



Funding expected for Academic Year 2017-2018 - £103,950.00

Year Group	Free School Meals (FSM) Ever 6	Services Children	CLA	Ex CLA	Total
Year 3	-	-	-	1	1
Year 4	3	-	-	1	4
Year 5	2	-	1	1	4
Year 6	1	-	-	-	1
Year 7	11	-	1	4	16
Year 8	8	3	1	4	16
Year 9	16	5	2	10	33
Year 10	9	-	-	5	14
Year 11	16	2	-	-	18

Barriers to Future Attainment:

1. Limited parental support of the learning taking place in School, including providing effective resources to successfully complete homework, which means that the learning taking place in School is not being reinforced at home.
2. Parental fear or lack of mathematical literacy means there is a reduced level of parental support with homework; as a consequence, students are unable to access the curriculum in the same way as their peers.
3. Limited engagement or ill-informed engagement of parents/carers with educational progress of their children.
4. Low aspirations, ambitions and expectations on the part of the learners themselves, resulting in them being unable to see the relevance of learning.
5. Limited learner awareness of education, training and employment opportunities.
6. Pupils have low self-confidence and self-esteem resulting in avoidance behaviours, e.g. lack of task persistence, limited effort, avoidance of challenges and dislike of being evaluated.
7. Mental and physical health issues, often undiagnosed, resulting in poor attendance at School.
8. Undeveloped communication skills and vocabulary resulting in poor comprehension skills, which means students struggle to access complex language in English lessons and written mathematical questions even when mathematically literate (21% of Pupil Premium students are EAL).
9. Limited knowledge of current affairs and the wider world.
10. Poor social, concentration, memory and organisation skills (20% of Pupil Premium students have SEN needs).

Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The King's (The Cathedral) School has invested Pupil Premium in a variety of ways to enhance the progress made by Pupil Premium students:

Data referenced from the DfE Analyse School Performance (ASP) report and Ofsted Inspection Data Summary Report (ISDR) only refers to the 14 Disadvantaged students who are a subset of the total group of 18 Pupil premium Students. The students not included were 2 Services children and 2 who prior to the census exceeded the timescale to remain under FSM Ever6.

The Disadvantaged measure for Post 16 students reported by the DfE in 2018 included 14 Year 13 students.

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Strategy	Cost	Evidence of Success	Objectives for 2018-19
<p>Pupil Premium Programme Leader:</p> <p>(1,2,3,4,5,6,7,8,9,10)</p> <p>Co-ordinated tracking and monitoring Pupil Premium students' progress to identify underachievement and trigger the implementation of targeted strategies to enhance pupil progress.</p> <p>Report to SLT Link. Write, implement and review Pupil Premium Development Plan.</p> <p>Designated Person for previously looked after children (delegated responsibility from the designated teacher- Deputy Head (Pastoral)).</p>	<p>£17,098.00</p>	<p>Key Stage 4</p> <ul style="list-style-type: none"> • Progress 8 score for Disadvantaged students was 0.23 this is equivalent to a quarter of a grade higher than the national average for all students. • The national benchmark for national other (all students not including FSM/Ever 6) is 0.1, which the school has exceeded, therefore closing the gap (exceeded by +0.13) • The whole School was 0.71, the gap was -0.48. Last year the gap was -0.12. • 72% (13) of Pupil Premium students met or exceeded their Progress 8 measure. • 78% (14) of Pupil Premium students met entrance requirements for the Sixth Form at The King's (The Cathedral School) and 72% (13) of students continued their education within the Sixth Form. • 1 identified student was awarded an Arkwright engineering scholarship. <p>Key Stage 3</p> <ul style="list-style-type: none"> • 82% (27) of Year 9 identified students exceeded their Flightpath in 1 or more subject area. • 30% (10) of Year 9 identified students exceeded in 3 or more subjects. 	<ul style="list-style-type: none"> • Continue individualised support, monitor student's progress, implement strategies to enhance the student's progress and close the gap between Pupil Premium students and their peers.

