

Pupil premium strategy statement – Featherstone High School

This statement details our school's use of pupil 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.

School overview

Detail	Data
Number of pupils in school	1754
Proportion (%) of pupil premium eligible pupils	502 (28.6%)
Academic year/years that our current pupil premium strategy plan covers	2025 → 2026
Date this statement was published	19 th December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Nathan Walters
Pupil premium lead	Kamal Thacker
Governor / Trustee lead	Sarah Johnson Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£539,650 £1,075 per pupil (April 25 → March 26)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£539,650

Part A: Pupil premium strategy plan

Statement of intent

At Featherstone High School it is our intention to ensure that all our pupils, whether or not they are from disadvantaged backgrounds ultimately attain the best possible outcomes for the 8 qualifications across the broad curriculum for which they are entered at age 16.

We have a proud history of making very good progress in supporting our disadvantaged cohort (including the high attainers) in closing the gap in achievement. In the first year of examinations after the COVID pandemic in 2022 the average attainment 8 for the 31% that were disadvantaged was 5.5 (with a progress 8 score of 1.05) equal to the 5.5 for other pupils (with a progress 8 score of 1.15). In 2023 the average attainment 8 for the disadvantaged cohort was 5.0 (compared to 5.1) and in 2024 the average attainment 8 for the disadvantaged cohort was 4.84 (compared to 5.2) illustrating a gap recently opening. The gap remained in place in 2025.

The school's ultimate objective remains to close the attainment / progress gap that had opened between the disadvantaged and non -disadvantaged after the pandemic since 2023.

Exam year	cohort Disadvantaged	cohort non Disadvantaged	% Disadvantaged	A8 Disadvantaged	A8 non Disadvantaged	Difference in A8	P8 Disadvantaged	P8 Non-Disadvantaged	Difference in P8
2017	100	136	42%	5.2	5.2	0	0.77	0.9	-0.13
2018	98	134	42%	5	5.3	-0.3	0.48	0.96	-0.48
2019	78	163	32%	5.2	5.3	-0.1	0.99	0.95	+0.04
2020	85	151	36%	5.3	5.5	-0.2	0.47	0.86	-0.39
2021	52	211	20%	4.9	5.5	-0.6	0.12	0.74	-0.62
2022	81	178	31%	5.5	5.5	0	1.05	1.15	-0.1
2023	68	200	25%	5.0	5.1	-0.1	0.74	0.88	-0.14
2024	75	198	28%	4.84	5.2	-0.36	0.38	0.69	-0.31
2025	88	186	32%	4.6	5.0	-0.4	0.46*	0.60*	-0.14*

While the principal focus of our strategy remains to support the disadvantaged cohort we will support all vulnerable students including those supported by social services and Looked After Children. Clearly, high quality whole class teaching equally benefits those who are not disadvantaged.

Our long- term recovery strategy uses the diagnosis, therapy and testing approach so that targeted support can be provided, for example, through additional provision timetabled after the school day for the pupils with the widest gaps in their learning. This support is made available to all pupils including non-disadvantaged pupils who have fallen behind as it is based on identified individual needs. Beginning this year with Years 11 to 13, after school “catch up” has been introduced to support pupils with absences with gaps in their sequences of learning. After school assessment has also been implemented for Years 12 and 13.

To refine and improve our approach, we will maintain a relentless whole school focus on everyone working together to meet the needs of the disadvantaged as they make up more than ¼ of the cohort – living up to our motto “together we achieve!”

Challenges

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

Challenge number	Detail of challenge				
1	Since 2024 the 9 → 4 English attainment of Year 11 disadvantaged pupils has been consistently lower than for non-disadvantaged pupils:				
	Year	English	Disadvantaged	Non-disadvantaged	Difference
	2025	English Language	65%	72%	-7%
		English Lit.	70%	81%	-11%
	2024	English Language	75%	81%	-6%
		English Lit.	86%	87%	-1%
	2023	English Language	81%	78%	+3%
		English Lit.	84%	83%	+1%
	2022	English Language	85%	81%	+4%
		English Lit.	89%	84%	+5%
	2021	English Language	78%	81%	-3%
		English Lit.	83%	88%	-5%
	2020	English Language	81%	88%	-7%
		English Lit.	86%	88%	-2%
	2019	English Language	73%	81%	-8%
		English Lit.	84%	86%	-2%

