



## Pupil Premium - Allocation, Spend and Impact

### Executive Summary 2020

#### Summary for Governors

Item of PP expenditure (three highest)	Amount	RAG - Impact
SEND/EAL Team	£47,131	Green
Attendance Team	£45,000	Yellow
Safeguarding Team	£30,000	Green

## Pupil premium and 2020 Catch-Up Premium strategy / impact

1. Summary information – Pupil Premium							
Academic year	2020-2021		Total PP budget	£445,030		Date of most recent PP Review	N/A
Total number of pupils	757		Number and %age of pupils eligible for PP	466	62%	Date for next internal review of this strategy	4/21
	KS3	KS4		KS3	KS4		
Number of PP eligible pupils by key stage	297	169	Budget split by key stage				
Allocation of PP funding	Ever 6		£440980	LAC	£4050	Service Children	£0



Current achievement					
2020 Outcomes <i>(Centre Assessed Grades, including any upward adjustment in final awards)</i>	Pupils eligible for PP <i>(previous year in brackets)</i>	Pupils not eligible for PP <i>(your school)</i>	Pupils not eligible for PP <i>(national average – most recent year available)</i>	UL target for PP students	Difference outcome to previous year (RAG)
<b>Progress 8 score average</b>	-0.18 (-1.23)	+0.23 (-0.7)	0.13		1.05
<b>Attainment 8 score average</b>	35.58 (28.94)	42.09 (34.63)	50.1		6.64
<b>4+ Basics</b>	41% (35.06%)	55.74% (30.91%)	71.5%	41.38%	5.94
<b>5+ Basics</b>	24% (15.58%)	40.98% (14.55%)	50.1%	37.33%	8.42
<b>5+ GCSEs including English and maths (9-4)</b>	36% (28.57%)	50.82% (27.27%)		62.67%	7.43

- This page outlines the most recent data according to UL and national headlines. It reflects the targets set in September for PP, which is information school leaders, including governors, should know.
- The national average column is the same for all schools and shows how your PP data compares against national for nonPP. (Early in the academic year this will have to be NA for the previous year.)
- The (previous year) in brackets shows whether your outcomes are rising or falling.
- The final column RAG rates the rise or decline in PP achievement.
- For summer 2020, the school should calculate this analysis based on Centre Assessed Grades awarded. Although there is no public reporting of headline data for 2020, school leaders should still review and reflect on the achievement of PP-eligible students as assessed by subject leaders and on the impact of strategies to support disadvantaged pupils (prior to lockdown).



## 2. Planned expenditure 2019 – 2021 (including how you will spend the 2020 Catch-Up premium)

The five headings enable you to demonstrate how you are using the Pupil Premium: to improve classroom practice; to provide targeted support; to improve attendance and behaviour; to support pupils who need to catch up; and to address pupils' special educational needs.

The academy expects to receive £445,030 in Pupil Premium funding for academic year 2020-2021. This equates to £955 for 466 pupils.

Although it is important to utilise the Pupil Premium to intervene in underperformance at Key Stage 4, leaders have also scrutinised historical aspects of examination underperformance in English and maths and are embedding improvements at Key Stage 3 to prevent the deficiencies in pupils' knowledge, skills and understanding still being present when they come to sit their GCSE exams.

The main barriers to progress and attainment for Pupil Premium pupils at The Albion Academy (and other pupils that may also be affected by degrees of disadvantage) are:

- Lack of confidence in reading, which can impede the development of spelling, punctuation and grammar
- Fewer opportunities to socialise with, meet with or network with professional people from a range of backgrounds and occupations and to capitalise upon these relationships when making choices about future education or career pathways
- Limited experience of tertiary or higher education, affective confidence in planning for and taking the necessary steps to secure the skills and qualifications needed to access these.
- Additional responsibilities at home, such as looking after younger siblings or being a young carer.
- For the most gifted pupils, the lack of challenge that can be presented by being surrounded by a greater number of equally or more gifted pupils can impede access to the highest possible grades.
- Parents (and a minority of teachers), who may view 'passing' as being good enough rather than encouraging the pupil to strive for the highest possible grade.
- Less access to the (prohibitively expensive) 'extras' that can bring learning to life, such as going to the theatre, outdoor trips, visits and experiences.

