



2021-22 expenditure: A breakdown of Pupil Premium spending

Pupil Premium funding allocation: £295,480

Pupil Premium General Academic Data Summary

Year	No. of PP	Percentage of cohort	ARE average grade for non-PP	ARE average grade for PP	ARE average Gap
7	102	50.7	2.6	2.32	-0.3
8	69	38.3	2.61	2.29	-0.32
9	73	38.8	2.65	2.36	-0.29

In Key Stage 3, we use a scale of Age Related Expectations (ARE) from 4-1 with a grade 3 being considered to have a Secure understanding across all subjects.

Year	No. of PP	Percentage of cohort	A8 Score for non-PP	A8 Score for PP	A8 Gap	P8 Score for non-PP	P8 Score for PP	P8 Gap
10	50	36.8	49.14	39.86	-9.28	-0.07	-0.31	-0.24
11	56	35.2	42.88	27.51	-15.37	-0.44	-1.49	-1.05

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key Stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -1.49. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 2.75. See DfE guidance for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. Therefore, a National gap of -15.1. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15. Therefore, a National gap of -0.7.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was well below our expectations. The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 gap of our non-disadvantaged pupils was -1.05, and the Attainment 8 gap was -15.37. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the

pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

EBacc entry for disadvantaged pupils was 2%, which is similar to previous years but 1.5% below that for non-disadvantaged pupils. We have changed our options process to combat this issue.

Absence among disadvantaged pupils was 9.15% higher than their peers in 2021/22 and persistent absence 11.45% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

The school is committed towards achieving an average A8 grade of 4 (a passing grade at GCSE) with disadvantaged students to increase their life chances regardless of their starting point. This figure, 2.75 in 2022 but projected to be 3.99 in 2023, is increasing as you look through the school year groups as we continue to work towards this goal. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. There is further information below which provides more details about the funding of our Disadvantaged strategy.

Targeted Pupil Premium initiative, strategy or resource	Allotted Cost
<p><u>TEACHING</u></p> <ul style="list-style-type: none"> ● Focus on Quality First Teaching supported by additional CPD for teachers both in house and through ESW, and regular CPD for support staff. This will use the Teach Like A Champion model. ● Curriculum leader's given time in their timetable to conduct observations and feedback in coaching meetings as part of directed time. ● Development of staff through instructional coaching using Steplab to develop classroom practice. ● Use of TeachMeet time, National College training and other CPD to develop teachers' understanding including metacognition and Learn Like A Champion strategies. ● Implementation of a whole school Disadvantaged Teaching and Learning strategy. ● Emphasis on reading culture; use of Mayne Reads throughout the school to improve literacy levels. ● Use of pastoral and welfare staff as inclusion champions aimed at earlier intervention to keep students regulated and able to stay in lessons. ● All KS4 students given chromebooks as part of whole school digital learning strategy. ● Emphasis on blended learning strategy plus KS3 and 4 independent learning packs to ensure access for all. 	<p>£147,309</p>

<p><u>TARGETED ACADEMIC SUPPORT</u></p> <ul style="list-style-type: none"> ● Development of a whole school Home Learning strategy including the use of online home learning platforms in core subjects areas to reinforce learning in lessons and support independence. ● Subject specific interventions bid for by departments looking to bridge the resources gap or provide additional support. ● Increased lesson support from learning mentors and use of Edukey to track and evaluate impact. 	<p>£37,000</p>
<p><u>WIDER STRATEGIES</u></p> <ul style="list-style-type: none"> ● Learner score used to celebrate positive attitudes and use of this data to target students affecting the learning environment. ● Whole school strategies aimed at increasing attendance including additional staff and year group lotteries to incentivise regular attendance. ● Use of whole school behaviour strategy e.g SLANT ● Strategies put in place to increase parental engagement such as KS4 information evening, changes to KS3 assessment and whole school reporting to replace parents evenings. ● Funds set aside for every disadvantaged student to remove barriers to learning around uniform (including second hand) and trips. ● Daily free breakfast club for KS3/4 students with specific barriers to learning. 	<p>£111,171</p>