Strategy	Cost	Evidence of Success	Objectives for 2018-19
		<ul style="list-style-type: none"> • 55% (18) of Year 9 identified students were on Flightpath or exceeded their flightpath in modern languages. • 45% (15) of Year 9 identified students were on Flightpath or exceeded their flightpath in Geography. • 89% (29) of Year 9 identified students were on Flightpath in Physical Education and 36% (12) exceeded their flightpath. <p>Key Stage 5</p> <ul style="list-style-type: none"> • Level 3 Value Added (L3VA) for Disadvantaged students was 0.20, the whole School was 0.11, there was a positive gap of +0.09. • 69% (10) of identified students achieved three or more A Levels at or above a C grade, of whom 100% (14) achieved at least one A grade. • 85% (12) of identified students secured places at University and 1 student secured a place a Cambridge University. 	
<p>Junior Department (1,2,3,6,7,8,9,10)</p> <p>Additional staff to implement Sensory work.</p> <p>Additional staff to implement targeted maths, reading, writing and comprehension strategies.</p> <p>Provide targeted support materials, resources and equipment to support identified students' learning.</p> <p>Twinkl is an on-line Educational Publisher of planning and assessment materials and teaching resources.</p>	<p>£14,940.00</p>	<p>The Junior Department Strategies:</p> <p>The majority received significant input to build confidence and self-esteem, as well as knowledge and understanding of the world.</p> <ul style="list-style-type: none"> • 11 identified students were given one to one or small group support with Maths skills. • 11 identified students were given one to one or small group support with reading skills. • 9 identified students were given one to one or small group support with Handwriting skills, 2 of whom completed a Kinaesthetic writing development program. • 2 identified students were given Further Literacy Support. • 7 identified students were given one to one or small group support with Comprehension skills. • 1 identified student was given one to one support with spelling skills. 	<ul style="list-style-type: none"> • Continue with individualised support packages. • Monitor student's progress; implement strategies to enhance the student's progress.

Strategy	Cost	Evidence of Success	Objectives for 2018-19
		<p>Year 3</p> <ul style="list-style-type: none"> • 100% of Pupil Premium students have made expected progress or more in Maths and exceeded the average progress of their peers. • 100% of Pupil Premium students have made expected progress or more in Writing and exceeded the average progress of their peers. • 50% of Pupil Premium students in have made expected progress in Reading. <p>Year 4</p> <ul style="list-style-type: none"> • 75% of Pupil Premium students have made expected progress or more in Maths. • 100% of Pupil Premium students have made expected progress in Writing and exceeded the average progress of their peers. • 50% of Pupil Premium students have made expected progress in Reading. <p>Year 5</p> <ul style="list-style-type: none"> • 75% of Pupil Premium students have made expected progress in Maths. • 100% of Pupil Premium students have made expected progress in Writing and 75% have achieved significantly higher. • 100% of Pupil Premium students have made expected progress in Reading and 75% have achieved significantly higher. <p>Year 6</p> <ul style="list-style-type: none"> • 100% of Pupil Premium students have made expected progress in Maths. • 100% of Pupil Premium students have made expected progress in Writing. • 100% of Pupil Premium students have made expected progress or more in Reading and exceeded the average progress of their peers. 	

