

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	The Bemrose School
Number of pupils in school	1324
Proportion (%) of pupil premium eligible pupils	47% Primary (33%) Secondary (52%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Neil Wilkinson
Pupil premium lead	Jason Pass, James Dachtler, Chloe Woodhouse, Tracey White
Governor / Trustee lead	Linda Dawson, Martin Jones

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£651,622
Recovery premium funding allocation this academic year	£168,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£651,622</b>

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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## Part A: Pupil premium strategy plan

### Statement of intent

Improving outcomes for disadvantaged pupils, through strategic use of Pupil Premium funding, is at the heart of our school improvement work. Our intention is that all pupils, regardless of their background or challenges they face, make improved and sustained progress.

At The Bemrose School, we have developed a three year strategy which encompasses all aspects of school life and ensures that teachers and the pastoral team work together to address the key challenges faced by our students. All staff have high expectations of what students can achieve and work tirelessly with families and other agencies to raise the attainment and broaden the experiences of our students.

All students will be able to access high-quality teaching, which is proven to have the greatest impact on closing the disadvantage attainment gap and will, in turn, benefit non-disadvantaged pupils. This is crucial when working with students who have high levels of mobility and lower starting points in literacy and numeracy.

All students will have the opportunity to study a broad and balanced curriculum, which is enriched with wider opportunities and experiences, enhancing their social, moral and cultural development. This also aims to raise self-discipline, aspirations and self-belief of all our learners.

### Challenges

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

Challenge number	Detail of challenge
1	High Mobility High mobility and fractured education has resulted in gaps in learning and underachievement in terms of progress.
2	Material Barriers, Cultural Capital and Family Engagement Material barriers to curriculum access and lack of exposure to wider activities that would develop pupils' cultural capital outside of school. Reduced access to ICT and online learning at home. Lack of family engagement in and out of school
3	Literacy and Numeracy Attainment Lower initial starting points in literacy and numeracy and oracy
4	Wellbeing and Behaviour Pupil wellbeing; mental health and physical health. Social and emotional wellbeing. Impact of behaviour on progress and attainment.
5	Attendance – Absence and Persistent Absence Impact of low attendance on progress and attainment.

### 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 support students with high mobility, working to reduce gaps in learning and ensure progress is improved and sustained. New starters needs are swiftly determined and appropriate support and interventions are put into place. New starters have a bespoke programme, which ensures a smooth integration into the school community.	New starters are assessed so that they are placed in the most appropriate groups and have access to a curriculum that meets their needs.  Analysis of termly progress data shows that students with high mobility are on track to meet their targets.  Area Reviews show that access to learning is appropriate for all learners including SEND/EAL/HPA/GD/PP pupils  Teachers and leaders will have an accurate overview of the pupils to allow for correct pathways to be in place.

	<p>Where outcomes are not in line with expectations LD/PPLs//Leadership will use area reviews, line management meetings, pupil progress meetings and performance management to action interventions with staff.</p>
<p>2. To ensure that there are no material barriers and that all students have equal access to the curriculum.</p>	<p>Extra-curricular is well represented by PP/SEND learners and comparable with other learners who attend.</p> <p>We offer a range of wider activities, that develop students' 'Cultural Capital.'</p> <p>Staff across school foster family engagement and liaise with external agencies, e.g. NCAT to further develop links with families in our community and so increase family engagement in the life of the school.</p> <p>Disadvantaged students are given appropriate IT devices to enable effective home learning.</p>
<p>3. To raise students' literacy and numeracy attainment, regardless of starting point.</p>	<p>Disadvantaged students make good progress and achieve the challenging targets set by their teachers.</p> <p>Disadvantaged students' achievement across school is at least in line with National.</p>
<p>4. To ensure that all students are supported in terms of their wellbeing and behaviour.</p>	<p>Staff work effectively to support students' mental and physical health, ensuring they are receptive and ready to learn.</p> <p>Staff aim to ensure that students develop positive behaviours for learning, which is shown by the number of sanctions applied across phases.</p> <p>The Bemrose Survey shows, due to interventions and support in place, students</p>

	have a high regard for wellbeing, behaviour for learning, careers and aspirations, classwork and home learning.
5. To improve the attendance of all our disadvantaged students.	<p>Disadvantaged pupils' attendance increases and is in line or above national average of 95.3% (Primary 95.7%, Secondary 94.4%).</p> <p>The number of dis. pupils who are persistently absent is reducing and is in line with National PA averages.</p>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [£144,149]

