

# BOTTISHAM VILLAGE COLLEGE

## 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	BOTTISHAM VILLAGE COLLEGE
Number of pupils in school	1407
Proportion (%) of pupil premium eligible pupils	22% (307)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 TO 2025
Date this statement was published	Sept 2022
Date on which it will be reviewed	April 2023
Statement authorised by	J RANKINE
Pupil premium lead	H SLIPPER
Governor / Trustee lead	A BROLLY

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£284,984
Recovery premium funding allocation this academic year	£73,416
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£358,400

## Part A: Pupil premium strategy plan

### Statement of intent

We aim to inspire students of all attainment profiles and backgrounds, as they follow an academic curriculum that exposes them to the rich cultural heritage of ages past whilst providing them with the skills and knowledge that they need to thrive in a modern, dynamic global society. To that end, we aim to both raise the achievement of all our learners, as well as ensure that we close the gap between our student groups. At Bottisham Village College, in recent years, the proportion of students with Pupil Premium has increased as we have grown in size and our student demographic has changed. Research indicates that disadvantaged students achieve better outcomes when they attend a good school and receive excellent teaching. It is, therefore, appropriate to ensure most of their needs are increasingly met through high-quality universal provision with a relentless focus to ensure our curriculum, teaching and learning are excellent and meet the needs of all learners. Our model to achieve success with these students is therefore as follows:

- High-Quality Curriculum, Teaching and Learning - Improve the progress of disadvantaged students by ensuring high-quality teaching and learning.
- Use of assessments to identify and target support - Effectively use data based on high-quality assessments to identify disadvantaged students that are not making the required progress and target these students for interventions.
- High levels of school attendance and parental engagement - Improve engagement with disadvantaged parents in the community and support parents facilitating learning at home.
- Access to high-quality Enrichment aimed to raise aspirations - Ensure all disadvantaged students have the opportunity to engage in a wide range of extra-curricular activities to support progress and enrich their education and raise aspirations.
- Remove resourcing barriers - Ensure all disadvantaged students have the resources they need to support their learning both inside and outside of school. This includes ensuring there is digital equity.

## Challenges

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

Challenge reference	Detail of challenge
A	<p><b>Poor confidence with numeracy</b></p> <p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with numbers. (This can be evidenced with our GL assessment data)</p>
B	<p><b>Vocabulary gap between disadvantaged and non-disadvantaged students</b></p> <p>Reading and Spelling Assessments and 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.</p>
C	<p><b>Learning needs not identified or being met by teachers</b></p> <p>A high proportion of our disadvantaged students have a diagnosed learning need. Our new programme of GL assessments helps the college identify needs and develop learning plans with guidance to support teachers to meet the needs of these students. However, many of the needs are getting more complex.</p>
D	<p><b>Lost learning, during lockdowns and periods of isolation</b></p> <p>Our tracking systems developed during lockdown indicated that a high proportion of disadvantaged students struggled to engage with remote learning despite a huge concerted effort from staff and devices issued.</p>
E	<p><b>Disadvantaged students needing more support to develop the characteristics of a successful learner</b></p> <p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum. PASS assessments indicate our disadvantaged students have lower attitudes to themselves as learners.</p>
F	<p><b>Routinely low attendance of a minority of disadvantaged students</b></p>

