



## Disadvantage / Pupil Premium strategy statement

1. Summary information					
<b>School</b>	Highfields School				
<b>Academic Year</b>	2019/20	<b>Total Pupil Premium budget</b>	£198,220	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	1021 (not including 12/13)	<b>Number of pupils eligible</b>	237	<b>Date for next internal review of this strategy</b>	Jan 2020

1. Current attainment summer 2019		
	<i>Pupils eligible for PP at Highfields School 2019 (summer 2018 / 2017)</i>	<i>All pupils nationally (all state-funded schools) *</i>
<b>% achieving 9-4 English &amp; Maths</b>	48.4% (42.3% / 36.1%)	63.9%
<b>% achieving 9-5 English &amp; Maths</b>	29.0% (19.2% / 16.7%)	43.0%
<b>Progress 8 score average (SISRA estimate)</b>	-0.33 (-0.41 / -1.07)	-0.01
<b>Attainment 8 score average</b>	37.50 (34.72 / 30.18)	46.40
<b>EBacc Average Point Score</b>	3.15 (2.94 / N/A)	4.03

\*2019 national figures not available yet

## 2. Barriers to future attainment for students in receipt of disadvantage funding

### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

<b>A.</b>	<b>Literacy /academic vocabulary</b>  High levels of academic literacy are required for exam success in most subjects. This is particularly the case where there are substantial extended writing requirements. Here we tend to see disadvantaged students writing less, and with less accuracy. For examples English language: disadvantaged = ALPS 7 (5 2018), English literature disadvantaged = ALPS 6(7), history disadvantaged = ALPS 5(7), PRS disadvantaged = ALPS 8(7), science disadvantaged = 6/7/5 (6/6/7). Progress 8 for disadvantaged English = -0.46 (-0.33 2018). In most cases above disadv outperformed significantly by non disadv.
<b>B.</b>	<b>Approach to learning/ behaviour</b> <ul style="list-style-type: none"><li>• A significant number disadvantaged students have less effective approaches to learning in and out of lessons than non disadvantaged students (evidence= for example across year groups there is a significant gap in the 5R /ATL scores of disadvantaged vs non disadvantaged. Moreover, when measured in May 2019 average consequence points for disadvantaged were 41 and non disadvantaged 14)</li><li>• Disadvantaged students are more likely than non disadvantaged to be excluded because of their behaviour (evidence: around 12% of our disadvantaged cohort were fixed term excluded in 2018-19 compared to around 3% of the non disadvantaged cohort)</li></ul>
<b>C.</b>	<b>Engagement with school and wider school life</b> <ul style="list-style-type: none"><li>• Disadvantaged students are less likely to be involved in extracurricular opportunities (e.g. shows, trips, sports) than non disadvantaged so do not benefit from the full range of opportunities within school. This can limit personal development.</li></ul>
<b>D.</b>	<b>Revision and final examination preparation</b> <ul style="list-style-type: none"><li>• A significant number of disadvantaged students revise and prepare less effectively for examinations than non-disadvantaged peers. (evidence: exam outcomes, anecdotal/ student voice research summer 2019).</li></ul> <p>Exam outcomes were weakest amongst Disadvantaged middle prior attaining (MA) students in 2019. In the 2019 Y11 cohort there were 16 MA students. They had an average P8 of -0.64. There are 21 MA disadvantaged student in our current Y11 with a predicted P8 of -0.1 (Summer 2019 internal data). We have around 116 MA disadvantaged students in KS3 and 4. Our challenge is to ensure they are making at least the same progress as their non-disadvantaged peers .</p>

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Many disadvantaged students attend less than non disadvantaged (evidence: 2018-19 disadvantaged attendance 90.8%, non disadv 94.9%, 25% of disadv cohort= persistent absentees, 8.4% non disadv). This has a major impact on progress over time</li> </ul>
F.	<p><b>Family engagement and aspiration</b></p> <ul style="list-style-type: none"> <li>A significant number of disadvantaged families engage less with school (e.g. through attendance at parents' evenings/ revision evenings) than non disadvantaged families (evidence: staff feedback and attendance registers at evening events)</li> </ul>