Activity EEF tiered approach – 1	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching support – 4 x AHT (£85,781), SISRA (£11,000), 5 x PPL (£7,368), Offsite (£30,000). Teaching support (£10000)</p>		
<p>Rigorous tracking &amp; evaluation conducted throughout the year, by AHT's &amp; PPL's, to ensure that interventions are effective.</p> <ul style="list-style-type: none"> <li>• PP SIP reviews presented at key points to the leadership team &amp; linked governors.</li> <li>• Regular LM held with PPL's to assess effectiveness of strategies</li> </ul>	<p><a href="https://thekeyssupport.com">Pupil premium: monitoring checklist   The Key Leaders (thekeyssupport.com)</a></p> <p><a href="https://www.gov.uk">Pupil premium - GOV.UK (www.gov.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Guide for governing boards   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2&amp; 3</p>

<p>imple- mented.</p> <ul style="list-style-type: none"> <li>• TA support within class-rooms.</li> <li>• Offsite pro-viders, as re-quired.</li> <li>• Providing re-sources for DA students</li> </ul>		
<p>Removal of mate- rial barriers, to en- sure all students can access the cur- riculum.</p>	<p>Previous years have shown increased participation by disad- vantaged students across a range of academic opportunities such as Food technology, music tuition and Physical Educa- tion lessons. This is supported by <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	2
<p>The tutor time pro- gramme focuses on a balance of aca- demic and pastoral content to allow students to develop autonomy and be strategic learners.</p>	<p>Teaching metacognitive strategies to pupils can be an inex- pensive method to help pupils become more independent learners. <a href="#">Metacognition and self-regulation   Toolkit Strand   Educa- tion Endowment Foundation   EEF</a>  <a href="#">Social and emotional learning   EEF (educationendow- mentfoundation.org.uk)</a></p>	4
<p>Due to the nature of our context, our students benefit from additional time in school to help support with gaps in learning and to consolidate and strengthen the learning in the classroom. Addi- tional time is used</p>	<p>The following research, by the EEF demonstrates while there is a cost, it has a positive impact: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2 & 3



for this which helps to support staff well-being and workload. Lesson 6 was initially launched for KS4 and has now become a secondary wide approach, introduced to KS3		
<p>Using the new assessment system at KS3 to have an accurate overview of pupil progress. From individual starting points, strategies are then deployed effectively ensuring outcomes for all pupils continue to improve.</p> <p>Use of area reviews, line management and progress meetings alongside performance management to help track actions and their impact</p>	<a href="https://www.educationendowmentfoundation.org.uk">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a>	1
PP funding linked to AIPs is tied to clear and specific measurable outcomes for disadvantaged pupils against which leaders are held to account.	<a href="https://www.educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a>	1-5

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

Budgeted cost: £ [£171,126.50]

<b>Activity</b> <b>EEF tiered approach – 2 (27%)</b> Literacy support (£33, 619.50), inclusion support (Academic mentors) (£33,600), PP staff costs (£53,907), Intervention (£50000)	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Literacy teaching and intervention: <ul style="list-style-type: none"> <li>Room 18 (reading): Small group work focusing on improving Literacy skills.</li> <li>English HLTA: The HLTA English is employed to work with small groups focused on literacy improvement.</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a> <a href="#">Literacy Development Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</a> <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/secondary-literacy">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/secondary-literacy</a> Closing the Vocabulary Gap: <a href="#">word-gap.pdf (oup.com.cn)</a> <a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	3

