

## Pupil premium strategy 22/23 - review of impact

### Strategy aims for disadvantaged pupils

Aim	Target (set Sept 2020)	Aug 2019	Aug 2020	Aug 2021	Aug 2022	Aug 2023
Progress 8	0	-0.29	0.09	-0.39	-0.68	-0.79
Attainment 8	41.47	38.00	42.01	40.43	34.47	32.39
Percentage of Grade 5+ in English and maths	20%	20.0%	20.4%	32.7%	19.7%	11.7%
Percentage of Grade 4+ in English and Maths	42%	47.3%	55.6%	48.1%	39.3%	36.7%

The data shows the fluctuating results due to the adjustments to assessment through the Covid pandemic. The disadvantaged cohort has been impacted greatly by both the immediate and long term effects and outcomes have not yet recovered to pre pandemic levels.

### Monitoring and implementation

Area	Challenge	Mitigating action	Impact
Teaching	To ensure equity of curriculum accessibility for disadvantaged and SEN students	Curriculum review and use of GL test 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  Adaptation of the school curriculum for SEN	Routine curriculum reviews in place - lived not laminated. Quality assurance processes show that GL assessment data for English, Maths and Science is routinely used to make curriculum changes and inform the small group and one to one programmes of study delivered by the Academic Mentors.  Adaptations being made through subject time and curriculum reviews. INSET delivered and subject time used to make adaptations to the curriculum. Principles of effective Teaching Assistants is in place and curriculum maps shared with the SEN team to ensure Teaching Assistants are fully prepared for

			lessons to maximise their effective support of SEN students. Principles of SWW ensure curriculum entitlement. Quality assurance processes show that all resources are being adapted to meet guidance from SEN team				
			P8	2021	2022	2023	
			Overall	0.06	-0.47	0.13	
			Maths	-0.02	-0.86	-0.15	
			English	0.33	-0.05	0.32	
			Ebacc	-0.15	-0.80	0.01	
			Open	0.07	-0.16	0.32	
Targeted support	Close the progress and attainment gap in Maths, English and Science	Curriculum review and 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) Multi agency one to one support for Y11 and Y7 students		Oct 20 (Y7)	Oct 21 (Y8)	May 22 (Y8)	Jan 23 (Y9)
			Maths Y9 FSM	92.5	93.2	94.4	92.5
			Eng Y9 FSM	90.5	83.0	93.7	93.0
				Oct 22	July 23		
			Maths Y7 FSM	91.8	89.1		
			Eng Y7 FSM	92.5	88.0		

			These scores are standardised. A standardised score of 100 indicates the national mean.										
	To ensure Literacy gaps are closed	Whole school Literacy strategy: Small group tuition with Academic Mentor Small teaching group in Year 7 Intensive phonics intervention in KS3 Small group reading with the TAs	<table><tr><th>Intervention</th><th>Impact</th></tr><tr><td>Academic mentor small group reading</td><td>Y9 +8 months on average Y8 + 12 months on average</td></tr><tr><td>Academic mentor small group GCSE reading</td><td>Y10 +1 grade on average Y11 + 1 grade on average</td></tr><tr><td>Phonics small group</td><td>Y7 + 1 Year 3 months Y8 + 9 months</td></tr><tr><td>TA small group reading</td><td>Y8 + 9 months</td></tr></table>	Intervention	Impact	Academic mentor small group reading	Y9 +8 months on average Y8 + 12 months on average	Academic mentor small group GCSE reading	Y10 +1 grade on average Y11 + 1 grade on average	Phonics small group	Y7 + 1 Year 3 months Y8 + 9 months	TA small group reading	Y8 + 9 months
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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</p> <p>Transition plus</p> <p>Peripatetic music lessons</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>
	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>Funding for disadvantaged students for curriculum and cultural visits</p> <p>Outdoor education programme</p> <p>Extra curricular programme</p> <p>CIAG programme</p>	<p>A full programme of extra curricular provision is now in place both during and after the school day to ensure equity of access.</p> <p>During 22-232, The percentage of disadvantaged students attending extra curricular clubs increased from 41% to 49%</p>

