



DRAYTON MANOR HIGH SCHOOL

PUPIL PREMIUM STRATEGY

2024 - 2027

Pupil premium strategy statement - Drayton Manor High School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1175 (Yr 7-11)
Proportion(%) of pupil premium eligible pupils	$3+543/1175 = 46.47\%$
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended - you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	19/12/2025
Date on which it will be reviewed	01/12/2026
Statement authorised by	Ms L Mills
Pupil premium lead	Mr R Johnston, Assistant Deputy Head
Governor/ Trustee lead	Governor – Vice Chair of Curriculum, student Welfare and Premises Committee (CSWP)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£462,250
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£462,250

Part A: Pupil premium strategy plan

Statement of intent

At Drayton Manor High School, our school values are ambition, character and civic virtue. Our school values reaffirm our motto, '*Nec Aspera Terrent*', meaning 'Hardships do not deter us'.

Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across the curriculum. We acknowledge that as a result of the implemented strategies since 2021, the school has been able to make great strides in improving outcomes for disadvantaged pupils. In 2023, disadvantaged pupils achieved a P8 score of +0.63 compared to an all pupil P8 score of +0.67 and in 2024 disadvantaged pupils achieved a progress score of +0.41. No progress data was available in 2025 due to the Pandemic. As a result, the school can only publish the Attainment 8 score where disadvantaged students achieved 46 which was comparable to the National all pupil figure of 47. The all-pupil Attainment 8 figure for the school was 55. There is always more work to be done and the school continues to strive to ensure all pupil groups continue to make excellent progress.

We identify the specific barriers to progress that this cohort present and develop annual strategies to support all those in receipt of the funding to achieve their potential. 40.88% of our 1162 pupils are identified as 'Pupil Premium', yet the IDACI records available to us show that 58% of our pupils live in areas that have above average levels of deprivation and are in the bottom 30% of households nationally for the Income Deprivation Factor and 31% of our pupils are in the bottom 20% of households [source Income Deprivation Affecting Children Index IDACI]. These figures are a true reflection on the impact of poverty and austerity on our pupils.

We are committed to providing the highest quality education through which disadvantaged students are empowered to meet and exceed their academic and personal goals. Quality-first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through Academic Mentoring and literacy interventions. Our approach will be responsive to individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

We expect our pupil premium strategy to:

- Ensure that pupil premium students are ambitious and overcome the inherited

attainment gaps on entry to the school and achieve equally well in their GCSEs.

- Develop the literacy of pupil premium students, so that their reading development is in line with their peers.
- Foster support for the personal development of pupil premium students; this will mean they leave Drayton Manor High School having participated in a range of extra-curricular and enrichment opportunities that broadens their character and understanding of the role civic virtue plays in society.

To ensure they are effective we will

- Ensure disadvantaged pupils are supported and challenged as necessary in the work that they're set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. This is overseen by a member of the Senior Leadership Team.

As a school we remain committed to continue 'levelling the playing field' for all pupils within the school to ensure that they have a greater chance of success in life and to act as a springboard for social mobility.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low reading and literacy attainment</p> <p>The literacy levels of disadvantaged students fall notably below the national average upon entry, a situation that continues to be further exacerbated by the pandemic. These lower literacy levels have a ripple effect across the curriculum, affecting areas such as extended writing tasks, SPAG (spelling, punctuation, and grammar), and the students' capacity to communicate proficiently using subject-specific vocabulary. Moreover, their vocabulary breadth and cultural knowledge suffer due to limited exposure to extensive reading materials.</p> <p>The average reading and literacy age of incoming KS3 pupil premium students is lower than those from non-disadvantaged backgrounds. Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. Low literacy and vocabulary skills are a barrier to the achievement of pupil premium students. The school has had to support students arriving at the school in Year 7 with additional targeted support through phonics teaching as well as small group interventions such as reading for meaning. In addition, a small intervention class was created within the English Faculty that is taught by an experienced member of the Team with the purpose of supporting students with their literacy and access to the curriculum. Students are also taught explicitly in subjects the meaning of key vocabulary. Additional interventions such as the paired reading project continue to be utilized as part of a wider literacy strategy with literacy ambassadors modelling effective reading strategies.</p>
2	<p>Student engagement and homework completion</p> <p>Engagement of some disadvantaged pupils can be limited and family engagement in learning may also be variable - improving student engagement and the curriculum engagement of families in learning is crucial in raising achievement and improving outcomes. The pandemic exacerbated this challenge as family priorities have changed. Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students continue to be impacted by partial school closures to a greater extent than for others. These findings are supported by several national studies.</p> <p>Students from disadvantaged backgrounds often encounter obstacles in finishing their homework. As these students progress through their academic journey, the necessity for them to keep up with homework becomes increasingly vital. Our insights suggest that if these students fall behind their peers, homework loses its appeal. Consequently, this challenge leads to substantial knowledge disparities, causing students to fall even further behind the expected academic standards for their age. In light of this the school has further developed its homework intervention strategy beyond that implemented in 2024-</p>

