

Part B: Review of outcomes in the previous academic year

Pupil premium and recovery strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. The strategy statement, the summary below and the PP improvement plan have been reviewed externally by a senior member of the trust.

The next review will take place in Autumn term 2024.

The budget for 2022/23 was £410'000

Strategy (Aim)	Cost (£)	Impact / Outcome	Evaluation																																																																
English/Maths teacher (Teaching)	56'000	<p>Reduced class sizes. Increased capacity for in class intervention. After school and tutor intervention during the whole academic year.</p> <p>In 2023, the Progress 8 data for disadvantaged students is in line with the 2019 results. The gap between disadvantaged and other students has widened slightly but is in line with the national average (-0.8). The overall P8 for disadvantaged students is in line with the national P8 figure for disadvantaged students.</p> <p>The attainment 8 gap has is also in line with the results from 2019.</p> <p>2023 National P8 for disadvantaged students: -0.58 2023 National P8 for other students: 0.17 2023 National P8 gap: -0.8 2023 National A8 for disadvantaged students: 3.47 2023 National A8 for other students: 5.02 2023 National A8 gap: -1.55</p> <p>2023 Progress 8 (National dis P8 -0.58; National P8 gap -0.8)</p> <table border="1"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Others</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>-0.6</td> <td>0.2</td> <td>-0.8</td> </tr> <tr> <td>English</td> <td>-0.6</td> <td>0.3</td> <td>-0.9</td> </tr> <tr> <td>Maths</td> <td>-0.7</td> <td>0.2</td> <td>-0.9</td> </tr> </tbody> </table> <p>2022 Progress 8 (National dis P8 -0.55)</p> <table border="1"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Others</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>-0.35</td> <td>0.20</td> <td>-0.55</td> </tr> <tr> <td>English</td> <td>-0.67</td> <td>0.11</td> <td>-0.78</td> </tr> <tr> <td>Maths</td> <td>-0.24</td> <td>0.10</td> <td>-0.34</td> </tr> </tbody> </table> <p>2019 Progress 8 (National dis P8 -0.45)</p> <table border="1"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Others</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>-0.66</td> <td>0.3</td> <td>-0.96</td> </tr> <tr> <td>English</td> <td>-0.5</td> <td>0.7</td> <td>-1.2</td> </tr> <tr> <td>Maths</td> <td>-0.2</td> <td>0.4</td> <td>-0.6</td> </tr> </tbody> </table> <p>2023 Attainment 8 (National gap for all subjects -1.55; National A8 dis 3.47)</p> <table border="1"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Others</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>3.1</td> <td>4.6</td> <td>-1.5</td> </tr> <tr> <td>English</td> <td>3.5</td> <td>5.1</td> <td>-1.6</td> </tr> <tr> <td>Maths</td> <td>2.9</td> <td>4.4</td> <td>-1.5</td> </tr> </tbody> </table>		Disadvantaged	Others	Gap	All	-0.6	0.2	-0.8	English	-0.6	0.3	-0.9	Maths	-0.7	0.2	-0.9		Disadvantaged	Others	Gap	All	-0.35	0.20	-0.55	English	-0.67	0.11	-0.78	Maths	-0.24	0.10	-0.34		Disadvantaged	Others	Gap	All	-0.66	0.3	-0.96	English	-0.5	0.7	-1.2	Maths	-0.2	0.4	-0.6		Disadvantaged	Others	Gap	All	3.1	4.6	-1.5	English	3.5	5.1	-1.6	Maths	2.9	4.4	-1.5	Effective
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2022 Attainment 8**(National gap for all subjects -1.51; National A8 dis 3.8)**

	Disadvantaged	Others	Gap
All	3.5	4.7	-1.2
English	3.6	5	-1.4
Maths	3.3	4.4	-1.1

2019 Attainment 8 (National gap for all subjects -1.4)

	Disadvantaged	Others	Gap
All	3.2	4.7	-1.5
English	3.7	5.4	-1.7
Maths	3.4	4.6	-1.2

TLRs in all core subjects with focus on disadvantaged students (Teaching)

8400

Increased focus on disadvantaged students in all subjects. Disadvantaged student are a regular focus in line management meetings, subject knowledge meetings, curriculum meetings and faculty/whole school CPDs for staff. After school intervention in all faculties and tutor intervention in some subjects.

In 2023 all Progress 8 data for disadvantaged students has improved compared to 2019. The gap between disadvantaged and other students has narrowed compared to 2019. The attainment 8 gap is in line with the 2019 data and the attainment 8 data for the Ebacc and the open element is in line or better than 2019.

