

Caldew School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Caldew School
Number of pupils in school	995 (874 Y7-11)
Proportion (%) of pupil premium eligible pupils	18.1% (19.2% Y7-11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2023-July 2026
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Vicki Jackson
Pupil premium lead	Gavin Parker-Smith
Governor / Trustee lead	Clem Coady

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190813

Part A: Pupil Premium Strategy Plan

Statement Of Intent

Our vision is that Caldew School is a place 'where every student is successful today and prepared for tomorrow'. Our Pupil Premium strategy plays a significant role in this vision, as its ultimate objective is to ensure that we realise the 'every student' aspect of this ambition.

It is driven by the absolute moral imperative that 'no young person, by virtue of their birth, should necessarily achieve less than others' (Sir John Dunford) and the belief that the educational opportunities that we provide can transform our students' lives.

Our Pupil Premium strategy's objective is to provide an effective academic curriculum, excellent pastoral care and valuable enrichment opportunities to allow students to achieve the best possible outcomes.

We recognise the impact that high-quality teaching has on students' progress and strive to ensure that all students receive the best teaching: quality of education should not be a lottery. Our school development plan's focus on the following areas is informed by our research and self-evaluation to ensure that we meet all of our students' needs:

- Clarity of sequencing and challenge for all students in our curriculum intent
- Adaptive teaching to respond to the strengths and needs of all students
- Developing literacy and numeracy levels as tools to access the curriculum and future life
- Teaching to promote recall: students knowing more and remembering more

These 'Teaching and Learning' strategies are reinforced by our 'Every Student Achieves' priorities. Our work must be driven by 'assessment, not assumption' (Marc Rowland) so that we address the specific barriers to achievement for our students, whether this is attendance, literacy or engagement. As a result, developing more rigorous assessment to track students and identify those in need of intervention is a key priority in this area.

The impact of strategies will be monitored at student and cohort level through rigorous self-evaluation, deliberately biased towards students who may be more likely to underachieve. If we are getting it right for our most vulnerable students, it will be right for everyone. Evaluation will also be more secure, based on substantial evidence, allowing plans to be evaluated thoroughly and refined meaningfully to inform change in our school for our students.

Challenges

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

Challenge	Detail of Challenge
1	Attendance: The attendance of some disadvantaged students is low, limits their progress and widens existing gaps. We need to understand why their attendance is low and support them to attend school regularly in order to achieve. We need our curriculum to identify and fill gaps in learning.
2	Prior Attainment: Fewer disadvantaged students reach the expected standard at the end of KS2, leading to further and sustained underachievement if they do not catch up and keep up. Engagement during remote learning was lower for some disadvantaged students, meaning that existing gaps have widened. Our teaching needs to be adaptive in order to plan for and respond to students' needs.
3	Literacy & Numeracy: More disadvantaged students have lower levels of literacy and numeracy, posing further barriers to learning and achievement. Our teaching needs to strengthen these fundamental skills, with effective intervention for students who need more support.
4	Engagement: Some students are not consistently engaged in school or learning (sometimes demonstrating behaviour which leads to fixed term suspensions). We need to implement our behaviour curriculum (routines, rewards and sanctions) consistently to support the achievement of all students.
5	Low aspirations: Some of our students have low expectations of themselves and their achievement, with low aspirations for their futures. Some do not see Key Stage 5 as an attainable pathway. We need to support their achievement and maximise their engagement in CEIAG opportunities.

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
To improve the attendance of disadvantaged students to be in line with non-disadvantaged students nationally	Appropriate interventions lead to improved attendance for individuals Attendance is at least 95%* Persistent absence is below 13%* (*Compared to pre-COVID national data)

To raise the attainment of disadvantaged students so that they achieve well	Interventions, including school-led tutoring programmes, have a positive impact on students' progress Positive Progress8 for disadvantaged students
To improve students' literacy and numeracy skills so that they can achieve well across the curriculum	Literacy and numeracy data and monitoring show improvement as a result of effective literacy and numeracy teaching, including interventions Positive Progress8 for disadvantaged students (in Maths, English and overall)
To improve the engagement of disadvantaged students	Appropriate interventions lead to improved engagement and behaviour for individuals Reduction in incidences of poor behaviour Reduction in Fixed Term Suspensions and Permanent Exclusions for disadvantaged students
To ensure that students make informed choices about the next stages of their lives	All students will progress to destinations, with no students NEET Increase in uptake of Level 3 courses

