

Pupil premium strategy statement – St Laurence School

This statement details our school's use of pupil premium (and recovery premium for the 2024-25 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
Number of pupils in school	1384
Proportion (%) of pupil premium eligible pupils	15.8%/13.9% (incl/excl service children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/23 – 2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Tim Farrer, Headteacher
Pupil premium lead	Laura Waters
Trustee lead	Lorraine Wicks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,200
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£151,200

Part A: Pupil premium strategy plan

Statement of intent

We are committed to giving all students the same chances and opportunities regardless of their background, fitting in with the school's belief that *People are our Treasure*. Through high quality teaching through which our disadvantaged students feel cared for and inspired, we believe they will be provided with the knowledge and skills to succeed. Through targeted intervention as well as wider strategies, we aim to support disadvantaged students in overcoming any barriers that they may face in realising their potential.

We want all students to achieve success in their examinations and make good progress during the time that they are at St Laurence School. We want disadvantaged students' Progress 8 score to be in line with that of the wider cohort and greater than the national context. We also want them to achieve GCSE results, particularly in English and Maths, in line/better than what their KS2 data would suggest.

We also want students to be supported at key points during their school time, particularly around GCSE option choices and post-16 learning and ensure that disadvantaged students receive enhanced opportunities for Careers Education, Information Advice and Guidance (CEIAG) so that the choices they make are appropriate and allow for further study at Sixth Form, college and beyond into further study, apprenticeships, university level courses and the world of work.

We ensure there are opportunities for all students, particularly disadvantaged students, to develop cultural capital within the curriculum and encourage all students to take part in extra-curriculum activities through the Learning Outside the Classroom provision (LOtC) and we will support disadvantaged students with the funding to take part.

Appropriate targeted intervention and additional pastoral and well-being support may be necessary to facilitate these outcomes. Disadvantaged students will always be considered first for any targeted interventions within departments. We also recognise that working alongside disadvantaged students' families is key to success and we seek to create opportunities to build effective working relationships once students have chosen St Laurence School in Year 6.

Training for staff is also critical, and we will seek opportunities to learn from other schools and colleges and will take part in the Local Authorities network events, including the Affordable Schools programme. Within lessons, teachers deliver high quality teaching with excellent planning and preparation based on principles of great teaching and learning. Teaching staff will take responsibility for all students in their class and any first wave interventions needs to be provided in a timely and considered way at a department level. We also make use of current thinking and good practice by referring to research from organisations such as Education Endowment Foundation.

