# cid:image001.png@01CA7352.4DAB60B0MHS Pupil Premium Strategy 2021-24

**PROGRESS REVIEW – Year 2 2022-23**

This details the impact that our pupil premium activity had on our pupils. 2022-23 was the second year of this 3-year strategy plan. Our evaluation of impact is below.

## Progress review – Year 2 (2022-23)

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| **Teaching Strategies:** |
| The teaching strategies have been implemented effectively and focused teaching and learning groups were able to lead, trial and share effective strategies and we were able to see the development of these in lessons throughout the year (evidence – lesson visits, external school development partner visits, subject reviews, student focus groups). Reading is a crucial development area or us and we have seen a positive impact already through the strategies we have introduced. Reading is facilitated and encouraged across the curriculum to develop students’ fluency, confidence, and enjoyment. A key aspect of this is CPD for staff to support their knowledge and understanding of reading techniques, effective strategies for improving reading across the curriculum and how to effectively develop vocabulary and word rich classrooms.  Across subjects, teachers prioritise the development of students’ subject-specific vocabulary. In lessons, pupils are encouraged to read aloud among their peers, and staff are encouraged to read aloud to their class. This allows students to develop confidence and fluency in their reading skills.Students in all year groups participate in a weekly tutor-led reading programme, which varies between fiction and non-fiction texts on a half-termly basis. Students are actively involved in the selection of texts, drawn from Wheelers ePlatform for fiction content and The Day for non-fiction. This also ensures that students are reminded weekly of the platforms available for their own borrowing. Borrowing figures on Wheelers ePlatform have increased as a result. Based on the University of Sussex’s ‘faster read’ model, tutors read aloud to students, with the text on screen for students to follow. A wide range of resources were shared with the Reading T&L research group to provide an initial research base for them to work from. This includes strategies from Doug Lemov’s Reading Reconsidered, Tom Sherrington’s Walkthrus and the Open University’s Reading for Pleasure. From this starting point, the group have developed, trialled and evaluated several reading strategies which have been shared with all staff during the two T&L Showcase session.  |

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| **Targeted academic support:** |
| Targeted academic strategies were implemented in several ways with varying levels of success.The National Tutoring Programme was delivered in school with a focus on maths. It supported 20 Year 10 students and 20 Year 9 students, 50% of whom were Pupil Premium students. We had an average of 83% attendance to sessions. Student feedback was much more positive than our experience with remote tutoring in the previous year, and classroom teachers reported improved engagement from those who had participated.Our reading interventions have been impactful for targeted students over the last 3 years.  These were students who, through baseline assessment, demonstrated significant reading age gaps (3 years plus compared to age related expectations ARE).  In academic year 2022 to 2023 there were 25 students (23 Year 9 and 2 from year 10) who took part in the reading programme. Of these 12 we disadvantaged (48%) and 10 were SEN K. Before the intervention all students with significantly below ARE (3 years or more) and would struggle to access the curriculum. Out of these 11 students were 5 years or more below ARE. Three students arrived late during the year (2 of which arrived in Year 10) and were assessed on arrival having a very low ARE for reading. Post intervention 76% (19 out of 25) are working at a level whereby they are able to access the curriculum.  The reading results show that the intervention programme was effective: All students on the programme: * 86% of students made 18 months or more progress
* 76% students made 2 years or more progress
* 68% of students made 3 or more years of progress

Disadvantaged students: * 81% of students made 18 months or more of progress
* 75% of students made 2 years or more of progress
* 67% of students made 3 or more years of progress.

Disadvantaged students have made an average of 4.8 years progress, ranging from 2 months to 5 years Non-disadvantaged students have made an average of 4.6 years progress, ranging from 4 months to 8 years **Outcomes:** The 2023 Yr 11 cohort we saw much improved achievement for disadvantaged pupils:  * Disadvantaged Progress 8 has improved from -1.1 in 2022 to -0.27.
* Disadvantaged students’ attainment in maths improved:
* Grade 7+ improved by 4.5% since 2022,
* Grade 4+ improved by 5% from 2022

 * Disadvantaged students’ attainment in English improved:
* Grade 5+ improved by 9% since 2019
* Grade 4+ improved by 23% from 2019

 * Disadvantaged students performed better this year in the combined English and maths measure compared to last year and 2019.