### i. Quality teaching for all

Action	Intended outcome	Cost
Improved subject knowledge and CPD for teaching and support staff where required Educational Materials: Walk through books and package. NPQSL NPQML	Ensure subject knowledge for all staff is current and has an impact in the classroom. Professional development focuses on improving and evaluating pupil outcomes, underpinned by research overseen by SLT. Fortnightly CPD programme on whole school Teaching and Learning focus; TLAC and Rosenshine principles. Consistent approach across all departments.	£4500



AP – Improving teaching quality	To have an overarching responsibility for the progress of disadvantaged students, drive rapid improvement and ensure that staff are taking accountability for the progress and outcomes of disadvantaged students.  Intended impact: Improved outcomes for disadvantaged students, narrowing the attainment gaps and every member of staff takes responsibility and accountability for the progress of disadvantaged students.	£24,756
<b>Total budgeted cost</b>		<b>£29,256</b>
<b>ii. Targeted support and intervention</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Cost</b>
To also ensure that the disadvantaged children are being appropriately targeted for this provision. TA – Literacy catch up – Lexia/Lexonic	Intended impact: successful catch-up and progress made by disadvantaged children in Y7 (and y8/y9 if capacity allows) making sufficient progress and catching up with non-disadvantaged peers.	£25874
To offer on-site psychological support services to all students and ensuring that at least 50% of all students accessing the service are those from a disadvantaged background. School Counsellor to run bespoke session with students	Intended impact: Reduction of FTE, improved attendance rates of disadvantaged students, improved well-being and student morale and empowerment of disadvantaged students.	£20000
To enhance the cultural capital of disadvantaged students and ensure they have access to experiences such as private music lessons. AWA	Intended impact: Increased engagement and enjoyment of music lessons. Disadvantaged children inspired to master how to play a musical instrument during their time at TAA and increasing the outcomes of disadvantaged students in BTEC or GCSE Music.	£9000



<p>Educational visits PAUSED IN T1 2020-21 Year 2 LWI</p>	<p>To ensure disadvantaged students have access to and are being proportionately represented during all trips. Intended impact: enhance the cultural capital of disadvantaged students. Increase in the percentage of disadvantaged students taking part in educational visits. Improved student outcomes. Improved student voice and engagement of disadvantaged students in lessons.</p>	<p>£15000</p>
<p>To increase the percentage of disadvantaged children applying for their post-16 destinations Careers programme</p>	<p>To support the social and cultural development of disadvantaged pupils by providing bespoke and personalised CEIAG programme that expands their horizons in terms of their future career opportunities and the steps that they will need to take to access them. Increase in the percentage of disadvantaged children benefiting from the range of options available on the Manchester higher ed / careers programme. Increase the percentage of disadvantaged entering some form of employment, education and training at post-16 level.  Intended impact: increase in the engagement of students in lessons, improved student outcomes and an increase in the percentage of students who are leaving TAA and entering some form of employment, education or training.</p>	<p>£14,690</p>
<p>Duke of Edinburgh Award  PAUSED DUE TO COIVD – PLAN TO INTRODUCE IN YEAR 2</p>	<p>Extra-curricular activities subsidised for disadvantaged pupils enabling them to access high quality sporting and performance arts activities. Encourages engagement in schools, healthy activities and developing relationships with others. Also includes provision of equipment for Duke of Edinburgh and outward bound activities, which may otherwise be cost-prohibitive to disadvantaged pupils.</p>	<p>5700.00</p>
<p>Hardship fund (remove barriers to learning). 'The Bootroom' and 'Stationary Centre' PFE/SBR</p>	<p>To ensure that no disadvantaged child experiences barriers to their learning due to lack of equipment or school uniform. Intended impact: improve attendance of disadvantaged students, improved outcomes of disadvantaged students and specifically, improved outcomes in subjects that request resources for disadvantaged students in their subjects.</p>	<p>£10000</p>