<b>3. Outcomes 2019-20</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p><b>Literacy ( academic vocabulary) will improve, contributing to stronger learning and outcomes for disadvantaged students</b></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Accelerated Reader for all Y7 and 8</li> <li>Literacy intervention groups – using inference strategies</li> <li>Explicit teaching of academic vocabulary and scaffolding of extended writing</li> </ul>	<p>Disadvantaged / non disadvantaged gap will close between reading ages in Y7/8.</p> <p>In September 2019 9 disadvantaged students (43% of disadvantaged cohort) in Y8 were 'below benchmark' in STAR reading tests (compared to 22% of all students). We aim to reduce the number 'below benchmark' to 4 students through Y8 (20%)</p> <p>In September 2019 12 disadvantaged students (52% of disadvantaged cohort) in Y7 were 'below benchmark' in STAR reading tests (compared to 29% of all students). We aim to reduce the number 'below benchmark' to 6 students through Y8 (26%)</p> <p>As a result of improved academic literacy disadvantaged students will do better across the curriculum, notably in heavily literacy based subjects including Eng, History, PRS, Geography science, esp in GCSE (ref ALPS 2020)</p>
B.	<p><b>Approach to learning/ behaviour will improve for disadvantaged students</b></p>	<p>Gap between average approach to learning grade on profiles of disadvantaged vs non disadvantaged will close. Ave ATL grade for disadvantaged students will be 2.5 or above.</p>

	<p>Strategies:</p> <p>Linked to PP Champion Project – mentoring of identified key students</p> <p>Monitoring of AtL grades, consequences and FTEs with appropriate intervention</p> <p>Key focus of Year manager role – highlighting within weekly KIT meetings</p>	Fixed term exclusion rate for disadvantaged cohort will fall below 10%
<b>C.</b>	<p><b>Engagement with school and wider school life will feature proportionate number of disadvantaged students</b></p> <p>Champion project – specific focus in Y7 and 8 (SY) Sheffield University Discover US (SY)</p>	Surveys of participation in wider life of school / student voice focus groups will show high and improving engagement of disadvantaged students.
<b>D.</b>	<p><b>Revision and final examination preparation of disadvantaged students will improve chances of achievement</b></p> <p>PP Champion project – Y11 mentoring – to supplement core focus on revision and exam prep across Y11</p>	<p>Staff and student feedback suggest that Y11 disadv approaching GCSE exams are able and effective revisers and feel supported by the school in their preparations for exams</p> <p>GCSE outcomes for disadv improve from -0.33 provisional P8 figure towards 0.0, without much variation between different P8 elements. No elements below -0.3)</p>
<b>E.</b>	<p><b>Attendance of disadvantaged students will improve</b></p> <p>PP Champion project – mentoring</p>	<p>Disadvantaged attendance approaches 94% (from 90.8%)</p> <p>Disadvantaged PA approaches 10% (from 25.3%)</p>

	Key focus of Year Manager role – highlighting within weekly KIT meetings  Repeat 'Radio 2 project', spring term 2020	
<b>F.</b>	<b>Family engagement and aspiration will ensure that disadv families have the information they need to offer their children accurate feedback, encouragement and support</b>  PP Champion project	The proportion of disadv families attending parents' evenings increases, in line with that of non-disadvantaged. Attendance 70% + (measurement has to be improved)