	2025. There are now three homework clubs overseen by a member of Senior Staff that seek to support students with their homework with a range of needs, including disadvantaged students.
3	<p>Emotional and pastoral support strategies relating to attendance</p> <p>Attendance continues to be a challenge for schools nationally. Statistics show that disadvantaged students have significantly lower attendance to school, with absence rates near double that of other students. To date, National figures for the 2025 academic year show an attendance rate of 92.7%. Drayton Manor High School continues to buck this trend with an attendance rate of 95.6% for all students and 94.8% for disadvantaged students. Although these rates are significantly higher than national figures, we acknowledge that there is still work to be done to ensure there is no barrier for students to attend school well.</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic.</p> <p>Following the trend from the pandemic, referrals for support markedly increased for disadvantaged pupils. The pandemic lockdowns had a profound impact on the social confidence of disadvantaged students, and they have become more liable to require further intervention and support with their emotional well-being. The school has therefore invested heavily in providing in house counselling support so that students can access the help they require without the need of long NHS waiting lists. In addition, the school has also developed and implemented a strategy named 'Elevate' this year to support students in accessing programmes and interventions from external organisations that will assist in their self-esteem.</p>
4	<p>Raising ambition</p> <p>In our experience, students from disadvantaged backgrounds are more likely to come from families who have had less exposure of higher education. Advancing to university-level or equivalent studies might be perceived as an unrealistic objective during their secondary-level education. Pupils from disadvantaged backgrounds often require extra guidance to explore the array of options available to them after completing Year 11 or Year 13. The school has therefore developed a personal development passport in the last year to support students to seek and take advantage of opportunities for development. In addition, the extra curricular programme has been extended with greater numbers of trips and visits for students of all year groups. This included a whole year group trip to the theatre in year 7 and to the Science museum in year 9. The school continually keeps this under review with the aim of providing a rich experience for students of all backgrounds as they progress through the school.</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.

Challenge Number	Intended outcome	Success criteria
1	To ensure literacy and reading attainment and progress gap of disadvantaged and non-disadvantaged pupils is closed.	<p>Reading and spelling ages will increase at a rapid rate, impacting on progress and narrowing the gap.</p> <ul style="list-style-type: none"> • Progress 8 score of the school. • % of pupil premium students reading at or above chronological age is the same as non-pupil premium • Comparing those achieving 4+ in EBacc figures for disadvantaged pupils with non-disadvantaged pupils in our school and nationally. • Students accessing targeted interventions will show increasing numbers making secure progress in all subjects. • The vocabulary gap between disadvantaged and non-disadvantaged pupils will continue narrow. • Increased engagement of students with reading activities and accessing specific packages of support. <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
2	To ensure that there is no disparity in pupil's classroom engagement and homework completion between disadvantaged and non-disadvantaged pupils, and that disadvantaged student uptake in extra-curricular provision and student leadership is representative with the school cohort.	<ul style="list-style-type: none"> • The proportion of students achieving 4+ / 5+ in English and Maths improves and the gap between disadvantaged and non-disadvantaged is narrowed • Improved A8 and P8 figures and the gap between disadvantaged and non-disadvantaged is narrowed. (Data will not be available for summer 2025 and 2026) • Reduced numbers of fixed term suspensions and narrowing of the Disadvantaged gap for rates of Fixed Term Suspensions. • Lesson observations report high levels of student engagement. • Reported homework quality and homework completion from class teachers. • Homework detention data for disadvantaged students should reduce term on term. • Participation levels of disadvantaged pupils in extra-curricular and student leadership

