Pupil premium strategy statement – The Eaglewood School

This statement details our school's use of pupil premium (and recovery 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	97
Proportion (%) of pupil premium eligible pupils	54.64%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2025
Statement authorised by	P Jackson
Pupil premium lead	T Daniel
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,000
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£
Total budget for this academic year	£40,000

Part A: Pupil premium strategy plan

Statement of intent

The Eaglewood School Pupil Premium Mission Statement

At Eaglewood School, we aim to ensure that all students, regardless of their background or the challenges they face, make significant progress from their starting points with us. We strive to foster high levels of personal well-being and equip students with the skills and knowledge they need for independent adult life. Our mission is to raise aspirations and transform lives by supporting disadvantaged students to overcome barriers to learning and achieve success academically, socially, and emotionally.

Our core purpose is to maximise academic achievement while addressing the individual social and emotional needs of students, often in collaboration with external agencies. Our Pupil Premium strategy focuses on enabling disadvantaged students to excel, laying the foundation for lifelong success.

Through Pupil Premium funding, we will:

Close the Achievement Gap
We will help disadvantaged students make rapid progress in core subjects—mathematics, English, and science—through high-quality teaching, small-group interventions, and robust diagnostic assessments. Daily 30-minute intervention groups will address key areas such as phonics (Read Write Inc.), THRIVE, IXL, and ELKLAN programmes, improving academic, social, and emotional outcomes.

Enhance Communication and Language Skills
Our approach integrates Read Write Inc. for literacy development and targeted THRIVE and ELKLAN interventions to improve language comprehension and social communication. Additional support such as counselling, Lego therapy, Talk and Draw, and ELSA (Emotional Literacy Support Assistant) sessions will enhance emotional well-being, enabling students to express themselves effectively and engage fully in their learning.

Develop Personal and Social Skills
Through a bespoke Personal Development curriculum (see overview), we aim to develop students' resilience and emotional intelligence. Our safe and respectful environment fosters personal growth and well-being, equipping students with essential life skills.

Increase Cultural Capital

We will provide enrichment opportunities, including our Outdoor Education programme with visits to colleges, workplaces, museums, activity centres, and engineering-focused sessions through our partnership with SETA (Southampton Engineering Training Association). Subject-specific trips, theatre visits, and assemblies with inspirational speakers will broaden students' horizons and prepare them for future education and employment.

Support Well-being and Recovery from Adverse Childhood Experiences (ACEs)
Recognising the challenges posed by ACEs, we prioritise mental health support through nurture,

counselling, THRIVE / ELSA sessions, and holistic therapies, fostering emotional resilience and readiness to learn.

Our Approach
Our strategy is built on high-quality teaching in areas of greatest need, combined with early interventions and a whole-school approach. All staff share responsibility for the progress and outcomes of disadvantaged students, maintaining high expectations across the school community. By addressing each student's unique needs through detailed assessments, we aim to provide the skills, support, and experiences necessary for their success. Our complementary strategies ensure students excel while feeling safe, valued, and nurtured.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments reveal that disadvantaged students generally make slower progress from their starting points upon entering school. While the barriers to learning and challenges they experience vary, their overall academic progress is often lower across most subjects compared to their non-disadvantaged peers. This gap is particularly evident in mathematics outcomes.
2	Assessments, observations, and discussions indicate that disadvantaged pupils are more likely to face challenges with language comprehension compared to their peers. These difficulties can impact their ability to fully access the curriculum and engage effectively in learning.
3	Disadvantaged students frequently experience greater difficulties in expressing their needs, including non-verbal communication challenges, limited vocabulary, and struggles with social interaction. These barriers can hinder their confidence and participation in both academic and social settings.
4	Observations and conversations with pupils and their families highlight that disadvantaged pupils often have fewer opportunities to engage in enriching experiences outside of school. This lack of cultural capital can restrict their knowledge and understanding of the wider world.
5	Many disadvantaged pupils require additional support to develop essential personal skills, such as resilience, self-regulation, and independence, which are crucial for success both in and beyond the school environment.
6	Assessments and discussions with pupils and families demonstrate that many disadvantaged students have experienced significant challenges in their education, well-being, and overall development. Adverse Childhood Experiences (ACEs), the pandemic and other life circumstances have disproportionately

affected these pupils, increasing the need for tailored support to help them thrive.	