Activity In This Academic Year

This details how we intend to spend our Pupil Premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £7000

Activity:	Evidence that supports this approach	Challenge number(s) addressed
Review curriculum intent to ensure it provides clear guidance to teachers about what should be taught in all subjects. It should be clear and sequenced and challenging for all students.	Ofsted toolkit (2025): 'Leaders make sure that the curriculum is... ambitious in breadth and depth... for all pupils. Subject curriculums are well designed to build pupils' knowledge and skills sequentially and cumulatively. The curriculum is an entitlement for every pupil. Any adaptations are made carefully to avoid limiting expectations for disadvantaged pupils or pupils with SEND.'	2
Develop adaptive teaching to respond to the strengths and needs of all students. <ul style="list-style-type: none"> • Participation in RADY project • CPD on adaptive teaching • Haili Hughes CPD (January INSET) 	Ofsted toolkit (2025): 'Teachers have the expertise and knowledge to make well-judged adaptations to overcome barriers to learning for pupils, particularly those with SEND. Any adaptations do not lower expectations for pupils or limit their access to the curriculum unnecessarily.'	1, 2, 3, 4
Develop literacy and numeracy levels as all students need these tools to access the curriculum and future life. <ul style="list-style-type: none"> • Vocabulary lists in all subjects • CPD on reading strategies: phonics and fluency 	Following EEF guidance report- Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) Disciplinary literacy, vocabulary and reading (Priorities 1-3)	3
Design teaching to help promote recall- students knowing more and remembering more <ul style="list-style-type: none"> • Develop framework for study skills and revision 	Ofsted toolkit (2025): 'Teachers explain new content clearly, connecting new information with what pupils already know and/or introducing new content and concepts in a meaningful context. Teachers revisit important content and concepts	1, 2

<ul style="list-style-type: none"> Retention and retrieval planned and sequenced within subject curriculum 	regularly so that pupils learn them securely and remember them.'	
<p>Develop summative assessment so that it is rigorous, accurate and provides data that can be used by leaders to track students' progress and identify students in need of intervention.</p> <ul style="list-style-type: none"> Data package Development work on assessment 	Ofsted toolkit (2025): 'Teachers check pupils' understanding systematically, identifying and remedying any gaps or misconceptions.'	2, 3
Develop the ability of colleagues to manage behaviour in a positive and relational way by embedding the principles of "positive regard" across all areas of school life.	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	4

Targeted Academic Support: Intervention and Tutoring

Budgeted cost: £65335

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Numeracy Strategy: implement and embed a whole school numeracy teaching and intervention strategy to address the gaps which exist on entry</p>	<p>EEF Toolkit: Teaching Assistant Interventions (+4 months)</p> <p>‘Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver’; our numeracy interventions will be delivered by a specialist HLTA. ‘Short sessions of around 30 minutes or so, several times a week are most effective’ so the intervention timetable will be based on this model. The intervention curriculum links to the Maths curriculum, supporting pre-teaching, including vocabulary, so links to the evidence on the positive impact of oral language interventions.</p>	2 & 3
<p>Reading intervention programmes at both KS3 and KS4:</p> <ul style="list-style-type: none"> • Phonics CPD (Ruth Miskin) and Read, Write, Inc Fresh Start resources • Sparx Reader • Fluency • HLTA Literacy 	<p>EEF Toolkit: Teaching Assistant Interventions (+4 months); Reading Comprehension Strategies (+6 months)</p> <p>As above, but with literacy specialist HLTA. Intervention is based on regular, short, 1:1 reading sessions or small group interventions based on the Reciprocal Reading model, which is underpinned by metacognition. Our evaluation of 1:1 and Reciprocal Reading interventions showed that students’ standardised literacy scores increased by twice as much as those who had no intervention. Where needed, students also receive Read, Write, Inc Fresh Start phonics intervention. Students progress well through the programme.</p>	2 & 3
<p>Establish Caldew Achievement Zone as high quality, bespoke provision</p> <ul style="list-style-type: none"> • Learning Mentor • TA (funded by SEND) 	<p>EEF Toolkit: Metacognition and Self-Regulation (+7 months)</p> <p>Dedicated provision tailored to students’ individual needs.</p> <p>EEF Toolkit: Small Group Tuition (+4 months)</p> <p>‘Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.’</p>	1 & 4