	<p>Our attendance data in recent years indicate that disadvantaged students are more likely to be persistently absent. Although the figures for this group are higher than the national average, we recognise that the regular absence is undoubtedly impacting on their progress.</p>
G	<p><b>Disadvantaged students not always realising their own potential, and therefore their aspirations and engagement in the curriculum is lacking. This is linked to a cultural deficit and a lack of educational ambition to succeed in their studies.</b></p> <p>Observations and discussions with students it is evident that a high proportion of students need support realising their own potential.</p>
H	<p><b>Parental Engagement</b></p> <p>Our analysis of parental engagement by parents of pupil premium parents in the past has indicated a lower turnout to parents' evenings and information evenings.</p>
I	<p><b>Disadvantaged students not always having the resources to support learning, such as technology and equipment for specialist subjects.</b></p> <p>During lockdowns, the digital divide became very apparent. Many devices were issued to disadvantaged students through the DFE scheme and donation devices.</p>
J	<p><b>Wellbeing and Mental Health</b></p> <p>Our assessments (including PASS survey), 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. These challenges particularly affect disadvantaged pupils, including their attainment.</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	Intended outcome	Success criteria	Progress and Impact
<b>A</b>	<b>Improved confidence with numeracy</b>	<ul style="list-style-type: none"> <li>GL Assessment data demonstrates improving attainment in maths</li> <li>Quality assurance will demonstrate that staff have an awareness of maths scores and how to deliver maths skills consistently across the curriculum</li> <li>Students will be able to explain how they transfer skills from maths lessons to other curriculum areas.</li> </ul>	<b>Maths GL</b> <ul style="list-style-type: none"> <li>July 22 PP cohorts in Year 7 and 9 both below average 93.3 and 98.0 respectively.</li> <li>July 22 PP cohort in Year 8 slightly above average 101.8.</li> <li>Gap to Non-PP present in all years between 11-13.5 SAS points.</li> </ul>
<b>B</b>	<b>High levels of literacy include improving reading ages among disadvantaged pupils across school, specifically focusing on those pupils below their chronological reading age in KS3 and KS4.</b>	<ul style="list-style-type: none"> <li>Reading tests demonstrate improved fluency and comprehension skills among disadvantaged pupils and will be in line or above their chronological age</li> <li>Quality Assurance will demonstrate that staff have an awareness of reading scores and how to select and identify suitable texts for their class (CIP Phase 1)</li> <li>Internal quality assurance and work in books will be well structured, 'word rich' and uses subject specific vocabulary appropriately (CIP Phase 2)</li> <li>Pupils will have the skills to tackle challenging texts suitable for their</li> </ul>	<b>NGRT</b> <ul style="list-style-type: none"> <li>July 21 to 22, PP cohorts in Years 8-10 improved average Reading SAS.</li> <li>July 22 PP cohorts in Years 8-10 all above national average.</li> <li>July 22 PP cohort in Year 7 is slightly below national average at 99.1</li> </ul> <p>All staff have been introduced to Reading Scores and have access to these to inform their planning for use of texts with their classes.</p> <b>Sounds Training</b> 13% of PP students have participated in Sounds Training so far. Of these 85% have seen a positive impact on the Spelling Score

		chronological reading ages and in summative assessments (CIP Phase 3)	and/or Reading Age.
<b>C, D, G</b>	<b>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects and the Arts.</b>	<ul style="list-style-type: none"> <li>● Disadvantaged pupils will be encouraged and supported to study a curriculum at KS4 that motivates and inspires them to challenge themselves. (CIP Phase 1 Thinking Hard, Cognitive Load, CIP Phase 2 Literacy and Reading strategies are incorporated into lessons across the curriculum and Students' creativity is developed, CIP Phase 3 Fine-tuning of Literacy, Articulation and Creativity across the curriculum, Digital technology is used effectively)</li> <li>● Work in books shows a high level of challenge demonstrating good or better progress alongside continually deepening their understanding and skills (CIP Phase 1 Learning Journey, CIP Phase 2 Development of effective feedback loop)</li> <li>● Quality Assurance will show that teachers use a range of inclusive teacher strategies to support disadvantaged students and their learning needs. (CIP Phase 1 – use of learning plans, seating plans, APDR, Thinking Hard. CIP Phase 2 – Evidence from Connected Schools project used to inform refinement of inclusive</li> </ul>	2021/22 Evaluation of exercise book purpose undertaken, and ideas trialled. Outcomes reviewed in faculties to create a set of expectations for 'Learning Journey' books to be implemented from Sept 2022.