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
Improved Academic Attainment Disadvantaged students will achieve improved outcomes in all subjects, particularly in mathematics, as identified through robust baseline assessments (e.g., STAR), ensuring progress in line with their starting points and potential.	**Academic Performance** By the end of the strategy in 2027/2028, disadvantaged students demonstrate improved academic performance in end-of-year assessments. The percentage of disadvantaged students meeting or exceeding their targets in English, Mathematics, and Science is maintained or improved, aligning with or surpassing their non-disadvantaged peers.
Enhanced Language Comprehension Disadvantaged pupils will develop stronger language comprehension skills, enabling them to independently understand subject-specific texts, including those with advanced and challenging terminology.	**Language and Communication Skills** By 2027/28, disadvantaged students show measurable improvement in language comprehension, as evidenced by end-of-year assessments (e.g., CATS, Vernon, Reading Programme tests). Teachers report enhanced reading comprehension across all subjects, with students demonstrating an expanded vocabulary in written work. Improvements in lesson engagement and the quality of classwork are observed and validated through moderation processes.
Broadening Knowledge and Cultural Capital Disadvantaged students will have access to enriching opportunities and experiences, equipping them with the essential knowledge to become informed, educated citizens and preparing them for future success in life and work.	**Expanding horizons and opportunities** Disadvantaged students participate in a range of enriching opportunities and experiences, including cultural visits, outdoor education, and hands-on activities such as the SETA programme, Bike Project, Hairdressing, Music and school clubs including drama, singing, football, badminton, basketball and art. By 2027/28, disadvantaged students demonstrate greater confidence, understanding, and application of essential knowledge to become informed, educated citizens.

Career Readiness and Progression Through mentoring, college placements, and work experience opportunities, disadvantaged students will feel better prepared to make informed choices about their careers and successfully transition into further education or employment.	**Preparation for Future Success** All disadvantaged students have access to high-quality careers mentoring, college placements, and work experience. By the end of 2027/28, the number of disadvantaged students progressing to further education matches or exceeds that of their non-disadvantaged peers.
Improved Well-being and Holistic Development The education, well-being, and overall development of disadvantaged students will progress in line with their peers, addressing the impact of Adverse Childhood Experiences (ACEs) and other barriers to learning.	**Holistic Progress Across the Curriculum** Observations and academic outcomes indicate that by 2027/28, disadvantaged students are achieving progress across all areas of the curriculum comparable to their non-disadvantaged peers. **Well-Being and Participation** By 2027/28, disadvantaged students actively participate in enrichment opportunities and demonstrate improved personal and social skills, contributing to their overall readiness for adult life.
Stronger Metacognitive and Self-regulatory Skills Disadvantaged students will develop enhanced metacognitive and self-regulation skills across all subject areas, empowering them to plan, monitor, and evaluate their own learning effectively.	**Self-regulation and Metacognitive Skills** Teacher observations confirm that disadvantaged students have improved their ability to monitor and manage their own learning, with greater independence and reflective practices.
Improved Reading Skills Targeted interventions will ensure that disadvantaged students across Key Stage 3 achieve significant improvement in their reading fluency, comprehension, and confidence, fostering lifelong literacy skills.	**Reading and Engagement** Significant improvements in reading skills across Key Stage 3 are observed, as evidenced by increased comprehension, reading fluency, and engagement in class. Students demonstrate a wider vocabulary and improved confidence when engaging with subject-specific texts. Through moderation, teachers are able to recognise improvements in the quality of classwork. Additionally, assessments will be used to evaluate and track students' progress in reading comprehension and overall literacy skills.

