

# Holy Trinity Pupil Premium Strategy Statement

## Our Vision

To have nurtured children to love learning, love one another and love God. We seek to provide a home for all within an inclusive and inspiring Christian community.

*'Love the Lord your God with all your heart, soul, mind and strength and love your neighbour as yourself'*

## Children's Voice

*'We would like to be able to welcome all children who live under the same roof so that they can go to the same school and share the same experiences.'*

## What others say about us

*'Love and care for others are at the heart of Holy Trinity's work and ethos ... Staff, parents and pupils all feel supported and nurtured as part of a family... Support for vulnerable pupils is a strength ... This is a caring, nurturing school with a positive learning environment in which everyone flourishes. It enables all to love learning, love one another and love God.'* Siams Inspection Report Feb 2020

*'Leaders are fully committed to ensuring that all [] disadvantaged group pupils make progress and attain highly. There was excellent knowledge and understanding of pupils' particular needs and backgrounds.'* Spark (AfC) PPG report Nov 2019

*'The attainment of the disadvantaged pupils has improved over the last three years and the gaps in attainment with their classmates and other pupils nationally have narrowed considerably since 2012. The school's current assessment information and work in pupils' books confirm that disadvantaged pupils are making similar exceptional progress to their classmates across the year groups.'* Ofsted Report July 2015. (Ofsted Inspection Dashboard Autumn 2015)

## Pupil premium strategy statement – Holy Trinity CE Primary 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	363
Proportion (%) of pupil premium eligible pupils	12.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June/July and Nov 2024
Statement authorised by	Alison Bateman, Headteacher
Pupil premium lead	Fiona Whiteside, Assistant Headteacher
Governor / Trustee lead	Richard Bennett, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,475
Recovery premium funding allocation this academic year	£3625 tbc
Pupil premium (and recovery premium) funding carried forward from previous years	£2716.87 <i>Additional Funding</i>  <i>Tutoring Unused – expect to return</i>  <i>TBC as Gov’ change guidelines of use of funds and discontinue National Tutoring programme</i>
<b>Total budget for this academic year</b>	<b>£71,816.87 tbc</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our school vision is to have nurtured children to love learning, love one another and love God. We seek to provide a home for all within an inclusive and inspiring Christian community. Using our values of aspiration, love and community, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We also try to consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Love and care for others through the delivery of high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also linked to wider school plans for education recovery and catch-up following the COVID-19 pandemic (*see Catch-up Recovery Strategy for detail*).

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	Following the COVID-19 pandemic, internal and external assessments have indicated that pupil progress and attainment in reading, writing and maths among our disadvantaged pupils is below that of our non-disadvantaged pupils.
2	Weaker oral language skill and vocabulary knowledge impacts a pupil's reading and writing progress and attainment. Assessment, observation, and discussion with staff and pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This has been exacerbated by the impact of the partial school closures during the COVID-19 pandemic, particularly for our younger pupils, including those in our non-disadvantaged group.
3	Our assessments (including our school pupil and parent surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety and weaker social and emotional literacy. This impacts self-esteem and general wellbeing. These challenges particularly affect disadvantaged pupils, including their readiness to learn.
4 (added to strategy following review of 2021-22 figures)	In line with national trends whole school attendance percentages have been slightly lower following the partial school closures during the COVID-19 pandemic. However, this seems to have impacted our disadvantaged group more negatively. Average attendance for the disadvantaged group in December 2022 is 93.93%, compared with 96.4% in the non-disadvantaged group 2.47% lower than for non-disadvantaged pupils. Within these two groups 16% of the disadvantaged group manage 100% attendance compared with 23.8% of the non-disadvantaged group.  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
1. Increased progress and attainment in reading, writing and maths for all disadvantaged pupils including those disadvantaged pupils	Disadvantaged pupils to achieve better than national average progress and attainment scores in KS2 Reading, Writing and Maths. The gap between the schools disadvantaged pupil group and the non-disadvantaged group is closed in writing.

with SEND, will be evident.	
2. Disadvantaged pupils improve oral language skills and vocabulary	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is also evident in other sources of evidence, including oral engagement in lessons, book scrutiny and ongoing formative assessment.
3. Develop emotional literacy for PPG pupils to ensure they are ready to learn	Social and emotional barriers to learning for disadvantaged pupils are reduced. Disadvantaged pupils are able to access the learning across the curriculum enabling them to make accelerated progress.  Qualitative data such as pupil voice, includes evidence of ability to identify emotions in relation to Zones of Regulation and make judgements linked to wellbeing or self-esteem. By the end of KS2 pupils will be able to identify strategies to self-regulate. Pupils can use Zones and a strategy to manage their behaviour for learning.
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 is demonstrated by the overall unauthorised absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2.47 %.

