

Review of the previous academic year 2023- 2024

Outcomes for disadvantaged pupils

Teaching Priorities:

Quality first teaching to ensure all students learn effectively in lessons and develop self-efficacy.

Attainment and progress data: Pupil Premium students achieved a P8 score of -0.23 (vs -0.37 in the previous academic year) – pupils made more progress this year in comparison to the previous academic year.

Subject specialists were timetabled to teach in over 95% of lessons and this will continue to be a priority, particularly for our disadvantaged students, moving into the next academic year. The PP gap was smallest in the Ebacc pillar (-0.1 vs 0.19) where staffing had been stable across most subject areas for the entire year. Despite the Maths pillar scoring most highly overall at +0.24, the progress of the disadvantaged students in maths was lowest at -0.32. Due to a significant level of staff absence in this subject area, and the subsequent need for agency cover, the progress of disadvantaged students was disproportionately affected. Moving forward, careful consideration of disadvantaged students and the impact of prolonged agency cover must be prioritised during long-term staff absences. For 2024-25, all maths lessons are being taught by subject specialists.

Curriculum design - The curriculum is designed to meet the needs of disadvantaged children, is appropriately differentiated, and provides access to cultural capital and a wide range of experiences

Now the new assessment framework has been embedded at KS3, data is suggesting that the gap in the percentage of students achieving a 'Strong/Good' in learning reviews begins to widen in Year 8. This will be a focus in the Pupil Premium Strategy for the next academic year.

The progress made by PP students across all the following progress buckets improved; English -0.28 (vs -0.42 in 2023 and -0.62 in 2022), Ebacc -0.1 (vs -0.46 in 2023 and -0.67 in 2022), Open -0.28 (vs -0.45 in 2023 and -0.9 in 2022)

100% of the students who were entered for Functional skills in English passed, in comparison with just 25% in Maths. This is a result of the successful implementation of the literacy interventions and Functional Skills English lessons delivered by qualified teaching staff. Next year the strategy will look at different programmes in maths that can be used to support our lowest attaining disadvantaged students – these students will be completing Entry Level maths alongside GCSE maths in their lessons to support with this.

The ASDAN programme was introduced at the start of this academic year – the programme was delivered by multiple teachers with limited experience teaching an alternative curriculum. To ensure the ASDAN programme is implemented as effectively as possible, these lessons will be delivered by the SENCO (with previous experience in the programme) from 2024.

High quality Teacher & TA CPD supports Quality First Teaching

Bespoke ITT sessions created by expert staff in school ensure effective ITT provision and ECT Framework supported by external provision.

National College used to support effective, personalised development as advised and evidenced on learning walk visits.

Internal CPD focussed on developing the 6 T&L strategies has been effective at improving the implementation of both retrieval practice and questioning. Lesson walks indicate this has been embedded effectively.

Targeted Academic Support

Increase the reading ages and literacy skills for our disadvantaged students, particularly those with additional learning needs

These have been extremely effective at increasing the reading ages of students. Those who have successfully completed the 'Switch-On' reading programme (which lasts 10 weeks) saw increases in reading ages of between 3 and 12 months. This programme will continue next year.

Disadvantaged students continue to 'close the gap' in progress – English, Maths and MFL

Additional intervention sessions in MFL were successful in improving the outcomes in French (as indicated by SISRA early report data – the progress of the PP students was largely inline with the cohort; approx. -0.05 difference). The additional MFL intervention sessions will continue 2 x mornings a week.

English literature morning intervention sessions were effective for English Literature, with SISRA early report data suggesting a residual score of +0.08 in this area. These sessions will continue next year.

Due to ongoing staffing issues in Maths – there were no small group intervention sessions. Next year the department will run an afterschool session where students are able to get regular support from a qualified teacher. In addition, data analysis shows the progress specifically of girls in receipt of the Pupul Premium was significantly lower than that of the boys (SISRA early reports shows the progress of PP boys was +0.73, but for girls this figure was -0.82). Next year, we will look to introduce some additional support sessions for PP girls in maths.

All students study an appropriately challenging curriculum. Lower ability students study a vocational qualification,

Enhanced options support has been effective in ensuring that students are selecting appropriate and aspirational option choices (this is evidenced by 96% of students fully completing the GCSE subjects selected during the options process). Students who may need additional financial resources and support are identified early and given the support needed. This has the highest impact in Food and Nutrition (where SISRA early reports suggest that the residual value for PP students is 0.31). This will now be extended to ensure the students also get enhanced support with careers and post-16 options.

The SENCO will deliver all ASDAN sessions from Sept 2024 to ensure appropriate and aspirational life skills are taught to complement other interventions available in school.

Wider Strategies

Reduction in 'lost learning time' for disadvantaged students

Currently 20 students have completed 'Thrive' training. In the most successful cases, this has reduced the number of FTE for some of our students. This is not fully embedded yet and will continue next year.

The PP mentor has been very effective and student voice indicates that PP students really value this resource. Meetings with all new students to the school (who are in receipt of the PP) allow us to quickly put into place any additional support that may be needed. Students have worked with the PP mentor to overcome a variety of barriers, including resilience, self-confidence, and additional maths support when needed.

The school has completed the attachment aware training, and this forms a golden thread for all of our interactions with PP students, particularly those at risk of FTE, and alternative arrangements put into place when needed.

Mentoring of students by the behaviour manager was successful in limiting FTE for our most vulnerable PP students. Capacity for mentoring will be increased next year due to a restructuring of the pastoral team. The behaviour manager will extend the programme of mentoring vulnerable to our most PP students.

Due to a new behaviour policy with increased escalations – it is not statistically viable to compare the number of FTE to previous years. However, during term 6, the proportion of students with an FTE that were in receipt of the Pupil Premium was 58%, compared to 45% for the previous year. This will continue to be a focus for the next academic year.

Continue to 'close the gap' in attendance between disadvantaged and non-disadvantaged students

FFT data indicates that PP attendance is higher than national in Year 7, 8, 10 and 11. This difference is greatest in Year 11 where PP attendance is 4.8% higher than nationally. Overall, PP attendance is +1.1% higher than national, compare to -0.2% for those students that are not PP.

PP attendance is lower than national in Year 9 – however, there are 4 students in this Year on AP which contributes significantly to this.

We will continue with our attendance strategies in the next academic year.

Improve the proportion of disadvantaged parents attending parent's consultation evenings.

Attendance at parents' evenings for the parents of students in receipt in the pupil premium is in line with the cohort in Years 7, 8, 10 and 11. We will continue with this strategy next academic year. We will also increase opportunities for parent voice regarding our parents' consultation evenings, particularly for Year 9 (Year 10 next year)