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: (funded via the CPD budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development Programme: Focus on Pen Principles, Walkthrus, Rosenshine's Principles of Instruction, targeted appraisals, and shared briefings with a focus on supporting disadvantaged students.	The Education Endowment Foundation (EEF) Metacognition and self-regulation Toolkit Strand. The EEF highlights that high-quality teaching is the most effective way to improve outcomes for disadvantaged students. Regular CPD ensures teachers develop their practice, leading to consistent and impactful teaching. Metacognition and self-regulation strategies are inexpensive but highly effective in improving attainment.	1,2,
Literacy and Reading Interventions: Corrective Reading, Read Write Inc., Bedrock, IXL literacy tools, daily one-to-one reading, and the Yurt Library for literacy support.	Education Endowment Foundation (EEF) Reading comprehension strategies-toolkit strand. EEF evidence shows that reading comprehension strategies significantly enhance understanding, particularly when interventions are tailored. Targeted literacy initiatives like these address specific barriers to comprehension for disadvantaged students.	1,2,3,4
Support Staff and Mentoring: Deployment of additional Teaching Assistants and Relationship Support Mentors to provide tailored support, immediate feedback, and behaviour intervention.	Education Endowment Foundation (EEF) Non-academic support/Behaviour and attendance Toolkit Strand. According to EEF, trained support staff positively impact progress by offering immediate feedback and promoting metacognitive strategies. Behaviour interventions have been shown to reduce exclusions and improve engagement in learning.	1,2,3

Access to Curriculum Resources: Funding for textbooks, revision guides, practical materials for subjects like art and technology, and school trips. These resources ensure equal opportunities for disadvantaged students.	Education Endowment Foundation (EEF). Professional judgement and knowledge of the students. Research from EEF indicates that providing equitable access to resources supports progress and engagement. Practical subject materials and enrichment activities ensure disadvantaged students have the same learning opportunities as their peers.	1,2
Focused Monitoring and Early Intervention: Regular tracking of disadvantaged students' progress through line management and department meetings, with prompt intervention to address underachievement.	Professional judgement and internal school progress data demonstrate that consistent monitoring allows for the early identification of challenges, ensuring timely and effective intervention.	3,5
Cultural Capital and Enrichment Opportunities: Broadening horizons through the Outdoor Education Programme (including visits to colleges, workplaces, and museums), theatre trips, SETA (Southampton Engineering Training Association) placements, and assemblies with inspirational speakers.	Opportunities like these enhance personal development and cultural capital, raising aspirations and preparing students for future education and work. Research shows that experiential learning contributes to improved engagement and broader life skills.	4,5

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS3 reading programme.	Improving Literacy in Schools: Guidance **Rationale:** Improving literacy is critical for disadvantaged students, who often face unique challenges in comprehension. Targeted reading strategies, delivered over focused timespans, effectively enhance understanding and engagement when tailored to individual needs. **Impact:** These interventions have significantly improved reading fluency, comprehension, and confidence, enabling students to engage more effectively with subject-specific texts and achieve better academic outcomes across the curriculum.	2,4
Academy 21 Sport Fit NGAGE	**Rationale:** Remote learning is primarily offered in English and Maths, with occasional inclusion of Science. It provides an alternative for pupils who face challenges accessing education on-site, catering to various personal circumstances. This provision may be short-term, aiming to reintegrate pupils back into on-site education, or longer-term for those requiring sustained remote support. **Impact:** Remote learning has proven effective in engaging pupils who were unable to access education on-site. It ensures continuity in their academic progress while addressing their individual needs and circumstances.	1,2,3,4,5,6

1-1 tutoring -Completed by EWS Teaching staff and external subject specific tutors (History, English Literature)	**Rationale:** An Academic Mentor aims to bridge the educational gap between disadvantaged students and their peers, addressing the disproportionate learning loss experienced during school disruptions caused by COVID-19. While the primary focus is on disadvantaged students, the support may also extend to other pupils requiring additional assistance to catch up. **Impact:** This targeted support is designed to reduce the attainment gap, ensuring disadvantaged students make measurable progress and achieve outcomes closer to those of their peers.	1,2,5,6
SALT	**Rationale:** Speech and language therapy provides essential treatment, support, and care for individuals experiencing communication challenges or difficulties related to eating, drinking, and swallowing. This therapy is vital in helping students overcome barriers that impact their ability to engage fully in education and social interaction. **Impact:** This intervention supports students with a range of needs, including: - Mild, moderate, or severe learning difficulties - Language delay or specific language impairment - Difficulties in sound production - Stammering or dysfluency - Autism spectrum conditions and associated social interaction challenges. - Dyslexia and associated communication issues	2,3,6

	- Voice disorders - Selective mutism By addressing these challenges, speech and language therapy enhances students' ability to communicate effectively, engage in learning, and build confidence in both academic and social contexts.	

