbeing using regular surveys and PASS. • Regular feedback from student voice to inform of students who require support. • Increase in communication with students and home. • Packages of support with an evaluation aspect included to check impact with support outside of the school accessed if needed. • To address hardship issues which present barriers to engaging in the school community. 	<p>Exploring the relationship between attendance and attainment — The University of Brighton</p>	<p>2, 4, 5</p>

<p>Activity: 1:1 and small group activities with a focus on both self-esteem, emotion management, self-regulation and metacognition, ensuring that students understand themselves as learners and optimise their opportunities to learn in the classroom.</p> <p>Intended Impact: Evidence of self-regulation and an increased engagement in learning.</p>	<p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Supporting the attainment of disadvantaged pupils - GOV.UK (www.gov.uk)</p>	<p>2, 4, 5</p>
<p>Activity: Behaviour interventions</p> <p>At OBHS we have established our values as a school, our Habits of Mind, and the Golden Rules of our classroom, both rewards and sanctions are underpinned by these. Go4Schools is used to track both positive and negative behaviours – and there is a clear ladder of sanctions which are implemented consistently should a student's behaviour fall outside our established expectations.</p> <p>A number of staff are TA101 trained and this training guides our interactions with students – both positive and negative. We are looking to develop this approach further in 2021-22 and explore how we can share good practice in terms of a restorative and relational approach to behaviour management.</p> <p>Our experienced pastoral team work closely with staff to identify students in need of further support</p> <p>Intended Outcome:</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4, 5</p>

<ul style="list-style-type: none"> • Positive behaviour residuals for PPG learners. • Attendance to extended-curriculum activities. • 0 gap between attendance and PA of PPG and non PPG. 		
<p>Activity: Developing cultural capital Support for in/out school enrichment DofE, Music lessons, Food tech ingredients, School trips and visits</p> <p>Newly appointed Flourish coordinator (2022) to raise inter-house and extra-curricular activities and student involvement (with a PPG priority)</p> <p>Intended impact: Support all students in accessing opportunities to develop as culturally aware, educated citizens beyond the classroom</p>	<p>‘As part of making the judgement about quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Ofsted’s understanding of this knowledge and cultural capital matches the understanding set out in the aims of the national curriculum. It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.’ Ofsted. <i>School Inspection Handbook</i>.</p>	<p>2, 3, 4, 5</p>

Total budgeted cost: £ 139,587

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-22 academic year.

Maths Catch up: Ongoing work with the Maths mastery team. Positive review from learning walks and lesson observations of the 2 catch-up groups. Plans with Mastery coordinators to look at extending mastery into the Y7 mainstream curriculum initially. Ongoing work on this 2021-22 – appropriate training packages identified for 2022-23 including SSA training to support Maths teaching. Y8 Catch-Up cohort (2021-22): 9/11 students made good progress, rapid progress or not yet good progress (only 2 are a cause for concern). The A2L and work produced by the Y7 Catch-Up cohort on average met expectations.

Mentoring: Following restrictions in place 2020-21, peer mentoring was back up and running 2022-23. The positive impact on students' attitude to the school community was captured through student voice activities. High levels of staff absence at critical times in the year (from November onwards) limited the consistency and success of literacy and numeracy mentoring. Subject Leaders for English and Maths will reinstate once KS2 data is published. Paired reading had a positive impact on targeted students' attitude to reading – evident in the data captured on Accelerated Reader.

Learning Habits Habits of mind are within lessons and the School rewards system. Good practice was shared in virtual meetings and using SharePoint and Teams. A list of students with knowledge gaps or emotional needs has been identified by CLs and Pastoral Leaders and supported accordingly.

