

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	Reach Academy Feltham
Number of pupils in school (Reception-Year 11)	Reception-Year 6: 421 Year 7-11:306 Total:727
Proportion (%) of pupil premium eligible pupils	Reception-Year 6: 157 (37%) Year 7-11:140 (46%) Total: 297 (41%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1st September 2024-31 August 2027
Date this statement was published	19th December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Tilly Browne and Beck Owen (Co-Headteachers)
Governor / Trustee lead	Juliette Cammaerts (Chair of LGB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024-25	Primary: £228,435 Secondary: £144,900 £1,455 per primary child £1,035 per secondary child
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NA
Total budget for this academic year 2024-25	£373,335

Part A: Pupil premium strategy plan

Statement of intent

Vision

Our aim for students eligible for pupil premium funding can be encapsulated by our whole school mission which is to transform the lives of all of our pupils by providing them with the skills, attributes and academic qualifications to flourish in any career and live happy and fulfilled lives. The school has been founded in order to empower our community to access opportunities that hitherto have been preserved for the elite. In order to achieve this vision, we will ensure that pupils make excellent progress across the curriculum.

The importance of this issue has been heightened due to global events since 2019, including the Covid-19 pandemic and the current 'Cost of Living' crisis. Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.

Principles

- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Strategies and decision-making based on the most recent evidence so we only implement what has been shown to close the gap.
- The plan will be centred on improving the quality of teaching. All academic evidence strongly suggests that high-quality teaching is the 'best bet' we have in closing the attainment gap.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Thoroughly involve governors in the decision making and evaluation process.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).
- Outstanding CPD, including individual coaching to all staff will be used to increase the quality of teaching in the school.
- Providing a world class education and beyond through the work of the Reach Hub.

- Fully utilising our all-through model to identify under achievement and patterns as early as possible to allow action to be taken to address the issues in a timely manner.
- The small nature of the school will allow students to receive a personalised approach. We pride ourselves on having a deep understanding of every student and family.
- Review and change. We will review the PPG plan each term and remove actions that are not having a positive impact on our desired outcomes.
- The plan will be underpinned by drawing upon the EEF's Teaching and Learning Toolkit meta-analyses and research reviews.
<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>
- School leaders should focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.

Intent

The academy aims to reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils. Our current pupil premium strategy plan is designed to improve outcomes, attendance and build strong relationships with pupils to fulfil our vision.

Challenges

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

These are the same challenges as identified in last year's statement, but with updated information.

Challenge number	Detail of challenge
1	<p>Reading Ages and literacy rates</p> <p>We know that GCSEs require a reading age of between 15 and 17 in order to be able to access them fully. It is therefore imperative that pupils are reading above their chronological age by the time that they reach these exams.</p> <p>For our most recent (2024) cohort of Year 11 students, 26 of the students had a reading age below 15 years 6 months, and therefore were not able to fully access the GCSE papers. 70% of these were PP, in comparison to 58% PP in that cohort. We are not doing enough to close the gap in reading rates at the moment.</p>

	<p>Assessments, observations and discussions with students across primary and secondary show that disadvantaged students have generally lower attainment compared to their non-disadvantaged peers. By the time that our pupils get to the end of Year 9, ready to enter their GCSEs, we are finding that there are less disadvantaged pupils achieving the 'Greater Depth' grade in the end of year exams. The average grade for PP students is Expected Standard, but for non PP, 50% are achieving Greater Depth. Across the range of subjects there is are 20% fewer disadvantaged pupils achieving this standard. This difference is most stark in Maths and RS this year, where the average band that the disadvantaged pupils are working at is below their more advantaged peers.</p> <p>In the Year 1 Phonics Screen, 59/60 pupils passed and this demonstrates the success of our phonics programme and delivery. The one pupil, who did not take the assessment, is in receipt of the PP. In Year 6, only 7% of PP did not make EXS in reading, although this figure was 0% for non PP.</p> <p>Our external Year 11 results this year demonstrated that although our pupils in receipt of PP are making significantly more progress than the national average, there is still a gap between PP and non PP. Currently, our P8 estimate for PP is 0.58, and for non PP is 1.05, showing a significant difference in the progress between the two groups of pupils. We believe that a significant reason for this is lower literacy rates in this group.</p>
2	<p>Writing and its correlation with speaking. Assessments and observations of students has shown that disadvantaged students are less articulate when expressing their verbal responses in class.</p> <p>End of KS2 data showed a 17% gap between disadvantaged and non-disadvantaged students meeting GDS. a significant improvement on last year.</p>
3	<p>Parental understanding of how to support effective home learning.</p> <p>We are having a focus this year on inviting parents in to support home learning, from understanding phonics in Reception to adequately supporting revision strategies in Year 13.</p>
4	<p>Our multi-disciplinary early intervention team and processes have identified an increase in the number of vulnerabilities our disadvantaged students are experiencing. This is resulting in an increased number of children and families presenting with social and emotional issues.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2025**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils make outstanding progress through the EYFS.	100% of disadvantaged students meet the GLD in all of the prime areas of the EYFS.
Pupils all pass the phonics screen	100% of disadvantaged students pass the phonics screen.