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	**Rationale:** The ELSA program is designed to develop key emotional skills—such as emotional regulation, resilience, and self-esteem—that are essential for both personal well-being and academic success. By targeting these areas, ELSA helps students overcome emotional barriers to learning, particularly those with attachment difficulties, creating a positive foundation for engagement and growth in school. **Impact:** Research indicates that emotional literacy interventions like ELSA lead to improvements in behavior, emotional regulation, and academic participation (Durlak et al., 2011; Weare & Nind, 2011). ELSA supports students' emotional development, indirectly boosting their academic engagement and success.	3,5,6
Independent Careers Advisor, Vicky Hall	**Rationale:** The service offers expert advice to help students make informed decisions about post-16 pathways, including further education, apprenticeships, or training, aligning with their strengths and aspirations. **Impact:**	5,6

	This guidance improves Year 11 students' focus and confidence in choosing appropriate post-16 options, leading to higher engagement and smoother transitions. Research shows that structured careers advice enhances decision-making and helps students secure suitable placements (Hutchinson & Duffy, 2018).	
Block Therapy	**Rationale:** Block therapy uses play to support social, language, and motor skill development in a structured setting. The process encourages children to work together to build projects, targeting specific developmental goals related to communication, interaction, and coordination (LeGoff, 2004). **Impact:** Engaging in Block-based therapy improves social interaction, turn-taking, sharing, and collaborative problem-solving skills. It also helps children practice communication, patience, and conceptual learning, particularly for those with autism spectrum disorders or social communication difficulties (Happé et al., 2006; LeGoff, 2004).	2,3,5,6
Talk & Draw	**Rationale:** Talk and Draw combines drawing with verbal expression to support social, language, and motor skill development. It is particularly useful for children with communication challenges, helping them express emotions and develop narrative skills in a therapeutic setting (Mitchell, 2013; Faller, 2017). **Impact:** This approach promotes social interaction, creativity, and emotional regulation. It encourages collaboration, problem-solving, and the development of fine motor skills, while fostering self-expression and improved communication (McElhinney & Slade, 2011; Ginsburg, 2007).	2,3,6

| Talking Therapy | **Rationale:**
Talk therapy provides students with a safe, non-judgmental space to explore their thoughts and emotions. It helps them make sense of challenging situations, gain self-awareness, and develop strategies for coping with emotional difficulties. By articulating their feelings, students can work through complex emotions and find clarity (Miller et al., 2019).

Impact:
Talk therapy enables students to gain new perspectives on their challenges, promoting emotional resilience. It helps them identify patterns in thoughts and behaviours that may be hindering their progress, and equips them with coping strategies for moving forward (Rathus et al., 2013). This process fosters greater emotional regulation and supports mental well-being, leading to improved engagement and success in other areas of life (Toth et al., 2016). | 2,3,6 |

Area of Spend	Suggested Allocation	Notes
Outdoor Education	£12,000	High-value enrichment, trips, transport, external providers /Focus on Cultural Capital Unit
Laptops / Reading Pens for Individual Students	£8,000	12–15 Chromebooks for highest-need pupils
Uniform Fund	£1,500 PP + £2,500 Household Fund = £4,000 total	Uniform provided uniform, emergency items, hardship support
Intervention Support Staff	£14,500	Covers extra TA hours, ELSA, Bike Project, Numeracy/Literacy support
After-School Clubs	£4,000	Club staffing, equipment, subsidies
TOTAL (PP only)	£40,000	Household Fund applied externally

Summary Chart

Category	PP Amount	Percentage of PP Budget
Outdoor Ed	£12,000	30%
Laptops / Reading Pens	£8,000	20%
Uniform	£1,500	3.75%
Intervention Support	£14,500	36.25%
After-school Clubs	£4,000	10%
TOTAL PP Budget	£40,000	100%

