

Pupil premium strategy statement – Goldington Academy

Pupil premium spending 2020-2021

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2020	Date of next pupil premium review:	September 2021
Total number of pupils:	786	Total pupil premium budget:	£134,655
Number of pupils eligible for pupil premium:	141 (as at September 2020)		<ul style="list-style-type: none"> ➤ FSM and Ever6 FSM £955 pp. ➤ LAC and PLAC £2345 pp. ➤ Forces children – £310 pp.

STRATEGY STATEMENT

Pupils eligible for the Pupil Premium have been made a central focus at Goldington. In addition to creating a common starting point through the purchase of uniform and equipment where required, the profile of these pupils has been raised through a variety of strategies including:

- *identifying disadvantaged groups in each teacher's D and P file
- *making clear the desirability of marking the work of these pupils first, to improve and maintain the quality of feedback
- *discussion of progress of individuals at departmental meetings
- *school-led CPD focused on improving the quality of teaching and the impact of this on disadvantaged pupils
- *publishing (internally) data related to the progress and attainment of these pupils after key data collection points, so that in-class and other interventions can be put into place as appropriate and at the earliest opportunity.

Funding opportunities to enrich the educational experience of disadvantaged pupils has also remained a priority, and budget has been allocated accordingly towards subsidising school trips, peripatetic music lessons etc.

Issues to continue to pursue relate to:

- *increasing parental engagement
- *identifying and working to overcome individual barriers to progress and attainment
- *even greater involvement of the pastoral team, especially in relation to the previous point
- *ensuring all involved in Teaching and Learning are ultimately focused on improving attainment at the end of Key Stage Four.

The overall aims of the Pupil Premium Strategy at Goldington remain clear:

- *to minimise the gap between the attainment of disadvantaged pupils and others nationally through a range of strategies which will impact positively on all learners as well as our disadvantaged pupils
- *to extend opportunities for disadvantaged pupils so that their whole educational experience at Goldington is positive, fulfilling and a strong foundation for a productive life post-16.

Assessment information

END OF KS4 (FOR SECONDARY SCHOOLS)			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving 9-4 English and maths	55.2	83.5	n/a for 2020
% achieving 9-4 combined science	38 (21 pupils)	66 (53 pupils)	n/a for 2020
Progress 8 score average	0.25	0.58	n/a for 2020
Attainment 8 score average	4.21	5.56	n/a for 2020

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A *Percentage of pupils eligible for the Pupil Premium who are also registered with SEN:

Year	Total in Year	PP in Year		SEN and PP crossover	
		No.	%	No.	%
7	178	50	28.1	9	18.0
8	172	35	20.3	9	25.7
9	168	47	28.0	14	29.8
10	153	28	18.3	4	14.3
11	142	22	15.5	11	50.0

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

B *Percentage of pupils eligible for the Pupil Premium who are also registered as EAL:

Year	Total in Year	PP in Year		EAL and PP crossover	
		No.	%	No.	%
7	178	50	28.1	7	14.0
8	172	35	20.3	10	28.6
9	168	47	28.0	12	25.5
10	153	28	18.3	9	32.1
11	142	22	15.5	5	22.7

C *Percentage of pupils eligible for the Pupil Premium who also have low prior attainment (LPA) or no prior attainment (NPA):

Year	Total in Year	PP in Year		LPA and PP crossover		NPA and PP crossover	
		No.	%	No.	%	No.	%
7	178	50	28.1	13	26.0	4	8.0
8	172	35	20.3	21	60.0	0	0.0
9	168	47	28.0	28	59.6	2	4.3
10	153	28	18.3	12	42.9	2	7.1
11	142	22	15.5	14	63.6	1	4.5

D Behaviour issues for some can impact on overall progress and attainment

ADDITIONAL BARRIERS

External barriers

E	Impact of Covid-19 pandemic – gaps in learning caused by school closures, restrictions on activities in school, ready access to ICT in order to complete work set outside lessons
F	Attendance for pupils eligible for the Pupil Premium is lower than attendance for those classified as Non Pupil Premium (93.51% versus 94.96% 2019-2020)
G	Narrow experience of life outside school

INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	Year 11 GCSE results – progress and attainment	Minimal gap between the achievement of disadvantaged pupils at Goldington and the achievement of non-disadvantaged pupils nationally
B	Year 10 GCSE pupils – progress towards GCSE	Majority of disadvantaged pupils in Year 10 are on track towards their end of year targets
C	Key Stage Three (Years 7-9) pupils – end of year targets	Majority of disadvantaged pupils meet their end of year targets and gaps between the disadvantaged and their peers are negligible
D	Reduce behaviour issues of disadvantaged pupils	0 permanent exclusions
E	Improve attendance of disadvantaged pupils	96% attendance (aspirational in context of Covid-19)
F	Improve engagement of families	(As circumstances allow in current pandemic) Attendance at parents' evenings and any other organized events 60%
G	Extend opportunities for the disadvantaged	All disadvantaged pupils will engage in extra-curricular activities, as current circumstances allow

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead/s	When will you review this?
Quality first teaching which sets high aspirations for all pupils.	A, B, C, D, E	<p>Sutton Trust 2011 <i>Degrees of Success</i> and 2018's <i>Potential for Success</i></p> <p>Ofsted 2014</p> <p>Ofsted's <i>School Inspection Handbook</i> (2019)</p> <p>Education Endowment Foundation (EEF) <i>The Attainment Gap</i> (2017) and <i>Guide to the Pupil Premium</i> (2019)</p>	<p>High expectations at interview.</p> <p>Monitoring of teaching and learning including lesson observations, learning walks, marking reviews and pupil voice. Use of IRIS. Disadvantaged pupils will be focused on within these.</p>	FG, JR, LC, CS	July 2021

ACADEMIC YEAR

Quality of teaching for all

Improving quality of teaching by investing in and providing high-quality CPD for teachers.	A, B, C, D	EEF <i>The Attainment Gap</i> (2017) and <i>Guide to the Pupil Premium</i> (2019) NFER <i>Supporting the attainment of disadvantaged pupils</i> (2015) Atkinson-Shiffrin multi-store memory model (1968). Applying this through the use of Rosenshine's principles of instruction and a varied teacher toolbox of strategies.	Whole school focus on teaching and learning. Tailored programme of CPD which is centered on embedding knowledge and Teachers' Standards (e.g. differentiation, meaningful feedback, metacognition and cognitive load theory etc). Use of IRIS. Support and training for groups such as NQTs, RQTs, new teachers to Goldington.	JR, LC, CS	July 2021
(If circumstances allow) Reduced class sizes in Year 11 key English and maths groups.	A	EEF <i>The Attainment Gap</i> (2017)	Monitoring of class lists. Disadvantaged pupils to be taught by excellent classroom teachers.	FG/ST/HBF/KJ	July 2021
(If circumstances allow) Reduced class sizes in Year 11 key GCSE groups (e.g. Science).	A	EEF <i>The Attainment Gap</i> (2017)		FG/ST/AM/SG	July 2021

ACADEMIC YEAR

Quality of teaching for all

<p>Small nurture group in Year 9 as a short-term catch-up strategy (Autumn term 1 only)</p>	<p>C, D, E</p>	<p>EEF <i>Teaching and Learning Toolkit</i> EEF <i>Guide to the Pupil Premium (2019)</i> NFER <i>Supporting the attainment of disadvantaged pupils (2015)</i></p>	<p>Monitoring of class lists. Monitoring of progress of individuals within each group.</p>	<p>ST, Heads of Department, SR</p>	<p>By end of Oct. 2020</p>
<p>Small group English and Maths interventions (if circumstances allow).</p>	<p>A, B, C</p>	<p>EEF <i>Teaching and Learning Toolkit</i> NFER <i>Supporting the attainment of disadvantaged pupils (2015)</i></p>	<p>Under-performing pupils identified. Interventions with specialist teachers. Progress of individuals monitored on an on-going basis, including through TA data collection points.</p>	<p>VA, HBF, KJ LC VA</p>	<p>July 2021</p>

