

## Pupil premium strategy 21/22 - review of impact

### Strategy aims for disadvantaged pupils

Aim	Target	Aug 2022 (unvalidated)
Progress 8	0	-0.67
Attainment 8	41.47	34.47
Percentage of Grade 5+ in English and maths	20%	19.7%
Percentage of Grade 4+ in English and Maths	42%	39.3%

### Monitoring and implementation

Area	Challenge	Mitigating action	Impact
Teaching	To ensure equity of curriculum accessibility for disadvantaged and SEN students	Curriculum recovery through the SWW and the implementation of knowledge organisers and independent study logs  Adaptation of the school curriculum for SEN	Routine curriculum reviews in place - lived not laminated. All knowledge organisers and independent study logs in place. Quality assurance process shows that knowledge organisers and independent study logs are in students books and are routinely referenced by teachers in lessons  Adaptations being made through subject time and curriculum reviews. INSET delivered. Principles of SWW ensure curriculum entitlement. Quality assurance processes show that all resources are being adapted to meet guidance from SEN team

		Nationally benchmarked progress test data analysis determined gaps in knowledge in Core subjects and informed intervention plans	
	All students will have access to Quality First Teaching by all members of staff and subjects	<p>CPD programme</p> <p>Teach first programme</p> <p>NPH programme</p> <p>Additional appraisal</p>	<p>Full programme of CPD for all staff linked to appraisal targets. Focus on the Deliberate Practice model to ensure consistency of approaches across the whole school.</p> <p>Leading together programme for SLT and middle leaders is ensuring that leaders are clear on how they ensure strategies being implemented the whole school is having impact on disadvantaged students. EEF implementation plan is now being used by all leaders for whole school improvement strategy</p> <p>6 members of staff currently following an NPQ programme - all due to complete in October 2022</p> <p>1 member of staff is currently being supported through Additional Appraisal and this continues into the 22-23 academic year</p>

	Improved literacy and Numeracy	Year 7 Literacy and Numeracy intervention  Purchase of KS2/3 transition novel	<table border="1" data-bbox="1227 188 2136 392"> <thead> <tr> <th></th> <th>Oct 2021</th> <th>May 2022</th> </tr> </thead> <tbody> <tr> <td>Maths Y7 PP</td> <td>88</td> <td>90.3</td> </tr> <tr> <td>Eng Y7 PP</td> <td>90.6</td> <td>89.3</td> </tr> </tbody> </table> <p data-bbox="1227 405 2092 472">These scores are standardised. A standardised score of 100 indicates the national mean.</p> <p data-bbox="1227 533 2074 641">Novel purchased for all Y7 PP students which now provides equity of access to challenging reads for all students and improves the cultural capital of PP students</p>				Oct 2021	May 2022	Maths Y7 PP	88	90.3	Eng Y7 PP	90.6	89.3			
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	Close the progress and attainment gap in Maths, English and Science	GL progress tests data to determine gaps in curriculum and knowledge - review of curriculum maps and development of an Intervention programme for one to one and small group support (+5 months) Purchase of GCSEpod for Y10 and 11 (+4 months) Year 11 progress reviews Academic mentors (+5 months)	<table border="1" data-bbox="1227 686 1912 890"> <thead> <tr> <th></th> <th>Oct 20</th> <th>Oct 21</th> <th>May 22</th> </tr> </thead> <tbody> <tr> <td>Maths Y9 FSM</td> <td>92.5</td> <td>93.2</td> <td>94.4</td> </tr> <tr> <td>Eng Y9 FSM</td> <td>90.5</td> <td>83.</td> <td>93.7</td> </tr> </tbody> </table> <p data-bbox="1227 938 2092 1005">These scores are standardised. A standardised score of 100 indicates the national mean.</p>				Oct 20	Oct 21	May 22	Maths Y9 FSM	92.5	93.2	94.4	Eng Y9 FSM	90.5	83.	93.7
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Targeted support

	To ensure Literacy gaps are closed	<p>Whole school Literacy strategy</p> <p>Small group tuition (+6 months)</p> <p>Small teaching group in Year 7 (+3 months)</p>	<table border="1"> <thead> <tr> <th data-bbox="1236 204 1684 272">Intervention</th> <th data-bbox="1684 204 2132 272">Impact</th> </tr> </thead> <tbody> <tr> <td data-bbox="1236 272 1684 341">Academic mentor 1:1 reading</td> <td data-bbox="1684 272 2132 341">Y9 +12 months on average</td> </tr> <tr> <td data-bbox="1236 341 1684 410">Academic tutor 1:1 reading</td> <td data-bbox="1684 341 2132 410">Y8 +16 months on average</td> </tr> <tr> <td data-bbox="1236 410 1684 512">Academic mentor small group reading</td> <td data-bbox="1684 410 2132 512">Y10 +1 grade on average Y11 + 1 grade on average</td> </tr> <tr> <td data-bbox="1236 512 1684 614">Phonics 1:1</td> <td data-bbox="1684 512 2132 614">Y7 +1 year 7 months on average</td> </tr> <tr> <td data-bbox="1236 614 1684 716">TA small group reading</td> <td data-bbox="1684 614 2132 716">Y7 +1 year 9 months on average</td> </tr> <tr> <td data-bbox="1236 716 1684 785">Paired reading</td> <td data-bbox="1684 716 2132 785">+1 year 3 months on average</td> </tr> </tbody> </table>	Intervention	Impact	Academic mentor 1:1 reading	Y9 +12 months on average	Academic tutor 1:1 reading	Y8 +16 months on average	Academic mentor small group reading	Y10 +1 grade on average Y11 + 1 grade on average	Phonics 1:1	Y7 +1 year 7 months on average	TA small group reading	Y7 +1 year 9 months on average	Paired reading	+1 year 3 months on average
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Wider strategies	Increased levels of attendance for disadvantaged and SEN students	<p>Multi agency approach to attendance monitoring through daily actions, half termly review and interventions</p> <p>Attendance focused Student Welfare Officer</p> <p>Summer school (+ 2months)</p> <p>Transition plus</p> <p>Peripatetic music lessons (+2 months)</p> <p>Rewards programme</p>	<p>SEND and PP students achieving over 96% attendance have both increased despite the pandemic. Students in these categories who do not have other complicated home contexts have responded well to interventions.</p> <p>Students in both groups with complex home lives have been hardest hit by the pandemic. Significant outreach has taken place where families were unwilling to send their children to school during lockdowns - this has impacted total % figures.</p>														

	<p>Disadvantaged and SEN students will have access to a wide range of cultural and enriching opportunities as well as CIAG opportunities in all years</p>	<p>Funding for disadvantaged students for curriculum and cultural visits (+2 months)          Outdoor education programme (+4 months)          Extra curricular programme (+2 months)          CIAG programme</p>	<p>Following Covid restrictions these are beginning to resume.</p> <p>During 21-22, 34% of attendees at extra-curricular clubs were PP</p>
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