 * Disadvantaged students achieved a higher attainment 8 value than in 2022 and the gap between them and their non-disadvantaged peers in school has decreased this year
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| **Wider strategies (for example, related to attendance, behaviour, wellbeing)** |
| **Developing aspirations and support for careers**We provided 10 places on The Boys’ Network and 15 places on The Girls’ Network to students in Year 10. Both programmes partner students with mentors from a range of different backgrounds including: doctors, lawyers, accountants, computer programmers, CEOs, etc.The Boys’ Network - 70% of the boys on this programme are considered disadvantaged. Of the 50% who attended most regularly, 60% were disadvantaged. It is difficult to measure the impact of the sessions, but the boys who have participated regularly say that overall, they found it useful. Whereas students on The Boys’ Network were selected by school, The Girls’ Network deliver an introduction session to encourage girls to apply for a place. We were required to offer 15 places and received 15 applications, only 4 of which were from disadvantaged girls; all 4 (27%) were given a place. Most girls have engaged well. Again, it is difficult to measure the impact of the programme. The girls themselves report feeling more confident about engaging with new people, that they have a better understanding of what some careers entail, and that they are more aware of what employers want.**The careers strategy, curriculum scheme of work and wider programme** continues to be tweaked every year based on evaluation of previous year and feedback from stakeholders.  **Careers education** is prominent both on a whole school level, and within individual curriculum areas. We provide high quality, up-to-date and impartial careers guidance supporting our students with their future decisionsWe achieved the Quality in Careers Standard in 2021 and last year we had our Year 2 annual review of our practice to ensure we are still meeting the standards and taking actions to improve our strategy. We were notified in September 2023 that we had successfully passed the Year 2 reviewParent/carer survey responses indicate they believe students generally have a good understanding of their future options and pathways and can access careers support should they require it. We continue to work with a wide range of local employers through our CEIAG programme at events including careers speed dating and mock interviews. Work experience in 2023 was a huge success for all students. Yr 11 leavers in 2023 all secured an appropriate post 16 destination. The number of disadvantaged students staying with us in Sixth form post 16 has increased this year. **High prior attaining disadvantaged students** – To improve curriculum engagement and challenge and to raise aspirations we have implemented a programme of mentoring and support for targeted. Year 9 HAPS and DAPs with a focus on higher education opportunities and aspirations. Evidence this group shows excellent attendance and engagement - students will be monitored for GCSE progress.We also ran a series of hour-long sessions each half-term for cohorts of HAPs in Year 9, 10, and 11. We also ran a series of five fifteen-minute breakfast sessions for a cohort of Year 11 HAPs, 50% of whom were disadvantaged. The programme focused on introducing students to Higher Apprenticeships and Higher Education, as well as tackling themes such as challenge, grit, resilience, and self-efficacy. The Year 11 cohort visited the University of Edinburgh. Our wider strategies for **wellbeing and behaviour** are supporting our culture of learning and achievement and are showing a holistic improvement in the support our students receive in school. Our quality assurance activities tell us that relationships between staff and students enable the creation of positive working and learning environments and developing more effective learning behaviours. -96% of parents feel that pupils are well behaved in school -97% agree their child is happy and feels safe in school   -95% believe the school have high expectations of their childOur **Extra – curricular** **programme** was extensive with 25 opportunities Term 1 and 2 data shows that a similar proportion of PP and Non-PP student were engaging in the extra-curricular programme - we need to sustain this across this academic year. We had over 30 trips/visits/enrichment opportunities across the year and our analysis tells us that PP involvement in trips/visits was lower compared to non-PP students – 42% of PP involved in at least one trip/visit compared to 61% of non-PP. This is an area for further development, however it does equate to proportional representation. We did subsidise trips, but we need to work further on targeting and inviting PP students. Disadvantaged pupils are more likely to request counselling support. We have continued to fund this extra day this academic year. Our thrive practitioners supported 12 students through the intensive 1:1 programme.**Attendance:** Our strategies to improve attendance have had impact this year. Overall attendance was better compared to the same time frame last academic year and was in line with other schools nationally using FFT data for comparison.  Disadvantaged student attendance improved over the year as a result of the specific interventions in place. Persistent absenteesim figures have also decreased throughout year showing improvements are being made. Specific interventions also show improvement and impact with targeted students. Attendance continues to be a key focus for us and we continue to refine our strategy to ensure we support students to attend school. |