ACADEMIC YEAR

Quality of teaching for all

Revision and catch up sessions for Year 11 pupils across all subjects (if circumstances allow).	A	EEF <i>Guide to the Pupil Premium (2019)</i>	<p>Heads of Department and classroom teachers to identify under-achieving pupils in order to target them for catch-up.</p> <p>Disadvantaged pupils to be automatically flagged for consideration.</p>	Heads of Department, VA	Termly
				Total budgeted cost:	Will be allocated from the £134,655 total PP budget 2020-2021

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Fund disadvantaged pupils on a variety of enrichment activities (as circumstances allow).	D, E, G	EEF (arts and sports participation) NFER <i>Supporting the attainment of disadvantaged pupils</i> (2015)	Varied extra-curricular provision. Heads of Department/teachers bid for funding for disadvantaged pupils. Monitor participation of disadvantaged pupils.	VA and Heads of Department	July 2021
Purchase of materials to support interventions, homework and revision.	A, B	EEF <i>Guide to the Pupil Premium</i> (2019) NFER <i>Supporting the attainment of disadvantaged pupils</i> (2015)	Staff are made aware of disadvantaged pupils. Office staff to purchase materials as requested and as appropriate.	VA and Heads of Department	July 2021

Targeted support					
Breakfast provided for disadvantaged to encourage attendance.	A, B, C, E	EEF <i>Guide to the Pupil Premium (2019)</i>	Register taken. Monitor overall attendance of individuals.	Heads of Year with form tutors	Termly
Subsidise the cost of peripatetic music lessons.	E, G	Instrumental training helps to develop the brain, regardless of musical ability (<i>Harvard Medical School</i>) EEF <i>Guide to the Pupil Premium (2019)</i> NFER <i>Supporting the attainment of disadvantaged pupils (2015)</i>	Quality peripatetic teachers. Monitor where subsidies are awarded.	VA and TL	July 2021

Targeted support

<p>As circumstances allow, effective use of LSAs to support pupils with SEN.</p>	<p>A, B, C, D</p>	<p>NFER <i>Supporting the attainment of disadvantaged pupils</i> (2015) EEF <i>Guide to the Pupil Premium</i> (2019)</p>	<p>Impact of interventions/support measured.</p> <p>LSAs to receive the following training in order to meet the intended outcomes:</p> <ul style="list-style-type: none"> *Due to gaps in GCSE content knowledge, LSAs are working on a GCSE maths support course which is due for completion at the start of November 2020 *Further training will be take place to consolidate epilepsy support for students with medical needs. *Improvement in ICT skills, access arrangements support training, intervention skills, etc. will form part of performance management processes on a bespoke basis. *Behaviour management, safeguarding and relationship building training will continue. *Apprentice training and mentoring (as part of our Bedford College link) will be ongoing for the duration of the apprentices' employment at the academy. *Mental health. ADHD and ASD training will be delivered during the course of the year. 	<p>SR</p>	<p>Termly</p>
<p>Total budgeted cost:</p>					<p>£10450</p>

Other approaches/wider strategies					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Designated staff to offer social and emotional support as appropriate.	A, B, C, D, E	NFER <i>Supporting the attainment of disadvantaged pupils</i> (2015) EEF <i>Guide to the Pupil Premium</i> (2019)	Monitor school attendance and attendance to any intervention sessions. Monitor individuals in terms of overall progress and well-being.	WA with pastoral team, SS, AC	July 2021
Prompt response to non-attendance and low attendance	A, B, C, E	EEF <i>Guide to the Pupil Premium</i> (2019) NFER <i>Supporting the attainment of disadvantaged pupils</i> (2015)	Monitor attendance.	WA and pastoral team, designated Attendance Officer	July 2021
Engage with families through a variety of channels – telephone calls, texts, posted letters.	A, B, C, D, E, F, G	EEF <i>Teaching and Learning Toolkit</i> NFER <i>Supporting the attainment of disadvantaged pupils</i> (2015)	Monitor parental engagement at a range of events, including parents' consultations (as circumstances allow).	VA, Heads of Year, form tutors	July 2021
Involve more able disadvantaged pupils in extra-curricular extension programmes, as circumstances allow	A, B, C, G, E	Sutton Trust <i>Potential for Success</i> (2018) EEF <i>Guide to the Pupil Premium</i> (2019) The more able can inadvertently be overlooked.	Monitor participation and attendance.	VA, LC and Heads of Department	July 2021

