

# Pupil Premium Strategy Statement



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.

*Figures taken from Jan 24 census*

## School overview

Detail	Data
Number of pupils in school	140
Proportion (%) of pupil premium pupils	65%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2026
Statement authorised by	Angy Saaiman
Pupil Premium Lead	Nicola Hulme
Governor / Trustee lead	Charlotte Hesketh

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,145
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£84,145

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At St. Thomas's Centre, we aim to have an outstanding impact on all pupils during the short spaces of time they are with us. This impact should be academic attainment, and personal and social development. We aim to close gaps in learning and work closely with our pupils in order for them to not only catch up, but excel in their learning and reach their potential in all areas.

Pupils are given places at St. Thomas's for many reasons and for that short period in their life, it is deemed that mainstream education is not in their best interest. We must move rapidly with our pupils with a heavy focus on preparing them to return to mainstream education armed with the tools and resilience to succeed. Where pupils' needs will not be met in mainstream, we must ensure that pupils receive the highest standard of education whilst their long-term provision is being sought after and arranged.

This Pupil Premium Strategy Plan highlights how the outcomes will be met and how the greatest impact from Pupil Premium funding can be achieved.

The Pupil Premium funding will be used in order to target pupils and areas where the greatest support is needed. A big focus of this strategy is reintegration and how we can assist our pupils in succeeding in their future mainstream settings.

There is also a large focus on communication and personal development which are areas of priority for many of our pupils.

In this Strategy Plan, there is also a big focus on improving reading for all pupils across the whole school. This is a school priority for 2024/2025;

*Prioritise reading across the full curriculum to ensure a rigorous and sequential approach that will develop pupils' fluency, confidence and enjoyment in reading at all stages (SDP; 2024/2025).*

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. At St. Thomas's Centre, we are committed to 'Narrowing the Gap' for vulnerable pupils, and the pupil premium forms a vital part of that process.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Delays in speech and language development in Primary. It has been highlighted locally (Blackburn with Darwen) as an area where interventions need to be put in place in order to close gaps in language development and raise attainment levels in this area.</p> <p><a href="https://democracy.blackburn.gov.uk/documents/s18319/Slides%20for%20Presentation%20-%205.9.22%20003.pdf">https://democracy.blackburn.gov.uk/documents/s18319/Slides%20for%20Presentation%20-%205.9.22%20003.pdf</a></p>
2	<p>Raising pupil attainment, and closing the gap, in English, Maths and Science across all key stages. Pupils come to us and the majority are already not meeting the age-related expectations in English, Maths and Science due to barriers in learning for a wide range of reasons.</p> <p>Disadvantaged pupils are ordinarily defined as: those who were registered as eligible for free school meals at any point in the last six years, children looked after by a local authority or have left local authority care in England and Wales through adoption, a special guardianship order, a residence order or a child arrangements order. Gov.uk – Explore education statistics – 10/12/2024</p> <p><a href="https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment">https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment</a></p>
3	<p>Pupils at St. Thomas’s Centre require a varied curriculum in addition to academic lessons. Our pupils have a wide variety of learning styles and learning needs which often lend themselves to vocational opportunities. We would like to expand the curriculum offer at St. Thomas’s to include vocational options and pathways. We would like to offer as many pupils as possible at least one vocational option per week. Current Alternative Provisions offered are:</p> <ul style="list-style-type: none"> <li>• Preston Vocational Centre (PVC) which offers qualifications in plumbing, plastering, bricklaying and joinery.</li> <li>• 4Tech Moto which offers a range of qualifications in Mechanics.</li> <li>• We Are Noise which offers qualifications in Music, Art and Drama.</li> <li>• Junction 4 which is a skatepark where pupils can gain recognised British Biking Association Qualifications.</li> <li>• Whitehough where pupils take part in outdoor activities as part of the King’s Trust.</li> <li>• Blackburn Rovers where pupils take part in and gain qualifications in a range of sports activities and PSHE topics.</li> </ul>
4	<p>Many of our pupils experience one or more ACEs (Adverse Childhood Experiences). Some of our pupils experience four or more ACEs. Our pupils require outstanding education on British Values and ‘Rule of Law’. Our often-vulnerable pupils need clear guidance on making the right choices and dealing with negative experiences in their life in the best possible way. This means they leave us better prepared for the challenges leaving Primary school may bring and gives them the resilience to avoid peer pressure and make positive choices and pathways.</p>
5	<p>Achieving a satisfactory 90% (or better) attendance is a challenge for many of our disadvantaged pupils across all key stages (KS1 – KS4). Our pupils struggle with attendance for many different reasons. Our challenge is to build relationships with pupils and their families in order to support with achieving attendance of 90% or</p>