Students achieve outstanding outcomes in Key Stage 1	70% of disadvantaged students achieve combined EXS+ in Reading, Writing and Maths.
Students achieve outstanding outcomes at Key Stage 2 <i>As these exams are no longer in operation. This will not be measured.</i>	80% of disadvantaged students achieve combined EXS+ in Reading, Writing and Maths. <i>As these exams are no longer in operation. This will not be measured.</i>
The attainment gap does not increase, and in most cases, begins to close during Key Stage 3.	90% of disadvantaged students meet their end of year aspirational target.
Students achieve outstanding outcomes at Key Stage 4.	The Progress 8 Score of disadvantaged students is significantly higher than national and inline with non disadvantaged students within the school cohort.
Students achieve outstanding outcomes at Key Stage 5.	Disadvantaged students achieve a minimum of a 3 ALPS score in all of their subjects. 100% of disadvantaged students achieve a D-D** grade at BTEC.
All students will be able to have a life of choice and opportunity.	We will have a minimum of 50% of our disadvantaged students choosing to attend a Russell Group or Top Third University.
Students will have access to an outstanding enrichment offer.	All disadvantaged students will participate in at least one extra curricular enrichment club.
Our behaviour policy will ensure that students are taught habits and routines that will support them to achieve the best possible outcomes.	The % of disadvantaged students who incur demerits and further sanctions are inline with the whole cohort.

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: £61729

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD Programme focused on practice and developing teacher habits. The CPD programme is underpinned by the latest research and evidence. We will review our provision every academic year to ensure that our CPD offer is inline with what research says will close the attainment gap.</i></p> <p>2024: CPD will be run weekly for staff across the school, including one longer session at the start of each term with all teachers together. CPD will focus on whole school strategies as identified in our Teaching and Learning Handbook.</p> <p>2024: We have also introduced an MLT specific CPD program, focused on leadership.</p>	<p>A large body of academic evidence has made it clear that the biggest factor determining the outcomes for disadvantaged students is the quality of teaching. Therefore, it suggests that CPD for teachers should be where Senior Leaders and schools invest a majority of their time and money.</p> <p>https://s3.eu-west-2.amazonaws.com/ambition-institute/documents/Designing_Professional_Development_for_Teacher_Change_-_Harry_Fletcher-Wood_1.pdf</p> <p>https://www.crownhouse.co.uk/the-cpd-curriculum</p> <p>https://dylanwiliam.org/Dylan_Williams_website/Papers_files/Spectator%20talk.doc</p>	<p>1,2</p>
<p><i>Teacher retention is high through centralised school systems, reductions and a feedback policy that allows departments to decide how to best move students forward in their respective subjects.</i></p> <p><i>All departments have centralised resources to support with their planning.</i></p>	<p>The Department for Education has produced the School workload reduction toolkit and this has guided our overarching strategic principles in the school.</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p>	<p>1,2,3,4</p>