		<p>strategies)</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• Compared to target, an average Attainment 8 score in line with their non-disadvantaged peers, an EBacc average point score in line with their non-disadvantaged peers.</li> <li>• Progress 8 for disadvantaged pupils above zero.</li> </ul>	<p>2022</p> <p>Attainment 8: PP -0.013 Non-PP 0.53</p> <p>EBacc: PP 0.35 Non-PP 0.78</p> <p>Eng/Mat 5+: PP 0% Non-PP 0%</p> <p>Progress 8: PP -0.2 Non-PP TBC</p>
<b>C, D, E, I</b>	<b>To ensure disadvantaged students are prepared and ready to learn</b>	<p><b>Through metacognitive and self-regulatory skills:</b></p> <p>Teacher reports and Faculty Quality Assurance suggest disadvantaged pupils are:</p> <ul style="list-style-type: none"> <li>• Confident learners with positive attitudes to learning. As a result, they are better at regulating their own learning resulting in a reduction in disadvantage pupil's representation in the misbehaviour statistics</li> <li>• Increased proportion of disadvantaged pupils progress to a range of further education providers with a reduction in the NEET statistics</li> <li>• Evidence from Quality Assurance (including work sampling) shows a high level of challenge and resilience, where pupils are not afraid to make mistakes and culture of learning from mistakes is created</li> </ul> <p><b>Through our Inclusion System:</b></p> <p>Evidence from Quality Assurance indicates:</p>	<p>2021-22 PP students accounted for 45% of referrals.</p> <p>Preliminary data shows that 3.13% were NEET at some point in the destination year, this is the equivalent to 1 student out of 32.</p>

		<ul style="list-style-type: none"> <li>• Staff have the skills to manage low level and challenging behaviours. Leaders regularly monitor exclusion data and work with key pupils and staff to ensure these learners are accessing support.</li> <li>• Behaviour data is equal to or lower than that of non-disadvantaged pupils and lower than national (exclusions).</li> </ul> <p><b>Through provision of materials:</b> Evidence from Teachers and quality assurance indicating:</p> <ul style="list-style-type: none"> <li>• Equipment, such as stationery, GCSE subject specific equipment provided to disadvantaged learners where needed</li> <li>• Disadvantaged parents are aware that they have access to financial support to assist with purchasing equipment and resources.</li> <li>• Tutor equipment checks to show that PP learners are equipped for the school day in line with Non-PP learners. (Establish 2022-23)</li> </ul>	<p>In 2021-22 there were 82 suspensions. Of these 42 were PP students. This gave a suspension rate of 3.11 for PP, compared to the National rate of 9.68</p> <p>2021-22: Year 11 GCSE Students were provided with revision materials to support them preparing independently for exams.</p> <p>2021-22: All letters regarding purchase of resources indicate to parents that PP students can access financial support upon request.</p>
F	<p><b>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</b></p>	<ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>• The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 8% lower</li> </ul>	<p>Attendance in 2021/22 for all students was 89.3% FSM6 attendance was 7.6% lower than Not-FSM6. (83.1% and 90.7%) Persistent Absenteeism 34.2%</p> <p>Half Term 1 2022 Attendance for all pupils 93.1% FSM6 attendance was 8.7% lower than Not-FSM6 (86.1% and 94.8%)</p>

		than their peers.	Persistent Absenteeism 17.5% 7.1% are FSM6, 10.4% are Not-FSM6 This accounts for 36% of FSM6 students. 13% of Not-FSM6 students.
<b>H</b>	<b>To achieve and sustain high levels of parental engagement to parental events, including parents' evenings, induction evening and information evenings.</b>	<ul style="list-style-type: none"> <li>Evidence from parental engagement data will indicate increasing proportions of disadvantaged data attending parental engagement events (CIP Phase 1)</li> </ul>	<p>2021-22: Attendance at Parents' Evenings decreased in Years 8-10 compared to 2020-21</p> <p>Attendance at Information Evenings for Years 7 and 8 were lower than attendance at Parents' Evening.</p>
<b>J</b>	<b>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</b>	<ul style="list-style-type: none"> <li>Qualitative and quantitative data from student voice, student and parent surveys and teacher observations will show sustained high levels of wellbeing. (CIP Phase 1 Tutor time curriculum, PSHE and RSE, House System, Students as Leaders, SMSC. CIP Phase 2 Further refinement of strategies established in phase 1)</li> <li>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. (CIP Phase 1 Establish and grow participation, CIP Phase 2 Further grow and refine enrichment offer)</li> </ul>	<p>2021-22 Enrichment participation data:</p> <ul style="list-style-type: none"> <li>Numbers of PP students signing up for extended schools' activities decreased from Autumn to Spring term.</li> <li>Targeted summer event involving letters, transport and form tutor conversation encouraged 22 students from years 7-9 to attend (approx. 1 in 9)</li> </ul>