<ul style="list-style-type: none"> <li>Assistant Head – Literacy: Oversee the delivery and evaluation of Literacy interventions.</li> </ul>		
Academic Mentors: 4 academic mentors employed in school – 2 in the Primary Phase, 2 in the Secondary Phase.	<a href="https://educationendowmentfoundation.org.uk/national-tutoring-programme/ntp-academic-mentoring/">National Tutoring Programme: NTP Academic Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	1, 3
Targeted intervention strategies: Intervention teachers in Primary and Secondary Phases.  PP Intervention	<a href="https://educationendowmentfoundation.org.uk/selecting-interventions-tool/">Selecting interventions tool.pdf (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,3

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

Budgeted cost: £ [£336,345]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>EEF tiered approach – 3 (16%)</b> <b>Lead inclusion (£28,928.50),</b> <b>Inclusion support (£112,535.50),</b> <b>Heads of House (£67,058), Night school (£21,494),</b> <b>CEIAG (£11,530), DofE (£500),</b> <b>Music tuition (£19,300),</b> <b>Enrichment/rewards (£65,000),</b> <b>Cultural capital (£10,000)</b>		
Inclusion <ul style="list-style-type: none"> <li>• Lead inclusion - Employment of lead inclusion officer to manage and lead the pastoral team (including attendance) to support the behaviour and wellbeing of all students.</li> <li>• Heads of house</li> </ul>	<a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>  <a href="https://bit.ly/3pUDL1Y">https://bit.ly/3pUDL1Y</a>  <a href="https://educationendowmentfoundation.org.uk">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>	2,4 & 5

<ul style="list-style-type: none"> <li>• Night school</li> <li>• Inclusion support (Attendance officer, Family Liaison officer, NCAT, deputy DSL)</li> <li>• Breakfast club</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  <a href="#">- NAPCE</a>	
<p>CEIAG (Careers education information, advice and guidance)</p> <ul style="list-style-type: none"> <li>• Employment of careers link to empower students and reduce NEET figures</li> </ul>	<a href="#">NEETs: Strategies for engaging pupils at risk (sec-ed.co.uk)</a>	2
<p>Wider strategies</p> <ul style="list-style-type: none"> <li>• D of E</li> <li>• Music tuition</li> <li>• Enrichment/Rewards</li> <li>• Cultural capital</li> <li>• Promote good oral health</li> </ul>	<a href="https://www.dofe.org/wp-content/uploads/2019/06/Schools_DofE_Flyer-LONDON.pdf">https://www.dofe.org/wp-content/uploads/2019/06/Schools_DofE_Flyer-LONDON.pdf</a>  <a href="https://www.gov.uk/government/publications/child-oral-health-applying-all-our-health">https://www.gov.uk/government/publications/child-oral-health-applying-all-our-health</a>  <a href="https://www.trueeducationpartnerships.com/schools/what-is-ofsted-s-cultural-capital/">https://www.trueeducationpartnerships.com/schools/what-is-ofsted-s-cultural-capital/</a>  <a href="#">The Benefits of Music Activity for Disadvantaged Children   Music Mark</a>	2, 4 & 5

**Total budgeted cost: £ [£651,622]**

## 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 to 2022 academic year.

Aim	Outcome
1. To ensure that the academic and vocational curriculum, and teaching, learning and assessment, equip disadvantaged pupils with the literacy, skills and knowledge needed to make good progress so that they have the best opportunity for success in their next phase of education, employment or training	<p>Summer DD3 reflects increase in progress for PP students in practical subjects when compared with Aut DD1.</p> <p>% increase on/above track</p> <ul style="list-style-type: none"> <li>Yr7 Art -1% DT1.1% Mu 10.5%</li> <li>Yr8 Art 5.9% DT 19% Mu 2.9%</li> <li>Yr9 Art 16.2% DT 13.8% Mu 18.8%</li> <li>Yr10 Art 5.6% DT 5%</li> <li>Yr11 Art 43.9% Mu 28.6%</li> </ul> <p>Lesson 6 now established across Yr9-11. Timetable in place and common reg system set up. In 2021-22, the following numbers of students accessed Lesson 6.</p> <p>Year 11: 75.7% of all pupils. 77.9% PP students (out of total no of PP)</p> <p>Year 10: 73.4% of all pupils. 65.5% PP (out of total no of PP)</p> <p>Year 9:</p> <p>Year 8: 21.8% of all pupils. 15.4% PP (out of total no of PP)</p> <p><b>Primary Outcomes 2022:</b></p> <p>GLD 48%</p> <p>PP GLD 75%</p> <p><b><u>PHONICS</u></b></p> <p>Year 1 71%</p>