Other approaches/wider strategies					
Greater involvement of form tutors (and pastoral team as a whole) in identifying barriers for disadvantaged pupils and improving contact with families.	A, B, C, D, E, F, G	<p>EEF <i>Guide to the Pupil Premium (2019)</i></p> <p>NFER <i>Supporting the attainment of disadvantaged pupils (2015)</i></p> <p>Form tutors are well-placed to identify potential barriers to success.</p>	<p>Monitor and implement strategies to overcome individual pupil barriers, where these have been identified.</p> <p>Monitor parental engagement at key events (including parents' consultations).</p>	VA, whole Pastoral Team	July 2021
				Total budgeted cost:	No specific allocation from PP budget

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR			
Total amount:			
Quality of teaching for all			
Action	Intended outcome	Impact	Lessons learned and Cost
Quality first teaching which sets high aspirations for pupils.	<p>GCSE results, Progress towards GCSE in Years 9 and 10 and Progress in Years 7 and 8 will demonstrate minimal gaps in attainment.</p> <p>Improved attendance (95%) for disadvantaged students.</p> <p>Reduced incidence of behaviour issues/exclusions (2 FT exclusions/0 permanent exclusions).</p>	<p>Years 7-10 are not included here due to the curtailment of the 2019-2020 academic year (by more than a full term), with the consequence that Teacher Assessed grades were not awarded at the end of the year.</p> <p>See 'Assessment information' table towards start of this statement for GCSE 2020 results data. Although a gap between the disadvantaged and their peers is in evidence, this gap is not significant.</p> <p>13 FT exclusions were issued, 6 of which were to those in receipt of the Pupil Premium and 4 of these 6 were in receipt of FSM.</p> <p>2 permanent exclusions were issued, both of which were to those in receipt of the Pupil Premium.</p> <p>93.51% attendance for those in receipt of the Pupil Premium.</p>	<p>Due to the fact that over one whole term (i.e. over 1/3 of the academic year) in school was cancelled (from March 2020), final costs and therefore overall lessons learned cannot be accurately determined.</p> <p>.</p> <p>.</p> <p>.</p>

Total amount:

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned and Cost
<p>Improving teacher quality by investing in high-quality CPD for teachers.</p>	<p>GCSE results, Progress towards GCSE in Years 9 and 10 and Progress in Years 7 and 8 will demonstrate minimal gaps in attainment.</p> <p>Reduced incidence of behaviour issues/exclusions (2 FT exclusions/0 permanent exclusions).</p>	<p>Years 7-10 are not included here due to the curtailment of the 2019-2020 academic year (by more than a full term), with the consequence that Teacher Assessed grades were not awarded at the end of the year.</p> <p>See 'Assessment information' table towards start of this statement for GCSE 2020 results data. Although a gap between the disadvantaged and their peers is in evidence, this gap is not significant.</p> <p>In the circumstances of a shortened academic year, the data points to the outcomes being achieved.</p> <p>13 FT exclusions were issued, 6 of which were to those in receipt of the Pupil Premium and 4 of these 6 were in receipt of FSM.</p> <p>2 permanent exclusions were issued, both of which were to those in receipt of the Pupil Premium.</p>	