			<ul style="list-style-type: none"><li>• 3 cultural trips – Grafham Water boat building, Clip &amp; Climb, London involved 42 students from years 8 and 9 (1 in 3 students)</li><li>• Activities Week<ul style="list-style-type: none"><li>○ 58% PP students in Year 7 attended Camp (84% year group attended)</li><li>○ 20% PP students in Year 8 attended Bushcraft (48% year group attended)</li></ul></li></ul>
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## 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: £186,627.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Relentless focus on high quality teaching, inline with our Teaching and Learning Strategy.</p> <p>Every teacher is challenged and supported to improve their teaching practice through coaching, appraisal and a high quality professional learning programme including bespoke support for ECT's.</p> <p>This will also include recruitment and</p>	<p>Research shows that 'high quality teaching is the most important lever that will help to improve disadvantaged outcomes'. This has been identified as a key principle in the <a href="#">EEF Guide to the Pupil Premium</a>. <a href="#">Research for Education Inspection Framework in 2019</a> which reports that the 'teaching effectiveness is a strong predictor of pupils' progress throughout school, and having a succession of strong or weak teachers can have lasting effects'.</p> <p>EIF also highlights that achievement is maximised when teachers actively present material and structure it taking into consideration cognitive science research, observation of expert teachers and the use of models and instruction.</p> <p>Combining this with a model where teachers including Early Career teachers are supported by an expert teacher using the instructional coaching model will help ensure that there is high quality teaching. All the while reinforcing the school mantra of every lesson counts. This approach is mainly supported by an emerging body of evidence noted in the</p>	<p>A B C D E G</p>

<p>retention where required.</p> <p>Robust Quality Assurance processes established and sustained to ensure the quality of Curriculum, Teaching and Learning is evaluated routinely and measures are taken when standards are not high enough.</p>	<p>research project of <a href="#">Early-career support</a> by Ambition Institute and the Chartered College of Teaching.</p>	
<p>Subscription and implementation <b>standardised diagnostic assessments</b> to support Assessment Strategy</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>A B C D</p>

<p>Enhancement of our <b>maths teaching</b> and curriculum planning in line with DfE KS3 and EEF guidance.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="http://www.gov.uk">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:  <a href="http://educationendowmentfoundation.org.uk">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>A C D</p>
<p>Implementation of the <b>Articulary Strategy</b> aimed at improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:  <a href="http://oup.com.cn">word-gap.pdf (oup.com.cn)</a></p>	<p>B C D</p>
<p>PSHE Curriculum Development.</p>	<p>Having a strong PSHE education supports the over academic attainment of students <a href="#">PSHE Review</a></p>	<p>E G J</p>

<p>We will develop a PSHE curriculum that empower students to make better-informed life decisions and helps them build-up life skills that take into account the ever-changing world.</p>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £41,752.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>A B C D</p>
<p>Sound training: all disadvantaged students to receive 6 week sound training package to improving reading age and understanding of etymology and word construction</p>	<p>Ensures that understanding of wider literacy curriculum is embedded. Develops: understanding the question; extended writing; ability to use subject terminology across the curriculum</p> <p><a href="#">Evidence from EEF</a>: Phonics Intervention Programme Lexonic Leap Programme</p>	<p>B C</p>
<p>Disadvantaged student's parents personally invited to information and parents' evenings. Priority booking for</p>	<p>Parental engagement has been consistently associated with students' success at school (EEF +4 months)</p> <p><a href="#">EEF Parental engagement</a>  <a href="#">Moderate impact for very low cost based on extensive evidence</a></p>	<p>H</p>