PP + Household Fund (£42,500)	£4,000	9.41%

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

PP Students – Years 7-11 – Attendance and Engagement Data

Name	Year Group	Attendance	Engagement Term 1	Engagement Term 2	Engagement Term 3	Engagement Term 4	Engagement Term 5	Engagement Term 6
Elliott, Bradley	Year 10 (2024/2025)	89.3%	3.57	2.49	2.54	2.70	1.85	1.91
Hammond, Rachel	Year 10 (2024/2025)	43.4%	2.89	3.40	5.00			
Hatton-Boyland, Harvey	Year 10 (2024/2025)	95.4%	3.54	3.44	3.25	3.48	3.89	3.98
Mitchener, Ethan	Year 10 (2024/2025)	62.3%	2.57	2.58	3.28	3.87	3.48	3.67
Murphy, Patrick	Year 10 (2024/2025)	25.7%	3.57	3.00	2.56	4.00	4.35	3.50
Remnant, Riley	Year 10 (2024/2025)	100.0%						
Sparks, Ed	Year 10 (2024/2025)	17.4%	4.33	4.52			0.00	5.00
Warner, Bruce	Year 10 (2024/2025)	91.2%	3.75	3.70	3.09	3.22	3.47	2.92
Alderman, Emma	Year 11 (2024/2025)	93.0%	4.15	4.00	3.88	4.50	4.42	5.00

Bartlett, Scott	Year 11 (2024/2025)	54.6%	3.86	2.94	2.91	3.23	3.57	
Bickerstaff, Eli	Year 11 (2024/2025)	80.6%	4.52	4.22	4.09	4.29	3.55	
Courtney, Darcy	Year 11 (2024/2025)	52.0%	2.87	3.44	2.15	3.42	3.95	
Ellis, Connor	Year 11 (2024/2025)	91.9%	4.00	3.81	3.53	3.33	3.19	
Fletcher, Ellie-Mae	Year 11 (2024/2025)	78.8%	2.33	3.18	2.01	3.10	2.74	
Garner, Maddie	Year 11 (2024/2025)	57.4%	3.25	2.84	2.60	3.46	2.89	
Hampton, Morgan	Year 11 (2024/2025)	37.9%	4.11	2.94	3.22	2.70	2.47	
Horgan, Emma	Year 11 (2024/2025)	57.4%	3.93	3.35	3.14	2.68	2.69	
Lee, Cody	Year 11 (2024/2025)	29.5%	4.00	0.00				
Mapes, Aidan	Year 11 (2024/2025)	74.2%	4.79	4.60	4.57	4.17	4.14	
O'Riordan, Luka	Year 11 (2024/2025)	29.4%	4.68	4.78	4.61	4.53	4.90	

Parsons, Jack	Year 11 (2024/2025)	63.3%		4.18	3.67	3.33	2.78	
Saunders, Millie	Year 11 (2024/2025)	74.5%	4.24	3.79	3.46	3.27	3.33	
Sheppard, Jake	Year 11 (2024/2025)	61.3%	4.59	3.85	3.62	3.26	3.29	
Simmons, Keith	Year 11 (2024/2025)	75.0%	4.60	4.59	4.36	4.53	4.40	
Tosdivine, Cody	Year 11 (2024/2025)	57.4%	2.35	1.79	2.00	2.60	3.20	
Trench, Yannick	Year 11 (2024/2025)	74.4%	4.41					
Fry, Courtney	Year 7 (2024/2025)	75.3%	4.47	3.74	3.70	3.42	2.88	2.80
Gilby, William	Year 7 (2024/2025)	96.0%	4.20	4.46	4.35	4.40	4.13	4.24
Jones, Jake	Year 7 (2024/2025)	48.4%	4.74	4.80	4.74	4.83	4.81	4.86
Reed-Oliver, Poppy	Year 7 (2024/2025)	90.3%	4.59	4.43	4.48	4.39	3.51	4.38
Carpenter, Richard	Year 8 (2024/2025)	97.3%	4.58	4.09	3.66	3.30	3.59	3.35