4. Planned expenditure					
Academic year		2019-20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all 2019-20					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p><b>A</b> <b>Literacy (/ academic vocabulary) will improve disadvantaged outcomes</b></p>	<p>See Big 3 2019-20 project 1a 'Need to Know'. This project was centrally conceived with disadv in mind. Will inform lesson practice around vocabulary, cultural capital and 'need to know' words.</p> <p>Accelerated Reader (AR) is a key tool in Y7 and 8. DEAR (drop everything and read) is a key part of AR.</p>	<p>National data shows vocabulary 'gap' between disadv and non disadv may be fuelling relative underachievement of disadv.</p> <p><a href="http://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/">http://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/</a></p> <p>See above info in Outcomes section e.g y7 DA cohort – 52% below reading benchmark in Sept STAR tests</p>	<p>Big 3 projects training imperatives are woven into detailed SESI (self-evaluation and school improvement) schedule- available on request.</p> <p>This project will be evaluated on AR data and on SESI QA evidence from lessons, student voice, and books.</p> <p>Strong practice will be reinforced and less effective practice will inform our SESI training strategy</p>	<p>PRC LR</p>	<p>All Big 3 projects are evaluated in the first SLT of each of 6 terms.</p> <p>Big 3 progress is reported to governors 5 times a year.</p>
<p><b>B.</b> <b>Approach to learning (AtL)/ behaviour will improve for disadvantaged students</b></p>	<p>See Big 3 1b 'Steady Hand', 1c 'Stepping Stone', 2b 'Happy and Inclusive' 2a 'Safe and Well, 2d Rituals and routines</p> <p>A range of strategies will inform the core strategy here: we want to be clearer about the nature of effective AtL, share this with students, staff and families and, through reporting system, raise standards of AtL and quality of behaviour ESPECIALLY for disadv students.</p> <p>Mentoring of key identified students in Y9 and 11</p>	<p>In-house data around behaviour, approach to learning and exclusions all suggest that disadv students are more likely than non disadv to work ineffectively in school.</p> <p>We want to improve the approach to learning (AtL) of all students but feel that it is likely that this focus will have a particularly positive effect on disadv students.</p> <p>In class practices such as seating for SARU, actionable next steps, hands up for silence, strong start and targeted questioning should all have a disproportionate positive effect on disadv as it is them who evidence suggests struggle most to behave and approach their learning in an effective way.</p>	<p>Big 3 projects training imperatives are woven into detailed SESI (self-evaluation and school improvement) schedule- available on request.</p> <p>These projects will be evaluated on AR data and on SESI QA evidence from lessons, student voice, and books.</p> <p>The project will also take in AtL scores disadv vs non disadv, consequence points disadv vs non disadv and exclusion rates disadv non vs disadv</p>	<p>MJH/ CLR/ DOR/ AE + SY</p>	<p>All Big 3 projects are evaluated in the first SLT of each of 6 terms.</p> <p>Big 3 progress is reported to governors 5 times a year.</p>

<b>C</b>  <b>Revision and final examination preparation of disadvantaged students will improve chances of achievement</b>	See 1a 'Need to Know'  We want teachers to be particularly interested in the revision and exam preparation techniques of disadv students and will focus more on 'retain and retrieve' strategies in 2019-20  Mentoring of key identified students	School staff tell us that student voice and other QA has suggested that disadv students are less effective revisers. This takes its toll most as students on study leave work independently during study leave.  We want teachers to be EXPLICIT about best practice in terms of retaining and retrieving information under pressure. We want these skills to be built through SoW. We hope that this will disproportionately benefit disadv students	Big 3 projects training imperatives are woven into detailed SESI (self-evaluation and school improvement) schedule- available on request.  This project will be evaluated on AR data and on SESI QA evidence from lessons, student voice, and books.  Strong practice will be reinforced and less effective practice will inform our SESI training strategy	PRC/ DOR /AE	All Big 3 projects are evaluated in the first SLT of each of 6 terms.  Big 3 progress is reported to governors 5 times a year.
<b>Total budgeted cost</b>					105,000
<b>ii. Targeted support 2019-20</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>D</b>  <b>Attendance of disadvantaged students will improve</b>	See project 2c Every Lesson Counts. We have expanded and refocused our year teams to enable a more targeted approach to attendance. Highlighting within regular KIT meetings  Link to mentoring of key identified students	Disadvantaged students attend less than non disadv. (90% v 95%) This HAS to affect their academic and social development.	Fortnightly reviews are held by the headteacher and AHT i/c attendance.  Each of these focuses on student level discussions about emerging issues for disadv students and our response to these.	MJH	All Big 3 projects are evaluated in the first SLT of each of 6 terms.  Big 3 progress is reported to governors 5 times a year.
<b>NB: ALL disadv plans, including those outlined in 'quality teaching for all' have targeted element- recording them under above headings is for clarity and simplicity.</b>					
<b>Total budgeted cost</b>					75,000
<b>iii. Other approaches 2019-20</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>

