

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 2021 to 2022 academic year.

The Pupil premium & recovery plan 2021-2022 was highly effective in ensuring that the common challenges and individual needs of disadvantaged students were met. The whole-school focus on high-quality teaching & learning coupled with individual targeted academic and non-academic support ensured that disadvantaged students achieved in line with their peers, closing the in-school gap significantly. In many measures our DA students achieved better outcomes than others nationally.

Impact of pupil premium funds on outcomes – 2022:

- Progress 8 score for disadvantaged students has risen from **+0.23 in 2021 to +0.53 in 2022.**
- Progress 8 score for disadvantaged students, **English: +0.21 which is better than others nationally.**
- Progress 8 score for disadvantaged students in **Maths** is **+0.53 which is better than others nationally** and a huge improvement from last year.
- **Progress score for EBACC element** remains outstanding for disadvantaged students and **well above national average at +1.06.**
- Progress 8 score for disadvantaged students in **science** has increased from last year and is **well above national average at +0.91.**
- The Progress 8 score for disadvantaged students in **languages** is **outstanding** and well above previous years at **+1.26.**
- The Progress 8 score for disadvantaged students in **humanities** has greatly improved from last year and is **well above national average at +0.79.**
- **Average attainment 8 score per disadvantaged student has risen** compared to 2021 to 50.31 and only just below NAv. for others (52.86 SISRA Collaboration 2022).
- **The proportion of disadvantaged students achieving the EBACC 5+ has risen greatly from 19.7% in 2021 to 45.3% in 2022**
- 69.3% of disadvantaged students achieved **4+ in BASICS**, well above previous years but still below the national average for others (76.3% SISRA Collaboration 2022).
- **The proportion of disadvantaged students achieving 5+ in BASICS has also risen to 53.3% and is equal to others in school.**
- There is a much smaller **attainment gap for DA students in English** (best of) compared to previous years for %5+ of 7.2% as 61.3% of DA students achieved 9-5 compared to 68.5% of others.

- The **attainment gap for DA students has greatly reduced and is only marginal in maths** for %5+ at **0.6%**.
- % disadvantaged students **entering EBACC at 78.7%** is well above the SISRA Collaboration 2022 (37.4%).
- **The APS for EBACC for disadvantaged students was higher than previous years at 4.96.**

This was as a result of the successful implementation of the Pupil Premium plan 2021-2022.

There was no alteration of curriculum provision for disadvantaged students as we believe strongly that an ambitious curriculum is the entitlement of all. It was ensured that each member of staff is clear about the collective responsibility toward all disadvantaged students and there is a shared understanding amongst staff that the best strategy for reducing the gap is quality-first teaching through direct instruction.

Last year, DA students benefited from one to one and small group tuition during which time individual barriers (academic and non-academic) were identified and targeted individual interventions were put in place to overcome them. Pupil Premium Champions' termly reports evidenced that for each year group the targeted students' organisation and study skill improved, as evidenced by a decrease in homework consequences. The termly tracking data also showed that there was a significant impact on improving the attitude to learning of these targeted students, which in turn impacted their attainment as evidenced by the termly tracking data and the outstanding DA GCSE results.

More students than ever benefitted from such interventions as the recovery premium was also used to fund the post of the Assistant PP Champions, who provided additional support in every year group. This ensured that for more students, barriers to learning were identified and they were supported overcome them so that they could achieve their full potential.

Expert Maths and English Pupil Premium Champions worked with year 11 students to enable gaps in knowledge to be spotted & addressed. This contributed to the excellent GCSE results for disadvantaged students in these subjects. Significant improvements were made for both subjects through substantially diminishing the in-school gaps and achieving above national averages for others nationally. In Maths, targeted students were supported to understand mathematical concepts and through repeated practice of their fundamental skills, they improved their academic learning enabling students to achieve in line with their peers.

A record number of trips took place last year which supported students in their personal growth, raising their cultural capital, aspirations & improved confidence and self-belief.

We now have excellent links with the universities and in every year group, DA students visited a university to raise their aspirations.

New resources and assessments purchased by the SEN, LDT team & English faculty proved invaluable and were used effectively to identify those students in need of reading and literacy intervention.

We now have a structured support provided by the new reading mentor post which was funded through the Pupil Premium budget. All students now have an up to date reading age from which their progress will be able to be tracked and monitored over the forthcoming years to measure the impact of the interventions.

For students in year 7 who benefitted from Reading Plus Programme last year, their tracking level in English improved from -0.3 in the spring Tracking to +1 in the summer track. Furthermore, their average comprehension level increased from 5.3 at the start of year 7 to 5.9 at the end of the year.

In each year group there are 20% of students who have been identified as 2 years or more below their chronological reading age. These students have been targeted for one-to-one intervention and diagnostic tests have been used to target the exact intervention that needs to take place. Reading Mentor intervention has also been used to support students in developing inference skills and the 'Inference Intervention report' evidences the great improvements made by students from pre to post intervention.

A significant proportion of the budget was spent on purchasing revision guides and in-house Shakespeare performances for all Key Stage 4 students, as well as numerous theatre trips for targeted students taking place throughout the year. This had a significant impact on the English literature results last year with apposite DA gap of 1.8 for literature and a positive gap of 0.3 for language.

Non-academic barriers to success in school were tackled through the funding of the Family Support Worker who has significantly increased our parental contact and has built relationships with several of our vulnerable families since her appointment. Alongside this, an increase in the working days of the school councillor funded through the recovery premium has meant that the wellbeing of more students than ever has been supported and nurtured.

The flexible working of the Family Support Worker role allowed twenty-five families to benefit from home visits during the Summer term. Attendance has improved significantly for a number of harder to reach students, one child's attendance increasing from 0% to 70%. Families have been supported to access food banks and Household Support Funds as well as being supported to complete child maintenance forms and manage their household bills.

Since the contracted hours of the Family Support Worker includes school holidays, we have also been able maintain contact with our vulnerable students and families throughout the school holidays. This has taken the form of check-in phone calls, home

visits & a return to school summer school, all of which have sustained improved relationships with our families.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

The National Tutoring Programme funding is being used to pay our teachers to deliver interventions to small groups of students during the day. The focus is maths and English and is being delivered to all year groups. After school, teachers are delivering interventions to year 10 students. This is proving to be highly successful in plugging gaps in learning and supporting students to make progress.