

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 2021 to 2022 academic year.

Our improved delivery of high-quality lessons has indicated that disadvantaged pupils' outcomes in lessons have developed in 2021/22. The use of STAR measures have ensured consistency in lesson approaches, improved QA has shown an improvement in consistency. The Pupil premium plan 2021-2022 was effective in ensuring that the quality of teaching & learning and contact & support for disadvantaged students. According to the school's performance measures 2022:

- DA students achieved a P8 of -0.18, compared to -0.47 in 2019 and national -0.45
- 57.1% of DA pupils achieved a positive overall P8 score.
- 33.3% of DA students achieved a positive progress 8 score in all **4 baskets**.
- 57.1% of DA pupils have achieved a positive progress 8 score in **English**, the Progress 8 score for DA students in **English** is +0.01.
- 52.4% of pupils achieved a positive progress score in **Maths**, the Progress 8 score for DA students in **Maths** is +0.02 with all DA students being entered into this qualification.
- The value-added average for **Humanities** is +0.481
- 100% of DA students achieved at least one qualification at GCSE
- 85.7% of DA students taking combined science and 4.8% taking more than one language.

Year 7-9 students have continued to make positive progress supported by clear behaviour boundaries, with greater emphasis on assessment structure, sequences of lessons and impactful learning environment. 26.2% of DA students have been identified as requiring support in Maths and English with early intervention targeted in HT1 2022-23.

The delivery of improved reporting and communication with parents has ensured responsive support of students in need. Rewards for DA students have increased by 17% over the last two terms indicating that disadvantaged pupils are engaging in positive praise and celebration events.

Weekly monitoring of attendance reflects PP students with PA students have been offered support earlier, with family support enabling emotional learning barriers to be broken down earlier than in previous years. The improved reporting of DA/SEND ensures students with barriers to learning are targeted for early support and intervention groups academically, socially, and mentally. Investment in behaviour mentors, attendance officer, careers guidance and emotional support will be further developed in 2022-23 building on evidence gained throughout 2021-22.

All students have been given opportunities inside and outside the classroom to access expert speakers, build opportunities for discussion and provide cultural capital opportunities in many subject areas with all students being offered opportunities outside of the classroom in 2021-22.

Careers guidance was offered to and supported 100% PP students in all year groups in 2021-22, with the aim to expand the number of sessions further in 2022-23 for DA pupils.

Greater support of DA students has ensured that underachievement is addressed early in each subject area, supported by additional literacy and numeracy intervention, SEND target groups, EAL support and subject specific intervention to ensure barriers to learning for PP students are addressed as soon as they become apparent.

- 17% of all DA students in Year 8-10 benefited from small group tuition supporting individual barriers (academic and non-academic). The identification and targeting of these barriers allowed individual interventions to overcome them.
- IT resources were purchased for the disadvantaged students who needed them which ensured that all students could access home learning so that no student fell behind in learning as a result of not having access to IT devices.
- Faculties provided subject specific support for disadvantaged students which focused on identified knowledge and skills gaps which ensured gaps in knowledge were addressed.
- The content of the curriculum was reviewed on an ongoing basis, each subject curriculum is inclusive with a multiple focus on language and acquisition of knowledge.
- 0 students were NEET from the whole cohort.