	<p>Year 1 PP 50%</p> <p>Year 2 77%</p> <p><b><u>KS1</u></b></p> <p>KS1 RWM</p> <p>KS1 combined 34%</p> <table> <tr> <td>PP Reading</td><td>58%</td></tr> <tr> <td>Non PP</td><td>42%</td></tr> <tr> <td>PP Writing</td><td>50%</td></tr> <tr> <td>Non PP</td><td>29%</td></tr> <tr> <td>PP Maths</td><td>58%</td></tr> <tr> <td>Non PP</td><td>48%</td></tr> </table> <p><b><u>KS2</u></b></p> <p>KS2 RWM combined – 49% (54%)</p> <p>National – 59%</p> <table> <tr> <td>PP Reading</td><td>84%</td></tr> <tr> <td>Non PP</td><td>86%</td></tr> <tr> <td>PP Writing</td><td>79%</td></tr> <tr> <td>Non PP</td><td>86%</td></tr> <tr> <td>PP Maths</td><td>68%</td></tr> <tr> <td>Non PP</td><td>86%</td></tr> </table> <p>PP pupils slightly outperformed non-PP pupils in EYFS (PP pupil was only 4 children).</p>	PP Reading	58%	Non PP	42%	PP Writing	50%	Non PP	29%	PP Maths	58%	Non PP	48%	PP Reading	84%	Non PP	86%	PP Writing	79%	Non PP	86%	PP Maths	68%	Non PP	86%
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	<p>At KS1 PP pupils outperformed non-PP pupils in terms of expected attainment across reading, writing and maths.</p> <p>At KS2 Non-PP outperformed PP pupils in Writing and Maths with Reading broadly in line.</p> <p><b>Secondary Outcomes 2022:</b></p> <p>82% of Year 11 PP pupils with prior data follow a P8-compliant pathway (target 80%). 56% of PP pupils without prior data to follow a P8-compliant pathway (target 40%).</p> <p>2022 P8 for PP pupils -0.8212021 P8 for PP pupils -0.129, 2020 P8 for PP pupils -0.35; 2019 -0.58. Whilst the P8 score has improved year on year for PP pupils so has the P8 score for Non PP pupils and the gap has returned to that of 2019 with the gap widening in maths.</p> <p>2.2% of school population achieved EBACC</p> <p>2.8% of Non-PP achieved EBACC</p> <p>1.5% of PP achieved EBACC</p>
<p>2. Ensure that Pupil Premium funding is managed and allocated effectively so that it supports strategies which have a positive impact on removing barriers to achievement for disadvantaged pupils</p>	<p>Plan has been discussed in regular meetings and reviewed at LT and Gov level with extended meetings held at key points to allow planning and evaluation.</p> <p>PP funding allocated through new system. This new allocation continues to work well and helps to ensure bids consider the exact needs of the child rather than generalisations/assumptions.</p> <p>PP % overall on/above track comparing Aut DD1 to Sum DD3</p> <ul style="list-style-type: none"> <li>• *Yr 7 = 2.1%</li> <li>• Yr 8 = 1.8%</li> </ul>