	<p>above. Attendance is a priority at St. Thomas's Centre and it is a School Development target for 2024/2025;</p> <p><i>To develop a whole school culture and ethos to drive attendance forward in line with the new national guidelines.</i></p> <p>Research has shown that there are many strategies and resources that can be used in order to work with and support families in improving attendance:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils">https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</a></p> <p><a href="https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf</a></p>
6	<p>Many pupils who attend St. Thomas's do not read for pleasure which is a challenge for our school. Raising the standards of reading at St. Thomas's is another priority and a school development target for 2024/2025;</p> <p>Prioritise reading across the full curriculum to ensure a rigorous and sequential approach that will develop pupils' fluency, confidence and enjoyment in reading at all stages.</p> <p>We aim for every pupil to close any gaps in reading (and phonics) and read at their expected reading age considering accuracy, speed and comprehension. This will be achieved by baseline reading assessments at induction with interventions starting immediately where required. School has invested in a high-quality assessment scheme which is complimented by a reading scheme to use in accordance with results from the assessment. Pupils will be assessed at regular intervals to ensure the interventions are having the expected impact. Alongside assessments and intervention, all staff will promote reading across the curriculum with the ethos 'reading is knowledge and power'. Pupils will be encouraged to read for pleasure, read as a whole class, a small group and/or independently.</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.

Intended outcome	Success criteria
<p>1. Pupils speech and language levels are improving and closing the gap with national comparisons.</p> <p><a href="https://educationblog.oup.com/primary/why-closing-the-word-gap-matters-the-oxford-language-report">https://educationblog.oup.com/primary/why-closing-the-word-gap-matters-the-oxford-language-report</a></p>	<p>Pupils in Primary are making outstanding progress in speech and language during their time at St. Thomas's Centre. Progress will be monitored by using the WellComm Primary intervention packs. There will be an increase in the number of pupils reaching age related scores in their WellComm assessments.</p> <p><b><u>Speech and Language results in Primary 2025</u></b></p> <p><u>Autumn 1</u></p> <p>Ruby 67% making emerging (least amount of progress) 33% making developing (expected progress)</p>

	<p>Emerald 20% making emerging (least amount of progress) 60% making developing (expected progress) 20% making secure (good or excellent progress)</p> <p>Sapphire 14% making emerging (least amount of progress) 43% making developing (expected progress) 43% making secure (good or excellent progress)</p> <p><u>Autumn 2</u></p> <p>Ruby 20% making emerging (least amount of progress) 20% making developing (expected progress) 60% making secure (good or excellent progress)</p> <p>Emerald 11% making emerging (least amount of progress) 56% making developing (expected progress) 33% making secure (good or excellent progress)</p> <p>Sapphire 0% making emerging (least amount of progress) 43% making developing (expected progress) 57% making secure (good or excellent progress)</p>
<p>2. Pupils are fully supported as they enter and leave St. Thomas’s Centre, with reintegration success rates increasing.</p>	<p>Pupils take part in an Induction process when they begin at St. Thomas’s Centre. Accurate information gathering and baseline assessments mean that pupils have the best start and are immediately given work to match their ability levels which will therefore lead to better progress.</p> <p>Pupil needs are shared with relevant staff which means pupils settle more quickly and are kept safe.</p> <p>Pupils are supported fully throughout the reintegration process which leads to higher reintegration success rates.</p>
<p>3. Pupils are accessing a vocational course in line with their individual learning styles, interests and future plans.</p>	<p>Pupils gain qualifications in their chosen vocational courses which will add to their qualifications when applying for colleges and employment which will reduce or eliminate</p>