3	<p>To raise the levels of attendance and punctuality of our disadvantaged and provide support.</p>	<ul style="list-style-type: none"> Analysis of absence will show increasing levels of attendance among disadvantaged students. Attendance data and comparison term by term. A comparison of disadvantaged pupils' and non-disadvantaged attendance and punctuality.
4	<p>To raise ambition and support our disadvantaged pupils to achieve places at universities, colleges and apprenticeships.</p>	<ul style="list-style-type: none"> Retention of disadvantaged pupils from Year 11 into the Sixth Form increased following increased entry criteria (September 23). Increased percentage of disadvantaged pupils applying to Oxbridge and Russell Group Universities in Year 13. Disadvantaged students in Year 11 and Year 13 to receive at least two careers meetings. The percentage of disadvantaged pupils participating in the Polus Programme increases year on year. Percentage of disadvantaged students participating in the school's 'speaker's programme'.

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

Budgeted cost: £278,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality-first teaching and recruitment of highly qualified staff	<p>Our pedagogical approach embeds high levels of knowledge and understanding in curriculum design and implementation. Teaching and lessons are built from expertly planned curricula as well as a strong foundation of high standards of behaviour and common classroom routines. Training is focussed on these areas to provide a stable and consistent environment for students, which is particularly beneficial for students from disadvantaged backgrounds. The EEF have found that this approach can have +3 months impact on progress:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>In many instances, training is focussed by staff on metacognition and ensuring students are 'thinking hard' about their learning, as well as the process by which they learn. This work has also been shown by the EEF to be impactful on outcomes for all students, including those from disadvantaged backgrounds with +8 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Overstaffing in key areas enables us to decrease class sizes, which creates an opportunity for personalised and adapted learning provision for our most disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1, 2, 3, 4

<p>Improving literacy in all subject areas in line with recommendations in the EEF <u>Improving Literacy in Secondary Schools</u> guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <u>Improving Literacy in Secondary Schools</u></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <u>word-gap.pdf (cup.com.en)</u></p>	<p>1, 3</p>
<p>Purchase of teaching and learning materials for staff relating to pedagogy and supporting disadvantaged pupils.</p>	<p>Ensuring the high standard of teaching and curriculum, in relation to metacognition, and self-regulation, necessitates fostering a staff culture centred on continuous self-improvement.</p> <p>To achieve this, we facilitate faculty time, curriculum development time, Teaching and Learning Development Time and Termly Inset training. Such CPD meetings and directed sessions are dedicated to providing whole-staff and small-group training in pedagogical techniques that specifically benefit our disadvantaged students.</p>	<p>1, 2, 3, 4</p>

Targeted academic support

Budgeted cost: £189,086

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS3 Scholars	Year 7 and 8 students are invited to apply for a scholars programme, a bespoke curriculum to support students with a talent for music, maths, computing, classics or sports. This an additional curriculum resource to support all students, including those from disadvantaged backgrounds, develop a key talent under the guidance of an expert in that area.	1,2,4
Scholars Programme	Year 9 and 10 students were selected to participate in the Brilliant Club Scholars Programme working with an industry tutor.	
Jack Petchey Speak Out Challenge	In place with the aim of developing confidence and communication skills.	