					<b>implementation?</b>
<b>E. Family engagement and aspiration will ensure that disadvantaged families have the information they need to offer their children accurate feedback, encouragement and support</b>	In September 2019 we are appointing a pupil premium champion who will report directly to SLT on the interaction with teachers of disadv families- particularly through parents' evenings	We have a number of disadv children whose families are not fully engaged in their education. It is felt that their non-attendance at key events is likely to hinder these families' abilities to guide and encourage their children. We want our disadvantaged champions to reflect back the effectiveness of school systems in ensuring that disadv families are as likely to work with teachers as non disadv.	The disadv champions will be directly line managed by DHT and will have regular line meetings to assess progress	PRC	SLT will review disadv family engagement 3 times a year at the beginning of terms 3, 4 and 6.
<b>F Engagement with school and wider school life will feature proportionate number of disadvantaged students</b>	In September 2019 we are appointing pupil premium champions who will report directly to SLT on the proportion of disadvantaged students involved in wider school life (extracurricular activities)	Evidence suggests that disadvantaged students are less likely to involve themselves with extra-curricular activities and that this limits their potential for cultural, aspirational and social development.	The disadvantaged champions will be directly line managed by DHT and will have regular line meetings to assess progress	PRC	SLT will review disadv extracurricular engagement 3 times a year at the beginning of terms 3, 4 and 6.
<b>Total budgeted cost</b>					180,000

5. Review of expenditure 2018-19				
Previous Academic Year		2018-19		
i. Quality of teaching for all 2018-19				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for disadv, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>A. High levels of progress in literacy for disadvantaged students especially in years 7 and 8</p>	<p>CPD on Accelerated Reader</p>	<p>Disadv outcomes overall improved in 2019- provisional score is -0.33 (up from -0.41 in 2018 which was up from -1.07 in 2017). They have not yet returned to the 2016 outcome of -0.28</p> <p>There was a cohort of 31 disadvantaged students in year 11. Although there was an improvement in disadvantaged outcomes we recognise this is still too low compared to all students nationally.</p> <p>In our analysis it should be pointed out that Y11 disadv achievement was particularly polarised in 2018-19. A cohort of disadv students who were at risk of perm ex and/ or who had very low attendance and a disrupted year scored very low e.g:  LP -(SISRA subject progress index = -3.28)  ER (-1.62)  SS (-1.21)  RT (-2.75)</p> <p>Whereas several other disadv students completely outperformed expectation e.g.  TK (+1.66)  LA (+1.54)  SP (+1.94)</p>	<p>The 2018/19 improvement plan was really only enacted from late September 2018 following the appointment of a new headteacher. This year plans were formulated from March until July before being launched in September- we expect that these plans will have a greater impact. AR was introduced from March 2019.</p> <p>The school believes that the whole school culture need to remain a key focus as 'a rising tide raises all ships'. In addition to this we need teachers to use all available structures to address the needs in each lesson of 'SARU', amongst whom disadv will be over represented.</p> <p>Heads of core subjects are meeting early September in an away day to ensure that disadv/ SARU cohorts are carefully targeted by teachers and by pastoral leaders in order that their educational offer is honed to meet their needs.</p>	<p>£30,000</p>
<p>A. High levels of progress in literacy for disadvantaged students especially in year 7 and 8</p>	<p>Training for teaching staff in maths &amp; science on improving all pupils' comprehension skills and developing their command of academic vocabulary</p>	<p>Positive response in departments and improvement in curriculum offer. This has supported improved literacy across curriculum and fed into a wider school project for 2019. Both lead depts. Recognise the need for students to have high levels of literacy to access exam questions – in Maths the gap between grade 4 and 5 is very often in understanding 'the maths in a written question'</p>	<p>The focus on academic vocab/ literacy is a strategic theme 2019-20 (within the Need to Know project) Training was launched in July led by Peter Cole Steve Cunningham (DCC), with input from Science, Maths, Geography and History department. This will be revisited as part of the ongoing training offer for teachers, including input in October 2019 on 'tier 2' academic vocabulary</p>	<p>5000</p>

