

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in some areas of the curriculum. We had progress 8 gap of -0.7%, and an Ebacc gap of -9.6%. The Basics gap was -21.1% which was an improvement on the previous year of 5.5%

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. In addition to this every pupil premium student received a home visit if access to work was not being completed and a laptop or dongle given. Pupils were also given stationary and exercise books to complete work within. Form tutors and the Pupil premium team made additional phone calls to the parents of PP students and supported as and when necessary. Their submissions and effort were closely tracked and monitored. Additional phone calls were made to pupils who were both SEN and PP.

Despite these challenges there has been a relentless focus on ensuring that our PP pupils receive the highest quality lessons both online and face to face. Learning segments are now central to all planning in academy. Our Learning segments are embedded in road stories and learning plans to ensure high quality learning. Learning segments are integral to all QA and CPD that happens within the academy to ensure focus on quality first teaching for all. Segments have even been refined into clear competencies to allow swift intervention where lack of impact or concern is seen with staff. In terms of assessments, pupils sat exam based papers in ks4 that was quality assured and all Ks3 assessments were checked and monitored by HOD's and relevant senior leadership link. KS3 laser meetings were held with each subject area discussing what assessments they use and how this data is used to form predictions in data drops. CAT, NGRT, NGST, Progress in Maths, English and Science assessments for

year 7 introduced in September 2020. NGRT/NGST completed for Year 8 and 9 in March 2021.

New whole school feedback policy introduced and revised in October 2021.

Relentless work on improving the numeracy and literacy of our PP pupils continued throughout this year. Specialist subject specific HLTA's worked with identified students in small groups/ 1:1 during their timetabled maths lessons, to focus on addressing these specific areas of academic concern in order to facilitate rapid progress, addressing them through a bespoke 10 week numeracy programme. Progress was monitored through entry and exit assessments. Numeracy Ninjas also incorporated into KS3 tutor times once a week. Relationships built with Priors Hall A Learning Community across all subject areas, focussing on curriculum links between KS2 and KS3, ensuring a smooth transition particular in this field.

Installation of Show My Homework which monitors and prompts parents/carers and students that there is work to complete This was launched to all staff, students and parents in October 2020. Evidenced through the launch of this in tutor time to students through PowerPoints and also information sent home Middle Leaders now monitor and check that all staff are setting homework in line with Academy expectations. This is monitored by relevant VP.

In terms of careers and PP students. We have recruited a careers advisor whom prioritises appointments with PP students and ensures they have 1:1 careers meetings as well as parent/carer summaries. The careers programme meets the 8 Gatsby benchmarks. This also takes place in the tutor programme too. In addition to this the careers curriculum is Baker clause compliant with links with NCOP that raises aspirations. In addition to this careers has been embedded into the curriculum with each subject area having a focus week linking lessons with future jobs and careers.

In addition to this, 750 hours of CPD has been accessed over this academic year by teaching staff. These programmes used the National College accessed by all staff to continue to develop pedagogical expertise in spite of lack of face to face CPD. Hours and coverage monitored by CPD SLT link to ensure areas for development were addressed at individual, departmental and whole school level. One example of the CPD offered was how best to teach disadvantaged students available in the watchlist.

New QA forms adopted focussing on 4 key areas of practice. Planning, Delivery, Climate and Assessment to refine teaching and learning experiences. As an impact of these strategies Data showed improvements in learning experiences between term 2 and term 6 which of course benefited our PP pupils:

-7% increase in teaching meeting expected standards for assessment and feedback

-3% increase in teaching meeting expected standards for delivery

-13% increase in teaching meeting expected standards for delivery and sequencing

-96% of all teaching met or exceeded standards for climate for learning. This increased by 2% over the course of the year.

*Disadvantaged learners prioritised in review and continue model

In addition to this our PP pupils remained our key focus group in our performance management documentation. For examples our PDD includes a student impact target that focusses on key groups progress including disadvantaged. These targets were modelled and scaffolded for this group of disadvantaged. In addition to all examinable group evidence for review needs to include pupil premium data at class and departmental level.

Although overall attendance in 2020/21 was lower than in the preceding year at 89%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 7.9% higher than their peers and persistent absence 28.7% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required such as Counselling and Think for the future.