Total amount:**Quality of teaching for all**

Action	Intended outcome	Impact	Lessons learned and Cost
Reduced class sizes in key English and maths groups.	GCSE results, Progress towards GCSE in Years 9 and 10 and Progress in Years 7 and 8 will demonstrate minimal gaps in attainment.	<p>Years 7-10 are not included here due to the curtailment of the 2019-2020 academic year (by more than a full term), with the consequence that Teacher Assessed grades were not awarded at the end of the year.</p> <p>See 'Assessment information' table towards start of this statement for GCSE 2020 results data. Although a gap between the disadvantaged and their peers is in evidence, this gap is not significant overall, but is more evident in the percentage achieving 9-4 English and maths.</p>	
Reduced class sizes in key GCSE groups (e.g. Science).	GCSE results, Progress towards GCSE in Years 9 and 10 will demonstrate minimal gaps in attainment.	<p>Years 9-10 are not included here due to the curtailment of the 2019-2020 academic year (by more than a full term), with the consequence that Teacher Assessed grades were not awarded at the end of the year.</p> <p>See 'Assessment information' table towards start of this statement for GCSE 2020 results data. The gap was not evident at all in triple science, but was more evident in combined science.</p>	

Total amount:

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned and Cost
Small group English and maths interventions.	GCSE results, Progress towards GCSE in Years 9 and 10 and Progress in Years 7 and 8 will demonstrate minimal gaps in attainment.	<p>Years 7-10 are not included here due to the curtailment of the 2019-2020 academic year (by more than a full term), with the consequence that Teacher Assessed grades were not awarded at the end of the year.</p> <p>See 'Assessment information' table towards start of this statement for GCSE 2020 results data. Although a gap between the disadvantaged and their peers is in evidence, this gap is not significant overall, but is more evident in the percentage achieving 9-4 English and maths.</p>	

Total amount:

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned and Cost
Revision and catch up sessions for Year 11 in all subjects.	GCSE results will demonstrate minimal gaps in attainment.	<p>A full programme of subject interventions was organized centrally – before school, lunchtime and after school.</p> <p>The Year 11 cohort as a whole achieved a positive Progress8 score (0.58).</p> <p>Disadvantaged pupils also achieved a positive Progress8 score (0.25).</p> <p>Thus, the gap between the disadvantaged and their peers was not significant.</p>	

Total amount:

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned and Cost
Designated staff to offer social and emotional support.	Reduced incidence of behaviour issues/exclusions (2 FT exclusions/0 permanent exclusions). Improved attendance (95%) for disadvantaged students.	Pupils continue to benefit from tailored support. A case study: Pupil One has benefitted from weekly sessions with the school's Learning Mentor. Pupil One has worked through different topics such as bullying/social interactions/behaviour and bereavement. Pupil One has gained confidence, has higher self-esteem, is feeling happier in school and is managing and understanding grief much more easily. 13 FT exclusions were issued, 6 of which were to those in receipt of the Pupil Premium and 4 of these 6 were in receipt of FSM. 2 permanent exclusions were issued, both of which were to those in receipt of the Pupil Premium. 93.51% attendance for those in receipt of the Pupil Premium.	
Quick response to non-attendance	Improved attendance (95%) for disadvantaged students.	93.51% attendance for those in receipt of the Pupil Premium.	

Targeted support			
Action	Intended outcome	Impact	Lessons learned and Cost
Fund PP students on a variety of enrichment activities.	Extend opportunities - all PP students to engage in extra-curricular activities.	<p>Some enrichment activities were supported financially.</p> <p>Other enrichment opportunities were cancelled due to the curtailment of the academic year and/or changed circumstances due to Covid-19 before schools finished for the year.</p>	Due to the fact that over one whole term (i.e. over 1/3 of the academic year) in school was cancelled (from March 2020), final costs and therefore overall lessons learned cannot be accurately determined.
Purchase of textbooks and revision materials to support interventions and homework.	GCSE results, Progress towards GCSE in Years 9 and 10 and Progress in Years 7 and 8 will demonstrate minimal gaps in attainment.	<p>Years 7-10 are not included here due to the curtailment of the 2019-2020 academic year (by more than a full term), with the consequence that Teacher Assessed grades were not awarded at the end of the year.</p> <p>See 'Assessment information' table towards start of this statement for GCSE 2020 results data. Although a gap between the disadvantaged and their peers is in evidence, this gap is not significant.</p>	