<p><i>Teachers have lower than normal loadings to support wellbeing and retention</i></p> <p><i>Teacher training programme to ensure outstanding new practitioners</i></p>	<p>https://www.gov.uk/government/collections/reducing-school-workload</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
<p><i>Coaching of teachers to ensure that the quality of teaching and learning remains outstanding.</i></p> <p><i>2024: We aim for 90% of teachers to receive individual coaching sessions weekly, concentrating on individual goals. Last year, we achieved this figure in both Primary and Secondary, and weekly reminders are sent out to ensure that this is completed, and of high quality.</i></p>	<p>In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD. Instructional coaching is also in contrast to a more traditional coaching model where the coach asks a series of open questions in order to draw out the answer that the practitioner is already aware of. Instructional coaching assumes that there are some areas where the teacher being coached is more novice and that the coach, being more expert, will be able to guide their improvement in those areas.</p> <p>https://samsims.education/2019/02/19/247/</p> <p>https://www.ambition.org.uk/blog/what-instructional-coaching/#:~:text=Instructional%20coaching%20of%20teachers%20seeks.bite%2D-sized%20steps%20for%20improvement.</p>	1
<p><i>Data analysis to have a specific focus on the progress of disadvantaged students.</i></p> <p><i>2024: A specific data meeting with LGB has been introduced to focus on the data for the Y6, 11, and 13 students in preparation for their external assessments.</i></p> <p><i>2024: Over the course of last year, we created much more in depth data documents to analyse the data from the assessments. We can now begin to compare these year on year, to explore trends between the attainment and progress of PP students.</i></p>	<p>Last year, we introduced a key focus on 5 key pupils in each class. We ensured that at least 60% of these pupils are PP, and will continue to have this as a focus this year.</p> <p>https://www.amazon.co.uk/Updated-Practical-Guide-Pupil-Premium/dp/1909717630</p>	1,2

<p>Oracy</p>	<p>Researchers are in agreement that effective oracy provision is vital to the success of students, both in relation to students' cognitive development and learning, and their preparation for participation in the wider world (Millard and Gaunt, 2018). Both of these factors are in alignment with the core Reach vision of preparing students for lives of choice and opportunity. This responsibility includes giving students the ability to articulate themselves and express their own opinions confidently and persuasively, to prepare them for deep collaborative thinking and for a variety of professional situations. The Education Endowment Foundation also identifies the importance of 'structured talk' as one of the essential features of effective disciplinary literacy within schools (EEF, 2021). Oracy, therefore, must be treated as a core element of building wider student literacy, which is essential to high-level student attainment and opportunity.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>2</p>
<p><i>Data reviews after each summative assessment to lean more on the content of the curriculum rather than surface level conversations purely on the data.</i></p> <p>2024: Monthly data drops for Years 10-13 added and shared with SLT.</p>	<p>At Reach Academy, we believe that all children should enjoy lives of choice and opportunity. This means equipping them with the knowledge, skills, attitudes, behaviours and experiences that will both enrich their current lives and prepare them for the next stage of life. At the centre of this mission is the curriculum, which sets out exactly what, as a school, we promise to pass onto our pupils.</p> <p>We are always reviewing and adapting our curriculum to ensure that it's best serving the needs of our students. At Reach Academy, we consider the curriculum a process and not an event. It is an ongoing conversation, under constant debate, review and improvement. Curriculum is the conversation of humankind, and we invite our pupils, our families and everyone else to join it.</p> <p>Pupil Progress Meetings (PPM's) will focus on the progress of disadvantaged students. We know that the key area of focus is accountability for the data that teachers are</p>	<p>1,2</p>

	<p>creating in lessons, and so by having monthly data drops for Years 10-13, we are able to continue a close focus on the PP pupils in between their exams - vital at this important stage of their academic journey.</p> <p>https://impact.chartered.college/2019/03/06/tackling-disadvantage-selected-research/</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £77,066

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>At Reach we have an extended school day to facilitate independent study and intervention for Year 11 and 13 students. These run on a daily basis.</i></p> <p>2024: We have rearranged the way that we staff Homework Catch Up and Detention to enable staff to provide masterclasses to all pupils from Years 7-13, as and when they need it. These responsive masterclasses are targeted first at PP students.</p>	<p>Research conducted by the EEF and Daniel Willingham have shown that completing homework is one of the ways in which students can access the curriculum and commit knowledge to long-term memory. In addition, it is a scholarly habit which supports students in successful exam results in Y11 and post-16.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2,3,4
<p><i>Highlighting the attainment and progress of disadvantaged students during our termly Pupil Progress Meetings. Clear actions are set and reviewed during the following meeting.</i></p>	<p>The work of Marc Rowland has highlighted the importance of analysing the data of disadvantaged students so they get a greater profile and staff can look at student's starting point and therefore not assume that disadvantaged students have low prior attainment.</p>	1