## 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 priorities for current academic year

Budgeted cost: £82,654 (£7,654 from PTA funding RWI Phonics)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and Assistant Teachers (the name of Teaching assistants at Holy Trinity) are observed and receive prompt feedback to ensure that <b>Quality First Teaching</b> is provided throughout the school following on from the training.	Disadvantaged and vulnerable pupils are not making sufficient progress in comparison to their peers. The Sutton Trust research provides evidence that Quality First Teaching has a positive impact on the attainment of disadvantaged and vulnerable pupils.	1

<p>The progress and attainment of our disadvantaged and vulnerable pupils is closely monitored and interventions are planned and delivered to support these pupils where appropriate. Training for teachers to develop their strategies to use within the classroom to accelerate the progress of PPG pupils. Funding staff members to attend appropriate training.</p>	<p>Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs leads to greater progress. (Education Endowment Foundation - EEF)</p>	
<p>Audit of assessment methods (with the aim of replacing Rising Stars). Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1
<p>Embedding vocabulary, oral rehearsal activities and high-quality discussion and questioning across the school. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Additional assistant teachers in Year R,1 and 2 to support teachers with interventions and learning scaffolds</p> <p>Ensuring oral rehearsal for writing – linked to the new Writing curriculum.</p> <p>Vocabulary enrichment throughout the school with vocab lists for each year group</p>	<p>Speech Language and Communication Trust evidences that a child's language ability aged 5 is the best indicator of reading ability aged 7. Improvement of language and vocabulary skills, with opportunities for oral rehearsal of language, benefits reading and writing (a whole school improvement aim- but particularly for closing the gap in writing attainment between the disadvantaged and non-disadvantaged group)</p> <p>There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2 (1,3,4)

used with particular focus on PPG pupils Latin classes across KS2 to enrich vocabulary and cultural capital – linking to the literacy curriculum		
Teaching and embedding new phonics and spelling scheme. Purchase of Read Write Inc, a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 (2)

## Targeted academic support

Budgeted cost: £9200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to use additional adults in their classes to maximise learning and to ensure that catch up interventions and additional targeted interventions help pupils make progress Line managers and SLT scrutinise progress data and use of additional adults Deputy Head and Inclusion Leader directing staff to appropriate training Inclusion Lead to manage SEND evaluation and additional EP time – focusing on EY and KS1, as year groups impacted by missed Early Intervention due to COVID	Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs leads to greater progress. (Education Endowment Foundation - EEF)	1,3
Purchase additional Educational Psychology (EP) time, above the local authority school’s allocation	Successful early intervention using additional EP time has led to a number of our disadvantaged pupils accessing additional resources to support their learning.	1 (2,3,4)