<p>Small group academic intervention targeted at students at risk of not achieving at the level required for their desired next steps.</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
	<p>EEF Toolkit: Small Group Tuition (+4 months) Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	

Wider Strategies: Attendance, Behaviour and Wellbeing

Budgeted cost: £118597

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide breakfasts to students	Some students leave home early and have long journeys to school. Pre-school and morning breaktime support allows students to have breakfast.	1, 4
Address the barriers to low attendance through targeted support, informed by Sol Attendance package, coordinated by Associate Assistant Headteacher for attendance	EEF Toolkit: Parental Engagement (+4 months); EEF Toolkit: Mentoring (+2 months) 'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps... There is some evidence that personalised messages linked to learning can promote positive interactions.' We are funding additional capacity specifically for disadvantaged students and their families. If students do not attend school, they will underachieve. Our experience also shows that working directly with students, with regular mentoring, attendance improves. Our approach is based on the DFE's 'Improving School Attendance' guidance.	1
Address the barriers to positive engagement in school by supporting whole school behaviour procedures, delivering behaviour and engagement interventions <ul style="list-style-type: none"> Pastoral Manager Positive Regard CPD 	EEF Toolkit: Behaviour Interventions (+4 months) EEF Toolkit: Mentoring (+2 months) 'Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.'	4
Support students' wider participation in all aspects of school life through financial support (Trips, visits, uniform etc.)	EEF Toolkit: School Uniform (+? Months) Whilst 'there is little robust evidence that introducing a school uniform will, by itself, improve academic performance, behaviour, or attendance... There is a belief ... that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity.' Students should have the opportunity to participate fully in all aspects of school life. (See below re: trips.)	4 & 5

Provide music lessons for disadvantaged students who want to learn an instrument	<p>EEF Toolkit: Arts Participation (+3 months)</p> <p>‘There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.’</p>	2 & 5
Raise aspirations of disadvantaged students in KS3 and KS4 through additional CEIAG or targeted support to maximise participation in and benefit of CEIAG opportunities for all	<p>EEF Toolkit: Aspiration Interventions (+? months)</p> <p>‘Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment. Given the broad range of attitudes, behaviours and beliefs surrounding aspirations in communities with higher rates of poverty, schools should avoid generalisations. Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.’</p> <p>Essentially, increased attainment and achievement are the means to raise aspirations so targeted CEIAG activities are only effective in conjunction with effective teaching and learning and targeted academic interventions.</p>	5

Total budgeted cost: £190932

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.

Aim	Outcome	Next Steps
To improve the attendance of disadvantaged students to be in line with non-disadvantaged students nationally	<ul style="list-style-type: none"> Attendance of disadvantaged students has increased by 1.2% since 2023-2024 (84.7% from 83.5%) which is similar to the overall improvement of 1.3% for all students (91.5% from 90.2%), meaning that the gap is maintained rather than narrowed. The improvement seen for all students in the spring term isn't matched by disadvantaged students. Reward scheme for all students (weekly draw and 'Super 6' incentive; end of term rewards to avoid 'dip' before holidays) Student voice: they all know what good attendance is and why it is important; they value individual attention and a direct interest in them. Increase in requests for financial support for transport e.g. contribution towards bus/ train ticket 	<ul style="list-style-type: none"> More sensitive trigger points for disadvantaged students to ensure earlier actions and support Dedicate time/ capacity to supporting attendance through individual support/ mentoring Use of information from previous year/ phase to inform actions and support
To raise the attainment of disadvantaged students so that they achieve well	<ul style="list-style-type: none"> GCSE results for 2025 show improved attainment for students who are disadvantaged compared to 2024. A8 increased to 34.81 (up from 31.55), improving across English, Maths, Ebacc and Open buckets. The proportion of students who attained a grade 4 in English and Maths rose from 33% to 40%, but there was no improvement at 5+ and 7+. Whilst students have attained better, they are still not attaining as highly as their non-disadvantaged peers so this remains a significant area of focus. Internal data and monitoring (including work samples) show attainment of students who are disadvantaged is lower than non-disadvantaged students. 	<ul style="list-style-type: none"> Disadvantaged students to be a thread through all development plans Focus on Quality of Work: establish

