

Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Bellerive FCJ Catholic College
Number of pupils in school	814 (Y7-11)
Proportion (%) of pupil premium eligible pupils	34% (275 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Dec 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	H.Taylor
Pupil premium lead	P.McMenamin/H.Taylor
Governor / Trustee lead	B.Wallace

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£308 065
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£308 065

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to fulfil our duty and our FCJ mission to provide equal opportunities for all students irrespective of backgrounds or experiences. This involves creating a level playing field for students so that all can access the curriculum and achieve their personal best.

Our intent is for our Disadvantaged pupils to

- achieve in line with their non-disadvantaged peers nationally
- to have high aspirations and ambition
- to be confident young women who are able to articulate their ideas and opinions
- to participate in a range of extra curricular activities
- to broaden their knowledge and experiences of the world around them

Our pupil premium strategy plan uses the EEF 3 tiered approach to provide additional support in the following ways:

1. Teaching:

- All staff embed FIRST CLASS approach in day to day teaching
- Progress of Disadvantaged pupils is a focus for all staff
- Assessment and therapy processes across the curriculum, including in Reading, effectively identify and address gaps in knowledge, allowing for early intervention in particular where education has been hindered most due to the pandemic or otherwise
- High quality teaching is at the heart of our approach with a focus on recall and retention resulting in pupils knowing and remembering more, benefiting all pupils
- Coaching triads were introduced in 2021-22 to increase the opportunities for staff to share and develop good practice and we continue to provide frequent opportunities for staff to share good practice; developing oracy has been a key focus for our disadvantaged students
- Staff CPD continues to be a priority in areas where we recognise it will have the greatest impact on teaching and learning and ultimately pupil progress, particularly for the disadvantaged
- KS4 pupils benefit from smaller classes in Maths, where gaps in attainment have been evident in historical data; additional 7th set put in place Sept 2021

2. Targeted Academic Support:

- In-house academic mentoring programme for Y11 Disadvantaged pupils promotes effective independent learning, supports and monitors progress towards SMART targets each week
- Pastoral mentoring initiative to be embedded across Y7-11 with a focus on Disadvantaged pupils
- Small group or individual weekly tuition sessions in Eng or Maths for targeted KS4 Dis pupils through the NTP. Action tuition used in 2021-22 & 2022-23, Bellerive staff will be used in 2023-24.

- At least 80% of all intervention initiatives are directed at Disadvantaged or Vulnerable pupils; at least termly meetings with key staff ensures that targeted individuals receive any appropriate intervention
- HLTA employed in 2022-23 specifically to deliver early intervention and small group Eng & Maths tuition at KS3, eventually reducing intervention needed at KS4.

3. Wider Strategies:

- Disadvantaged pupils are prioritised for careers and curriculum pathway support, and actively encouraged in the uptake of EBacc subjects
- Opportunities are sought to raise aspirations of Disadvantaged pupils through participation in Brilliant Club, Girls Network, Liverpool Aspire or similar
- Disadvantaged pupils are actively encouraged to participate in extra curricula activities; attendance is monitored and student voice sought to determine and address any barriers that prevent or hinder attendance at such activities.
- Attendance of disadvantaged students continues to be monitored closely; our expectation is that attendance for all is 97% or above and initiatives are put in place to highlight the importance of good attendance for all
- Promote positive mental health and well being through various strategies including HWB days, yoga and mindfulness/meditation sessions
- Increased opportunities for parental engagement in school life and improved attendance at key events including Parents Evening, parental workshops, online information sessions and coffee mornings.
- Dis pupils are provided with digital devices, equipment and revision guides to support independent learning and ensure that independent study is not hindered by financial barriers
- Educational trips are funded for Dis pupils to ensure they benefit from the same school opportunities and experiences as their peers
- Peer mentoring and 'buddy systems' in place to support pupils via the 6th form Enrichment programmes and other school initiatives
- All pupils, including those who are Dis, benefited from our 'Free Bagels for all' at brektime during 2022-23 (unable to continue in 2023-24)