	<ul style="list-style-type: none"> <li>• Yr9 = 6.8%</li> <li>• *Yr10 = 3.0%</li> </ul> <p><i>Yr7 DD2 – DD3</i></p> <p>P8 score improved from Aut Yr 10 - -0.508 to Sum Yr 11 (TAG) -0.170. Improved 0.338 of a grade</p> <p>There were three phases of interventions in primary with disadvantaged pupils a priority. In all three phases 131 pupils were targeted for intervention. Each child made progress on individual targets that were set, as a result of each intervention.</p> <p>Our night school provision is funded through PP. We currently have 10 students attending this provision who would have been unable to access mainstream education due to behaviour. 7 of the students are PP. This provision allows these students to remain in education and continue their studies.</p> <p><b>Secondary phase</b></p> <p>Heads of house work closely with families of all students, but in particular PP students. When behaviour issues arise, the pastoral team contact home to make families aware and invite parents in to discuss behaviour and next steps. This ensures that PP students are fully supported in all aspects of school life.</p> <p>IDSR 2020-21 data Bemrose V's National picture</p> <p>PX</p> <p>Ever 6 Bemrose 0% National 0.24%</p> <p>Suspensions:</p>
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	<p>Ever 6: Bemrose 1.8% National 20.6%</p> <p>1 or more suspensions</p> <p>Ever 6: Bemrose 1.7% National 9.5%</p> <p>2 or more suspensions</p> <p>Ever 6: Bemrose 0.2% National 4.1%</p>																																																									
3. To ensure that the pastoral curriculum and pastoral leadership, as well as wider school culture, enables disadvantaged pupils to thrive during their time at the school and beyond	<p>On average, 41 pupils a week accessed kit to enable them to participate in P.E lessons in 2021-22. Additionally, 314 pupils were able to access food technology ingredients and 21 pupils accessed music sessions.</p> <p>Attendance reached 92% at the end of the academic year, we were above national average.</p> <p>During summer term we had a PP/PA focus. 55% of the focus group made improvements (big improvements for Hardwick pupils). This focus group will continue over the Autumn term by HOH.</p> <table><tr><th>Pupils</th><th>EOT</th><th>July 7th</th></tr><tr><td>All</td><td>92</td><td>89.4%</td></tr><tr><td>Boys</td><td>92.7</td><td></td></tr><tr><td>Girls</td><td>91.4</td><td></td></tr><tr><td>PP</td><td>89.3</td><td></td></tr><tr><td>Non PP</td><td>94.5</td><td></td></tr><tr><td>SEND</td><td>88.8</td><td></td></tr><tr><td>ECHP</td><td>94.5</td><td>91%</td></tr><tr><td>Child in care/Social Worker</td><td>84.8</td><td>87%</td></tr><tr><td>Median</td><td>95.1</td><td></td></tr><tr><td>Without G/R</td><td>94.5</td><td></td></tr><tr><td>Primary</td><td>95.2</td><td>91.4%</td></tr><tr><td>Secondary</td><td>91</td><td>86.9%</td></tr><tr><td>SF</td><td>92.3</td><td></td></tr><tr><td>Persistent Absence</td><td>EOT</td><td></td></tr><tr><td>All</td><td>25.3</td><td></td></tr><tr><td>Boys</td><td>46.0</td><td></td></tr><tr><td>Girls</td><td>54.0</td><td></td></tr><tr><td>PP</td><td>32.5</td><td></td></tr></table>	Pupils	EOT	July 7th	All	92	89.4%	Boys	92.7		Girls	91.4		PP	89.3		Non PP	94.5		SEND	88.8		ECHP	94.5	91%	Child in care/Social Worker	84.8	87%	Median	95.1		Without G/R	94.5		Primary	95.2	91.4%	Secondary	91	86.9%	SF	92.3		Persistent Absence	EOT		All	25.3		Boys	46.0		Girls	54.0		PP	32.5	
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	SEND	19.6
	ECHP	3.3
<p>2021: 89% attendance for PP   94% for non-PP</p> <p>2020: 93% attendance for PP   96% for non-PP</p> <p>2019: 93% attendance for PP   95% for non-PP</p> <p>Our attendance officer has worked tirelessly to improve attendance for PP and this was maintained across 2021-22.</p> <p>Comparing attendance of DA students at Bemrose to the National picture:</p> <p>Bemrose 91.7% National 91.4% Primary</p> <p>Bemrose 85.9% National 86.8% Secondary</p> <p>PA data</p>		

## 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

## 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*