To ensure that any CLA is effectively supported	To ensure that any CLA is effectively supported during their time at TAA via regular 1-2-1 meetings and ensuring that the progress and attendance of students is carefully monitored at PEP meetings and at SLT level. Intended impact: attendance and progress of CLA is in line with national average.	£11500
Using data efficiently to ensure PP pupils students are tracked and interventions put in place accordingly. Data team contribution	Contribution towards provision of enhanced data team in order that greater depth of analysis can be carried out to support teachers' understanding of the progress being made by disadvantaged pupils and to analyse their areas for improvement, better informing subsequent interventions.	£15,000
Improve literacy skills in PP pupils across school Literacy Co-ordinator	Literacy co-ordinator supporting literacy and language acquisition and raising reading ages of disadvantaged pupils; also responsible for the implementation of the Period 1 Teacher and Form Tutor Lead reading programme. Funding supports TLR awarded to Literacy coordinator. Increase the number of students reading regular and reading whole books outside of English lessons. Raise the profile of reading, build effective reading habits and develop enjoyment.	£2500 (check TLR payment)
Conway Centre, Anglesey Y11 3 day residential  PAUSED DUE TO COVID  Year 2	To increase the progress of year 11 students in English and Maths by offering bespoke, differentiated sessions during a 3-day residential. To inspire and develop students' resilience and improve student and teacher relationships in year 11. Intended impact: Improved outcomes for disadvantaged students in English & Maths between AP Summer Term (end of year 10) and AP Autumn Term (end of term 1 year 11).	£15,000
To improve the quality of teaching for KS4 MA/HA GCSE English	To improve the quality of teaching for KS4 MA/HA GCSE English students and to take a strategic lead on home learning across the academy so that students are developing their independent learning skills and their metacognitive skills.  Intended impact: Improved student outcomes for MA/HA GCSE English students. Increase in the number of students completing their home learning. Effective implementation of a positive home learning culture at TAA. Increase in the number of disadvantaged students receiving achieving points for the successful completion of their home learning.	£24,756



Improve the life chances and aspirations of PP students Aspire Programme	To have an overarching responsibility for the progress of disadvantaged students, drive rapid improvement and ensure that staff are taking accountability for the progress and outcomes of disadvantaged students.  Intended impact: Improved outcomes for disadvantaged students, narrowing the attainment gaps and every member of staff takes responsibility and accountability for the progress of disadvantaged students.	£24,756
<b>Total budgeted cost</b>		<b>£193,776</b>

<b>iii. Behaviour and Attendance improvement strategies</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Cost</b>
KS3 and KS4 Pastoral Heads of Year	To increase the impact of year heads and form tutors and ensure that there is a good provision of pastoral support in place to improve students' attitude to learning and establish a more positive relationship between students, teachers and parents so that the support available for students is triangulated effectively across the academy. Intended impact: Reduction in the number of low-level disruption sanctions that a small minority of students receive on a daily basis. Increase in the percentage of parents attending parents' evening and other parental engagement events. Improved climate for learning. Improved productivity during form times.	£38,028
Behaviour Team	Intended impact: Reduction in the number of low-level disruptions that a small minority of students receive on a daily basis which escalate into exclusions. Improved climate for learning. Improved productivity during form times.	£35,000 (% of wage)
Improve attendance of disadvantaged students	To improve the attendance rates of all disadvantaged pupils so that they are at least in line with national average. Intended impact: Student outcomes improve across both key stages as students are able to reap the benefits of the classroom teaching taking place.	£30,000 (% of wage)



Behaviour and engagement support	To offer alternative provision to those disadvantaged children who are unable to access or perform well within a mainstream education. Intended impact: good attendance and outcomes for any disadvantaged child enrolled in an off-site provision.	£70,000
<b>Total budgeted cost</b>		<b>£173,028</b>
<b>iv. Catch-Up strategies (including transition Y6-Y7)</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Cost</b>
Improve literacy skills in PP pupils across school Librarian (yr 2 – business case) Stock for the LRC	Funding for school librarian to develop reading system of accelerated reading development, specifically targeted at all readers who are >1 standard deviation from the norm in terms of their standardised reading age score.	£17623.00 £2000
Improve levels of attainment and literacy in PP EAL pupils	Quality teaching for those pupils accessing the EAL provision and support their needs into transitioning into main school.	£26307.00 (% contribution to wage)
Links Partnership – Access to sporting and outdoor learning opportunities	Extra-curricular activities subsidised for disadvantaged pupils enabling them to access high quality sporting and performance arts activities. Encourages engagement in schools, healthy activities and developing relationships with others. Also includes provision of equipment for Duke of Edinburgh and outward-bound activities, which may otherwise be cost-prohibitive to disadvantaged pupils.	£9000.00
<b>Total budgeted cost</b>		<b>£35,307</b>
<b>v. SEND improvement strategies (PP eligible pupils who also have identified SEN)</b>		
<b>Action</b>	<b>Intended Outcome</b>	<b>Cost</b>
Improve progress/attainment and literacy of PP SEND pupils within KS3 and KS4 Level 3 TA HLTAs	Higher level teaching assistant to support EAL and SEND within the bridge. Small group interventions at targeted pupils.	£55000.00 (check with on costs of L3/HLTA)