Challenges

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

Challenge number	Detail of challenge
1	KS2/CATs data shows that there has been an increased number of pupils working below age related expectations in Reading and Maths on entry, with a significantly higher proportion of these pupils being disadvantaged than non-disadvantaged
2	Assessments across KS3 & 4 show that the progress of many of our disadvantaged pupils has been significantly impacted by the effects of the pandemic to a greater extent than for other pupils, resulting in gaps in knowledge and some pupils falling further behind age related expectations (these findings are supported by several national studies).
3	Uptake of EBacc subjects at KS4 is historically lower for Dis pupils than Non Dis, particularly in Languages. Significant gap in the proportion of pupils entered for EBacc measure; gap was in excess of 20% in 2023, current Y11 (2024 cohort) however has less than 5% gap but whole school figure is only 29% EBacc
4	Attendance figures for Disadvantaged pupils historically show that attendance deteriorates as pupils progress through the school and the gap between Dis and Non-Dis attendance figures widens from Y7 to Y11, however recent figures show improvements; current (Dec 2023) Y7 attendance gap is -1.1 and Y11 gap is -1.3. Attendance figures for Dis range from 92.9% in Y7 (Non Dis = 94.0%) to 84.5% in Y10 (Non Dis = 92.5%). A higher proportion of Dis pupils are persistent absentees than Non-Dis (currently 30% of Dis cohort are PA compared to 20% of Non-Dis). Poor attendance rates for many Dis pupils has an evident negative impact on progress and attainment.
5	Proportion of pupils in need of emotional and social support, including those with anxiety and mental health issues, has increased significantly since the pandemic. These additional challenges can have a particularly negative affect on the progress and attainment of our Dis pupils
6	Observations and pupil surveys suggest that Dis pupils do not have the same wider personal development opportunities and social experiences outside of school as their Non-Dis peers, often resulting in lower aspirations. Study culture outside of school is weak for many Dis students meaning some do not have access to the same positive study environment and support as their peers. Pupils need access to excellent careers advice to gives them the knowledge and confidence to retain high levels of ambition

7	Observations suggest our Dis students struggle with articulating their ideas orally and their overall oracy skills during lessons are often less secure than those of Non-Dis students.
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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
Attainment gaps at KS3 are closing as a result of effective early intervention in Reading, English and Maths	<p>KS3 pupils who arrived below age related expectations receive high quality intervention support in Reading, English and Maths.</p> <p>Reading ages and assessment scores will show gaps are closing for targeted pupils.</p> <p>Teachers across all subjects will recognise the improvements in each individual's literacy and numeracy which will impact on overall achievement in all subjects.</p>
Improved outcomes at KS4 for disadvantaged pupils including increased number of pupils achieving the EBacc measure.	<p>P8 score for Disadvantaged students is positive or at least classified as 'broadly average' within confidence limits.</p> <p>Increased number of Dis pupils are entered for the EBacc measure so that figures are at least in line with school Non Dis figure.</p> <p>EBacc APS for Dis pupils is in line with Non Dis.</p>
Sustained improved attendance figures for Dis pupils	<p>Dis attendance figures meet Gov expectation of 95% throughout Y7-11. Proportion of Dis Persistent Absentees is reduced to be at least in line with Non-Dis figures.</p> <p>Whole school attendance strategies and reward systems embedded.</p>
Sustained improved wellbeing for all pupils, including those who are disadvantaged.	<p>Reduction in number of Dis pupils referred to school counsellor or additional social and emotional support interventions.</p> <p>Activities/opportunities to promote positive mental health embedded into school calendar</p>

	<p>Pupil voice/mental health surveys reflect less Dis students with concerns.</p> <p>Dis pupils and their parents engage in any offers of support</p> <p>Dis pupils attend extra curricula activities in line with Non-Dis peers</p>
<p>Dis pupils have high aspirations which are at least in line with that of their peers; they have access to, and make effective use of, quality careers advice and actively engage with activities to widen their personal development further.</p>	<p>Destination data shows Dis pupils are successful in securing appropriate places at the next stages of their education/employment.</p> <p>Pupil voice/discussions show Dis pupils are well informed on career and educational pathways and have the knowledge, confidence and ambition to achieve success</p> <p>Work experience placements are carefully selected to ensure Disadvantaged are offered placements which will assist in raising aspirations</p> <p>Dis pupils are actively involved in appropriate programmes including Brilliant Club, Girls Network and Raising Opportunities to help improve aspirations.</p> <p>Dis pupils benefit from Study skills sessions which are delivered to all key examination groups</p> <p>Dis pupils are provided with the appropriate equipment (laptops, study guide) needed to support independent study to ensure financial barriers do not hinder success.</p>
<p>Dis pupils willingly and confidently articulate ideas and opinions in lessons and actively participate in activities to develop oracy skills</p>	<p>Observations reflect increased oracy opportunities across all lessons.</p> <p>Increased opportunities/uptake for Dis pupils in terms of involvement in class assembly, school liturgy, debate mate and other public speaking situations.</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: £ 45 000