Challenges

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

Challenge number	Detail of challenge
1	Ensure high quality teaching and learning for all students so that outcomes for disadvantaged students are in line with non-disadvantaged students' outcomes.
2	Our attendance data over the period 2019/20 and 2021/22 indicates that attendance among disadvantaged students has been between 1.8% - 4.9% lower than for non-disadvantaged students. 28.2% - 41.0% of disadvantaged students have been 'persistently absent' compared to 15.9% - 28.4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. This is based on a position at 2019/20 and 2021/22 – both years were impacted by COVID Lockdowns
3	Our records show that engagement of parents/carers of disadvantaged students can be lower than the whole cohort. We have noticed that attendance at key events, such as at subject evenings/options evenings, is often lower, with some families missing multiple events across a number of years. For example, overall attendance was 89% for the Year 8 subject evening held in May 2022, with 78% of parents/carers of disadvantaged students attending. However, this discrepancy was starker with the Year 10 subject evening held in June 2022 when overall attendance was 83% for the, yet only 61% of parents/carers of disadvantaged students attended.
4	There are a large proportion of our disadvantaged cohort who also have an SEN need. This typically ranges from c.30% to 45% of the PP cohort in each year group. With these students there are concerns about the progress they are making.
5	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. For example, ~30% of our students in need of peer mentoring are from disadvantaged backgrounds. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations in a range of subjects.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Disadvantaged students' outcomes are in line with non-disadvantaged students' outcomes including with reading where they can demonstrate greater inference and deduce meaning. Students with multiple disadvantage make equal progress as non-disadvantaged students.</p>	<p>There is no gap in the progress and attainment of our disadvantaged students by comparison to the non-disadvantaged peers. Disadvantaged students at St Laurence will make greater progress towards their end of Key Stage 4 targets than nationally.</p> <p>Attainment in Maths and English at GCSE is in line with the students' personal Indicator Grades (FFT20).</p> <p>Disadvantaged students achieve their End of year expectations (at Key Stage 3) particularly in English, Maths and Science.</p> <p>Disadvantaged students are provided with additional resources / interventions and revision materials to support study for their examinations.</p> <p>Disadvantaged students will be supported by a Progress Mentor (where appropriate) and there will be an improvement in their Learning Profiles and/or progress data.</p> <p>All disadvantaged students will receive targeted intervention in English/Maths where appropriate.</p>
<p>Levels of attendance of disadvantaged students are at least in line with that of non-disadvantaged students & exclusions are lower than the school average.</p>	<p>Attendance is in line with non-disadvantaged students' attendance.</p>
<p>Levels of parental engagement of disadvantaged families is at least in line with that of non-disadvantaged families.</p>	<p>Attendance of parents / carers of students who are disadvantaged at school events (e.g. subject evenings) will be in line with or greater than the non-disadvantaged peers.</p> <p>Effective working relationships are developed between school and home and families feel supported.</p> <p>Increased engagement by students in wider-school life, including clubs, activities and trips.</p>
<p>Disadvantaged students leave St Laurence with a reading age in line with their non-disadvantaged peers.</p>	<p>There is a consistent approach to literacy across the curriculum.</p>
<p>There is large uptake of disadvantaged students with the St Laurence Extra programme to support wellbeing, personal development and a sense of belonging.</p>	<p>Students will feel empowered to engage with any LOfC opportunity available to them. This will directly help to improve attendance and drive up the academic outcomes.</p>
<p>There is successful transition for disadvantaged students between each key stage (KS2-5) and beyond.</p>	<p>Disadvantaged students are supported in their transition:</p> <ul style="list-style-type: none"> • between primary and secondary school so that parents/carers feel welcomed and supported; students arrive prepared for

	<p>learning; punctuality and attendance is high;</p> <ul style="list-style-type: none"> • in making appropriate GCSE choices so that students receive individual CEIAG advice; understand where qualifications can take them after Year 11; are encouraged to choose EBacc subjects if the students are interested in those subjects • in making appropriate post-16 and 18 choices so that they do not become NEET; understand where qualifications can take them after Sixth Form/college; do not drop out of Sixth Form if they feel an A Level pathway is right for them
<p>Disadvantaged students leave St Laurence with high levels of personal ambition having been socially and emotionally supported.</p>	<p>All disadvantaged students are supported in securing work-experience in Year 10.</p> <p>All disadvantaged students receive appropriate CEIAG during KS3/KS4 to support them with their option choices.</p> <p>No Y11 student will leave St Laurence School as NEET.</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: £66335

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</i>		
Cognitive Ability Test (CATs) assessments for all Year 7 students	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction / lesson adaptation.</p> <p>Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)</p>	1, 4
Continue to develop Principles of Great Teaching & Learning linked to retrieval practice	<p>The Education Endowment Foundation (EEF) suggests a sequence of strategies, known as “the ‘five-a-day’ approach”, that act as a ‘best bet’ approach to teaching and learning (page 7). This along with the work from “Making Every Lesson Count” provides a range of key elements of Quality First Teaching that can be used by colleagues to ensure the outcomes for students are as high as possible.</p> <p>School planning support 2022-23 EEF (educationendowmentfoundation.org.uk)</p>	1, 4
<p>Implement a literacy strategy across the curriculum</p> <ul style="list-style-type: none"> - Introduce Bedrock ICT-based literacy package with Year 7 - Add in additional curriculum time to Year 7 and Year 8 dedicated to Literacy 	<p>Acquiring disciplinary literacy (subject specific vocabulary) is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>Bedrock literacy platform, successfully introduced to all Y7 students 2024-25 in weekly literacy lessons and through home learning. All students engaging in regular level appropriate teaching of tier 2 and 3 vocabulary and grammar. Platform rolled out to Y8 in weekly literacy lessons during academic year 2025-26.</p> <p>National Literacy Trust and school's own data from this survey shows decline in engagement with</p>	1, 4