Clark, Tommy	Year 8 (2024/2025)	82.9%	4.32	3.29	2.84	3.10	2.42	2.72
Evans, Riley	Year 8 (2024/2025)	91.6%	4.22	3.46	3.33			
Middlehurst, Kenzie	Year 8 (2024/2025)	73.5%	3.69	3.71	3.28	4.19	3.43	3.39
Thomas, Malakai	Year 8 (2024/2025)	71.6%	4.13	4.35	3.42	4.08	4.10	3.48
Turner, Ralphie	Year 8 (2024/2025)	73.3%			3.26	3.75	3.18	3.23
Andress, Roxy	Year 9 (2024/2025)	88.5%	2.76	2.16	3.21	2.42	2.13	2.01
Bowyer, Joshua	Year 9 (2024/2025)	90.1%	3.27	3.21	3.38	3.11	1.90	2.27
Conway, Jojo	Year 9 (2024/2025)	94.4%	4.09	3.83	4.28	4.11	3.59	2.73
Davey, Rory	Year 9 (2024/2025)	52.1%	2.27	2.58	2.80	1.83	1.50	
Foot, Georgie	Year 9 (2024/2025)	67.7%	3.00	1.99	3.29	2.38	1.04	1.54
Hilliam, Finley	Year 9 (2024/2025)	80.2%	2.31	3.18	3.51	3.47	3.43	3.59

Jones, Carys	Year 9 (2024/2025)	72.8 %	4.55	3.50	3.90	3.27	3.14	3.24
Nolan, Izzy	Year 9 (2024/2025)	12.3 %	4.33	0.00	0.00			
Reed-Oliver, Alex	Year 9 (2024/2025)	92.2 %	4.21	4.07	4.07	3.85	4.31	4.46

PP Year 11 End of Year Qualifications

Candidate	A.O.	Code	Award	Grade	Numeric
Aidan Mapes	BCS	500/6226/8	BCS Level 1 Award in IT User Skills (ICDL Essentials) (ITQ)	P	
Aidan Mapes	AQA	8465F	Combined Sci: Synergy Tier F	2-2	113
Aidan Mapes	AQA	8700	English Language	2	46
Aidan Mapes	Pearson	CLJT4A	Functional Skills Qualification Engl	P	
Aidan Mapes	Pearson	HVBL7A	Functional Skills Qualification Math	P	
Aidan Mapes	Pearson	CYKD8A	Home Cooking Skills (Qcf)	P	
Aidan Mapes	Pearson	1MA1F	Mathematics Option F	2	68
Aidan Mapes	AQA	5961	Science Single Award	2	55
Cody Lee	AQA	8461F	Biology Tier F	2	83

Cody Lee	AQA	8700	English Language	2	41
Cody Lee	Pearson	1MA1F	Mathematics Option F	2	70
Cody Lee	AQA	5961	Science Single Award	1	31
Cody Tosdivine	AQA	8465F	Combined Sci: Synergy Tier F	1-1	60
Cody Tosdivine	AQA	8700	English Language	U	3
Cody Tosdivine	Pearson	CLJT4A	Functional Skills Qualification Engl	F	
Cody Tosdivine	Pearson	HVBL7A	Functional Skills Qualification Math	F	
Cody Tosdivine	Pearson	1MA1F	Mathematics Option F	U	21
Cody Tosdivine	AQA	5962	Science Double Award	2	98
Connor Ellis	AQA	8465F	Combined Sci: Synergy Tier F	2-1	104
Connor Ellis	AQA	8700	English Language	2	42
Connor Ellis	Pearson	CLJT4A	Functional Skills Qualification Engl	F	
Connor Ellis	Pearson	HVBL7A	Functional Skills Qualification Math	F	
Connor Ellis	Pearson	1MA1F	Mathematics Option F	1	31
Connor Ellis	AQA	5961	Science Single Award	3	74
Darcy Courtney	AQA	8465F	Combined Sci: Synergy Tier F	3-2	145
Darcy Courtney	AQA	8700	English Language	2	40