<p>Homework clubs</p> <p>Online education platforms (SMHW, Sparx Maths).</p>	<p>The effect of homework has been rated as having an impact of +5 months by the EEF toolkit. The school utilises a homework strategy to ensure high standards of homework completion by students. This included operating homework clubs, including one specifically for students that are disadvantaged and are unable to access resources or the internet at home, so that this is not a barrier to their learning. The impact of effective homework strategies has shown a +5 month effect on students according to the EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Our findings suggest that online platform are an accessible way for pupils to access resources easily at home and at school using the school library.</p> <p>Encouraging our pupils to read more has been effective and the EEF identifies 'reading comprehension strategies' as having a high impact:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2, 3</p>
<p>Paired reading strategies</p>	<p>Encouraging our pupils to read more has been effective and the EEF identifies 'reading comprehension strategies' as having a high impact:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>Three-year Oxbridge programme run in partnership with Oxford University from Year 9-11 targeting 20% disadvantaged students.</p>	<p>The programme helps to build awareness and enthusiasm for higher education amongst the most able students which has been proven to inspire and engage students which leads to an increased motivation</p>	<p>2,4</p>
<p>Targeted, systematic careers appointments for DA students in Year 9, 10, 11, and 13, on top of the statutory interview provided by</p>	<p>Students who have an awareness and ambition around their future are more likely to engage in school and take advantage of what school has to offer. Careers interviews supplement a lack of guidance and support that some DA students receive outside of school.</p> <p>Careers calendar in place that supports all year-round</p>	<p>4,2</p>

school.	support and guidance.	
Targeted subject intervention for Year 11 and 13 taking place at specific times with subject teachers.	Students targeted who are below their target grade or who could be supported to reach the grade 4 / 5 in English and Maths make more progress in the mock exams after attending a series of teacher led intervention sessions.	2,4
Holiday intervention sessions	To address the legacy setbacks caused by lockdowns and other barriers to support disadvantaged students, we have initiated holiday intervention sessions. These sessions have proven effective in boosting student motivation and closing legacy learning gaps and empowering them to take greater ownership of their revision.	2,4
Revision guide subsidies for disadvantaged pupils	As outlined, one of the challenges our disadvantaged students face is homework completion. If pupils would benefit from supplementing their learning outside of the classroom, or completing their homework with a revision guide, access to purchasing such materials should not be an obstacle. Thus, subsidising revision guides has proven effective to increasing access and engagement to homework.	1, 2, 4
Reading intervention and Library use	<p>Reading interventions for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps. Intervention through the Paired reading project in KS3 using literacy ambassadors as role models. In addition to this, the librarian has started the process of revamping the texts available to students. Finally, the library has created an 'Aspire Zone' with the aim of promoting literacy and improved cultural capital.</p> <p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1

<p>Focused support across the curriculum to address gaps and improve Disadvantaged students' literacy including Frayer models.</p> <p>Closing the gap between disadvantaged and non-disadvantaged students at KS4.</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques, which enable them to comprehend the meaning of what they read.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Inset training focussed on Year 11 data with disadvantaged students highlighted as a priority support group for inclass adaptations to teaching and interventions. The EEF has shown that individualised instruction and support can have a +4 month impact on student learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	1, 2

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

Budgeted cost: £172,857

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast and pre-school study is provided with supervision in the dining hall each morning for all students. After school study for Year 11 and 13 is provided through late staffing of the library.	Disadvantaged students have communicated a desire and need for calm, quiet workspace where they can study in school outside of school hours to allow them to develop subject understanding.	1,2,3,4
Breakfast club available to all but targeted at Disadvantaged students provides warm space for students to have free breakfast every morning before school	Student wellbeing is improved by being to school on time and receiving good nutrition before the school day begins	3
Additional capacity for attendance in the form of a Pastoral Support Worker(attendance)to support the	Systematic, tiered approach to attendance follow up yields positive results for attendance to school. Families with low attendance following the pandemic have several concerns that can be supported during meetings at school and at home to re-establish good attendance patterns	4