<p>Key Stage 3 and 4 Learning Mentors (1,3,4,5,6,7,9,10)</p> <p>Learning Mentors in Key Stage 3 and 4 to analyse the Key Stage 3 and 4 student performance data, identifying underachievement so targeted intervention strategies can be implemented (e.g. personalised support programmes, mentoring, one point contact, communication with parents, coordinating subject interventions and monitoring catch up progress).</p> <p>Work with students to identify barriers to learning and work with small groups or one to one to support the students socially, lifting aspirations, as well as furthering academic progress.</p> <p>To provide additional support to targeted lessons.</p>	<p>£39,211.70</p>	<p>Key Stage 4</p> <ul style="list-style-type: none"> • Mentoring was academic in nature and the focus was identifying barriers to learning and working on the needs of the individual student to remove those barriers. • 20 identified Key Stage 4 students were offered one to one mentoring. • 100% of feedback forms responses from identified students in Key Stage 4 said the learning Mentor helped them: <ul style="list-style-type: none"> ○ Become more focused in class ○ With subjects they were struggling with ○ Be more motivated ○ Feel more positive about their ability to learn ○ Be more organised and self-disciplined ○ Become more independent ○ Improve the way that they communicate with teaching staff ○ Feel more positive about their future. • Attendance at Mentoring sessions was high: 90%. • 54% of identified students who received weekly support received comments in their end of year reports, which indicated teachers had observed a change in the student's attitude to learning. • Personalised action and revision plans for study were issued to identified students. • 100% of Year 11 Pupil Premium students have accessed a Level 2 course, in Sixth Form or at an alternative Further Education provider. • 78% (14) of Year 11 Pupil Premium students accessed The King's School Sixth Form or Sixth Form at an alternative provider. <p>Key Stage 3</p> <ul style="list-style-type: none"> • 14 identified Key Stage 3 students were offered one to one mentoring. • 96.6% of one to one sessions were attended. • 75% of the identified students in Key Stage 3 significantly reduced their negative SIMS entries and increased their positive SIMS entries, demonstrating an improved attitude to learning. 	<p>Key Stage 4</p> <ul style="list-style-type: none"> • 80% of Year 11 Pupil Premium students to access The King's School Sixth Form or Sixth Form at an alternative provider. • 95% of one to one sessions to be attended. <p>Key Stage 3</p> <ul style="list-style-type: none"> • 100% of Pupil Premium students in Key Stage 3 to meet at least twice with the Learning Mentor. • 95% of one to one sessions to be attended.
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		<ul style="list-style-type: none"> • 54% of identified students who received weekly support received comments in their end of year reports, which indicated teachers had observed a change in the student’s attitude to learning. • 50% of the identified students in Key Stage 3 recorded an improvement in attendance, with 40% having attendance of 99% or above. • Mentoring was academic in nature and the focus was identifying barriers to learning and working on the needs of the individual student to remove those barriers. • Mentors supported seven double lessons per fortnight in Key Stage 3 and two double lessons per fortnight in Key Stage 4, e.g. French, English, and R.S. • Two double lessons per fortnight of Key Skills were taught by the Key Stage 4 Mentor. 																																																				
<p>Structured revision. (1,2,3,4,6,7,10)</p> <p>Structured revision sessions were targeted at Year 11 students whose tracking data suggested they were operating at GCSE 5/4 Grade borderline or were operating below GCSE C Grade.</p>		<ul style="list-style-type: none"> ▪ 44 structured revision sessions were timetabled between 14 May 2018 and 22 June 2018. 84% of the sessions were delivered. <div data-bbox="801 794 1630 1268" data-label="Figure"> <p style="text-align: center;">Structured revision attendance data summary</p> <table border="1"> <caption>Structured revision attendance data summary</caption> <thead> <tr> <th>Subject</th> <th>PP Possible Number of Attendees</th> <th>PP Attendees</th> </tr> </thead> <tbody> <tr><td>Business Studies</td><td>10</td><td>5</td></tr> <tr><td>Combined Science</td><td>30</td><td>10</td></tr> <tr><td>French</td><td>10</td><td>5</td></tr> <tr><td>Drama</td><td>5</td><td>2</td></tr> <tr><td>English</td><td>10</td><td>5</td></tr> <tr><td>Geography</td><td>5</td><td>2</td></tr> <tr><td>German</td><td>5</td><td>2</td></tr> <tr><td>History</td><td>5</td><td>2</td></tr> <tr><td>Latin</td><td>5</td><td>2</td></tr> <tr><td>Maths</td><td>50</td><td>10</td></tr> <tr><td>Music</td><td>5</td><td>2</td></tr> <tr><td>PE</td><td>5</td><td>2</td></tr> <tr><td>Product Design</td><td>30</td><td>10</td></tr> <tr><td>R.S</td><td>10</td><td>5</td></tr> <tr><td>Food Tech</td><td>5</td><td>2</td></tr> <tr><td>Textiles</td><td>5</td><td>2</td></tr> </tbody> </table> </div>	Subject	PP Possible Number of Attendees	PP Attendees	Business Studies	10	5	Combined Science	30	10	French	10	5	Drama	5	2	English	10	5	Geography	5	2	German	5	2	History	5	2	Latin	5	2	Maths	50	10	Music	5	2	PE	5	2	Product Design	30	10	R.S	10	5	Food Tech	5	2	Textiles	5	2	<ul style="list-style-type: none"> • Reviewed strategy of structured revision sessions and concluded that it was not successful due to low attendance
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<p>Targeted intervention in English (1,6,8,9,10)</p>	<p>£6,706.99</p>	<p>Key Stage 4</p> <ul style="list-style-type: none"> • Progress 8 for Disadvantaged students (14 students) English was + 0.5 compared to national benchmark +0.1, thereby closing the gap by +0.4 	<p>Key Stage 4</p> <ul style="list-style-type: none"> • 80% of Pupil Premium students to achieve Grade 5 or above in 																																																			