	the number of NEET pupils leaving St. Thomas's Centre in Year 11.
4. Pupils are educated on how to stay away from crime. Pupils have the confidence to say "no" and to make the right choices in life.	Pupils have a better understanding of the implications of crime and social awareness. They think differently about their behaviour and how it affects others. Pupils are less likely to take part in juvenile criminal activity.
5. Pupils and their families are responding well to the text messages, letters, home visits and other 'improving attendance' strategies being used via a holistic approach from all members of St. Thomas's Centre community. Attendance is viewed as 'everyone's responsibility' and this culture and ethos is obvious in all aspects of school life and across all key stages in school.	Attendance across all key stages to have improved and to be higher than national average of similar settings, <i>i.e. other Pupil Referral Units nationally.</i>  Pupil Premium pupils will have improved attendance when comparing 24/25 to 25/26 and will have narrowed the gap in comparison with non-pupil premium pupils.  <i>See Appendix 1 for full attendance data.</i>
6. Pupils who attend St. Thomas's have their gaps in reading identified immediately via a robust assessment system. Gaps are highlighted and interventions begin in order to close the gaps in reading for our pupils as much as possible.	Reading assessment system in place where students are being assessed on arrival at St. Thomas's Centre and then again every term. Pupils who have identified gaps in reading are engaging in the 10-week intervention programme to ensure gaps are closed as quickly as possible. Pupils are more confident in their reading skills and use their reading to access all aspects of the curriculum. More pupils read for pleasure.

## 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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Support and CPD, <i>i.e. Advisor visits with feedback, ELSA</i>	Research into school improvement advisors show that school advisory input has a direct impact on pupil success.  Research has revealed that the ELSA programme is considered to lead to positive outcomes for both individual	1 - 6

<p><i>interventions, assessment, training and supervisions.</i></p>	<p>pupils and school systems more broadly. At the individual pupil level, data from the SDQ indicate a range of positive outcomes relating to children and young people's emotional wellbeing and mental health following ELSA involvement.</p> <p><a href="https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf">https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</a></p> <p><a href="https://www.elsanetwork.org/wp-content/uploads/2017/11/FinalElsaReport_Wiltshire.pdf">https://www.elsanetwork.org/wp-content/uploads/2017/11/FinalElsaReport_Wiltshire.pdf</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 65,146

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>WellComm Primary WellComm Primary to be purchased and used across all of Primary (Year 1 to Year 6). Pupils to take part in a base</p>	<p>Blackburn with Darwen have recognised the need for improvements in speech and language as it has been identified that children in Blackburn with Darwen are underperforming in comparison with national averages. Speech and language consultants have recognised WellComm Primary as a highly effective assessment tool and a good way of identifying speech and language difficulties so that referrals can be made to speech and language which will get children the help they need if they do have a special educational need in this area. WellComm is not only an assessment tool, it is also an excellent intervention once gaps have been identified;</p> <p><i>“We love the fact WellComm doesn’t stop at the assessment. The activities in The Big Book of Ideas, mean we’re able to start making an impact with school-based interventions - such as attention and listening games – straight away.”</i> Beccie Hawes, Head of Service at Cadmus Inclusive, 2023</p>	<p>1</p>
<p>Pupil Support Officer</p>	<p>The benefits of having a Pupil Support Officer are significant and relate directly to pupil success and attendance in our setting, and more importantly, successful reintegration back into mainstream</p>	<p>1, 2, 5 &amp; 6</p>



	<p>settings. Since we have had Pupil Support Officers supporting with attendance and reintegration, we have had more pupils returning to and remaining in mainstream settings, and Pupil Support Officers are crucial to this success as they prepare pupils for reintegration, organise reintegration and support with the visits and 'settling in' during the reintegration process.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

Attendance: £500

Breakfast Club: £3,000

Wellbeing: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A whole school drive on improving attendance using a recent Attendance Audit (November 2024) to set actions, monitor and analyse the impact of strategies put in place.</p> <p><i>To develop a whole school culture and ethos to drive attendance forward inline with the new national guidelines. SDP 24/25</i></p>	<p><i>Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn, p. 8 Working together to improve school attendance, DfE, August 2024</i></p> <p>Good attendance is a learned behaviour, and the most effective schools recognise the importance of developing good patterns of attendance from the outset. Schools that have good attendance recognise that it is not a discrete piece of work but rather it is an integral part of the school's ethos and culture. In building a culture of good school attendance, all schools are expected to:</p> <ul style="list-style-type: none"> <li><i>Recognise the importance of good attendance and, alongside good behaviour, make it a central part of the school's vision, values, ethos, and day to day life.</i></li> </ul>	5