<p>communication and strategies to drive attendance of disadvantaged pupils</p> <p>Jamie's Farm</p> <p>Collaboration with Brentford Football Club and QPR</p>	<p>Bespoke programme for targeted students in KS3 to support with engagement at school and vulnerable pupils at risk of suspension.</p> <p>Mentoring provided to students on a weekly basis through specialist teachers from Brentford and QPR. Work is based on student engagement with learning through the support of sport.</p>	
<p>Additional capacity for the students in the sixth form in the form of a Pastoral Support Worker (attendance) to support the communication and strategies to drive attendance to lessons and to school for the sixth form</p>	<p>Systematic, tiered approach to attendance follow up yields positive results for attendance to school. Post pandemic, students in the sixth form require more support in establishing successful independent study patterns</p>	2,4
<p>Targeted analysis of pupil premium students' attendance to track and monitor PA weekly.</p> <p>Stepped approach to interventions (phone calls home, letters, home visits, offer of support from Early Help, CAMHS, counselling, referral to Academy Council, referral to LA attendance team) as required</p>	<p>The Department for Education {DfE} published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage KS 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Students with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than students that missed 10- 15% of all sessions • Students with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than students that missed 15-20% of KS4 lessons <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps: EEF Research Link- Parental Engagement</p>	3,4
<p>External counsellors for pupil struggles with pastoral issue</p>	<p>We have employed external counsellors who work with a number of our disadvantaged pupils who struggle with a range of difficulties.</p> <p>The impact of employing external counsellors to support our students is highlighted by the EEF toolkit:</p>	3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	
Instrumental music lesson subsidies	<p>Participation in the arts, including music according to the EEF toolkit has a positive impact on pupil well-being and progress at a relatively low-cost.</p> <p>Our peripatetic music lessons are subsidised for disadvantaged pupils with a view to improving access to an arts-based approach which develops the whole-child:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1,2,4
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £640,511

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

1. Owing to the Pandemic, students that undertook their GCSEs in 2025 did not have KS2 data, and therefore the government were unable to produce official progress 8 data. However, despite this, the FFT were able to produce progress figures from the models that showed the school performing at a similarly high level to the previous year. As already noted, Attainment 8 figures were produced by the government and again show strong performance of disadvantaged students. The National Attainment 8 figure was 47 for all students which was in line with disadvantaged students at our school, demonstrating strong performance of this cohort. However, we do note that there is a gap between our disadvantaged students and non-disadvantaged students (Attainment 8 score 59) which we will continue to work on as part of our PP strategy for the forthcoming year. There are still improvements to be made in certain non-core subjects, although it should be noted that the Attainment 8 score for disadvantaged students is the same as all students nationwide (46 and 47 respectively). A focus on coursework completion and the approach to this has been identified as a continued target. It is also important to mention that students in Year 11 outperform their peers nationally due to their excellent attendance which ranks more than +6 percentage points above students nationally. This is an indicator of the school's relentless drive to improve attendance.
2. As noted, the results for 2024/2025 are in line with those for 2023/2024 highlighting that the performance of disadvantaged pupils remained strong. Disadvantaged students achieved a positive P8 score of +0.41 compared to +0.79 for non-disadvantaged. +0.41 is an increase compared to 2021/22 results that saw a positive P8 score of +0.25 for disadvantaged students. Even though post pandemic students faced a number of obstacles and hurdles, the support and intervention the school maintains has supported students to achieve.
3. A continued focus for the school has been homework and its completion with the view of providing students with an environment in which they feel able to complete this with the help and support of dedicated staff and sixth form students. A range of homework clubs have been established that run everyday after school until 5:00pm. In order to avoid students developing gaps in their knowledge. To support with this focus and drive, a daily behaviour report has been implemented that provides Heads of Year and Deputy Heads of Year with a daily overview of behaviour and homework incompletion. This streamlined approach to monitoring and intervention has seen a reduction in the number of detention set for incomplete homework across the school.
4. In addition to the drive with homework, the school has focused a considerable amount of time and effort on developing literacy and students' exposure to cultural capital. Programmes such as the Literacy Ambassadors paired reading programme and the Aspire Zone in the library have been created with the purpose of enhancing a love of reading. Departments have created additional reading lists that make a part of the Aspire Zone in the library and students are encouraged to access this area. In conjunction with this runs the careers programme that the Careers Coordinator oversees with the aim of increasing students' exposure to the world around them and through the creation of links with the world of work.
5. Finally, the school's attendance drive has seen the attendance of disadvantaged students outstrip the national average in all Year Groups and particularly at Key Stage 4. This focus and success establishes a culture of excellence as well as ensuring that gaps in knowledge are minimised resulting in excellent outcomes at GCSE and A Level.

Externally provided programmes

Programme	Providers
Tuition -1:1, 1:2, 1:3	<ul style="list-style-type: none">• Manning's Tutors LTD• MyTutor LTD