Darcy Courtney	Pearson	CLJT4A	Functional Skills Qualification Engl	P	
Darcy Courtney	Pearson	DCWV3A	Home Cooking Skills (Qcf)	P	
Darcy Courtney	Pearson	1MA1F	Mathematics Option F	1	58
Darcy Courtney	AQA	5961	Science Single Award	2	45
Darcy Courtney	TCL	600/3894/9	TCL Entry Level Award in the Arts (Entry 3)	P	
Eli Bickerstaff	BCS	500/6226/8	BCS Level 1 Award in IT User Skills (ICDL Essentials) (ITQ)	P	
Eli Bickerstaff	AQA	8465F	Combined Sci: Synergy Tier F	5-5	271
Eli Bickerstaff	AQA	8700	English Language	4	74
Eli Bickerstaff	Pearson	CLJT4A	Functional Skills Qualification Engl	P	
Eli Bickerstaff	Pearson	DCWV3A	Home Cooking Skills (Qcf)	P	
Eli Bickerstaff	Pearson	1MA1F	Mathematics Option F	5	188
Eli Bickerstaff	AQA	5962	Science Double Award	2	109
Ellie-Mae Fletcher	AQA	8465F	Combined Sci: Synergy Tier F	2-2	134
Ellie-Mae Fletcher	AQA	8700	English Language	3	55
Ellie-Mae Fletcher	Pearson	CLJT4A	Functional Skills Qualification Engl	P	

Ellie-Mae Fletcher	Pearson	HVBL7A	Functional Skills Qualification Math	P	
Ellie-Mae Fletcher	Pearson	DCWV3A	Home Cooking Skills (Qcf)	P	
Ellie-Mae Fletcher	Pearson	1MA1F	Mathematics Option F	1	51
Ellie-Mae Fletcher	AQA	5961	Science Single Award	2	60
Ellie-Mae Fletcher	TCL	600/3894/9	TCL Entry Level Award in the Arts (Entry 3)	P	
Emma Alderman	BCS	500/6226/8	BCS Level 1 Award in IT User Skills (ICDL Essentials) (ITQ)	P	
Emma Alderman	AQA	8465F	Combined Sci: Synergy Tier F	3-2	154
Emma Alderman	AQA	8700	English Language	2	42
Emma Alderman	AQA	8700/C	English Language Spoken Language (8700/C)	P	
Emma Alderman	Pearson	CLJT4A	Functional Skills Qualification Engl	F	
Emma Alderman	Pearson	DCWV3A	Home Cooking Skills (Qcf)	P	
Emma Alderman	Pearson	1MA1F	Mathematics Option F	2	82
Emma Alderman	AQA	5962	Science Double Award	3	141
Emma Horgan	AQA	8465F	Combined Sci: Synergy Tier F	4-3	206
Emma Horgan	AQA	8700	English Language	3	63

Emma Horgan	AQA	8700/C	English Language Spoken Language (8700/C)	P	
Emma Horgan	Pearson	CLJT4A	Functional Skills Qualification Engl	P	
Emma Horgan	Pearson	1MA1F	Mathematics Option F	3	118
Emma Horgan	AQA	5961	Science Single Award	3	68
Jack Parsons	BCS	500/6226/8	BCS Level 1 Award in IT User Skills (ICDL Essentials) (ITQ)	P	
Jack Parsons	AQA	8465F	Combined Sci: Synergy Tier F	2-2	120
Jack Parsons	AQA	8700	English Language	3	54
Jack Parsons	AQA	8700/C	English Language Spoken Language (8700/C)	P	
Jack Parsons	AQA	8702	English Literature	1	22
Jack Parsons	Pearson	CLJT4A	Functional Skills Qualification Engl	F	
Jack Parsons	AQA	8145GA	History Ga	1	17
Jack Parsons	Pearson	CYKD8A	Home Cooking Skills (Qcf)	P	
Jack Parsons	Pearson	1MA1F	Mathematics Option F	2	76
Jack Parsons	AQA	5961	Science Single Award	1	41
Jake Sheppard	BCS	500/6226/8	BCS Level 1 Award in IT User Skills (ICDL Essentials) (ITQ)	P	