<p>A. High levels of progress in literacy for disadvantaged students especially in year 7 and 8</p>	<p>Training and resources to provide small-group intervention for disadvantaged students in Year 7 and Year 8 to focus on inference and independent language acquisition</p>	<p>Very positive response from students and staff involved in literacy intervention / inference groups. Lesson observation and interviews with staff and students involved showed greatly increased confidence, with students decoding meanings of more complex texts.. There was some application across subjects</p>	<p>Continue approach in 2019-20 – broaden training of intervention staff. Need to ensure approaches and skills are transferred across the curriculum</p>	<p>15000</p>
<p>B Improved progress especially for HA students at KS4 C Self-regulation improves</p>	<p>Embed teaching techniques which reduce underachievement in key cohorts by focusing challenge at key students</p> <p>Increased focus on targeting these strategies at underachieving disadv students</p>	<p>See above: Gap between disadvantaged and non disadvantaged students closing in school – Dis P8 -0.33 compared to -0.07 for non-dis.. Disadvantaged students performed relatively well in Maths and EBacc elements (-0.11 and -0.14 respectively). Performance in English and ‘open’ subjects was weaker (-0.6, -0.5 respectively). A number of disadvantaged students completed fewer qualifications due to long term health problems. School supported them to complete as many qualifications as appropriate. If these students are taken out of calculation PP P8 rises to -0.23 with progress close to national for all students in Maths, EBacc and Open. Disadvantaged students at Highfields outperforming disadvantaged nationally (nat ave 2018 -0.44).</p>	<p>The focus on SARU has become a strategic theme and will be continued. Seating strategies have ensured that majority of teachers understand where disadv/ SARU and they know to ensure that these students are the recipients of extra focus and support, e.g. through targeted questioning and response to feedback and .</p>	<p>10000</p>
<p>B Improved progress especially for HA students at KS4 C Self-regulation improves</p>	<p>Actionable feedback/ next steps which provokes immediate improvement especially by key cohorts including boys/ disadvantaged students.</p> <p>Increased focus on targeting this strategy at underachieving disadvantaged students</p>	<p>See above</p>	<p>Actionable next steps remains a key strategic theme and core behaviour in marking practice.</p> <p>Good practice will be further reinforced through book looks and other CPD/ SESI/ QA activities</p>	
<p><b>ii. Targeted support 2018-19</b></p>				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for disadv, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. High levels of progress in literacy for disadvantaged students in year 7 and 8	<p>Accelerated reader for small groups of students Hackney Reading Programme and IDL Spelling programme to also continue with key groups until accelerated reader is introduced.</p> <p>A review by newly appointed AHT (SENCO) of Highfields' school wide literacy intervention strategy.</p> <p>Highfields is key player in successful Altius led SSIF bid project 'Word Power' which will run from Oct 2018-Oct 2019 focused developing academic literacy skills in disadvantaged boys (MA).</p>	<p>AR was only introduced in Spring / Summer of 2019 so had limited impact. However, wider literacy interventions including Word Power Inference strategy did have impact – seen very much in observation of sessions.</p> <p>High disad representation in other literacy intervention groups, leading to ave reading age increases in Y7 and 8 of 14 months over year</p>	<p>AR introduced to Y7 from Sept 2019 and continued with Y8.</p> <p>AR reading tests show a gap between disad and non-disad, Especially in Y7 where 48% were 'below threshold' in Sept 2019. AR data can be filtered to show PP and can be shared with teaching staff.</p> <p>Need to make inference approaches have wider impact in classroom.</p> <p>Focus on Tier 2 academic vocab – link to 'Need to Know' project</p>	£57,577.86
B. Improved progress for high attaining pupils	Weekly small group sessions in Maths and English for high-attaining pupils with HOD or equivalent, replacing tutor time or assembly.	Strong performance of some individuals, but overall progress data indicates this remains a priority.	Similar approach to be incorporated in 2019-20, although focus to shift to middle prior attaining students.	