	<ul style="list-style-type: none">Recent Quality of work monitoring has focused on disadvantaged students' work. Skewed monitoring prevents the extremes from being lost to the averages. Whilst there is some good work, this is not consistent and needs to be a priority for 2025-2026. Leaders are working on Quality of Work routines to support consistency.		<ul style="list-style-type: none">Phonics specialist CPD and phonics programme in place. 104 (not all disadvantaged; Years 7-10) identified in Autumn; 83 progressed out of intervention after Summer 2; 21 students remain on programme; all students who need intervention now included.English curriculum adapted to include focus on reading fluency. Focus for CPD and coaching. Observation shows use of fluency strategies; more effective when used with reciprocal reading strategies. Fluency to be tracked termly and reading advice shared on school reports. Data shows improvement in fluency.Numeracy interventions targeted at particular needs: number, shape and space, reasoning and interpretation.	<ul style="list-style-type: none">Broaden range of reading interventions: phonics, fluency, comprehensionImproved tracking of baseline data for literacy and numeracy	<ul style="list-style-type: none">Further develop bespoke provision-curriculum; exit plan for students; capacity to support next tier of SEMH need through provision and more effective practice across the school (Positive Regard training)																																																																																																																																																																																																	
To improve students' literacy and numeracy skills so that they can achieve well across the curriculum	<ul style="list-style-type: none">Phonics specialist CPD and phonics programme in place. 104 (not all disadvantaged; Years 7-10) identified in Autumn; 83 progressed out of intervention after Summer 2; 21 students remain on programme; all students who need intervention now included.English curriculum adapted to include focus on reading fluency. Focus for CPD and coaching. Observation shows use of fluency strategies; more effective when used with reciprocal reading strategies. Fluency to be tracked termly and reading advice shared on school reports. Data shows improvement in fluency.Numeracy interventions targeted at particular needs: number, shape and space, reasoning and interpretation.	<ul style="list-style-type: none">Broaden range of reading interventions: phonics, fluency, comprehensionImproved tracking of baseline data for literacy and numeracy																																																																																																																																																																																																				
To improve the engagement of disadvantaged students	<ul style="list-style-type: none">Behaviour dashboard allows Heads of Year and Heads of Department to react to and support behaviourIncreasing overlap between PP and SEND- particularly SEMH.Commando Joe's Programme (KS3) focusing on attendance, behaviour and resilience. Little direct evidence of impact on attendance, but some improvement in behaviour and particularly resilience- observed in sessions and reported through student voice during specialist governor visit.	<div>Behaviour Data</div> <table><tr><th colspan="2">Autumn 1</th><th colspan="2">Autumn 2</th><th colspan="2">Spring 1</th><th colspan="2">Spring 2</th><th colspan="2">Summer 1</th><th colspan="2">Summer 2</th></tr><tr><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th></tr><tr><td>7</td><td>80</td><td>80</td><td>132</td><td>206</td><td>125</td><td>267</td><td>237</td><td>429</td><td>219</td><td>395</td><td>300</td><td>471</td></tr><tr><td>8</td><td>474</td><td>712</td><td>454</td><td>631</td><td>377</td><td>570</td><td>485</td><td>911</td><td>447</td><td>788</td><td>318</td><td>638</td></tr><tr><td>9</td><td>242</td><td>695</td><td>208</td><td>576</td><td>156</td><td>479</td><td>193</td><td>778</td><td>192</td><td>666</td><td>165</td><td>605</td></tr><tr><td>10</td><td>384</td><td>647</td><td>348</td><td>615</td><td>247</td><td>577</td><td>232</td><td>630</td><td>218</td><td>562