

# 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 2022 to 2023 academic year.

The pupil premium & recovery plan 2022-2023 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 exceptional outcomes for our disadvantaged students. We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

To help us gauge the performance of our disadvantaged students, we compared their results to those for disadvantaged and non-disadvantaged students at national and local level and to results achieved by our non-disadvantaged students. The data demonstrates that our students achieved better than national others in all measures:

### Impact of pupil premium funds on outcomes – 2023:

- **Progress 8 score for disadvantaged students** has risen from +0.53 in 2022 to **+0.74 in 2023**.
- Progress 8 score for disadvantaged students, **English: +0.49** which is better than others nationally.
- Progress 8 score for disadvantaged students in **Maths** is **+0.70** 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 **+1.14**.
- Progress 8 score for disadvantaged students in **science** has increased from last year and is well above national average at **+1.12**.
- The Progress 8 score for disadvantaged students in **languages** is outstanding at +0.80.
- The Progress 8 score for disadvantaged students in **humanities** is well above national average at **+0.59**.
- Average attainment 8 score **per disadvantaged student** has risen compared to 2022 to 51.03 and above NAV. for others (49.85 SISRA Collaboration 2023).
- The proportion of disadvantaged students achieving **5+ in BASICS** has also **risen to 53.8%, which is above the national average for others (51.2% SISRA Collaboration 2023)**.
- There is much smaller **attainment gap for DA students in English** (best of) compared to previous years for %5+ of 1.3% as 67.5% of DA students achieved 9-5 compared to 68.8% of others.
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- % disadvantaged students **entering EBACC at 85.0%** is **well above the SISRA Collaboration 2023 (29.6%)**.
- The APS for EBACC for disadvantaged students was the same as previous years at 4.96.

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section.

Our evaluation of the approaches delivered last academic year indicates that the biggest success comes from using the funds to increase staffing capacity on the ground. The posts of Pupil Premium Champions, Assistant Pupil Premium Champions, Family Support Workers and Reading Intervention Mentors, mean that students benefit directly from targeted & specific support, which is tailored to their individual need. This, coupled with a whole school ethos of high expectations and high quality teaching and learning, ensures that we continue to secure exceptional outcomes for our disadvantaged students.

We have reviewed our strategy plan and made minor tweaks to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## 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 N/A

*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)

### **Planning, implementation, and evaluation**

When writing our Pupil Premium Strategy, we looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked forensically at our cohort of students, their needs, and the impact that the pandemic has had on their progress in order to understand the specific challenges faced by our disadvantaged students.

In reviewing our current three-year Pupil Premium Strategy, we evaluated the impact of each activity undertaken in the previous year and will adjust our plan over time to secure better outcomes for pupils.

We continue to have no alteration of our 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.

As per our strategy, DA students benefit 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 skills 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 now benefit 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.

New resources and assessments purchased by the SEN, LDT team & English faculty continue to be used effectively to identify those students in need of reading and literacy intervention. The number of students identified as being 2 years or more below their reading age is decreasing as students make progress in their reading, year on year. The reading scheme continues to be highly successful as evidenced by the data analysis.

Following significant research undertaken by the Lead Teacher in this area, various different interventions take place throughout the year and through all age ranges, to suit the needs of the students. We now offer a suite of interventions including Direct instruction, Phonics, Fluency, Comprehension, Inference and Switch On. Students are withdrawn from the curriculum on termly rotations to minimise the impact on curriculum areas.

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.

Students who are targeted for interventions receive timely, high-quality support matched to their need, as identified by ongoing diagnostic assessments. Those on the reading scheme show average good or outstanding progress in comparison to others. The most progress has been made in KS3 where interventions have been more regular, and students have been more engaged with sessions. In all but Year 11, students receiving reading support have outperformed others.

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.

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 results as 67.5% of DA students achieved 9-5 compared to 68.8% of others, a significant narrowing of the attainment gap.

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.

Through using the funding for trips, we continue to support 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.

We also offer a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g. The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged, students are encouraged and supported to participate by tutors and Pupil Premium Champions and their engagement is tracked and reported on.

The flexible working of the Family Support Worker role allows more and more families to benefit from home visits throughout the year. Attendance has improved significantly for a number of harder to reach students. 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 and in turn on attendance figures.