	https://www.amazon.co.uk/Addressing-Educational-Disadvantage-Schools-Colleges/dp/1913622452/ref=pd_lpo_1?pd_rd_i=1913622452&psc=1	
<p>2024: Curated libraries across the school, with specific areas of focus.</p> <p>2024: We have a school priority of increasing the range of reading for pleasure. In Secondary we have double staffed all form times, so that pupils can be supported to visit the library, and included one English teacher on duty in the library each form time. Every Thursday morning is DEAR time across Secondary.</p>	<p>We want to support pupils to identify books they like and to access new genres to extend their horizons. Pupils who enjoy reading, read more and develop greater proficiency. A curated library is key to this.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p>	1
<p><i>A series of talks for parents around common issues such as sleep and diet alongside workshops with academic foci such as phonics and reading</i></p>	<p>We want to ensure that we both engage and support our parents to have the knowledge and skills to support their child at home and to participate in conversations about their education.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3
<p><i>The use of AI edtech programmes to effectively intervene where reading is an issue.</i></p> <p>2024: We have introduced Reading Plus this year to target our lowest 20% of readers, who will be working with our SENCo to develop their reading in form times.</p>	<p>Use of AI to effectively identify pupil gaps and provide instruction on these. It is particularly effective where pupils with AEN may need support outside of their current year group.</p> <p>https://www.century.tech/news/how-edtech-is-supporting-send-students-at-alt-bridge-school/</p>	1

<i>Introduction of Fresh Start Phonics</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £249561

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Health and Wellbeing Clubs and extracurricular subsidy for pupil premium children, including a wider range of clubs on offer at lunchtime for pupils who can't stay behind after-school.</i>	<p>COVID has impacted pupil fitness, impacting their health and wellbeing in turn. By improving their access to enrichment opportunities, particularly those related to sport, we aim to address this. We have an outstanding enrichment offer using a range of internal and external staff/organisations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	4
<i>OPAL and Outdoor Provision Lead in Primary</i>	<p>There is clear research that demonstrates the impact of play on pupils' sense of wellbeing.</p> <p>https://www.nidirect.gov.uk/articles/how-play-helps-childrens-development</p>	4
<i>Social worker employed as Deputy Designated Safeguarding Lead to support vulnerable pupils and families</i>	<p>By having a social worker we hope to create social change for children who do not have a safe or stable home, by developing excellent social work practice and leadership.</p> <p>https://socialworkers.blog.gov.uk/2021/05/13/social-workers-in-schools-bringing-our-expertise-into-educational-settings/</p>	4
<i>Family support worker employed to support vulnerable pupils</i>	<p>We hope to offer practical and emotional support to families experiencing short or long term difficulties. Our Family Support Worker has built outstanding relationships with our families and provides a range of support</p>	4

	https://journals.sagepub.com/doi/abs/10.1177/1367493513516391	
<i>Residential trips subsidy for pupil premium children (board and lodging)</i>	The importance of resilience in supporting children to address health inequalities is demonstrated in this report https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/355766/Review2_Resilience_in_schools_health_inequalities.pdf from Public Health England. We know that residential are vital in building young people's independence and in turn their resilience.	4
<i>Embedding principles of good practice set out in DFE's Improving School Attendance advice.</i> <i>The work of the Attendance Officer will be more integrated into the whole school with work with a clear tiered approach being introduced to improve the attendance of our disadvantaged students.</i>	The first part of this document sets out the principles underpinning an effective whole school strategy for attendance. The second part of this document outlines actions that school staff and local authorities may consider taking to improve attendance for all pupils, pupils at risk of persistent absence and pupils who are persistently absent (PA). https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1,2,3,4
<i>PASS Data used to identify students and their learning behaviours to coordinate behaviours at a curriculum level</i>	Social and emotional wellbeing is essential for effective learning, yet there will always be pupils who lack confidence in their learning and who don't always feel connected with school and their teachers. PASS takes the guesswork out of understanding why this might be, focusing on three broad areas – how a pupil feels about themselves, their engagement with the curriculum, and their feelings about school. https://www.gi-assessment.co.uk/assessments/pass/	4
<i>The development of a behaviour curriculum.</i>	Tom Bennett has shown that behaviour needs to be 'taught rather than told.' We have a whole school focus, running across primary and secondary on teaching students effective learning habits.	1,3

	https://www.amazon.co.uk/Running-Room-Teachers-Guide-Behaviour/dp/1913622142	
<i>Family dining</i>	Family Lunch is the beating heart of Reach Academy. It is where children are taught the soft skills of conversation, good table manners and kindness. All of our students are provided with a wholesome healthy and not only clean up after themselves, they clean up after each other. Children demonstrate kindness and a sense of personal and collective responsibility.	3,4

Total budgeted cost: £388,358

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 2023 to 2024 academic year.