<p>Latin classes across KS2 to enrich vocabulary and cultural capital – linking to the literacy curriculum.</p> <p>The school will arrange further training with Classics For All, to revisit and refresh teacher’s knowledge and delivery/train new teachers.</p> <p>Vocabulary enrichment throughout the school.</p>	<p>Founded in 2010, Classics for All is a charity which encourages the teaching of classical subjects in state schools. They aim to enrich the lives and raise the aspirations of all young people, through introducing them to the ancient world.</p> <p><a href="https://classicsforall.org.uk/">https://classicsforall.org.uk/</a></p> <p>Why teach Classics?</p> <p>Develops English literacy: students of Latin or Ancient Greek achieve a deep understanding of grammar, which encourages accurate use of language. From the very early stages, concepts of singular and plural, tenses and case usage are taught</p> <p>Students who study Classics will increase their analytical and critical thinking skills as they examine and analyse ancient cultures. They will improve their writing and oral communication abilities.</p>	<p>1,2</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,842 (£ 16,744 from National Schools and RPL grants)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice.</p> <p>Working with school EWO and MHST to support attendance (exploring issues of potential emotionally related school avoidance – ERSA) and referring vulnerable pupils when needed.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>National post-Covid analysis (DfE and FFT) shows decreases in national attendance rates which have been linked to increased anxiety and ERSA.</p>	<p>4 (3)</p>
<p>School participation in the Trailblazer initiative has provided additional access to enhanced Mental Health Support Team</p> <p>Prioritise and increase access to Social Emotional Interventions for PPG group – Riverbank Trust, Art Therapist, MHST (Trailblazer initiative) and Woodland Nurture group</p> <p>Teachers to discuss and agree PPG pupils who need access to additional intervention</p>	<p>EEF Toolkit suggests that there is evidence that targeted social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p>	<p>3 (1,2,4)</p>



<p>with Inclusion leader following up referrals - Autumn 2022 and ongoing at assessment points.</p> <p>Wellbeing Warriors introduced in Autumn 2022 (initially aimed at Year 5 and 6). This is a lunchtime club run by an Art Therapist/Child Counsellor. Pupils drop in each Wednesday to share worries and talk about feeling using Art Therapy approach</p>		
<p>Increased offers of Wellbeing Support to parents.</p>	<p>Anna Freud Trust/Trailblazer initiative suggest that increased wellbeing support and engagement with parents, will positively impact their own and their children's wellbeing</p>	<p>3,4</p>
<p>Additional financial support for school trips, residential trips, funding 2 places in School Rockband/Orchestra</p>	<p>Equality of opportunity to promote greater inclusion in educational enriching trips, reducing financial barriers and promoting opportunities to provide enrichment and expand cultural capital</p>	<p>1,2,3,4</p>

**Total budgeted cost: £86,298**

*(£14,481.13 additional funding from School budget tbc)*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Current Evaluation – Academic year Autumn 2023

##### Change in population for the PPG group

- Since October 2022 there has been a decrease in our numbers of disadvantaged children from **13.4%** to **12.3%** in October 2023. This continues the trend of reversing the trajectory of this number in our community, which had been reducing as a percentage consistently over the 5 years preceding the pandemic, but which had increase in the period immediately following the pandemic.

##### PPG Attendance November 2023

##### PPG Figures

- The average for PPG is 95%
- The whole school attendance (including these children) is 96.9%
- The whole school attendance (excluding these children) is 97.2%
- 24.4% of PPG have 100% attendance for this term, a rise of 8.4% at the same point last year.

#### Evaluation PPG (2021- 2023)

- The PPG strategy lays out targeted expenditure going forward. In reviewing the last year it has been identified that:

Desired outcomes and how they will be measured	Success criteria	Evaluation
Increased progress for all SEN and Non-SEN PPG pupils in reading, writing and maths	PPG pupils make as much progress or better than their peers in Reading and Writing Nationally and in Reading, Writing and Maths as calculated using the criteria in Holy Trinity CE Primary	<b>July 2023</b> <b>Partially achieved.</b> <b>Year 2-6</b> <b>Reading - achieved</b> <b>Disadvantaged pupils in Year 2-6 are making good progress. 92.7 % of pupils of disadvantaged pupils are working at the</b>