	<p>reading for pleasure - Just 1 in 3 (34.6%) children and young people aged 8 to 18 said that they enjoyed reading in their free time in 2024. Reading for pleasure is strongly linked to mental wellbeing, academic achievement and socio-economic outcomes.</p> <p>Literacy lessons for Y7 were prioritised in 2024-25 timetabling, students now have a weekly half an hour timetabled reading session. This model has been rolled out to Y8 in 2025-26 reflecting school's ongoing commitment to provide students with opportunities to read for pleasure, as supported by research. Lexonik intervention has targeted PP students with lower levels of literacy across year groups with average progress in reading age of 33 months over the 6-week course.</p>	
<i>Professional development on evidence-based approaches</i>		
Steplab subscription for personalised CPLD	<p>Evidence suggests that in order to develop high quality teaching in all classrooms, teachers need to be able to build their own knowledge, be motivated to improve the practice through developing their teaching techniques in order to be able to embed new skills into their practice.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	
Facilitate a system of personalised continued professional learning and development (CPLD) to allow teachers to develop an area of their practice relevant to them	<p>Evidence suggests that in order to develop high quality teaching in all classrooms, teachers need to be able to build their own knowledge, be motivated to improve the practice through developing their teaching techniques in order to be able to embed new skills into their practice.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1
<i>Mentoring and coaching</i>		
As part of the coaching programme use evidence-based practice in teaching to support outcomes for disadvantaged pupils.	<p>EEF comment that quality first teaching is the most effective way to improve outcomes for disadvantaged students. The Sutton Trust research (2011) showed that high quality provision for disadvantaged students added an additional 6 months progress over a 1-year period. Steplab research papers show that instructional coaching can be worth an additional two months of progress.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1
<i>Recruitment and retention of teaching staff</i>		
Staff wellbeing survey	Finding out what our teachers find the most challenging about their work is important to	1

	<p>formulating a strong retention strategy that ensures teachers have job satisfaction and clear sense of agency.</p> <p>Teacher Recruitment and Retention Strategy: Supporting teachers to make a difference (publishing.service.gov.uk)</p>	
CPLD day and lunch time sessions focussing on wellbeing	<p>Two sessions to staff to launch and review the wellbeing strategy, alongside lunchtime meetings with staff to help draft the strategy. Support and guidance on how to care for your own wellbeing will be provided and the culture of the school will be one that shows that 'People are our Treasure', making us a positive place to work, encouraging people to apply and stay with us.</p> <p>Teacher Recruitment and Retention Strategy: Supporting teachers to make a difference (publishing.service.gov.uk)</p>	1
Continue to devise and implement a high-quality recruitment strategy including greater promotion of vacant roles	<p>Ensuring that vacancies are available in a wide range of areas including through the active use of social media is key to attracting potential candidates. This as well as making sure that recruitment materials stand out, amongst other elements, is key to ensuring high calibre candidates are attracted to posts at St Laurence.</p> <p>Teacher Recruitment and Retention Strategy: Supporting teachers to make a difference (publishing.service.gov.uk)</p>	1

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

Budgeted cost: £56672

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Interventions to support language development, literacy and numeracy</i>		
Intervention in Year 7 (withdrawal from French for extra English/Maths)	<p>Internal data suggests that of those students who received this intervention because of a need:</p> <ul style="list-style-type: none"> • 94.4% of students achieved their End of Year expectations in Maths and • 94.4% in English. • <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p>	1, 4

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Intervention in Year 7 (withdrawal from French for Passport Maths)	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 4
Intervention in Years 8/9 (small group extra Maths) and 11 (small group extra English and Maths)	<p>Internal data from 2024-2025 suggests that of those students who received this intervention because of a need:</p> <ul style="list-style-type: none"> • 57.1% of students achieved their End of Year 9 expectations in Maths and 28.6% in English • 43.4% of students achieved their FFT20 grade in Maths and 39.6% in English in Y11 <p>In KS3 / KS4 tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 4
“Securing a 4” option at KS4 (with extra support in English and Maths)	<p>Internal data from 2024-25 suggests that of those students who received this intervention because of a need:</p> <ul style="list-style-type: none"> • 40% of students achieved their FFT20 grade in Maths and • 40% in English. <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 4

Activity and resources to meet the specific needs of disadvantaged pupils with SEND