Our initial assessments of the 2023/24 academic year demonstrate that our disadvantaged pupils have continued to make progress ahead of national expectations, but also demonstrated an improvement from the previous year. This is promising to see as we move towards the end of this strategy.

The data across external examinations demonstrates that disadvantaged pupils are benefiting from our highly personalised approach. This has been vitally important as we work with them to overcome the impact of covid and support them as we move forwards as an organisation.

- In Year 11, the Pupil premium children have an estimated Progress 8 0.58 with the non PP at 1.05. This is a gap, and we will continue to mitigate against this gap, but a P8 score of 0.58 is extremely high, and a very positive figure for our PP students.*
- In Year 6, 84% of pupil premium children gained a EXS+ in Reading, Writing and Maths. With 100% of non pupil premium children gaining this.*
- 100% of pupil premium children passed the Phonics Screening Check.*
- In Reception, 57% of pupil premium children made the GLD in comparison to 91% of non pupil premium.*

Pupils have benefited from outstanding teaching and the development of a highly effective CPD programme has seen an improvement in the data in Year 7 and 8, particularly in their reading. This has been supported by continued form reading and a greater investment in the school's libraries which has positively impacted pupils' views of themselves as readers. We have introduced more teaching time to the quality of reading in a range of subjects.

A greater number of Pupil premium children have had access to clubs after school as well as the Enrichment opportunities that are built into the school timetable. They have been able to access a real breadth of opportunities from sport to art and computing.

Intended outcome	Success criteria	Current Progress towards goals
Pupils make outstanding progress through the EYFS.	100% of disadvantaged students meet the GLD in all of the prime areas of the EYFS.	57% of disadvantaged students meet the GLD in all of the prime areas of the EYFS.
Pupils all pass the phonics screen	100% of disadvantaged students pass the phonics screen.	100% of disadvantaged students pass the phonics screen.
<p>Students achieve outstanding outcomes in Key Stage 1</p> <p><i>As these exams are no longer in operation. This will not be measured.</i></p>	<p>70% of disadvantaged students achieve combined EXS+ in Reading, Writing and Maths.</p> <p><i>As these exams are no longer in operation. This will not be measured.</i></p>	<p>70% of disadvantaged students achieve combined EXS+ in Reading, Writing and Maths.</p> <p><i>As these exams are no longer in operation. This will not be measured.</i></p>
Students achieve outstanding outcomes at Key Stage 2	80% of disadvantaged students achieve combined EXS+ in Reading, Writing and Maths.	84% of disadvantaged students achieve combined EXS+ in Reading, Writing and Maths.
The attainment gap does not increase, and in most cases, begins to close during Key Stage 3.	90% of disadvantaged students meet their end of year aspirational target.	56% of PP students at the end of Y9 met their aspirational targets, compared to 66% of non PP
Students achieve outstanding outcomes at Key Stage 4.	The Progress 8 Score of disadvantaged students is significantly higher than national and inline with non disadvantaged students within the school cohort.	The P8 score of PP students is est. +0.58 - significantly higher than average, but below our non-PP students at 1.05.
Students achieve outstanding outcomes at Key Stage 5.	<p>Disadvantaged students achieve a minimum of a 3 ALPS score in all of their subjects.</p> <p>(We feel as though this measure is not the strongest one to look at considering the smaller numbers of students - instead, we are aiming for a B+ average grade)</p>	<p>Our average APS was 35.94 for PP students and 38.92 for non-PP students, meaning that overall the average grade was a B- compared to a B.</p> <p>27% (3/11) of the disadvantaged students taking BTECs achieved D/D* in their qualifications</p>

	100% of disadvantaged students achieve a D-D** grade at BTEC.	
All students will be able to have a life of choice and opportunity.	We will have a minimum of 50% of our disadvantaged students choosing to attend a Russell Group or Top Third University.	52% of our PP students are attending a Russell Group, Top Third University, or are completing a L4 Degree Apprenticeship.
Students will have access to an outstanding enrichment offer.	All disadvantaged students will participate in at least one extra curricular enrichment club.	
Our behaviour policy will ensure that students are taught habits and routines that will support them to achieve the best possible outcomes.	The % of disadvantaged students who incur demerits and further sanctions are inline with the whole cohort.	Across Phases 1-5, more sanctions are given to PP than non-PP - from demerits to exclusions. This disparity is greatest in Year 4.