Activity	Evidence that supports this approach	Challenge number(s) addressed	R/A/G (2023-24)
Additional set in KS4 Maths reduces class sizes and allows for high quality teaching, resulting in a higher proportion of pupils entered for Higher level Maths.	Reducing class size has positive impacts of +2 month, on average. Smaller classes impact upon learning, allowing teachers to have higher quality interactions with pupils, allowing increased flexibility for organising learners and the quality and quantity of feedback the pupils receive Reducing Class Size EEF	2	
Additional set in Y7 & Y8 Maths reduces class sizes and allows for additional support for those pupils arriving below ARE at KS2, addressing identified areas of weakness	Reducing class size has positive impacts of +2 month, on average. Smaller classes impact upon learning, allowing teachers to have higher quality interactions with pupils, allowing increased flexibility for organising learners and the quality and quantity of feedback the pupils receive Reducing Class Size EEF	2	
Subscribe to Sparx Maths to assist in differentiating homework activities and allow staff to more easily identify and address any gaps in knowledge or misconceptions	Outcomes/progress in Maths continues to be a whole school focus (see 2023 examination results).	2	
Embedding of recall and retention strategies through CPD activities.	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)	1 & 2	

	Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF		
Increase Oracy opportunities inside and outside of lessons; funding of trips and pupil activities including Debate Mate	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum Oral Language Interventions EEF	7	

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

Budgeted cost: £ 125 000

Activity	Evidence that supports this approach	Challenge number(s) addressed	R/A/G (2023-24)
Key staff to work with targeted group of KS4 pupils in Eng, Maths or Science providing weekly tuition	Small group tuition has an average impact of four months' additional progress over the course of a year . Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Small group tuition Toolkit Strand Education Endowment Foundation EEF Improving Literacy in Secondary Schools Pupil voice from previous years shows that pupils have found this approach beneficial to their progress in these Core subject areas	2	
Accelerated Reading support programme embedded to improve reading ages of those identified as below ARE. Use of Sparx reading programme to be trialled with a cohort to	Reading comprehension strategies are high impact on average (+6 months). Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	1 & 2	

improve Reading for Pleasure			
Additional intervention/one to one support for pupils who require an adapted curriculum through effective use of key staff	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	2	

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

Budgeted cost: £ 140 000

Activity	Evidence that supports this approach	Challenge number(s) addressed	R/A/G (2023-24)
Attendance officer and Family Liaison Officer continues to work with Dis pupils and families to improve attendance. Whole school attendance initiatives and rewards embedded. Additional support bought in from EWO Subscription to Classcharts Attendance & Communications modules to improve school attendance procedures, communications with parents and to support rigorous weekly monitoring of attendance data compared with National figures	National studies and school data shows that poor attendance has a negative impact on progress and attainment. DfE research (2012) on improving attendance at school found that: Of pupils with absence over 50% , only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C See also principles of good practice set out in DfE's Improving School Attendance advice.	4	
Pastoral Support Mentor/School Chaplain to provide one to one support session for targeted pupils as well as small group sessions to improve self esteem and	EIF's report on adolescent mental health found good evidence that interventions which support young people's social and emotional skills and can reduce symptoms of anxiety and depression:	5	

confidence through delivering the SUMO programme.	Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)		
Provide additional support for pupils experiencing social, emotional or mental health issues through School Counsellor, Family Liaison Officer and Safeguarding Officer	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social-and-emotional-learning EEF	5	
Engage in external programmes such as the LFC ASSIST Peer Ambassadors programme and National Therapy Dog visits to promote positive mental health	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social-and-emotional-learning EEF	5	
Embed Parental support programme which provides regular opportunities for parents to attend, support and actively participate in aspects of school life	Parental attendance at school events, including Parents evenings, shows a lower proportion of Dis parents in attendance	6	
Provide pupils with the necessary study guides and digital devices to support their independent study	School led Pupil surveys highlight the high proportion of our Dis pupils that do not have access to digital devices or Study Guides/Revision aids to support their independent learning. Providing these materials for those who need them, mean that these pupils are not disadvantaged due to financial barriers.	6	
Increase aspiration and extra curricular opportunities which broaden horizons and develop skills	Although research suggests that different socioeconomic groups have similar levels of aspiration for their future outcomes, aspiration interventions with an academic component can be effective. Aspiration Interventions EEF School Pupil voice and feedback from those who have participated in initiatives such as the Brilliant Club and Aspire has been exceptionally positive,	6	