</td><td>218</td><td>559</td></tr><tr><td>11</td><td>215</td><td>776</td><td>182</td><td>405</td><td>148</td><td>326</td><td>124</td><td>388</td><td>56</td><td>212</td><td>1</td><td>27</td></tr><tr><td>12</td><td>3</td><td>38</td><td>3</td><td>29</td><td>3</td><td>38</td><td>4</td><td>44</td><td>4</td><td>26</td><td>1</td><td>22</td></tr><tr><td>13</td><td>1</td><td>6</td><td>0</td><td>7</td><td>0</td><td>3</td><td>5</td><td>24</td><td>1</td><td>0</td><td>0</td><td>0</td></tr><tr><td>All</td><td>1399</td><td>2954</td><td>1327</td><td>2469</td><td>1056</td><td>2260</td><td>1280</td><td>3204</td><td>1137</td><td>2649</td><td>1003</td><td>2322</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C3</td><td>24</td><td>27</td><td>22</td><td>24</td><td>19</td><td>24</td><td>17</td><td>21</td><td>19</td><td>21</td><td>19</td><td>24</td></tr><tr><td>C4</td><td>28</td><td>28</td><td>28</td><td>22</td><td>27</td><td>25</td><td>29</td><td>26</td><td>33</td><td>28</td><td>31</td><td>27</td></tr><tr><td>C5</td><td>16</td><td>12</td><td>18</td><td>12</td><td>15</td><td>9</td><td>13</td><td>9</td><td>11</td><td>9</td><td>13</td><td>11</td></tr><tr><td>C6</td><td>2</td><td>2</td><td>2</td><td>2</td><td>3</td><td>2</td><td>3</td><td>2</td><td>2</td><td>2</td><td>4</td><td>4</td></tr></table>				Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	7	80	80	132	206	125	267	237	429	219	395	300	471	8	474	712	454	631	377	570	485	911	447	788	318	638	9	242	695	208	576	156	479	193	778	192	666	165	605	10	384	647	348	615	247	577	232	630	218	562	218	559	11	215	776	182	405	148	326	124	388	56	212	1	27	12	3	38	3	29	3	38	4	44	4	26	1	22	13	1	6	0	7	0	3	5	24	1	0	0	0	All	1399	2954	1327	2469	1056	2260	1280	3204	1137	2649	1003	2322														C3	24	27	22	24	19	24	17	21	19	21	19	24	C4	28	28	28	22	27	25	29	26	33	28	31	27	C5	16	12	18	12	15	9	13	9	11	9	13	11	C6	2	2	2	2	3	2	3	2	2	2	4	4
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	<div>Achievement Data:</div> <table><tr><th></th><th colspan="2">Autumn 1</th><th colspan="2">Autumn 2</th><th colspan="2">Spring 1</th><th colspan="2">Spring 2</th><th colspan="2">Summer 1</th><th colspan="2">Summer 2</th></tr><tr><th></th><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th></tr><tr><td>7</td><td>3075</td><td>8778</td><td>1694</td><td>5308</td><td>1481</td><td>4596</td><td>1694</td><td>5539</td><td>1318</td><td>4154</td><td>1190</td><td>3943</td></tr><tr><td>8</td><td>1883</td><td>7395</td><td>1287</td><td>5005</td><td>972</td><td>4085</td><td>1181</td><td>5242</td><td>1231</td><td>5094</td><td>1003</td><td>4147</td></tr><tr><td>9</td><td>1488</td><td>7348</td><td>926</td><td>5622</td><td>660</td><td>3739</td><td>1028</td><td>6257</td><td>1049</td><td>6118</td><td>909</td><td>5072</td></tr><tr><td>10</td><td>920</td><td>5858</td><td>611</td><td>3886</td><td>485</td><td>3175</td><td>439</td><td>3253</td><td>526</td><td>3366</td><td>425</td><td>3409</td></tr><tr><td>11</td><td>1149</td><td>5065</td><td>370</td><td>1992</td><td>402</td><td>2061</td><td>374</td><td>1944</td><td>284</td><td>1347</td><td>51</td><td>259</td></tr><tr><td>12</td><td>10</td><td>69</td><td>22</td><td>286</td><td>13</td><td>155</td><td>22</td><td>364</td><td>19</td><td>241</td><td>12</td><td>127</td></tr><tr><td>13</td><td>4</td><td>51</td><td>4</td><td>88</td><td>4</td><td>39</td><td>13</td><td>171</td><td>12</td><td>81</td><td>0</td><td>128</td></tr><tr><td>All</td><td>8529</td><td>34564</td><td>4914</td><td>22187</td><td>4017</td><td>17850</td><td>4751</td><td>22770</td><td>4439</td><td>20401</td><td>3590</td><td>17085</td></tr></table>		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2			PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	7	3075	8778	1694	5308	1481	4596	1694	5539	1318	4154	1190	3943	8	1883	7395	1287	5005	972	4085	1181	5242	1231	5094	1003	4147	9	1488	7348	926	5622	660	3739	1028	6257	1049	6118	909	5072	10	920	5858	611	3886	485	3175	439	3253	526	3366	425	3409	11	1149	5065	370	1992	402	2061	374	1944	284	1347	51	259	12	10	69	22	286	13	155	22	364	19	241	12	127	13	4	51	4	88	4	39	13	171	12	81	0	128	All	8529	34564	4914	22187	4017	17850	4751	22770	4439	20401	3590	17085																						
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