One to one and small group tutoring

Mentoring with key staff (e.g. Progress Coaches; teachers) to support progress in learning	<p>Using staff to support students with progress issues across a range of subjects / needs with tailored support to improve learning abilities.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4
Access to learning mentor for English and Maths support	PP students who are on the SEN register, will have access to some targeted SEN support such as Learning Mentoring. This will provide one to one or paired learning time with an HLTA who can deliver bespoke learning around numeracy, literacy and	

	<p>speech and language. This targeted support allows them to make better progress in Maths and English.</p> <p>Making Best Use of Teaching Assistants EEF - See Recommendation 5</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29905

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Supporting pupil's social, emotional and behavioural needs</i>		
Additional wider support from the pastoral, safeguarding and behaviour teams (e.g. increased safeguarding capacity; family & student support workers; ELSA support) – collaboration to ensure adaptations to disadvantage student-provision are made, if necessary, to support behaviour.	<p>By furthering whole school approaches to positive behaviour management (e.g. Restorative Practice) and others, we can create an environment in which all students can thrive. This, as well as working with parents and the behaviour team will ensure that more learning is taking place within lessons.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>ELSA support targets those SEN students with the highest need through social stories and talking therapy which help support positive behaviours in students.</p>	2, 3
Deploy Sixth Form students as peer mentors to act as additional support for students with social and emotional needs.	<p>Using older peers to act as an active role model can work to build confidence and relationships. This can help to build resilience and help to re-engage students with school as well as help to ensure attendance remains high.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	1, 2
<i>Supporting attendance</i>		
Contact on first day of absence with parents/carers of disadvantaged students	<p>We know that there is a direct link between attendance and attainment from internal data and the national picture</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	2, 3
Challenge low attendance by ensuring that robust	<p>We know that there is a direct link between attendance and attainment from internal data and the national picture</p>	2, 3

attendance processes are in place and adhered to and make use of EWO	Parental engagement EEF (educationendowmentfoundation.org.uk)	
Extracurricular activities, including sports, outdoor activities, arts, culture and trips		
Maintain/increase the number of disadvantaged students taking part in trips such Bronze DofE . This will be replicated across other trips e.g. Black Rock / Y8 Wellbeing Residential.	Whilst the impact of outdoor learning from the EEF is unclear, it is evident from case studies of our own students that the benefits for our disadvantaged students of LOtC are substantial for their wellbeing and attendance of school. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk)	2
Communicating with and supporting parents		
Procedures in place to ensure more parents/carers of disadvantaged students attend subject evenings and key events	Working with parents to understand their barriers in attending subject evenings and working on these to ensure parents are aware of how to support their child's learning. Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Embed parental engagement strategy	Ensuring high levels of parental engagement is a valuable tool for progress of disadvantaged students. By ensuring effective communication between school and home, parents can support students with work and school with key procedures and strategies. Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Breakfast Clubs and meal provision		
Continue to offer Breakfast Club for FSM students	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Magic Breakfast EEF (educationendowmentfoundation.org.uk)	1, 2
Providing free school meals for all FSM students	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Magic Breakfast EEF (educationendowmentfoundation.org.uk)	1, 2

Total budgeted cost: £152912

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Challenge 1: High quality teaching and learning

530 drop ins took place across the 2024-25 academic year which positively reflected the elements of the EEFs “five-a-day” that has formed a core part of our CPLD programme. This was reinforced by work scrutinies in departments and department reviews. This has led to 42.4% disadvantaged students being on or above their aspirational indicator grades (FFT20) in the summer exam series (compared to 58.5% for non-disadvantaged students).

In Key Stage 3, in the Term 6 report of 2024-2025, Y7 PP students were 69.6% on or above target across all subjects by comparison to 61.4% for their non-disadvantaged peers. In Y8, this was 60.5% compared to 72.2% and in Y9 was 81.6% compared to 79%.

Results in 2025 were in line with those in 2024 in terms of attainment but there was no Progress 8 score as this group did not complete SATs. Within the GCSE cohort, disadvantaged (FSM6) attainment 8 was 4.32 (non-PP 5.65). This was in line with 2024 examination series (4.25) with non-PP at 5.53. Whilst a gap remains for our students who are disadvantaged to those who aren’t, the gap has stabilised.