	<p>giving pupils the confidence to access the most competitive universities and career pathways. Other extra-curricular activities, such as sport and instrumental lessons, have also been shown to promote wellbeing and concentration</p> <p>Trips to universities and personalised careers advice are also shown to raise aspirations and increase motivation.</p>		
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Total budgeted cost: £ 310 000

Part B: Review of outcomes in the previous academic year (completed HT Dec 2023)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Teaching priorities for 2022-23

Activity	Review (Dec 2023)
<p>Additional set in KS4 Maths reduces class sizes and allows for high quality teaching, resulting in a higher proportion of pupils entered for Higher level Maths.</p>	<p>7 Maths sets in Y10 and Y11 sustaining a reduced average KS4 Ma class size than previous years.</p> <p>Sustained increase in proportion of pupils entered for Higher 2022-23 = 46% (2021-22 = 48%, 2020-21 = 40%)</p> <p>8 Maths Sets in Y7 2022-23 (PAN increased from 150 to 180).</p> <p>Maths results in 2023 remain in line with National at 4+ but are below National at 5+, but in line with Liverpool LA figures.</p> <p>Pupil progress in Maths continues to be a whole school focus in 2023-24</p>
<p>Embedding of recall and retention strategies through CPD activities and Coaching Triads.</p> <p>This will involve ongoing teacher training, support and release time.</p>	<p>Coaching Triads programme originally introduced Jan 2022 continued through 2022-23. Time dedicated to allow triads to participate in observations and coaching conversations.</p> <p>Recall and retention strategies evident in lesson observations and book scrutinies.</p> <p>School assessment model follows 'curriculum progression model' and ensures prior knowledge as well as 'new' knowledge is assessed.</p> <p>Sharing of good practice, including recall and retention strategies happens frequently at whole staff briefing/meetings and in allocated dept time.</p>
<p>Increase Oracy opportunities inside and outside of lessons; fund staff training/CPD</p>	<p>Debate Mate Club has continued to run effectively throughout 2022-23, improving pupils' confidence, resilience and the ability to formulate arguments quickly and coherently. Pupils</p>

opportunities and funding of trips and pupil activities including Debate Mate	participated in a range of Debate Mate activities including a competition at Liverpool John Moore's University in April 2023. Staff continue to promote Oracy opportunities for Dis pupils in lessons, through presenting in assemblies and otherwise.
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Targeted academic support for 2022-23

Activity	Review (Dec 2023)
HLTA provides Eng/Ma KS3 intervention (new HLTA appointed Sept 22)	HLTA provided 23 hrs per week Eng, Ma, Reading tuition for up to 18 pupils in each of Y7,8 & 9 throughout 2022-23. Pupil feedback was positive, but impact is difficult to measure. Alternative programmes considered for 2023-24.
Action Tutoring work with targeted group of Y10 & 11 pupils in Eng or Maths providing weekly tuition	Action Tutoring in place as of Oct 22. Y11 students engaged in the full programme (Oct - June) receiving 1 hr tuition per week in Eng or Ma. Pupil feedback was positive. School Led Academic Mentoring Programme was in place for 20 Y11 Dis students, which had a positive impact on those involved.
Targeted Reading support programme embedded to improve reading ages of those identified as below ARE	HLTA & Librarian continued to deliver Reading intervention programme to identified pupils throughout 2022-23. Annual NGRT tests continue to assist in monitoring of progress and identifying new cohorts. Change in staff delivering Reading Intervention programme and Reading Intervention co-ordinator, SENCO means new staff need to be trained to deliver the agreed Reading Intervention programme for 23-24.

Wider strategies for 2022-23

Activity	Review (Dec 2023)
Attendance officer/Family Liaison Officer continues to work with Dis pupils and families to improve attendance. Whole school attendance initiatives and rewards embedded/. Purchase of Classcharts & Communications modules to improve school attendance procedures, communications with	Attendance officer worked with Dis families of Y7-11 PA pupils to improve attendance. FFT Nat FSM attendance fig for 22-23 = 85.5% Bellerive FSM attendance fig 22-23 = 89.8% FFT Nat All attendance fig 22-23 = 90.5% Bellerive All attendance fig 22-23 = 92.3% Bellerive school gap (FSM vs Non FSM) 22-23 = -3.6% (2021-22 school gap = -5.3%) NatFFT gap 22-23 = -7.2% Attendance rewards were put in place both termly and more frequently Attendance continues to be a whole school priority for 23-24, particularly for Dis students