Y7-10 Data – 2021-2022

Art

2021-22 G4S Data	Progress Data – All Students	Progress Data – PPG	Progress Data – SEND	Progress Data - Boys
Year 7	+0.02	+0.41	E +0.50 K +0.29	-0.12
Year 8	+0.04	+0.18	E +0.00 K +0.17	-0.03
Year 9	+0.09	+0.27	E 0.00 K +0.45	+0.05
Year 10 (4M)	-1.24	-0.85	E -3.09 K -2.05	-0.81

Biology

2021-22 G4S Data	Progress Data – All Students	Progress Data – PPG	Progress Data – SEND	Progress Data - Boys
Year 7				
Year 8				
Year 9				
Year 10 (4M)	+2.27	+2.47	E 0 K 0	+2.09

Chemistry

2021-22 G4S Data	Progress Data – All Students	Progress Data – PPG	Progress Data – SEND	Progress Data - Boys
Year 7				
Year 8				
Year 9				
Year 10	-0.08	-0.28	0	-0.66

Drama

2021-22 G4S Data	Progress Data – All Students	Progress Data – PPG	Progress Data – SEND	Progress Data - Boys
Year 7	-0.03	+0.25	E – 0 K +0.14	-0.18
Year 8	-0.0	-0.20	E -0.50 K 0	-0.17
Year 9	-0.15	+0.05	E +0.50 K +0.40	-0.18
Year 10	-0.57	-0.45	E –1.38 K –0.80	-0.67

English Language

2021-22 G4S Data	Progress Data – All Students	Progress Data – PPG	Progress Data – SEND	Progress Data - Boys
Year 7	-0.81	-0.31	E 0 K -1.14	-1.15
Year 8	-1.20	-2.00	E-4.50 K -2.33	-1.54
Year 9	-0.88	-1.09	E -6.00 K -1.10	-1.38
Year 10	-0.23	+0.05	E -0.15 K -0.62	-0.40

English Literature

2021-22 G4S Data	Progress Data – All Students	Progress Data – PPG	Progress Data – SEND	Progress Data - Boys
Year 7	See English Language			
Year 8				
Year 9				
Year 10	-1.02	+0.86	E -2.15 K -1.34	-1.29

Enterprise & Marketing

2021-22 G4S Data	Progress Data – All Students	Progress Data – PPG	Progress Data – SEND	Progress Data - Boys
Year 7				
Year 8				
Year 9				
Year 10	-1.27	-0.91	E 0 K -2.96	-1.30

Food & Nutrition

2021-22 G4S Data	Progress Data – All Students	Progress Data – PPG	Progress Data – SEND	Progress Data - Boys
Year 7				
Year 8				
Year 9				
Year 10	n/a	n/a	n/a	n/a

French

2021-22 G4S Data	Progress Data – All Students	Progress Data – PPG	Progress Data – SEND	Progress Data - Boys
Year 7	+0.89	+0.53	0	+0.59
Year 8	-1.26 (mfl)	-2.25 (mfl)	E -2.50 K -2.33	-1.93
Year 9	+0.13	+0.09	K -0.75	-0.32
Year 10	-2.57	-2.28	E -2.84 K 0	-2.94

Geography

2021-22 G4S Data	Progress Data – All Students	Progress Data – PPG	Progress Data – SEND	Progress Data - Boys
Year 7	-0.71	-0.65	-1.00 -1.50	-0.74
Year 8	-1.51	-2.09	-4.00 -1.92	-1.78
Year 9	-0.91	-0.95	-1.00 -2.00	-0.91
Year 10	+0.63	+0.82	+1.46 +0.07	+0.45

German

2021-22 G4S Data	Progress Data – All Students	Progress Data – PPG	Progress Data – SEND	Progress Data - Boys
Year 7	See French/MFL			
Year 8				
Year 9	-1.96	-2.73	-7.00 -3.60	-2.28
Year 10	-2.22	-2.22	0 -1.02	-2.34

Health & Social Care

2021-22 G4S Data	Progress Data – All Students	Progress Data – PPG	Progress Data – SEND	Progress Data - Boys
Year 7				
Year 8				
Year 9				
Year 10	-0.91	-1.28	+2.91 +1.12	-1.86

History

2021-22 G4S Data	Progress Data – All Students	Progress Data – PPG	Progress Data – SEND	Progress Data - Boys
Year 7	+0.33	+0.20	+0.50 +0.33	+0.10
Year 8	+0.17	-0.09	-3.00 -0.42	-0.35
Year 9	+0.26	+0.29	-0.50 0	+0.11
Year 10	-0.18	-0.41	-0.66 -0.07	-0.51

Maths

2021-22 G4S Data	Progress Data – All Students	Progress Data – PPG	Progress Data – SEND	Progress Data - Boys
Year 7	-0.35	-1.24	-2.50 -1.75	-0.10
Year 8	+0.14	-0.55	-4.00 -0.83	+0.11
Year 9	+0.29	+0.41	+0.50 -0.70	++0.2727
Year 10	+0.112	+0.37	-0.71 -0.27	+0.11