Challenge 2: Attendance

Attendance remains a whole-school priority, with a specific focus on improving outcomes for pupils in receipt of the Pupil Premium (PP). The data reflects attendance for statutory school age pupils (Years 7–11).

Attendance for all pupils has remained broadly stable over the past four years, fluctuating between 91.8% and 92.8%. Current overall attendance (92.3%) is slightly below last year but remains in line with pre-pandemic performance.

Pupil Premium attendance has shown greater variation and has fallen from 88.8% in 2023/24 to 87.3% in 2024/25. The PP attendance gap has widened this year to 5.0 percentage points, returning to a pre-pandemic scale. This indicates that disadvantaged pupils have been disproportionately affected in comparison with their peers.

The data highlights the necessity for sustained targeted intervention to:

- Improve PP attendance at a faster rate than non-PP attendance.
- Reduce the widening gap and re-establish the positive post-pandemic trajectory seen in 2022/23 and 2023/24.

- Address barriers to attendance including persistent absence, reduced engagement, and external social factors.

By:

- Strengthened first-day response and daily contact for all PP pupils at risk of absence.
- Targeted pastoral support, including attendance mentors and EWO involvement for persistent absentees.
- Implementation of personalised action plans for identified pupils, monitored fortnightly.
- Increased parental engagement through support meetings.
- Use of data-driven tracking systems to identify patterns and intervene early.
- Deployment of PP funding to support uniform, enhanced pastoral support, therapeutic intervention e.g. counselling, and other identified barriers to attendance.

Attendance is monitored daily and weekly by pastoral teams, with fortnightly senior leader / attendance champion evaluation. Attendance is monitored by trustees, every big term. PP attendance is analysed separately to ensure progress towards targets. Interventions are adapted in response to emerging patterns and individual needs.

Challenge 3: Parental Engagement

There remain some ongoing challenges to address with parental engagement and the strategy is still developing and being embedded. Our records show that engagement of parents/carers of disadvantaged students can be lower than the whole cohort.

We have noticed that attendance at key events, such as at subject evenings/options evenings, is often lower, with some families missing multiple events across a number of years.

For example, overall attendance was 89% for the Year 8 subject evening held in May 2025, with 78% of parents/carers of disadvantaged students attending.

However, this discrepancy was starker with the Year 10 subject evening held in June 2025 when overall attendance was 83% for the year, yet only 61% of parents/carers of disadvantaged students attended.

	PP % attendance	Overall % attendance
Year 7	82.1	94.6
Year 8	78.0	88.9
Year 9	80.0	94.3
Year 10	61.2	82.9
Year 11	71.9	91.7

Challenge 4: PP and SEN dual need

In the 2024-25 Y11 cohort, there were 17 disadvantaged students who had an SEN, of which 3 had an EHCP. As a cohort these students were 58.8% on or above their aspiration indicator grades (FFT20). This is an improvement from ~54.5 % in 2023-24. 66.2% of those who were not disadvantaged but had an SEN were on or above target.

There are currently 13 students in this cohort in the current Y11 but internal data from Term 1 suggests that this gap is going to need some attention to close it.

Challenge 5: Wellbeing

To support wider wellbeing and progression, PP students are actively encouraged and supported to attend a wide range of LOfC opportunities. In Year 7, 100% of PP students attended the Farm Day. In Year 8, 38% of PP students attended the Well-being residential, compared to 79% of non-PP students. In Year 9, 48% of PP students attended the Black Rock residential, compared to 86% of non-PP students. Finally, in Year 10, 8% of PP students took part in the Bronze Duke of Edinburgh Award, compared to 34% of non-PP students. These LOfC opportunities enable students to develop their resilience and build their confidence, reinforcing their overall well-being. A significant amount of work goes into securing funding from various sources to enable PP students to have these opportunities. We have a further 25% of the PP cohort in current Year 10 taking on the Bronze DofE this academic year. Alongside residential, we have a flourishing extracurricular programme that PP students are encouraged to participate in. For example, in Year 7, 71% of PP students attended one or more extracurricular club. In Year 8, 23%, Year 9, 30%, Year 10, 23% and Year 11, 43% of students attended one or more extracurricular club.

Externally provided programmes

Programme	Provider