	<p>School Assessment Policy.</p>	<p><b>expected level for reading, compared with 90.5% of the non-disadvantaged group, reflecting their slightly greater rate of progress this academic year.</b></p> <p>Year 1</p> <p>Reading – <b>not achieved</b></p> <p>Only 20 % of Disadvantaged pupils (NB* 5 pupils total, so 1 child of 5) are working at the expected level for reading compared to 63% of non-disadvantaged group. No one in the disadvantaged group made more than 4 steps of progress.</p> <p><b>Writing – partly achieved</b></p> <p><b>80 % of Disadvantaged pupils in Y6 reached the expected standard in writing. This was the same as the non-disadvantaged group and exceeded the national average for disadvantaged pupils by 22%.</b></p> <p><b>Disadvantaged pupils Year 2-6 are making good progress. 90.2 % of pupils of disadvantaged pupils are working at the expected level for writing, compared with 91.5% of the non-disadvantaged group – the gap was closed to -1.3%</b></p> <p>Year 1</p> <p>Writing – <b>not achieved</b></p> <p>Writing results and progress in Year 1 are of concern for everybody. However, no disadvantaged pupils (0%, 0 of 5) are working at the expected level for writing compared to 39% of non-disadvantaged group. No one in the disadvantaged group made more than 4 steps of progress.</p>
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		<p><b>Maths - partly achieved</b></p> <p>Disadvantaged pupils in Year 2-6 are making good progress. 95.2 % of pupils of disadvantaged pupils are working at the expected level for maths, compared with 98.2% of the non-disadvantaged group. Although the gap has not been closed, in terms of progress 85.4% of the disadvantaged group made more than 6 steps of progress compared with 77% of the non-disadvantaged group.</p> <p><b>July 2022</b></p> <p><b>Partially achieved.</b></p> <p>Disadvantaged pupils in Year 2-6 are making good progress.</p> <p>Reading - 91.5 % of disadvantaged pupils made 4 or more points of progress compared with 82.9% in the non-disadvantaged group. SEN PPG pupils as a group did better with 93.6% of pupils making 4 or more points of progress.</p> <p>Writing - 88.6% of disadvantaged pupils made 4 or more points of progress compared with 82.6% in the non-disadvantaged group. SEN PPG pupils as a group did better with 93.5% of pupils making 4 or more points of progress.</p> <p><b>Maths - 82.9% of disadvantaged pupils made 4 or more points of progress compared with 83.3% in the non-disadvantaged group. SEN PPG pupils as a group did better with 87.1% of pupils making 4 or more points of progress.</b></p>
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		<p><b>Aut 2021</b></p> <p><b>Partially achieved.</b></p> <p><b>Disadvantaged pupils are making good progress. 84.4% disadvantaged pupils made 4 or more points of progress compared with 82.8% in the non-disadvantaged group. SEN PPG pupils not showing the marked difference as previously identified.</b></p>
Higher rates of progress across KS2 for high attaining pupils eligible for PPG.	Pupils eligible for PPG identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 and 2 in maths, reading and writing.	<p><b>July 2023</b></p> <p><b>Partly Achieved - 79.7 % of Y2-6 PPG pupils making 6 steps of progress in R, W &amp; M compared with 77.2 % of the non-PPG group.</b></p> <p><b>July 2022</b></p> <p><b>Partly Achieved - 71.4 % of Y2-6 PPG pupils making 6 steps of progress in R, W &amp; M compared with 69.8% of the non-PPG group.</b></p> <p><b>Aut 2021</b></p> <p><b>Partially achieved. (See above)</b></p>
PPG Pupils improve oral language skills and vocabulary	Pupils will make as much progress or better in oral language and vocabulary skills. This will positively	<p><b>July 2023</b></p> <p><b>Partially achieved.</b></p> <p><b>Reading and writing progress has been good (see % mentioned above), but there is still a gap between the PPG group and</b></p>