Music

2021-22 G4S Data	Progress Data – All Students	Progress Data – PPG	Progress Data – SEND	Progress Data - Boys
Year 7	-0.1	-0.05	0.1	-0.2
Year 8	-0.3	-0.39	-0.27	-0.39
Year 9	-0.2	-0.26	0.11	-0.22
Year 10	-0.87	-1.67	n/a	3

PE GCSE

2021-22 G4S Data	Progress Data – All Students	Progress Data – PPG	Progress Data – SEND	Progress Data - Boys
Year 7				
Year 8				
Year 9				
Year 10	GCSE -0.72	-0.38	-1.31 -1.28	-0.89

Physics

2021-22 G4S Data	Progress Data – All Students	Progress Data – PPG	Progress Data – SEND	Progress Data - Boys
Year 7				

Year 8				
Year 9				
Year 10	+0.62	+1.22	0	+0.22

Design Technology

2021-22 G4S Data	Progress Data – All Students	Progress Data – PPG	Progress Data – SEND	Progress Data - Boys
Year 7	+1.08	+0.69	+2.00 +1.29	+0.68
Year 8	+0.46	+0.38	0 +0.17	+0.22
Year 9	+0.68	+0.86	0 +0.63	+0.42
Year 10	-2.25	-2.06	0 +3.22	-2.75

Science Trilogy

2020-21 G4S Data	Progress Data – All Students	Progress Data – PPG	Progress Data – SEND	Progress Data - Boys
Year 7	-1.35	-1.35	-0.50 -1.14	-1.17
Year 8	-0.84	-1.09	-1.50 -1.00	-0.97
Year 9	-0.36	-0.23	-0.50 -0.64	-0.36
Year 10	-0.56	-0.38	-0.45 -0.54	-0.43

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

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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

It is important to recognise that an approach to closing the gap which uses the PPG grant to improve teaching and methods of feedback, and which identifies and addresses the barriers to learning which our PPG students present, might not result in a visible spend of the PPG budget. Outlined below are other strategies used at OBHS which support PPG students, which do not incur a visible spend.

Responsive Planning and Teaching Strategy

The whole-school feedback policy ensures a focus remains on high quality and responsive planning and teaching within the classroom (see evidence in Assessment and Feedback policy). This, alongside the SIP priorities of vulnerable groups of learners ensures that gaps in learning for groups and individual learners are regularly identified and the planned and delivered curriculum altered in order to address these. Departments continue to develop resources and approaches to feedback which ensures high levels of student engagement in their curriculum narrative and understanding of their journey of learning. The use of feedback as a catalyst for further progress and develops self-reflection and metacognition within our learners where they understand the process of learning, and themselves as learners. We have allocated ongoing CPD time to staff training and sharing of best practice.

Disadvantage first classrooms

All teaching staff are aware of the disadvantaged students in their classrooms and prioritise these students in classroom dialogue, activities, marking and opportunities. Our vulnerable groups of students (SEN, PPG) continue to be whole-school priorities – reflected in the Teaching and Learning and Performance Management processes.

Population design

Population design is determined on a subject and year group dynamic basis. While the school does not set students, exactly how students are organised within their subject bands/ strands is determined based on the individual needs of a year group in each subject. This sees some subjects teach in entirely mixed ability – movement between groups to address gaps and/ or social dynamics is easy here; while others teach in stranded/ banded groups based on student's performance. Decisions that are made regarding population design are informed by collaboration between the Pastoral and Curriculum teams and ensure diverse and rich experiences that develop students academically, socially and culturally; engaging curriculums that are responsive to individuals irrespective of starting points and background; effective preparation of students with the skills for their next step into education or training. Research by

Francis B et al in *Reassessing Ability Grouping* supports this approach and advocates for mixed ability groupings to ensure equity of attainment opportunities.

In Maths and English at KS3 (Year 7 and 8 predominantly) students who are falling significantly below their peers follow a responsive catch-up curriculum to support them before they progress to the mixed ability groupings. Students in Maths at KS4 are taught in mixed ability groupings within their foundation and higher tier entries for this subject.