Exam support with use of assistive tech, anxiety, stress, organisation and revision in lead up to major examination periods.	Improved attainment and progress for students	£1000
<b>Total budgeted cost</b>		<b>£56,000</b>
<b>Sum total cost of all 5 areas</b>		<b>£487,367</b>



3. Impact Statement (adapted to review the impact of remote learning during lockdown 20.03.20 – 01.09.20)																								
i. Quality teaching for all																								
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost																					
Remote Learning: setting of work on TEAMS	<p>Staff CPD Tutorial videos for student SLT/CAL's QA'd work set Live lessons supported by T&amp;L team to monitor engagement and offer support Attendance varied from lesson to lesson Engagement figures for online learning through</p> <table border="1"> <thead> <tr> <th></th> <th>Full Engagement</th> <th>Partial Engagement</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>11%</td> <td>53%</td> </tr> <tr> <td>Year 8</td> <td>18%</td> <td>54%</td> </tr> <tr> <td>Year 9</td> <td>16%</td> <td>51%</td> </tr> <tr> <td>English Yr10</td> <td>47%</td> <td>8%</td> </tr> <tr> <td>Maths Yr10</td> <td>29%</td> <td>8%</td> </tr> <tr> <td>Science Yr10</td> <td>22%</td> <td>10%</td> </tr> </tbody> </table>		Full Engagement	Partial Engagement	Year 7	11%	53%	Year 8	18%	54%	Year 9	16%	51%	English Yr10	47%	8%	Maths Yr10	29%	8%	Science Yr10	22%	10%	<p>Students sending work back needs to be improved by using Google forms or equivalent Parental engagement needs to better, where they are actively encouraging their children to complete work and attend Live lessons.</p>	N/A
	Full Engagement	Partial Engagement																						
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Work packs sent home to all students	Printed work packs were posted home/hand delivered/collected for all students to ensure all student had access to work regardless of access to internet. Only some students returned completed packs back to school.	Posting of pack took long time to due to delivery time. The work in the packs were overwhelming for some students – moving forward more scaffolding to be put in place. Continue to use online platforms such as Hegarty maths but expand this to other subjects.	£2750
Chrome books – Access to remote learning year 10's	Mentoring meeting held with 85% of year 10 students. Issued with chrome books to access remote learning. 15% shielding, and chrome books were collected by parents/carers.	This allowed all work for year 10 students to be set online, and not relying on printed work expect for Art. Cost was supported by the DFE and United Learning with regards to the number of laptops required.	£7500
School based learning to the most vulnerable	School kept open to the most vulnerable students and keyworker provision. On average 15-20 student attended school everyday	Students enjoyed the sessions that were put into place for them. Sessions allowed students to access the curriculum.	N/A

- How was high-quality teaching sustained during lockdown?
- How successful was the remote offer and how do you know?
- What lessons did you learn?



Quality teaching was partially successful (see engagement figures above), quality of live lessons was good and pupil engagement in those lessons was good. SLT link for teaching and learning dropped into every session. Feedback was given to teachers and good practice was shared at regular meetings for those delivering live lessons. These lessons were also quality assured by the regional director via an altered T meeting focusing on Remote Learning. Feedback was positive, areas for development was to offer differentiated lessons but at the time MS teams restricted this. Pupil engagement was monitored by the teachers and SLT link for Teaching and learning. Attendance lists were sent to Heads of Year and then passed onto form tutors to call parents of those pupils who had missed the live lesson. These phone calls were daily to increase participation levels and raise the awareness of the importance of accessing the online curriculum. Key worker defined pupils and the most vulnerable pupils had access to the online curriculum daily within school, ensuring they didn't miss any lessons or content. Summer assessments were carried out using MS Forms or other online platforms to identify gaps so teachers could plan accordingly before pupils returned in the summer.

ii. Targeted support and intervention			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost

Chromebooks allocated to most vulnerable and without access at home	Survey carried out across the school to determine internet access and type of device available to use at home. 80% Responded to having access. Initially 30 Chromebook were issued to Most vulnerable PP students issued along with Internet dongles.	Allowed students to access the curriculum.	£7500
Grab bags to all PP students and Meal vouchers.	Grab bags provide to all students that were in the keyworker, and most vulnerable provision in school.	Essential for disadvantaged students	FSM
Aspire/Aspirations/ECM programme – Edurio questionnaire	Students’ interests and aspirations were assessed and collated, allowing leaders to plan monitor welfare and wellbeing of the pupils whilst on lockdown.	Aspirations offers an insight into pupils’ mindset about their wellbeing, future, family, etc. This is a valuable tool allowing us to offer support if needed, meaningful career opportunities and targeted interventions.	£3500

- How did you target the needs of PP pupils during lockdown?
- How successful were you and how do you know?
- What lessons did you learn?



Needs of pupils were met during lock down through several programmes, namely ECM and ASPIRE. The ASPIRE programme launched a checking quiz allowing pupils to answer a ten-minute survey focusing on their mental and physical wellbeing during the lockdown via Edurio survey. Topics touched on academic questions such as how they were finding learning at home and if they were struggling with the work load as well as wellbeing questions such as are you eating three meals a day and are you getting outside for fresh air? Heads of years and form tutors were able to read through the results and allocate support for pupils if needed. Form tutors spoke to the pupils daily via MS teams and uploaded the classwork for the day. Due to the restrictions on MS team pupils could only ask form tutors questions. If a pupil had a curriculum question the form tutor would contact the subject question and relay the answer back to the pupil with support. Form tutors and class teachers were able to successfully answer pupil queries and ensure pupils could access the curriculum.

iii. Behaviour and Attendance improvement strategies			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Weekly pastoral phone calls to all students: Safeguarding Team Attendance Team	Connection between school-home maintained. Able to intervene when issues arose. Ability to identify possible safeguarding concerns	Calls home became an important tool in increasing engagement and checking on pupil and parent welfare.	£30000 £45000
SEND students contacted by year heads and SEND team	Understanding of strengths and difficulties, issues that have arisen which needed support	Absolute must. Enabled school to understand what SEND pupils and parents were experiencing. Allowed school to reinforce that we were open for vulnerable and SEND pupils	N/A



Most vulnerable and students that has not answered phone call contacted by Safeguarding team	Ensured pupils were safe and well, enabled food packages to be delivered, identified any significant causes for concern	Absolute must. Should any future lockdown happen requiring pupils to remain at home, or those vulnerable pupils who refuse to attend will be contacted by Safeguarding Team and situation part of an ongoing school-LA RAG'd risk assessment.	£30000 (included above)
<ul style="list-style-type: none"> <li>• How did you support PP pupils to participate in remote learning during lockdown?</li> <li>• How successful were you?</li> <li>• What lessons did you learn?</li> </ul>			
<p>Weekly phone calls were made by the Behaviour team, Safeguarding team and Attendance team. These phone calls were made to Pupil Premium pupils to keep up to date with their welfare. Along with the Headteacher and Assistant Headteacher all the teams meet virtually every week to discuss the needs of these pupils and the most vulnerable.</p> <p>Technology</p> <p>Laptops and internet dongles were delivered to pupils without access at the start of the lockdown removing the barrier of accessing the online curriculum. These laptops were sourced from both the DFE and school funds. Approx. 160 chrome books were purchased initially to support all pupil premium students in engaging with learning (this increased to approx.. 651 over summer and Sept '20)</p>			
<b>iv. Catch-Up strategies (including transition Y6-Y7)</b>			
<b>Action</b>	<b>Impact</b>	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>



Y6 into 7 pre summer transition	Able to meet with identified vulnerable pupils prior to start in September	Meeting most vulnerable pupils is an absolute must; enabled some transition to take place prior to their arrival in September	N/A
Summer Transition Packs	Pupils and parents given clarity over what is expected in terms of academics, reading, behaviour and attendance	Enabled school to establish early links and high expectations prior to September, created and fostered new school culture.	£450
Virtual Tours / Virtual Open Evening	Pupils and parents able to meet new Headteacher and key staff. Presentation of materials in readiness for September	Ensure recording/materials are available after via YouTube or an alternative file sharing site such as Vimeo	N/A

- How did you support transition from Y6 into Y7 during lockdown?
- How successful were you?
- What lessons did you learn?