	For the first time, in 2022 and then again in 2023 the disadvantaged cohort out- performed the non-disadvantaged cohort. However, this was not sustained after 2024.																																																								
2	<p>As with English, there was a significant gap in the 9 → 4 maths attainment for Year 11 disadvantaged pupils compared to non-disadvantaged pupils. This gap was reduced in 2025 compared to 2024:</p> <table><tr><th>Year</th><th>Disadvantaged</th><th>Non-disadvantaged</th><th>Difference</th></tr><tr><td>2025</td><td>68%</td><td>74%</td><td>-6%</td></tr><tr><td>2024</td><td>73%</td><td>82%</td><td>-9%</td></tr><tr><td>2023</td><td>74%</td><td>77%</td><td>-3%</td></tr><tr><td>2022</td><td>81%</td><td>84%</td><td>-3%</td></tr><tr><td>2021</td><td>73%</td><td>87%</td><td>-14%</td></tr><tr><td>2020</td><td>79%</td><td>87%</td><td>-8%</td></tr><tr><td>2019</td><td>76%</td><td>85%</td><td>-9%</td></tr></table>	Year	Disadvantaged	Non-disadvantaged	Difference	2025	68%	74%	-6%	2024	73%	82%	-9%	2023	74%	77%	-3%	2022	81%	84%	-3%	2021	73%	87%	-14%	2020	79%	87%	-8%	2019	76%	85%	-9%																								
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4	<p>Significant gaps in suspensions are noted between the disadvantaged and non-disadvantaged pupils in 2025.</p> <table><tr><th>Year</th><th colspan="2">NPP</th><th colspan="2">PP</th><th>Gap</th><th colspan="2">Total</th></tr><tr><td>2021-2</td><td>62</td><td>4.71%</td><td>30</td><td>6.71%</td><td>-2.0%</td><td>92</td><td>5.22%</td></tr><tr><td>2022-3</td><td>65</td><td>4.75%</td><td>36</td><td>8.57%</td><td>-3.8%</td><td>101</td><td>5.65%</td></tr><tr><td>2023-4</td><td>77</td><td>6.08%</td><td>44</td><td>8.61%</td><td>-2.5%</td><td>121</td><td>6.8%</td></tr><tr><td>2024-5</td><td>55</td><td>4.42%</td><td>56</td><td>10.55%</td><td>-6.1%</td><td>111</td><td>6.25%</td></tr><tr><td>2025</td><td>21</td><td>1.68%</td><td>17</td><td>3.37%</td><td>-1.7%</td><td>38</td><td>2.17%</td></tr><tr><td>2021-5</td><td>280</td><td>4.35%</td><td>183</td><td>7.58%</td><td>-3.2%</td><td>463</td><td>5.23%</td></tr></table>	Year	NPP		PP		Gap	Total		2021-2	62	4.71%	30	6.71%	-2.0%	92	5.22%	2022-3	65	4.75%	36	8.57%	-3.8%	101	5.65%	2023-4	77	6.08%	44	8.61%	-2.5%	121	6.8%	2024-5	55	4.42%	56	10.55%	-6.1%	111	6.25%	2025	21	1.68%	17	3.37%	-1.7%	38	2.17%	2021-5	280	4.35%	183	7.58%	-3.2%	463	5.23%
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5	Data shows the attendance of disadvantaged pupils continues to be lower than that for non-disadvantaged pupils:			
		Disadvantaged	Non- Disadvantaged	Difference
	2019 → 2020	95.8%	96.9%	-1.1%
	2020 → 2021	89.0%	92.6%	-3.6%
	2021 → 2022	92.7%	94.2%	-1.5%
	2022 → 2023	92.0%	93.7%	-1.7%
	2023 → 2024	94.0%	94.7%	-0.7%
	2024 → 2025	93.3%	94.9%	-1.6%
	Autumn 2025	93.4%	95.4%	-2.1%
6	The Pastoral and Social Inclusion teams have reported a noticeable rise in stress and anxiety in pupils.			

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
Improve level of attainment / progress of disadvantaged pupils to match the attainment / progress of non-disadvantaged pupils across a broad and balanced curriculum.	By the end of the three -year plan in 2025/26 the gap in attainment and progress between the disadvantaged pupils and non-disadvantaged pupils will continue to be bridged. We expect 85% / 90% of disadvantaged pupils to meet FFT20 equivalent expectations across the curriculum.
Improve the reading, writing, oracy and numeracy skills of the disadvantaged, so that they are equal to the non-disadvantaged pupils including those with SEND, EAL and medical needs.	Assessment of the reading, writing, oracy and numeracy skills of the disadvantaged cohort will show an improvement that reduces the gap with the non-disadvantaged cohort by the end of 2026. That disadvantaged pupils are able, to attempt and complete their class and home learning at the same rate of completion as non-disadvantaged pupils as evidenced by records on SIMS. Evidence from learning walks and book scrutiny should illustrate improvement in the acquisition of these skills by disadvantaged pupils.
To improve the well- being of all of our pupils including the disadvantaged. To include access to a wide range of extra-	As evidenced by pupil voice surveys and the increased participation of disadvantaged pupils in extra-curricular,