<p>English Mentor to give identified Key Stage 3 Pupil Premium students additional support to make progress towards achieving their target grade.</p> <p>Literature society and literacy group will aim to solidify basic literacy skills.</p> <p>Additional support will be provided to targeted English lessons.</p>		<ul style="list-style-type: none"> 67% (12) of the 18 identified students achieved a Grade 5 or above in English Language and 28% (5) of the identified students achieved a Grade 8 or above. 78% (14) of the 18 identified students achieved a Grade 5 or above in English Literature and 22% (4) of the identified students achieved a Grade 8 or above. <p>Key Stage 3</p> <ul style="list-style-type: none"> 17 identified students were offered one to one/group sessions to support academic target in English. Attendance at the sessions was excellent (91%). 71% of identified students made progress or achieved their Flightpath. 64% of identified students in Year 9 made expected progress. 100% of identified Year 9 students achieved Flightpath 4 or above. Mentors supported five double lessons per fortnight. Literacy group ran for 14 weeks. 19 identified Year 8 and 9 students attended. Of the Year 8 students who attended, 80% achieved their Flightpath; of the year 9 students who attended, 56% achieved their Flightpath. 	<p>English Language and Literature.</p> <p>Key Stage 3</p> <ul style="list-style-type: none"> 80% of Pupil Premium students to achieve expected progress. 80% of Pupil Premium students to achieve their Flightpath.
<p>Targeted Intervention in Mathematics (2,6,8,10)</p> <p>Specialist tutors to give identified Key Stage 4 Pupil Premium students additional support to make progress towards achieving their target grade.</p> <p>Maths Mentor to give identified Key Stage 4 and 3 Pupil Premium students additional support to make progress towards achieving their target grade.</p>	<p>£15,404.00</p>	<p>Key Stage 4</p> <ul style="list-style-type: none"> Progress 8 for Disadvantaged students (14 students) Maths was - 0.1, compared to national benchmark +0.1, thereby not closing the gap by -0.2. 14 identified Key Stage 4 students were offered regular small group Maths tutoring. The average attendance for the Maths tutoring was 94%. 78% (14) of 18 identified students achieved a Grade 5 or above in Maths and 17% (3) of the identified students achieved a Grade 8 or above. 48 identified students received regular one to one/group sessions with the Maths Mentor to support their academic target in Maths. 56% of identified students made progress. 88% of identified students attended regularly. 	<p>Key Stage 4</p> <ul style="list-style-type: none"> The gap between Disadvantaged students and the national benchmark was not closed; we will review the Maths intervention strategy. 80% of Pupil Premium students to achieve Grade 5 or above.

