

## Pupil Premium strategy 2021-22: Impact statement

Due to a Covid Impacted 2020/21 academic year, some year on year comparisons have not be possible to make.

<i>Desired outcomes, how they will be measured</i>	
<b>A.</b>	Gap in reading scores to be closing by the end of the academic year, with improvement sustained in subsequent years. Measured through ongoing GL assessments.  Gap in numeracy scores to be closing by the end of the academic year, with improvement sustained in subsequent years. Measured through ongoing GL assessments.
<b>B.</b>	Improvement in behaviour and attitudes to learning of identified groups of disadvantaged pupils. Reduced suspensions and increased time in lessons accessing learning. A reduction in low level behaviour sanctions and increased praise points.
<b>C.</b>	Attendance and punctuality of disadvantaged pupils improves. A reduction in the number of PA pupils. Weekly monitoring of attendance data by the Attendance officer and HoY.
<b>D.</b>	Pupils make positive contributions to the wider community. Pupils make informed choices regarding behaviour in the evenings and weekends which will reduce the number of incidents coming into school. Fewer child on child abuse incidents will arise despite an improved culture of reporting incidents within school should they occur.
<b>E.</b>	Pupils feel safe within school and can identify at least one adult they would speak to. Pupils actively support peers where they have concerns. Appropriate interventions signposted in line with Lancashire's Continuum of Need. Improved agency involvement and engagement with pupils and families.

**Fresh Start Phonics intervention:** Year 7, 90% of pupils made accelerated progress and 40% reached age expected average. Year 8, 50% of pupils made accelerated progress and 38% reached the age expected average. **Lexia reading fluency intervention:** Year 7, 86% of pupils made accelerated progress and 79% reached the age expected average. Year 8, all pupils made progress and 30% reached the age expected average.

Due to the pandemic and a change of leadership and expectations on the school's return, there is no like for like comparative data to demonstrate impact of key actions identified within the plan. Our comprehensive QA cycle indicates improved behaviour for learning and conduct behaviour in lessons and there was a positive ratio of praise points to sanctions during the academic year. Suspension data, like low level behaviour data is not like for like due to school closures in 202/21 and raised expectations and new policies in place.

As with behaviour data, true like for like comparisons surrounding disadvantaged pupil's absence rates and PA percentages do not accurately reflect the impact of strategies on improving attendance and reducing PA%. Data within the 2022 IDSR states: The gap between FSM and non-FSM remained at 12% from 2020-21 to 2021-22.

Pupil voice indicates that pupils feel safe and are confident to report incidents that cause concern. Pupils can identify at least one adult in school who they would go to if they have any issues. Issues outside of school are also communicated with school. All concerns and actions are recorded and monitored within CPOMs. There are no comparative like for like data on reporting. There has been a significant increase in the provision made for pupils based on need both internal and external. Pupils are signposted to agencies based on their tier allocated within Lancashire's continuum of need.