curricular activities to develop pupils' cultural capital.	<p>enrichment and careers -based activities (quantified).</p> <p>Reduction in the level of support being asked of the Social Inclusion Team with anxiety concerns.</p> <p>The gap in the rate of attendance for the disadvantaged cohort to be reduced compared to that of the non-disadvantaged.</p> <p>The destinations of disadvantaged pupils show equivalence to those of non-disadvantaged pupils.</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Conduct knowledge gap analyses – standardised diagnostic tests to be periodically completed including NGRT/ST tests (literacy)</p> <p>£3,000</p>	<p>Provide evidence into pupils' strengths and weaknesses and identify correct level and nature of interventions</p> <p>Standardised tests (EEF)</p>	1 → 5
<p>1) Timetable additional class for English 7SYC x 14 periods per fortnight</p> <p>£50 x 14 periods x 19 fortnights =</p> <p>£13,300</p>	<p>Planned and sustained structural changes within the package of implementation strategies (EEF)</p> <p>Includes Recruitment costs</p> <p><u>Teaching of disciplinary literacy:</u></p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</u></p>	1

	<p>“Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.”</p> <p>“Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.”</p> <p>“Developing students’ ability to read complex and academic texts – Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.”</p> <p>“Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students’ understanding of ideas.”</p> <p>“High quality talk is typically well-structured and guided by teachers.”</p> <p>“Provide high quality literacy interventions for struggling students – Schools should expect and proactively plan to support pupils with the weakest levels of literacy, particularly in Year 7.”</p> <p>Developing teaching through mastery approaches</p>	
<p>2) Timetable additional class for maths 7SYC x 10 periods per fortnight £50 x 10 periods x 19 fortnights = £9,500</p>	<p>Includes Recruitment costs</p> <p>Improving Mathematics in Key Stages Two and Three: Evidence Review March 2018:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/improving-mathematics-in-key-stages-two-and-three/</p> <p>What is the evidence regarding the effect of using collaborative learning approaches in the teaching and learning of maths? Strength of evidence: HIGH</p> <p>To what extent does teaching thinking skills, metacognition and/or self -regulation improve mathematics learning? Strength of evidence (Thinking skills, metacognition and self-regulation): MEDIUM Strength of evidence (Working memory training): HIGH</p>	2

	What is the evidence regarding mastery learning in mathematics? Strength of evidence: MEDIUM	
3) Funding for Spanish and French theatre performances delivered by external providers (Onatti Productions Ltd) in school £1,000	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Foreign language learning and its impact on wider academic outcomes: A rapid evidence assessment EEF – July 2020: “In general approaches that are largely meaning oriented, provided rich, authentic and stimulating FL input for students, which increases the involvement load tends to be more successful.”	3
4) Funding for science week workshops £5000	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/science-ks3-ks4 <ol style="list-style-type: none"> 1. Pre-conceptions – build on the ideas that pupils bring to lessons 2. Modelling: use models to support understanding 3. Memory: support pupils to retain and retrieve knowledge 4. Practical work: use practical work purposefully and as part of a learning sequence 5. Language of science: develop scientific vocabulary and support pupils to read and write about science 6. Feedback: use structured feedback to move on pupils’ thinking https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/science September 2017 “Unfortunately, existing research on pupils’ attainment in science has consistently shown an uneven spread of scientific knowledge. There is a consistent link between pupils’ socio-economic status and their attainment and participation in science learning at school. Pupils who come from higher SES families are more likely to do well in science subjects that less advantaged pupils and to continue to study science after the age of 16 years, when it is no longer compulsory to do so.” “Bringing students into a science “place” e.g. university or a science museum “Bringing scientists or extra -curricular science activities into schools.”	3

<p>5) EAL induction support for pupils at stages A to B</p> <p>£50 x 12 x 19 = £11,400</p> <p>Twinkl EAL resources = £1800</p> <p>Subscription to Bedrock resources to promote literacy for EAL pupils in Year 7 at stage C £8000</p>	<p>EAL_and_educational_achievement__Prof_S_Strand.pdf</p> <p>EEF – January 2015</p> <p>“It is proficiency in the English language that is a major factor influencing the degree of support an individual student will require.....it is notable that recent arrival....and Black African ethnic groups are associated with much higher risks of low attainment for EAL students.”</p>	4
<p>6) Experience of work and contact with employers £30,000</p> <p>Funding for “Inspire” pre-GCSE programme Co-ordinator £3000</p> <p>Extended IAG support for pupils negotiated through Ealing Connexions £16,000</p> <p>New post-14 transitions process for introduction of FHS Baccalaureate £3300</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/employer-engagement-in-education</p> <p>Employer engagement in education to enhance young people’s understanding of jobs and careers</p> <p>Employer engagement in education to provide young people with knowledge and skills demanded by the contemporary labour market</p> <p>Employer engagement in education to provide young people with knowledge and skills demanded for successful school to work transitions</p> <p>Employer engagement in education to enrich education and underpin pupil attainment</p>	6
<p>7) R&R for a co-ordinator to support achievement of Gatsby benchmarks. £3500</p>	<p>Using a Distributive Leadership approach</p> <p>To lead training of ECTs and other professionals on the development of high quality cultural capital and “world views” within their lessons.</p>	6
<p>8) Appointing Associate Assistant</p>	<p>Using a Distributive leadership approach</p>	1,2,3