<p>Additional support to be provided in targeted Maths lessons.</p> <p>eMathsMaster: Teacher Edition is an online teacher training programme that retrains non-maths specialist teachers to deliver excellent Maths lessons.</p> <p>Pupil Edition is an online teaching resource to ensure that pupils attain better results at GCSE.</p> <p>TTRockStars is an online programme to help boost students' timetables skills and recall speed.</p>		<ul style="list-style-type: none"> • 81% of feedback form responses from identified students said the Maths intervention sessions had met their expectations and they felt more confident about Maths. • The Maths Mentor supported seven doubles lessons per week. • Key Stage 3 • There were 33 Pupil Premium students in Year 9. • 97% of identified Year 9 students achieved Flightpath 4 or above. • 64% of identified Year 9 students made expected progress. • eMathsMaster intervention programme was implemented in May 2018. Early indications are that identified students have made good progress in the topics they have been working on. • 81% of identified students made progress. • 24 identified Key stage 3 students attended the TT RockStars booster sessions. • 79% of identified student attended regularly. 	<p>Key Stage 3</p> <ul style="list-style-type: none"> • 80% of Pupil Premium students to achieve a flightpath 5 or above.
<p>Targeted Intervention in Science (6,8,10)</p> <p>Specialist tutors to give identified Key Stage 4 Pupil Premium students' additional support to make progress towards achieving their target grade.</p>	<p>£3,334.00</p>	<ul style="list-style-type: none"> • 11 identified students were offered regular one to one or small group Science tutoring with a specialist teacher. • 86% of identified student attended regularly. • 67% (8) of 12 identified students achieved a Grade 4/5 or above in Combined Science and 50% (6) of the identified students achieved a Grade 7/7 or above. • 100% of 6 identified students who were on the Triple option achieved a Grade 5 or above in Biology, Chemistry and Physics. • 50% (3) achieved a Grade 7 or above in Physics. • 33% (2) achieved a Grade 8 or above in Chemistry. • 17% (1) achieved a Grade 8 or above in Biology. • 1 identified student achieved Grade 9 in Biology, Chemistry and Physics. 	<ul style="list-style-type: none"> • 80% of Pupil Premium students to achieve Grade 5 or above.
<p>Geography (6,8,10)</p>	<p>£0</p>	<p>Four identified students studied Geography for GCSE.</p> <ul style="list-style-type: none"> • 3 identified Key Stage 4 identified students were offered regular small group Geography Mentoring with a Sixth Form Peer Mentor. 	<ul style="list-style-type: none"> • 100% of Pupil Premium students to achieve Grade 5 or above.

		<ul style="list-style-type: none"> 100% of the 4 identified students achieved a Grade 5 or above in Geography and 50% (2) of the identified students achieved a Grade 7 or above. 	
History (6,8,10)	£0	<p>Eight identified students studied History for GCSE.</p> <ul style="list-style-type: none"> 1 identified Key Stage 4 identified student was offered one to one support with History. 88% (7) of 9 identified students achieved a Grade 5 or above in History and 44% (4) of the identified students achieved a Grade 7 or above. 	<ul style="list-style-type: none"> 100% of Pupil Premium students to achieve Grade 5 or above.
<p>Staff Training and Inset (4,6,7,8,10)</p> <p>This supported staff in understanding some of the challenges Pupil Premium students experience. It also helped us as a School to identify how we can provide the most effective support for students to ensure we raise the attainment of Pupil Premium students.</p>		<ul style="list-style-type: none"> SIMs Intervention data tracking system training. Attachment Approaches in the classroom- Family Action. Teaching Strategies for small group sessions. Mental Health. GCSE Maths Training for the Designated Person for Previously Looked After Children-Cambridge County Council. 	<ul style="list-style-type: none"> To keep up to date with the changes in DFE guidance and Ofsted requirements. To continue to participate in training on issues that affect students who have been in care. To continue to participate in training on issues that affect students with Mental Health issues.
<p>Breakfast Club for Key Stage 3 Pupil Premium Students (1,2,4,8,9,10)</p> <p>Breakfast Club to be offered to Key Stage 3 Pupil Premium students; this will have an academic focus to enable students to gain support with homework and organisational skills. Students will be given a drink and something to eat.</p>	£2,452.00	<ul style="list-style-type: none"> 9 identified Key Stage 3 students were invited to attend Breakfast Club on a voluntary basis. Breakfast Club was offered three days a week; breakfast and a drink were available. It was supported by one member of staff and two Sixth Form students who the School employed. 59% of identified students attended regularly. 	<ul style="list-style-type: none"> Breakfast Club to become more than just a space to complete homework but used as an opportunity to expand students' knowledge of the world, current affairs and vocabulary. 65% of Pupil Premium students to attend regularly. Increase provision to include Key stage 4 students.