Jake Sheppard	AQA	8465F	Combined Sci: Synergy Tier F	U	48
Jake Sheppard	AQA	8700	English Language	2	44
Jake Sheppard	AQA	8700/C	English Language Spoken Language (8700/C)	P	
Jake Sheppard	Pearson	CLJT4A	Functional Skills Qualification Engl	P	
Jake Sheppard	Pearson	1MA1F	Mathematics Option F	1	34
Jake Sheppard	AQA	5961	Science Single Award	1	41
Keith Simmons	OCR	J170	Art, Craft And Design	6	150
Keith Simmons	BCS	500/6226/8	BCS Level 1 Award in IT User Skills (ICDL Essentials) (ITQ)	P	
Keith Simmons	AQA	8465F	Combined Sci: Synergy Tier F	5-4	250
Keith Simmons	AQA	8700	English Language	6	91
Keith Simmons	AQA	8702	English Literature	6	105
Keith Simmons	Pearson	CLJT4A	Functional Skills Qualification Engl	P	
Keith Simmons	AQA	8145QC	History Qc	2	30
Keith Simmons	Pearson	DCWV3A	Home Cooking Skills (Qcf)	P	
Keith Simmons	Pearson	1MA1F	Mathematics Option F	3	132

Keith Simmons	AQA	5962	Science Double Award	3	161
Luka O'Riordan	BCS	500/6226/8	BCS Level 1 Award in IT User Skills (ICDL Essentials) (ITQ)	P	
Luka O'Riordan	AQA	8465F	Combined Sci: Synergy Tier F	4-4	226
Luka O'Riordan	AQA	8700	English Language	4	79
Luka O'Riordan	Pearson	CLJT4A	Functional Skills Qualification Engl	P	
Luka O'Riordan	Pearson	DCWV3A	Home Cooking Skills (Qcf)	P	
Luka O'Riordan	Pearson	1MA1F	Mathematics Option F	3	134
Luka O'Riordan	AQA	5962	Science Double Award	2	105
Maddie Garner	BCS	500/6226/8	BCS Level 1 Award in IT User Skills (ICDL Essentials) (ITQ)	P	
Maddie Garner	AQA	8465F	Combined Sci: Synergy Tier F	3-3	180
Maddie Garner	AQA	8700	English Language	5	84
Maddie Garner	Pearson	CLJT4A	Functional Skills Qualification Engl	P	
Maddie Garner	Pearson	HVBL7A	Functional Skills Qualification Math	P	
Maddie Garner	Pearson	DCWV3A	Home Cooking Skills (Qcf)	P	
Maddie Garner	Pearson	1MA1F	Mathematics Option F	2	67

Maddie Garner	AQA	5961	Science Single Award	2	55
Millie Saunders	BCS	500/6226/8	BCS Level 1 Award in IT User Skills (ICDL Essentials) (ITQ)	P	
Millie Saunders	AQA	8465F	Combined Sci: Synergy Tier F	2-1	97
Millie Saunders	AQA	8700	English Language	2	35
Millie Saunders	Pearson	CLJT4A	Functional Skills Qualification Engl	F	
Millie Saunders	Pearson	HVBL7A	Functional Skills Qualification Math	F	
Millie Saunders	Pearson	DCWV3A	Home Cooking Skills (Qcf)	P	
Millie Saunders	Pearson	1MA1F	Mathematics Option F	U	22
Millie Saunders	AQA	5962	Science Double Award	2	94
Morgan Hampton	AQA	8465F	Combined Sci: Synergy Tier F	2-1	104
Morgan Hampton	AQA	8700	English Language	3	59
Morgan Hampton	AQA	8700/C	English Language Spoken Language (8700/C)	P	
Morgan Hampton	Pearson	CLJT4A	Functional Skills Qualification Engl	P	
Morgan Hampton	Pearson	HVBL7A	Functional Skills Qualification Math	No Result	
Morgan Hampton	Pearson	1MA1F	Mathematics Option F	1	64

Morgan Hampton	AQA	5961	Science Single Award	2	52
Scott Bartlett	AQA	8465F	Combined Sci: Synergy Tier F	2-1	102
Scott Bartlett	AQA	8700	English Language	2	40
Scott Bartlett	Pearson	CLJT4A	Functional Skills Qualification Engl	F	
Scott Bartlett	Pearson	HVBL7A	Functional Skills Qualification Math	P	
Scott Bartlett	Pearson	DCWV3A	Home Cooking Skills (Qcf)	P	
Scott Bartlett	Pearson	1MA1F	Mathematics Option F	1	49
Scott Bartlett	AQA	5962	Science Double Award	1	65