<p>c. Self-regulation if disadv students (esp in Y9) improves and this results in them making better progress in their studies</p>	<p>Embed teaching techniques which reduce underachievement in key cohorts by focusing challenge ay key students</p>	<p>Exclusions were high as new head renewed expectations and acted robustly in response to a dip in behaviour especially in Y11 cohort.</p> <p>Fixed term exclusions for disadv as proportion of cohort did not hugely spike (12% up from 11% in 2017-18). However, 2 students who happened to be disadv accounted for very significant number of FTEs especially in T4 and 5- both students no longer attend the school.</p> <p>A best fit line clearly shows that FTEs for all students reduced over the course of academic year 2018-19. The number spiked in Ts 4 and 5 principally because of the two students above.</p> <p>2018-19    Ave rewards PP    113 v 116 non PP  Ave consequences    40 PP v 14 non PP</p>	<p>Our Big 3 plan is set to continue the focus on approach to learning and further raising expectations regarding the quality of behaviour on site. Our aim is not that exclusions reduce <i>per se</i>, our aim is that exclusions reduce because behaviour is improving.</p> <p>Teacher practice (SARU/ seating/ targeted questions etc) is an ongoing focus and is likely to benefit disadv disproportionately</p>	
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**iii. Other approaches 2018-19**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for disadv, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>D. Increased attendance rates</p>	<p>Progress managers employed to monitor pupils and follow up quickly on truanancies. First day response provision.</p> <p>HOY, pastoral managers and SENCO each have small attendance groups they will meet up with weekly to review attendance and set targets</p>	<p>Persistent absenteeism for disadv students improved from 45% to 25%. This is significant, but still much too high.</p> <p>PA also went down for all students (from 16%- above national, to 12% - below national) There was a sustained focus on impacting this figure by promoting positive attitudes of attendance in the Spring term. This included a significant weighting of disad students. It had some impact, but this needs to be maintained in the longer term.</p> <p>Disadv attendance improved from 89.6% to 90.6%.</p>	<p>A more robust approach to attendance worked well and we have 'doubled down' on our efforts making chances to pastoral teams as outlined above in this year's plans.</p> <p>Operation 'Radio 2' worked particularly well as it was a time specific targeted intervention. PA reduced by 3% over course of T4 This focused on a group with a high proportion of disad students. More focused intervention and support around attendance planned for 2019-20, drawing on this experience. This will include specific responsibilities for PP Champions, working closely with Year Managers.</p>	

## 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document is still in progress.

### Key

ALPS – This is a grading system where outcomes are graded from 1-9 to show performance against national benchmarks.

This shows teachers how well their class did against other schools across the country 1 is high, 9 is low.

LA – Lower attaining

MA – Middle attaining

HA – Higher attaining

KS3/KS4 – Key stage 3 years 7 to 9 / Key stage 4 years 10 and 11

P8 – Progress 8 – a measure used by the government that looks at students 8 best scores that match a set structure

Cohort – the students in one particular group – such as a year group

Persistent non-attenders have more than 10% absence in an academic year

HLTA – Higher level teaching assistant

disadv – students in receipt of pupil premium

SENCO – Special Educational Needs Co-ordinator