<p>Resources (1)</p> <p>Targeted support materials. Resources and equipment provided support to Pupil Premium students' learning (revision guides, USB memory devices, laptops, and scientific calculators, etcetera).</p>	<p>£7,532.02</p>	<ul style="list-style-type: none"> • 100% of identified Year 11 students received: a full set of revision guides, revision timetables, flash cards and exam pencil cases including calculators. • Key Stage 3 students received revision guides for English literature, pencil cases, calculators and other essential learning materials as appropriate. • Reading/exam pens, USB memory devices, software and laptops were issued to students as appropriate. • Purchase of 4 netbooks, cases and software. 	<ul style="list-style-type: none"> • Continue individualised support and monitor success of personalised strategies. Ensuring all students have access to the resources that they require to learn and revise for exams. 																								
<p>Pupil Premium disadvantaged fund. (4,5,6,8,9)</p> <p>This fund was allocated to finance Pupil Premium students on educational and extra-curricular trips, which are deemed to have value in terms of developing aspirations and individual opportunity.</p>	<p>£1,214.50</p>	<p>All Pupil Premium students were enabled to participate in all educational visits and activities week residential that they wished to:</p> <ul style="list-style-type: none"> • 100% of Key Stage 4 Pupil Premium students who wished to attended School trips. • 100% of Key Stage 3 Pupil Premium students who wished to attended School trips. <div data-bbox="786 740 1597 1246" data-label="Figure"> <p style="text-align: center;">Junior Department Trips and Residentials Attendance</p> <table border="1"> <caption>Junior Department Trips and Residentials Attendance Data</caption> <thead> <tr> <th>Trip/Residential</th> <th>Attendance (%)</th> </tr> </thead> <tbody> <tr><td>JD 1 Flag Fen</td><td>100.0%</td></tr> <tr><td>JD 1 Burgley House</td><td>100.0%</td></tr> <tr><td>JD 1 Hike - Hills...</td><td>100.0%</td></tr> <tr><td>JD 1 Natural...</td><td>100.0%</td></tr> <tr><td>JD 1 Hike - Ferry...</td><td>100.0%</td></tr> <tr><td>JD 2 Hike - ...</td><td>100.0%</td></tr> <tr><td>JD 2 London...</td><td>80.0%</td></tr> <tr><td>JD 2 Hike to ...</td><td>80.0%</td></tr> <tr><td>JD 2 Hike around...</td><td>60.0%</td></tr> <tr><td>JD 2 Rutland...</td><td>80.0%</td></tr> <tr><td>JD 2 Gymnastics...</td><td>40.0%</td></tr> </tbody> </table> </div>	Trip/Residential	Attendance (%)	JD 1 Flag Fen	100.0%	JD 1 Burgley House	100.0%	JD 1 Hike - Hills...	100.0%	JD 1 Natural...	100.0%	JD 1 Hike - Ferry...	100.0%	JD 2 Hike - ...	100.0%	JD 2 London...	80.0%	JD 2 Hike to ...	80.0%	JD 2 Hike around...	60.0%	JD 2 Rutland...	80.0%	JD 2 Gymnastics...	40.0%	<ul style="list-style-type: none"> • Continue to ensure all Pupil Premium students who wish to, are enabled to participate in all educational visits and activities.
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Yr 10 Ski Trip	12.0%																																											
Yr 10 Houses of Parliament	10.0%																																											
Yr 10 English Schools Track and...	8.0%																																											
Yr 10 Disney Land Paris	32.0%																																											
Yr 11 Les Miserables	5.0%																																											
Yr 11 Amsterdam	10.0%																																											
Yr 11 Geography Trip to Hunstanton	22.0%																																											
Yr 11 Blood Brothers	10.0%																																											
Yr 11 TCS Digital Explorers	5.0%																																											
Yr 11 Stamford College	38.0%																																											
Yr 11 Flanders	18.0%																																											
Yr 12 Leicester University	75.0%																																											
Yr 12 London Art Gallery	18.0%																																											
Yr 13 British Museum	32.0%																																											
Yr 13 PSL club children's Christmas	15.0%																																											
Yr 13 Economics Conference	15.0%																																											
<p>School Community and responsibilities (6,9)</p>	<p>Peer Mentoring: 7 identified students in Year 11, 12 and 13 acted as peer mentors to support other younger students.</p> <p>Prefects: 77% of identified students were given Prefect roles, of whom one was a Senior Prefect.</p> <p>House Captain: 1 identified student was given the role of House Captain.</p>	<ul style="list-style-type: none"> Continue to identify and encourage students to become involved in the community of the school. 																																										
<p>Total</p>	<p>£103,414.02</p>																																											