2023 Progress 8 (National dis P8 -0.58; National P8 gap -0.8)

	Disadvantaged	Others	Gap
All	-0.6	0.2	-0.8
Ebacc	-0.6	0.2	-0.8
Open	-0.5	0.2	-0.7

2022 Progress 8 (National dis P8 -0.55)

	Disadvantaged	Others	Gap
All	-0.35	0.20	-0.55
Ebacc	-0.35	0.1	-0.45
Open	-0.22	0.4	-0.62

2019 Progress 8 (National dis p8 -0.45)

	Disadvantaged	Others	Gap
All	-0.66	0.3	-0.96
Ebacc	-0.5	0.7	-1.2
Open	-1.2	-0.1	-1.1

2023 Attainment 8**(National gap for all subjects -1.55; National A8 dis 3.47)**

Effective

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STEP training (Wider Strategies)	12'000	STEP training for all staff to bring about a change in our culture of how students who display difficult behaviour are being dealt with by all staff.																																																	
Support within nurture (Academic Support)	18'000	<p>Nurture curriculum delivered via the SEN department led by a member of SLT. Improved transition between nurture and mainstream and vice versa. Nurture provision and the KS4 options include time to meet the needs of our EHCP students.</p> <p>Reading and spelling testing completed. Over the course of the year students moved from nurture into mainstream:</p> <p>End of 2021_22: Y7: 58% have transitioned into mainstream Y8: 43% have transitioned into mainstream Y9: 100% have transitioned into mainstream</p> <p>End of 2021_22: Y7: 36% have transitioned into mainstream Y8: 56% have transitioned into mainstream Y9: 100% have transitioned into mainstream</p> <p>End of 2022_23: Y7: 22% have transitioned into mainstream Y8: 52% have transitioned into mainstream Y9: 100% have transitioned into mainstream</p>	Effective																																																
Additional curriculum resources (Academic Support and Wider Strategies)	5000 31'000	<p>Revision guides, books, calculators, stationary, school uniform as required. Followed up on requests from all staff to identify any resources that can support progress. Cookery ingredients provided. Home-learning support provided by making equipment available for students to access online work and lessons. Students received additional revision guides and compulsory English books.</p> <p>In 2023 the Progress 8 data for all pots is in line or better than 2019, which was the last set of results before Covid. In 2022 there were still some adaptations in place due to Covid, which benefitted our students.</p>	Effective																																																
Support Aspire students	3000	<p>Support strategies and EHCP plans on Edukey. Mentor meeting outcomes on Edukey. Information regarding access arrangements on Edukey and on G4S.</p> <p>Edukey is not yet consistently used by all staff.</p>	Moderately effective																																																

Student support profiles (Academic Support)			
Tutoring (Academic Support)	50'600	National tutoring programme delivered on site and online. School-led tutoring delivered online and on site, some specifically tailored to support year 11 students with their revision. In house tutors working on site. Tutors supporting students at their home. In 2023 the Progress 8 data for all pots is in line or better than 2019, which was the last set of results before Covid. In 2022 there were still some adaptations in place due to Covid, which benefitted our students. Dis P8 2023 -0.6 vs -0.58 national	Highly effective
Academic Mentor (Targeted academic support)	26'000	Academic mentor provides additional support for disadvantaged students to support them to improve their attendance, engagement, behaviour and revision strategies. 88.9% of year 11 students who have been mentored in 2022_23 improved their grade between their last mock and their GCSE exam by at least a grade in a minimum of 2 core subjects. 44% improved in all 3 core subjects.	Effective
Family Worker/LAC support (Wider Strategies)	42'000	LAC students being supported by a designated member of staff in collaboration with outside agencies as required. Strategies being put in place to further strengthen collaboration with the primary feeder schools to aid with future transitions.	Highly Effective
Pastoral Intervention Worker (Wider Strategies)		Support most vulnerable students to improve attendance / behaviour. Applying for and supporting parents with writing EHCPs. Attendance Y7-11 PP: 2018_19: 89.8% 2019_20: 89.5% 2020_21: 83% 2021_22: 84.7% 2022_23: 82.8% (national 85.3%)	Moderately Effective
Counsellor (Wider Strategies)	24'000	Referrals ongoing as required. The hours our counsellor is in school have been extended due to the additional challenges on mental health students are facing post Covid. As a result, more students are able to access support.	Highly Effective
DofE support (Wider Strategies)	3000	To increase student engagement. DofE attendance: Bronze 33 mainstream students completed the expeditions, 6 of which were disadvantaged (18%). 6 nurture students completed the expeditions, 1 of which disadvantaged (36.4%); 6/56 = 10.7% Silver 15 mainstream students completed the expeditions, 4 of which were disadvantaged (26.7%) Overall: 11/56 students were disadvantaged (19.6%). This is above the national average. Nationally, 15.3% of all participants were disadvantaged students. Nationally, only 6.9% of all participants were students with additional educational needs. Club attendance: 23.5% of all students who attended after school clubs were pupil premium students. 35.8% of all students who attended lunchtime clubs were pupil premium students.	Effective

