

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Due to Covid-19, performance measures were not published for 2020 or 2021. However, the data below demonstrates the change in outcomes for students eligible for the pupil premium in the validated data years 2019 and 2022, for students finishing KS4 in those years.

	2019	2022
Progress 8 (all students)	-0.5	-0.52
Progress 8 (PP students)	-1	-0.54
Basics 4+ (all students)	55%	57%
Basics 4+ (PP students)	31%	45%
Basics 5+ (all students)	38%	31%
Basics 5+ (PP students)	14%	28%

Reading age data

The academy's reading programme has a large impact on reading ages for all students. The data below represents the progress made by students in Year 7 (2021-22) as an example of this. The representative cohort of PP students is relatively small when compared to the whole cohort.

	October 2021	June 2022	Change
All students	10y9m	12y11m	2y2m
PP students	9y10m	11y8m	1y9m

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend
The staffing model allows the appointment of staff who can use their positions to support all students, in particular those who are PP, to achieve all of the identified targets.	The staffing model used allowed for an extensive network of support to be put in place for students eligible for the pupil premium to support their attendance, behaviour and pastoral progress within the academy. This ensured attendance for students eligible for the pupil premium broadly attended the academy in line with their non-PP peers, and gave these students enhanced access to pastoral support provided by Heads of Year, Student Support Officers and the academy's Raising Achievement Manager. This allowed for additional support and challenge to all teaching colleagues across the academy to ensure pupil premium students in particular were supported to access the curriculum and achieve levels of progress commensurate with their peers. The colleagues included in this staffing model will be reviewed for 2022-23 to ensure students eligible for the PP are positively impacted by their interventions.	£116,897.09

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Impact of this approach	Actual Spend
Small group intervention for those students who have low literacy and numeracy levels using Literacy Tool Box Online and targeted, small group work with an HLTA.	On average, students eligible for the PP in Year 7 made 1y9m progress in their reading age during the year (compared to 2y2m for all students). This demonstrates a clear impact of small group interventions on these students as part of the broader reading programme led by the academy. As a result, small group interventions will continue to address literacy and numeracy gaps for PP students in 2022-23.	£4868.77
Deliver the PiXL 'Build Up' programme to enhance literacy and numeracy levels in Year 10 and 11.	The 'Build Up' programme was delivered to a group of low prior attaining students and worked to enhance their literacy and numeracy levels. For PP-eligible students on the 'Build Up' pathway who completed Year 11 in 2022, their average estimated Progress 8 score was very slightly higher than the 'Build Up' cohort as a whole. As a result, 'Build Up' will be reviewed for the cohort embarking on KS4 courses in 2023 to ensure any selected pathway has a strong positive impact on students eligible for the pupil premium.	£9139.16

Reduce class sizes to maximise one to one time in classrooms.	Average class sizes for students finishing KS4 in 2022 was 25 for core subjects, with some groups slightly higher or lower than this average based on student need. Whilst the evidence suggests a small positive correlation of class sizes and outcomes for students eligible for the PP, the PP spend will be used for more focused support and intervention in 2023.	-
GCSE revision guides provided for all Year 11 Pupil Premium students, free of charge.	These were provided for all students eligible for the Pupil Premium in 2022. The impact of these could be measured in the outcomes for pupil premium students for 2022, detailed above, and will be a strategy the academy continues to use in the coming year.	£800
Deliver a variety of reading strategies to all students through curriculum time, 'Build up' and 'General studies', and Form time activities.	On average, students eligible for the PP in Year 7 made 1y9m progress in their reading age during the year (compared to 2y2m for all students). This demonstrates a clear impact of the broader reading programme led by the academy. As a result, small group interventions will continue to address literacy and numeracy gaps for PP students in 2022-23.	£1012.50
Use of digital platforms for example Hegarty Maths and SAM learning to be available to all students. These can be used as intervention programs to supplement in-class teaching and for home learning.	Digital platforms were made available to all students. During the year, Hegarty Maths was replaced with Sparx, which has seen a significantly higher engagement rate due to the approach taken to homework by the maths faculty. SAMLearning was underused except by students utilising the seclusion room, and thus the focus of digital platforms will shift in 2022-23 away from SAMLearning.	£538.20
Use of afterschool 'booster', tutoring and revision sessions to support knowledge development of targeted students.	After school revision sessions were offered to Year 11 students, with a good level of attendance by students including those eligible for PP. Outcomes improved for students eligible for the PP more rapidly than the cohort as a whole, and thus this approach will continue next year. One of the greatest barriers to attendance was transport, and therefore intervention sessions will be targeted and delivered online in 2022/23 in order to have a greater impact on more students eligible for the PP.	-

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Impact of this approach	Actual Spend
<p>Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA. 'Get to green' initiative being run in form time.</p> <p>Safeguarding manager to support the Attendance Officer with identifying those 'vulnerable' students who require additional attendance support and home visits.</p>	<p>The rate of persistent absence for students eligible for PP did not fall in 2021/22, and thus a review of attendance procedures and processes will be undertaken to ensure pupil premium students attend the academy as much or more than their peers.</p>	<p>£12747.04</p>
<p>Raising Achievement Manager (RAM) will lead 'Zones of Regulation' (ZOR) sessions which will target students to help them with their emotional regulation ensuring that school is a more enjoyable and positive experience. ZoR will also be taught, explicitly, to the Year 7 cohort, having been taught to Years 8-11 last year.</p>	<p>Zones of Regulation sessions had a good impact on enabling students to self-regulate their emotions. These small group sessions supplemented the approach taken across Year 7 form groups, ensuring a higher proportion of students eligible for the Pupil Premium benefitted from this intervention. More student voice must be captured in 2022/23 to ensure the ongoing impact of this intervention of students' attitudes to school and their subsequent behaviour.</p>	<p>£21066.58</p>
<p>Student Support Officers (SSOs) will provide a supportive link between the academy and the identified families to improve engagement with learning, behaviour and attendance.</p>	<p>Student Support Officers worked intensively with their year groups, and particularly with students eligible for the pupil premium. In Year 11, this led to improved outcomes for students eligible for PP. The continued work of SSOs with students eligible for PP will be instrumental in their continued success.</p>	<p>£33,636.92</p>
<p>Children have the opportunity to engage in a continually developing broad and balanced knowledge rich curriculum, which enthuses them to want to come to the academy.</p>	<p>Curriculum revisions took place in 2021-22 (and continue in 2022-23), allowing for all students to experience equal access to a broad and balanced, knowledge-rich curriculum which is 'unapologetically ambitious and unashamedly academic' for all students. This work will continue in 2022-23.</p>	<p>-</p>
<p>Rewards for improved attendance, 100% attendance and general positive behaviours.</p>	<p>The rate of persistent absence for students eligible for PP did not fall in 2021/22, and thus a review of attendance procedures and processes will be undertaken to ensure pupil premium students attend the academy as much or more than their peers. Students eligible for the pupil premium had a similar behaviour profile to their peers, and a greater focus on rewards in 2022-23 will enable this work to continue.</p>	<p>-</p>

All pupils are exposed to first-hand experience of the outside world, through outside speakers, work experience and life experiences, through educational and enrichment visits.	The Coronavirus pandemic meant fewer educational and enrichment visits took place in 2021/22. However, more of these are planned for 2022/23 and the pupil premium strategy will enable as many students as possible to experience both residential and day visits to enhance their experience of the curriculum.	
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.