	<p>impact reading and writing progress.</p>	<p><b>non-PPG group in age-related attainment for R, W &amp; M</b></p> <p><b>July 2022</b></p> <p><b>Partially achieved.</b></p> <p><b>Reading and writing progress has been good (see % mentioned above), but there is still a gap between the PPG group and non-PPG group in age-related attainment for R, W &amp; M, with only 5.7% of PPG pupils working significantly above age-related expectations in Reading, compared with 28.5% of Non-PPG pupils.</b></p> <p><b>Aut 2021</b></p> <p><b>Partially achieved.</b></p> <p><b>Reading and writing progress has been good (see % mentioned above), but there is still a gap between the PPG group and non-PPG group in attainment. Pupil voice indicates that KS2 pupils have valued their time with the PPG teacher and particularly enjoyed the trips. This work has focussed on improving vocabulary and working on cultural capital. One pupil described their ‘special trip’ to the National Gallery to see religious themed work focussing on Messages, as the best trip they had ever been on.</b></p> <p><b>(See above)</b></p>
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<p>Develop emotional literacy for PPG pupils to ensure they are ready to learn</p>	<p>Social and emotional barriers to learning for PPG pupils are reduced and the PPG pupils are able to access the learning across the curriculum enable them to make accelerated progress</p>	<p><b>July 2023</b></p> <p><b>Partly achieved</b> - for those pupils involved with Wellbeing Warriors, Forest school, Art Therapist, Mental Health Support Unit, Riverbank</p> <p>Wellbeing Warriors has been a very positive addition for our KS2 pupils. See <i>Pupil Voice Qualitative feedback held in the Wellbeing Warriors folder.</i></p> <p>Forest Friends nurture interventions (for Year 5 pupils) continue to have been extremely positive experiences: both pupils and teachers report this impacting confidence in class. See <i>Pupil Voice Qualitative feedback held in the Forest Friends folder.</i></p> <p><b>July 2022</b></p> <p><b>Partly achieved</b> - for those pupils involved with Forest school, Art Therapist, Mental Health Support Unit, Riverbank</p> <p>Forest Friends nurture interventions (for Year 5 pupils) continue to have been extremely positive experiences: both pupils and teachers report this impacting confidence in class. See <i>Pupil Voice Qualitative feedback held in the Forest Friends folder.</i></p> <p><b>Aut 2021</b></p> <p>Partly achieved - for those pupils involved with Forest school, pastoral mentor, drawing and talking, Riverbank</p>
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		<p><b>Forest school nurture interventions have been extremely positive experiences: both pupils and teachers report this impacting confidence in class.</b></p>										
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 is demonstrated by the overall attendance rate being above 96 %, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2.47 %.</p>	<p><b>November 2023</b></p> <p><b>Partially achieved</b></p> <p>The average for PPG is 95%  The whole school attendance (including these children) is 96.9%  The whole school attendance (excluding these children) is 97.2%  24.4% of PPG have 100% attendance for this term, a rise of 8.4% at the same point last year.</p> <p><b>July 2023</b></p> <p><b>Partially achieved</b></p> <p>The gap has narrowed to 1.6 % between the disadvantaged group attendance and the non-disadvantaged group. All attendance rates remain significantly above the national rate (as per last year – DfE data TBC for 2022-23)</p> <p>2.4% of the disadvantaged group have 100% attendance compared with 4% of the non-disadvantaged group.</p> <table border="1" data-bbox="890 1615 1481 1778"> <thead> <tr> <th>Attendance %</th> <th>All</th> <th>Boys</th> <th>Girls</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td><b>2022-23</b></td> <td>95.6</td> <td>95.6</td> <td>95.6</td> <td>94</td> </tr> </tbody> </table> <p><b>Dec 2022</b></p> <p>Average attendance for the disadvantaged group in December 2022 is 93.93%, compared with 96.4% in the non-disadvantaged group 2.47% lower than for non-disadvantaged pupils. Within these</p>	Attendance %	All	Boys	Girls	PPG	<b>2022-23</b>	95.6	95.6	95.6	94
Attendance %	All	Boys	Girls	PPG								
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		<p>two groups 16% of the disadvantaged group manage 100% attendance compared with 23.8% of the non-disadvantaged group.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Hence adding this new priority in December 2022.</p> <p><b>July 2022</b></p> <table border="1" data-bbox="890 638 1482 804"> <thead> <tr> <th data-bbox="890 638 1045 734">Attendance %</th> <th data-bbox="1045 638 1150 734">All</th> <th data-bbox="1150 638 1268 734">Boys</th> <th data-bbox="1268 638 1380 734">Girls</th> <th data-bbox="1380 638 1482 734">PPG</th> </tr> </thead> <tbody> <tr> <td data-bbox="890 734 1045 804"><b>2021-22</b></td> <td data-bbox="1045 734 1150 804">93.5</td> <td data-bbox="1150 734 1268 804">93.4</td> <td data-bbox="1268 734 1380 804">93.6</td> <td data-bbox="1380 734 1482 804">92.6</td> </tr> </tbody> </table>				Attendance %	All	Boys	Girls	PPG	<b>2021-22</b>	93.5	93.4	93.6	92.6
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