<p>parents and to support rigorous weekly monitoring of attendance data and how it compares with FFT National figures</p> <p>Create a safe, supervised space (R&R room) for those pupils who need re-integration after a significant period of absence or for those who have a genuine need for respite due to mental health, anxiety or other medical issues and are struggling to cope in a 'normal' classroom environment 5 periods per day/25 periods per week.</p>	
<p>Provide additional support for pupils experiencing social, emotional or mental health issues through School Counsellor, Family Liaison Officer and Pastoral Support Mentor (appointed Sept 2022).</p> <p>Pastoral Support Mentor to provide one to one support session for targeted pupils as well as small group sessions to improve self esteem and confidence through delivering the React programme.</p>	<p>Family support officer and school counsellor worked with a significant number of DIS & Vulnerable pupils.</p> <p>Health & Well Being Days ran during Spring/Summer term with many external companies delivering sessions linked to key Mental Health & Well Being Issues.</p> <p>Pastoral Support Mentor employed as of Sept 22 to provide additional support had significant absence during the Autumn/Spring term and left in the Spring term.</p>
<p>Provide pupils with the necessary study guides and digital devices to</p>	<p>All Dis Y7 & Y12 pupils offered a school laptop. Y8 – 13 pupils retained laptops from previous year.</p> <p>Total of 200 laptops provided for pupils in Y7-13.</p> <p>Sci Calculators provided for any Dis pupil without.</p>

support their independent study	<p>KS4 Revision guides provided for all Dis pupils.</p> <p>Thesaurus/Dictionary provided for all Y7 Dis pupils below ARE in Eng.</p> <p>Ma CGP Targeted workbooks provided for all Y7 Dis pupils below ARE in Maths</p>
Increase aspiration and extra curricular opportunities which broaden horizons and develop skills	<p>In response to pupil surveys new extra curricular activities introduced in 22-23 including Home Languages Club, Social Justice group, Cultural Capital Art Club, Quiz Society (General Knowledge Quizzes) , Minecraft Club, Cryptography club, Performing Arts Ambassadors and Musical Theatre Club.</p> <p>Selected cohort from Y12/13 worked with Girls Network and Aspire.</p> <p>Brilliant Club worked with a small cohort throughout the summer term.</p> <p>New 6th form Enrichment programme provided opportunities for extra curricular activities such as visiting the Tate, Central Library, Local University events, etc</p> <p>Cultural Capital workbooks produced to promote cultural visits and provide 'free' activities throughout the summer holidays for Y6/Y7 cohorts.</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
Action Tutoring	NTP
Connexus Tutoring	NTP

Further information (optional)

- All staff embed FIRST CLASS approach in day to day teaching:
 - F**irst – Disadvantaged are FIRST marked, FIRST asked, FIRST checked
 - I**dentified – in seating plans, trackers, meetings, for additional resources
 - R**elentlessly challenged – through questioning, verbal feedback, targets
 - S**eated strategically – through peer selection and position
 - T**alked to – in and after lessons, on corridors, break time, calls home
 - C**hallenge – keep the most able students engaged by ensuring that work is sufficiently demanding and involves them learning new things every lesson
 - L**ink – set tasks that develop students’ ability to synthesise information from different parts of the syllabus and curriculum
 - A**pply – build in opportunities to deepen understanding through tasks that require students to relate their learning to real-life situations
 - S**tretch – finding something hard doesn’t mean a limit has been reached. Students grappling to master established skills and to develop new ones, encouraging them to always go further
 - S**upport – learning should be hard and even the most able need encouragement and guidance through skilful questioning that facilitates and deepens understanding
- Any new staff have a scheduled induction session on our whole school First Class approach and our commitment to ensuring ‘Disadvantaged’ pupils achieve as well as their peers, delivered by PP Lead.
- GL assessments are used on entry to help identify target groups, particularly in reading.
- NGRT Reading tests are sat annually to monitor progress in reading.
- Since offering 3 options to our KS4 pupils we have seen an increase in the number of pupils studying the EBacc subjects (apart from 2023 cohort which was impacted by COVID). However the proportion of Disadvantaged pupils entered for the EBacc measure has still been lower than Non-Dis and National All in previous years.
26% of our 2024 Dis cohort (current Y11) are entered for EBacc, compared to 30% of Non Dis. SLT will continue to host ‘Option Guidance’ meetings which have been successful in recent year, with individual DIS pupils to actively encourage and promote the EBacc subjects
% of DIS pupils entered for EBacc Measure in 2019=10%, 2020=23%, 2021=30%, 2022 = 38%, 2023= 9% (COVID impacted Option choices/processes).