Targeted support			
Action	Intended outcome	Impact	Lessons learned and Cost
Breakfast provided for PP students to encourage attendance.	<p>Improved attendance (95%) for disadvantaged students.</p> <p>GCSE results, Progress towards GCSE in Years 9 and 10 and Progress in Years 7 and 8 will demonstrate minimal gaps in attainment.</p>	<p>Years 7-10 are not included here due to the curtailment of the 2019-2020 academic year (by more than a full term), with the consequence that Teacher Assessed grades were not awarded at the end of the year.</p> <p>See 'Assessment information' table towards start of this statement for GCSE 2020 results data. Although a gap between the disadvantaged and their peers is in evidence, this gap is not significant.</p>	
Subsidise the cost of peripatetic music lessons.	Extend opportunities – all PP students to engage in extra-curricular activities.	Peripatetic music lessons and linked materials were funded as requested – drums, piano etc.	

Targeted support			
Action	Intended outcome	Impact	Lessons learned and Cost
Small group English and maths interventions in Years 9-11	GCSE results and progress towards GCSE in Years 9 and 10 will demonstrate minimal gaps in attainment.	<p>Years 9-10 are not included here due to the curtailment of the 2019-2020 academic year (by more than a full term), with the consequence that Teacher Assessed grades were not awarded at the end of the year.</p> <p>See 'Assessment information' table towards start of this statement for GCSE 2020 results data. Although a gap between the disadvantaged and their peers is in evidence, this gap is not significant overall, but is more evident in the percentage achieving 9-4 English and maths.</p>	

Targeted support			
Action	Intended outcome	Impact	Lessons learned and Cost
	<p>GCSE results, Progress towards GCSE in Years 9 and 10 and Progress in Years 7 and 8 will demonstrate minimal gaps in attainment.</p> <p>Improved attendance (95%) for disadvantaged students.</p> <p>Reduced incidence of behaviour issues/exclusions (2 FT exclusions/0 permanent exclusions).</p>	<p>Years 9-10 are not included here due to the curtailment of the 2019-2020 academic year (by more than a full term), with the consequence that Teacher Assessed grades were not awarded at the end of the year.</p> <p>For the whole cohort, the average Progress8 score for those registered with SEN was -0.1 (not statistically significant) versus 0.6 for those who do not have SEN.</p> <p>The average Progress 8 score for those eligible for the Pupil Premium was 0.3 versus 0.6 for all other pupils.</p> <p>13 FT exclusions were issued, 6 of which were to those in receipt of the Pupil Premium and 4 of these 6 were in receipt of FSM.</p> <p>2 permanent exclusions were issued, both of which were to those in receipt of the Pupil Premium.</p> <p>93.51% attendance for those in receipt of the Pupil Premium.</p>	

Other approaches

Action	Intended outcome	Impact	Lessons learned and Cost																								
Engage with families through texts, posted letters and 'phone calls.	Attendance at parents' evenings 50%.	<p>In terms of the whole cohort, attendance at all but one of the parents' evenings was well in excess of 50% (this includes booked appointments for parents' evenings which were then cancelled due to the curtailment of the academic year). The exception was booked appointments for 26/03/2020, as online booking opened in the context of the growing expectation that schools would close due to the pandemic.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Date</th> <th>Percentage Attendance</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>07/09/2019</td> <td>73.30%</td> </tr> <tr> <td>7</td> <td>16/10/2019</td> <td>64.80%</td> </tr> <tr> <td>8</td> <td>05/03/2020</td> <td>77%</td> </tr> <tr> <td>9</td> <td>26/03/2020</td> <td>45%</td> </tr> <tr> <td>10</td> <td>29/01/2020</td> <td>76%</td> </tr> <tr> <td>11</td> <td>07/11/2019</td> <td>76%</td> </tr> <tr> <td>11</td> <td>12/02/2020</td> <td>79%</td> </tr> </tbody> </table>	Year Group	Date	Percentage Attendance	7	07/09/2019	73.30%	7	16/10/2019	64.80%	8	05/03/2020	77%	9	26/03/2020	45%	10	29/01/2020	76%	11	07/11/2019	76%	11	12/02/2020	79%	Due to the fact that over one whole term (i.e. over 1/3 of the academic year) in school was cancelled (from March 2020), final costs and therefore overall lessons learned cannot be accurately determined.
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