	<ul style="list-style-type: none"> <li>• <i>Recognise that absence is a symptom and that improving pupil's attendance is part of improving the pupil's overall welfare.</i></li> <li>• <i>Recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school and liaising with pupils, parents and external agencies where needed.</i></li> <li>• <i>Make sure all teaching and non-teaching staff know the importance of good attendance, are consistent in their communication with pupils and parents, and receive the training and professional development they need.</i></li> <li>• <i>Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding.</i></li> <li>• <i>Set high expectations for the attendance and punctuality of all pupils and communicate these regularly to pupils and parents through all available channels.</i></li> </ul> <p><i>p. 14, Working together to improve attendance, DfE, August 2024.</i></p>	
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**Total budgeted cost: £82,646**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils:

2025	No of Students	5+ Grades 4-9 %	5+ Grades 1-9 %	4-9 English %	4-9 Maths %	4-9 Science %	1-9 English %	1-9 Maths %	1-9 Science %
All students	50	2%	32%	6%	10%	4%	68%	68%	48%
Pupil Premium	31	3%	26%	6%	10%	6%	68%	65%	48%
Girls	21	0%	29%	10%	5%	5%	71%	62%	48%
Boys	29	3%	34%	3%	14%	3%	66%	72%	48%
SEN - EHCP	5	0%	40%	0%	0%	0%	60%	60%	60%
SEN - SEN Support	36	3%	28%	8%	6%	6%	67%	64%	44%
CIOC	6	0%	0%	0%	0%	0%	17%	33%	17%

### Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

**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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

### Appendix 1

2023/24 (Cumulative)	HT3		HT4		HT5		HT6	
	%	Number on Roll	%	Number on Roll	%	Number on Roll	%	Number on Roll
<b>Whole School</b>	<b>53.1%</b>	<b>205</b>	<b>52.0%</b>	<b>232</b>	<b>52.1%</b>	<b>247</b>	<b>51.4%</b>	<b>261</b>
<b>Boys</b>	<b>55.3%</b>	<b>135</b>	<b>54.1%</b>	<b>155</b>	<b>54.5%</b>	<b>166</b>	<b>54.2%</b>	<b>175</b>
<b>Girls</b>	<b>49.4%</b>	<b>70</b>	<b>48.6%</b>	<b>77</b>	<b>48.1%</b>	<b>81</b>	<b>46.7%</b>	<b>86</b>
<b>PP</b>	<b>50.4%</b>	<b>130</b>	<b>49.3%</b>	<b>147</b>	<b>49.9%</b>	<b>161</b>	<b>49.6%</b>	<b>176</b>
<b>CIOC</b>	<b>58.1%</b>	<b>16</b>	<b>52.9%</b>	<b>19</b>	<b>53.1%</b>	<b>19</b>	<b>53.4%</b>	<b>21</b>
<b>EHCP</b>	<b>65.9%</b>	<b>14</b>	<b>61.8%</b>	<b>20</b>	<b>58.4%</b>	<b>24</b>	<b>65.3%</b>	<b>34</b>
<b>Primary</b>	<b>78.8%</b>	<b>36</b>	<b>78.6%</b>	<b>40</b>	<b>79.6%</b>	<b>45</b>	<b>80.6%</b>	<b>44</b>
<b>Lambeth</b>	<b>45.2%</b>	<b>84</b>	<b>43.1%</b>	<b>95</b>	<b>43.6%</b>	<b>96</b>	<b>46.0%</b>	<b>82</b>
<b>Hawthorn</b>	<b>55.0%</b>	<b>57</b>	<b>55.8%</b>	<b>66</b>	<b>55.3%</b>	<b>71</b>	<b>53.1%</b>	<b>71</b>
<b>Hub</b>	<b>28.4%</b>	<b>14</b>	<b>25.8%</b>	<b>15</b>	<b>24.7%</b>	<b>19</b>	<b>25.7%</b>	<b>21</b>
<b>Year 1</b>	<b>93.0%</b>	<b>2</b>	<b>92.2%</b>	<b>3</b>	<b>93.5%</b>	<b>4</b>	<b>94.7%</b>	<b>4</b>
<b>Year 2</b>	<b>92.4%</b>	<b>3</b>	<b>91.0%</b>	<b>3</b>	<b>88.5%</b>	<b>3</b>	<b>89.3%</b>	<b>3</b>
<b>Year 3</b>	<b>70.8%</b>	<b>8</b>	<b>71.3%</b>	<b>8</b>	<b>75.1%</b>	<b>9</b>	<b>75.5%</b>	<b>9</b>
<b>Year 4</b>	<b>86.8%</b>	<b>6</b>	<b>85.2%</b>	<b>6</b>	<b>87.3%</b>	<b>6</b>	<b>86.7%</b>	<b>7</b>
<b>Year 5</b>	<b>73.0%</b>	<b>5</b>	<b>72.4%</b>	<b>7</b>	<b>72.6%</b>	<b>9</b>	<b>73.6%</b>	<b>8</b>
<b>Year 6</b>	<b>74.8%</b>	<b>13</b>	<b>73.0%</b>	<b>15</b>	<b>74.2%</b>	<b>15</b>	<b>72.5%</b>	<b>15</b>
<b>Year 7</b>	<b>38.4%</b>	<b>6</b>	<b>42.0%</b>	<b>11</b>	<b>47.1%</b>	<b>11</b>	<b>52.2%</b>	<b>13</b>
<b>Year 8</b>	<b>36.8%</b>	<b>24</b>	<b>35.5%</b>	<b>27</b>	<b>36.5%</b>	<b>30</b>	<b>37.1%</b>	<b>30</b>
<b>Year 9</b>	<b>48.9%</b>	<b>47</b>	<b>46.9%</b>	<b>49</b>	<b>46.2%</b>	<b>53</b>	<b>45.4%</b>	<b>57</b>
<b>Year 10</b>	<b>52.7%</b>	<b>40</b>	<b>52.3%</b>	<b>45</b>	<b>51.8%</b>	<b>48</b>	<b>51.2%</b>	<b>52</b>
<b>Year 11</b>	<b>47.2%</b>	<b>51</b>	<b>46.2%</b>	<b>57</b>	<b>45.0%</b>	<b>58</b>	<b>41.8%</b>	<b>60</b>
<b>Diamond</b>	<b>72.6%</b>	<b>7</b>	<b>72.1%</b>	<b>9</b>	<b>75.1%</b>	<b>10</b>	<b>78.9%</b>	<b>8</b>
<b>Emerald</b>	<b>89.5%</b>	<b>11</b>	<b>90.2%</b>	<b>11</b>	<b>91.5%</b>	<b>12</b>	<b>91.1%</b>	<b>13</b>
<b>Ruby</b>	<b>84.3%</b>	<b>8</b>	<b>83.6%</b>	<b>9</b>	<b>85.6%</b>	<b>10</b>	<b>85.9%</b>	<b>11</b>
<b>Sapphire</b>	<b>71.6%</b>	<b>10</b>	<b>70.0%</b>	<b>11</b>	<b>67.9%</b>	<b>13</b>	<b>67.7%</b>	<b>12</b>
<b>7/8H</b>	<b>47.9%</b>	<b>9</b>	<b>45.8%</b>	<b>11</b>	<b>48.1%</b>	<b>13</b>	<b>45.1%</b>	<b>8</b>
<b>8L</b>	<b>37.2%</b>	<b>15</b>	<b>38.5%</b>	<b>20</b>	<b>43.4%</b>	<b>18</b>	<b>54.8%</b>	<b>12</b>
<b>9B</b>	<b>51.7%</b>	<b>11</b>	<b>46.0%</b>	<b>10</b>	<b>45.5%</b>	<b>11</b>	<b>38.1%</b>	<b>9</b>
<b>9L</b>	<b>37.3%</b>	<b>16</b>	<b>33.1%</b>	<b>16</b>	<b>37.7%</b>	<b>20</b>	<b>48.3%</b>	<b>14</b>
<b>9H</b>	<b>57.0%</b>	<b>11</b>	<b>59.9%</b>	<b>14</b>	<b>59.3%</b>	<b>15</b>	<b>41.2%</b>	<b>8</b>
<b>10B</b>	<b>60.0%</b>	<b>7</b>	<b>56.0%</b>	<b>8</b>	<b>53.3%</b>	<b>8</b>	<b>57.7%</b>	<b>7</b>
<b>10H</b>	<b>55.0%</b>	<b>7</b>	<b>62.1%</b>	<b>7</b>	<b>63.2%</b>	<b>9</b>	<b>58.2%</b>	<b>12</b>
<b>10L</b>	<b>46.8%</b>	<b>13</b>	<b>44.0%</b>	<b>18</b>	<b>44.0%</b>	<b>16</b>	<b>45.7%</b>	<b>13</b>