Careers (Wider Strategies)		<p>Increased capacity within the careers team. As a result, the careers provision has grown across all year groups and improved. There is a provision map in place for all year groups.</p> <ul style="list-style-type: none"> • 45% of year 13 students will attend university • 33% of the disadvantaged students will go to university (above national average) • Estimated NEET figure for 2023 are 1 or 2 students. 	Highly Effective
Inclusion worker (Wider Strategies)	28'000 17'000 (Strive)	<p>Number of Isolations:</p> <p>2017_18: 562 (55% for disadvantaged students) 2018_19: 794 (55% for disadvantaged students) 2021_22: 555 (57% for disadvantaged students) 2022_22: 0% (We no longer run an isolation room)</p> <p>Number of Consequences:</p> <p>2017_18: 13'619 (42% for disadvantaged students) 2018_19: 12'660 (44% for disadvantaged students) 2021_22: 2553 (47% for disadvantaged students) 2022_23: 3588 (60% for disadvantaged students)</p> <p>Suspensions:</p> <p>2017_18: 63% of suspension were for disadvantaged students 2018_19: 76% of suspensions were for disadvantaged students 2021_22: 50% of suspensions were for disadvantaged students 2022_23: 59% of suspensions were for disadvantaged students Most common reasons: Swearing, verbally abusive, physical assault</p> <p>13% of all suspensions were for Strive students who have significant behavioural needs and would have been permanently excluded in other schools.</p>	Effective
Cultural capital and social skills support Exceed group Extra-curricular activities Sport Leaders (Wider Strategies)	6'000 1000 3'000 12'000 1000	<p>TLR for LOtC. Long term development of learning outside the classroom being invested in to promote a broad curriculum. The intention is to develop an enriched curriculum to increase student engagement.</p> <p>TLRs for LAE. Enrichment opportunities incorporated into the year 7 curriculum. Students learn a variety of skills beyond the national curriculum for one hour per week.</p> <p>TLR for Literacy. Ensure all students complete reading test. Support faculties with promotion of literacy. Offer literacy intervention. Book club.</p> <p>Average improvement in months for Reading Age: Y7: 6, Y8: 10, Y9: 5</p> <p>Average improvement in months for Comprehension: Y7: 12, Y8: 8, Y9: 16</p> <p>Appointment of an Enrichment Coordinator to support staff with organising extra-curricular activities and educational visits.</p> <p>TLR for HPAs. Exceed groups. Stretch and challenge clubs in KS3. Sport Leaders Award. Additional enrichment activities.</p> <p>New Head of Strive. Thrive to be embedded into the Strive provision. Additional support for students who are not nurture or Strive students but need some extra help to be successful in mainstream.</p>	Effective

		<p>Actual P8 for disadvantaged students in exceed group (provisional)</p> <table border="1"> <thead> <tr> <th>Progress 8</th> <th>English</th> <th>Maths</th> <th>EBacc</th> <th>Open</th> </tr> </thead> <tbody> <tr> <td>-0.52</td> <td>-0.98</td> <td>-0.47</td> <td>0.18</td> <td>-0.95</td> </tr> </tbody> </table> <p>Actual P8 for disadvantaged students excluding exceed group (provisional)</p> <table border="1"> <thead> <tr> <th>Progress 8</th> <th>English</th> <th>Maths</th> <th>EBacc</th> <th>Open</th> </tr> </thead> <tbody> <tr> <td>-0.93</td> <td>-1.13</td> <td>-0.92</td> <td>-0.75</td> <td>-0.97</td> </tr> </tbody> </table> <p>Resources for lunchtime, after school and music clubs and outdoor activities. Reformed area behind science.</p>	Progress 8	English	Maths	EBacc	Open	-0.52	-0.98	-0.47	0.18	-0.95	Progress 8	English	Maths	EBacc	Open	-0.93	-1.13	-0.92	-0.75	-0.97	
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Safeguarding (Wider Strategies)	48'000	86% of students have a CP file. 91% of disadvantaged students have a CP file. 13% are CNHP students (4% nationally). Increased amount of logs of concern and students who struggle with their mental health. Increased capacity within safeguarding team was necessary.	Highly effective																				
Restorative behaviour champion (Wider Strategies)	15'000	Appointment of a Restorative Behaviour Champion to support students who find making the right behaviour choices challenging. Her role is to arrange and carry out restorative conversations to support students to with future behaviour choices.																					