Transition Y6 into Y7

School delivered a virtual and on site programme instead of delivering our normal in-house formal Salford agreed 2 day transition programme. This made for a difficult transition process on a whole but at the same time it was successful. Communication with primary school teachers and key staff was key to ensuring we had all key information on our pp pupils. Pupil data collection forms received from primary schools were incomplete in relation to behaviour/SEND concerns.

Towards the end of Summer holidays a further 9 SEND/EAL pupils were allocated to The Albion, one with EHCP, one from out of borough with no pupil information. Using the data collected we held a pupil information conference between involving key members of staff at school. Present were the Headteacher, Deputy headteacher, Assistant Headteacher for transition, SENCo, Safeguarding and the recently appointed Head of Year 7. Pupils needs discussed and plans put in place if needed to ensure a smooth transition.

We experienced difficulties communicating with parents prior to pupils arriving in September for several reasons including wrong information, Primary's school offices closed etc. Form tutors unable to contact families due to the lack of parental form returns.

**v. SEND improvement strategies (PP eligible pupils who also have identified SEN)**

Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
SEND and EAL staff providing 1-2-1 lessons.	Ensuring that those with EHCP's and were either on site or based at home maintained a connection with school. Supporting emotional and mental health needs as well as academic requirements	During lockdown SEND and EAL played a vital role in becoming key works and supporting all SEND/EAL pupils. Constant contact with pupils and their families throughout lock down. Support offered both academically and emotionally.	£25874 £21257  Total £47131



TA's differentiating materials	Some pupils did not engage with learning, some did not return materials to check on misconceptions, learning and knowledge.	Systematic checking, however rigorous will be redundant if child will not engage in the home environment. Even more complicated when parent is unable to support or does not have ability to enforce.	N/A
SEND team making contact via TEAMS/calls home	Knowledge that pupils were safe and well. Understanding of what pupils were doing well with and what they were struggling with	Checking in with pupils and parents allowed school to understand where best practice was being delivered and where further support was required	N/A
Mental Health support	Some pupils who had previously been accessing the school counsellor continued this via telephone/TEAMS	Ability to meet the mental health needs of some pupils who had previously been identified as requiring support.	£20000
<ul style="list-style-type: none"> <li>• How did you support pupils with SEND to access remote learning?</li> <li>• How successful were you?</li> <li>• What lessons did you learn?</li> </ul>			
<p>All students on the SEND/EAL register were allocated a key worker (TA and SENCO) who made weekly phone calls home to parents and carers. Most vulnerable families and pupils with EHCP plans were contacted minimum twice a week by their key worker and received regular updates.</p> <p>Key workers then passed on information such as welfare and curriculum issues to Heads of year, form tutors and curriculum area leaders to raise awareness and promote support.</p> <p>SEND pupils had their work differentiated as some academic work being set was too high for some of the students and wouldn't have meet their needs. This was across all subjects and was highly differentiated not only to meet their needs but to allow a sense of academic success and accessibility. Some pupils had specific SEMH intervention via SEND staff or MHA counsellor.</p>			



#### 4. Additional comments

The main barriers to progress and attainment for Pupil Premium pupils at The Albion Academy (and other pupils that may also be affected by degrees of disadvantage) are:

- Lack of confidence in reading, which can impede the development of spelling, punctuation and grammar
- Fewer opportunities to socialise with, meet with or network with professional people from a range of backgrounds and occupations and to capitalise upon these relationships when making choices about future education or career pathways
- Limited family experience of tertiary or higher education, affecting confidence in planning for and taking the necessary steps to secure the skills and qualifications needed to access these.
- Additional responsibilities at home, such as looking after younger siblings or being a young carer.
- For the most gifted pupils, the lack of challenge that can be presented by being surrounded by a greater number of equally or more gifted pupils can impede access to the highest possible grades.
- Parents (and a minority of teachers), who may view 'passing' as being good enough rather than encouraging the pupil to strive for the highest possible grade.
- Less access to the (prohibitively expensive) 'extras' that can bring learning to life, such as going to the theatre or other culturally enriching activities that children in families who have a greater degree of disposable income can use to enrich their children's lives.