Head Teachers to reform assessment and reporting systems; and support whole school intervention £5,000	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/feedback-approaches https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attainment-measures-in-literacy-mathematics-and-science	
9) Whole school curriculum CPD every Wednesday week B & INSET days £12200	1. Whole school INSET on curriculum sequencing and planning 2. Whole school INSET on acquiring disciplinary literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1 → 4
10) Home learning club for SEND, EAL and disadvantaged cohort £4,000	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send 1. Create a positive and supportive environment for all pupils without exception 2. Build an ongoing, holistic understanding of your pupils and their needs – assess, plan, do review approach. 3. Ensure all pupils have access to high quality teaching Compliment high quality teaching with carefully selected small group and one to one interventions.	4
Teaching costs = £130,000		

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA & TA staffing costs for after school intervention support	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:	1 → 3

£20,000	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Targeted exam booster support for small groups of students provided through additional “alternative curriculum” after school sessions including support for LAC and other identified pupils. £15,400	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 → 4
Alternative Curriculum for Nurture Group for Year 10 68 periods X £50 X 19 fortnights = £64,600	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 → 4
Targeted Academic costs = £100,000		

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

Budgeted cost: £309,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidies for Calendared Thematic Weeks £54,000 and the Duke of Edinburgh Award £6,000 Support for cookery, food and nutrition	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment “Enrichment approaches can directly improve pupils’ attainment...” EEF	6

<p>£10,000</p> <p>Provision of free breakfast club</p> <p>£10000</p> <p>Additional Capacity for Learning mentor and attendance teams</p> <p>£80,000</p> <p>Rewards for pupils including trips funding</p> <p>£10,000</p> <p>Subsidy for educational visits</p> <p>£30,000</p> <p>Stationery, text books and revision guides for disadvantaged pupils</p> <p>£30,000</p>		
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	4
<p>Contingency</p> <p>£79,650</p>	<p>Ad hoc unplanned expenditure to support disadvantaged cohort</p>	1 → 6

Total budgeted cost: £539,650

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

EBacc entry in 2025 was very high at 100% The school remains committed to teaching an undiminished, broad and balanced curriculum and the EBacc provides just this type of curriculum:

Academic cohort / Year 11	Numbers following an EBacc. Curriculum	Percentage
2019	177 / 241	73%
2020	195 / 237	82%
2021	214 / 263	81%
2022	193 / 262	74%
2023	211 / 268	79%
2024	234 / 276	85%
2025	274 / 274	100%

The school had made very good progress in bridging the gap between the disadvantaged and the non-disadvantaged pupils in 2022 with an attainment 8 score of 5.5 for both cohorts (significantly above the national average). However, by 2024 a gap of -0.36 opened between the non-disadvantaged and disadvantaged. This gap grew to -0.4 in 2025.

Attendance figures also show a gap between both cohorts with the non-disadvantaged still have a better rate of attendance.

Year Group	Attendance – Disadvantaged				Attendance – Non-Disadvantaged			
	2021 - 2022	2022 – 2023	2023 – 2024	2024 - 2025	2021 - 2022	2022 – 2023	2023 – 2024	2024 - 2025
Year 7	94.76%	92.9%	95.0%	93.7%	96.03%	95.0%	95.7%	96.0%
Year 8	94.64%	94.0%	95.1%	92.7%	94.46%	94.7%	95.7%	95.0%
Year 9	91.95%	90.9%	94.3%	93.1%	94.98%	92.8%	95.6%	94.3%
Year 10	92.33%	89.6%	92.8%	92.6%	94.26%	92.8%	94.1%	94.8%
Year 11	78.12%	91.7%	92.0%	92.9%	80.93%	93.5%	93.6%	93.8%
Year 12	92.66%	92.2%	92.0%	78.7%	92.56%	93.5%	92.7%	79.3%

We also believe, that the effect of improving the enrichment opportunities through the calendared thematic weeks and the subsidy provided for disadvantaged pupils for educational visits etc. will continue to have a positive effect on pupil well- being and feelings of contentment; and this plan will continue to address those feelings over the academic year.