<p>parents' evenings. Investigate proactive ways to engage parents in supporting their children</p>		
<p><b>Careers strategy</b> for disadvantaged students. Disadvantaged students supported with their applications for post-16 education and all students aspire to continue with full time education or employment and remain on their chosen course/employment path</p>	<p>Disadvantaged students do not necessarily realise their own potential and, therefore, may have low aspirations.</p>	<p>G</p>
<p>Subscription and Implementation of Seneca Learning to support frequent, low stake testing and knowledge retrieval.</p>	<p>Frequent Low Stakes Testing to improve pupil assessment and feedback. To Improve knowledge of gaps and celebrate success, online packages and apps. <a href="#">Seneca Evidence</a></p> <p><a href="#">Improve the quality of homework</a> (EEF + 5 Months)</p>	<p>A B D E I</p>

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

Budgeted cost: £130,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure disadvantaged students are supported in accessing our 1:1 device project.</p> <p>When the scheme is launched, we will use PP funding to support the scheme, ensuring digital equity for all learners.</p>	<p><a href="#">Studies</a> consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</p> <p>The <a href="#">EEF review</a> of the impact of digital technology on learning (Higgins et al., 2012) found positive benefits but noted that how technology is used (the pedagogy) is key and that future research should focus on identifying the specific conditions under which a positive impact is found.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf</a></p>	<p>I</p>
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>F</p>

<p>Increase Capacity within Attendance Team to support Attendance Strategy</p>		
<p>Enrichment Programme. We will provide a varied selection of extra-curricular opportunities to students and work to support disadvantaged students to access them by overcoming barriers to accessing them.</p>	<p>It is widely acknowledged that extracurricular activities support students social mobility and development of soft skills. The report <a href="#">An Unequal Playing Field</a> produced by the DfE and the Social Mobility Commission demonstrates their findings on delivery of enrichment opportunities and the impact of these on the lives of young people.</p> <p>The <a href="#">EEF Pupil Premium report</a> also cites the importance of extracurricular activities with a focus on the Arts.</p>	<p>E G</p>
<p>Mental Health Support. We will increase YMCA counselling provision to support students who require it.</p>	<p>The <a href="#">EEF Pupil Premium report</a> frequently references mentoring and supporting students in a variety of capacities. For some of our students they require the input of a professional body to improve their wellbeing.</p>	<p>J</p>
<p>Developing emotional literacy in nurture groups.  We will Develop staff expertise with 'Nurture' and deliver</p>	<p>There are numerous <a href="#">impact reports</a> that demonstrate the positive effects of training staff and using ELSA strategies to support students' emotional development.</p>	<p>B C D</p>

the ELSA programme.		
We will ensure disadvantaged students have access to equipment such as revision guides and calculators which they may not have bought for them at home.	For students to access a high quality teaching and learning experience described in the <a href="#">EEF Pupil Premium report</a> it is vital that students have the equipment to work rather than being unable to participate in learning easily.	I

**Total budgeted cost: £358,400**

## 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.

21% of our cohort in 2021-22 were designated as Pupil Premium, compared to 27% nationally. Our GCSE results for 2022 suggested that the performance of disadvantaged pupils was closer to target compared to the last data collected from a 'normal' exam season; 2019. Progress 8 improved by +0.19 from -0.39 in 2019 to -0.2 in 2022. In terms of attainment, we had targeted PP students to achieve an A8 score of 39.73, with actual results being an A8 of 39.6. Additionally, in the key metric of English and Maths at grade 5+ or PP students attained 31.8% this was in line with target.

Our assessment of the reasons for these outcomes indicates that our recovery strategy following the peak of Covid-19 pandemic and school closures has been effective in supporting students to reach their targeted benchmarks. However, when compared to our school body we can see that our non-PP students improved by a greater margin compared to 2019 data, we attribute this to our Teaching and Learning Strategy that was reformed and introduced in January 2018, with the 2022 cohort being the first to have experiencing this approach throughout their Bottisham career.

Overall attendance in 2021/22 was 89.3%, it was 0.4% lower than the national average. Attendance for FSM6 was 83.1%, 1.8% lower than the FFT national average of 84.9%, and 6.2% lower than the whole school. Although similar to the national data overall, for the majority of the year our attendance was above this, with two dips in January and May, followed by a large drop during the heatwave in July.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted in the last two years, primarily due to Covid-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, increasing capacity within our pastoral team to provide targeted interventions where required. We are building on that approach in our new plan.