10M	69.9%	7	70.6%	7	69.5%	6	62.6%	11
11B	46.6%	10	49.7%	10	49.1%	10	47.7%	11
11H	61.2%	7	59.3%	7	56.6%	7	53.8%	7
11L	43.7%	12	41.4%	14	39.7%	14	42.0%	20
11M	58.9%	5	55.2%	8	64.3%	9	63.1%	14
L1L	37.3%	11	39.6%	12	30.5%	12	38.3%	11
PA (<90%)	86.0%	154	84.0%	163	83.9%	209	85.3%	214
PA (<80%)	73.7%	132	75.3%	146	70.3%	175	71.3%	179

Attendance figures for 2024/25 (Cumulative)	HT3		HT4	
	%	Number on Roll	%	Number on Roll
Whole School	56.0%	180	55.5%	199
Boys	58.4%	117	58.2%	131
Girls	51.6%	63	50.6%	68
PP	53.9%	117	53.3%	130
CIOC	52.1%	14	54.1%	16
EHCP	57.2%	28	57.5%	31
Primary	78.8%	31	78.7%	35
Lambeth	46.9%	58	44.6%	63
Hawthorn	63.7%	66	62.7%	76
Hub	31.4%	16	32.8%	16
Year 1	59.5%	2	71.4%	3
Year 2	96.7%	3	96.4%	3
Year 3	84.3%	5	81.9%	7
Year 4	91.0%	8	92.3%	8
Year 5	49.4%	6	53.3%	7
Year 6	76.8%	8	74.5%	10
Year 7	32.6%	6	31.0%	6
Year 8	64.3%	16	62.0%	20
Year 9	49.0%	25	48.7%	29
Year 10	45.8%	49	45.0%	54
Year 11	56.5%	52	56.0%	52
Diamond	85.6%	3	85.6%	3
Emerald	71.3%	13	72.8%	13
Ruby	88.7%	8	88.8%	10
Sapphire	79.3%	7	76.0%	9
7/8H	54.8%	13	55.8%	16
8L	67.2%	7	59.8%	9
9B	32.7%	5	33.8%	5
9L	71.4%	4	71.4%	5
9H	70.8%	8	60.8%	11
10B	44.8%	10	34.5%	10
10H	71.3%	6	73.4%	9
10L	27.3%	14	28.7%	16
10M	65.2%	8	63.9%	9

<b>11B</b>	<b>65.1%</b>	<b>8</b>	<b>61.3%</b>	<b>7</b>
<b>11H</b>	<b>81.5%</b>	<b>11</b>	<b>81.1%</b>	<b>10</b>
<b>11L</b>	<b>51.3%</b>	<b>10</b>	<b>50.8%</b>	<b>11</b>
<b>11M</b>	<b>48.4%</b>	<b>13</b>	<b>49.7%</b>	<b>14</b>
<b>L1L</b>	<b>60.8%</b>	<b>7</b>	<b>61.4%</b>	<b>7</b>
<b>Persistent Absences (&lt;90%)</b>	<b>76.3%</b>	<b>119</b>	<b>79.9%</b>	<b>135</b>
<b>Persistent Absences (&lt;80%)</b>	<b>64.1%</b>	<b>100</b>	<b>69.8%</b>	<b>118</b>