



2021-22 Pupil Premium Impact Statement

In 2021-22 we were able to continue to successfully implement strategies to support Pupil Premium students to ensure that the students continued to make progress. This cohort has been significantly affected by the periods spent in lockdown.

The results demonstrate the positive impact of the support and intervention received by students, particularly in Maths and English. In 2022 71% of PP students achieved 9-4 in Maths (National Average for all students was 65%) and 74% of PP students achieved 9-4 in English (National Average for all students was 70%).

Our Progress 8 score for disadvantaged students in 2022 is **-0.35**. Whilst still negative it remains in the "Average" category (-0.45 in 2017, -0.26 in 2018, -0.24 in 2019). Attainment 8 improved to **39.0**, from 37.8 in 2021 and 37.1 in 2020. It is still to climb back to the levels before lockdown.

The 2022 Pupil Premium cohort included several students (35% of the cohort) with significant complexities. To achieve these results with a cohort including students with such significant external barriers, demonstrates how effective the intervention was with Pupil Premium students. A significant barrier to the 2022 cohort attainment was attendance with 8 students who have attendance below 80% (26% of the cohort), 3 of which were school refusers.

At subject level, Pupil Premium students secured positive residuals in thirteen different subjects in 2019 and fifteen subjects in 2022. These include **English Language, Mathematics** as well as Biology, Chemistry, Physics, Combined Science, Child Development, Health & Social Care, Computer Science, Art, Geography, History, Music, Photography, Statistics and Textiles.

Destinations – 45% of the 2022 cohort have continued their studies at Congleton High School.

Cheshire East Rankings for disadvantaged

	2018	2019	2022
P8 (awaiting 2022 Data)	7th	6 th	TBC
A8	9th	6 th	8 th

KS4 Attainment 2021

25 pupils

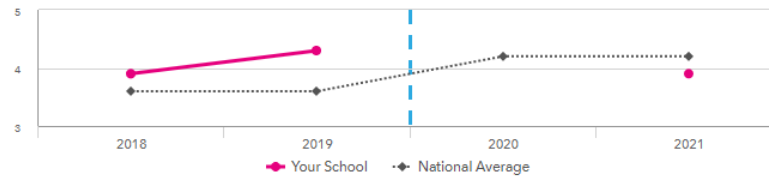
Attainment 8 (Overall) ▼

3.9

FFT Rank



In line with the national average (4.2)



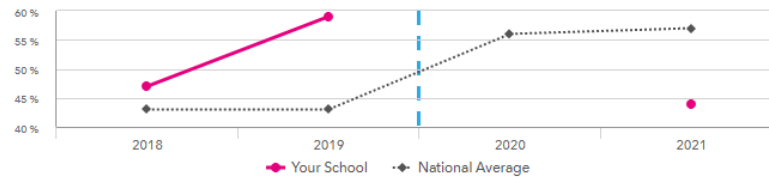
% English & Maths (Grade 4+) ▼

44%

FFT Rank



In line with the national average (57%)



Performance compared to all non-disadvantaged students nationally has fallen during the lockdown.

Positive measures in 2021

- EBacc 4+ 1% above national data having been 15% below previously
- EBacc 5+ 8% above national data having been 8% below previously
- Exam entries / pupil, all KS4 significantly in excess of national figures

Priority	2021-2022 Actions completed	2021-22 Impact of actions	2022-23 Areas for Development
Further strengthen the mentoring and support for students moving from Year 6 into Year 7 and targeted Year 11 students.	<ul style="list-style-type: none"> Continue to support students with complexities. Monitor closely Y7 & 11 Pupil Premium students' progress. Additional Teaching Assistant Support provided in Year 11 lessons to specifically work with PP students in the final term of their courses Literacy intervention for Y7 PP students. 	<p>Maths Y11 71% of PP students achieved 9-4 in Maths (National Average for all students was 65%) PP Students taking statistics obtained a Grade 8</p> <p>English 74% of PP students achieved 9-4 in English (National Average for all students was 70%)</p> <p>Year 7</p> <p>From baseline assessments that put the PP cohort significantly weaker on entry in Maths 39% of students were "Secure" in their knowledge by the end of the year (non-PP 62%). In English 71% of students were "Secure" in their knowledge by the end of the year (non-PP 79%)</p>	<ul style="list-style-type: none"> Continue to support students with complexities. Monitor closely Y8 & 11 Pupil Premium students' progress. Additional Numeracy Support
Continue to increase the monitoring of Pupil Premium to ensure intervention in subjects is implemented effectively and at the earliest opportunity.	<ul style="list-style-type: none"> Pupil Premium students a focus of all data discussions with CTLs in link meetings and actions proposed Strategies share to ensure that PP Students receive necessary focus in lessons Pupil Premium students to form a part of each work scrutiny and comparisons to non-PP students made. Track progress of PP students who are also 'late admissions' to the school. 	<p>PP Late admissions Y11 One PP student was also a late admission to the school. Student was supported to achieve 7+ in English and Maths</p>	<ul style="list-style-type: none"> Ensure impactful interventions are implemented for PP students. PP Strategy statement updated following each data point to reflect changes in 'need'. Y11 attendance issues. Continue to look at targeted alternative provision

			to support PP students in crisis																											
Increase the support of HLTAs in English and Maths and implement targeted additional intervention to provide support for Pupil Premium students	<ul style="list-style-type: none"> PP students received intervention and support from October onwards. Revision guides provided, and time given in registrations and lunchtimes to use Mathswatch and other online resources. Y11 PP students supported in Science. 	<p>KS3</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">"Secure" knowledge</th> </tr> <tr> <th></th> <th>English</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>71%</td> <td>43%</td> </tr> <tr> <td>Y8</td> <td>71%</td> <td>36%</td> </tr> <tr> <td>Y9</td> <td>57%</td> <td>49%</td> </tr> </tbody> </table> <p>KS4</p> <table border="1"> <thead> <tr> <th></th> <th>English P8 Gap</th> <th>Maths P8 Gap</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>-0.80</td> <td>-0.70</td> </tr> <tr> <td>2018/19</td> <td>-0.38</td> <td>-0.70</td> </tr> <tr> <td>2021/22</td> <td>-0.59</td> <td>-0.41</td> </tr> </tbody> </table>		"Secure" knowledge			English	Maths	Y7	71%	43%	Y8	71%	36%	Y9	57%	49%		English P8 Gap	Maths P8 Gap	2017/18	-0.80	-0.70	2018/19	-0.38	-0.70	2021/22	-0.59	-0.41	<ul style="list-style-type: none"> Data used to drive intervention decisions. Ensure students who receive intervention fully address the gaps in knowledge. MFL support in Y11 guidance team. Registration time used for intervention. Provide KS3 Numeracy resources to support learning (White Rose and Maths Shed)
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Use the 'Individual Fund' to ensure that Pupil Premium students have access to the same opportunities as the whole school community	<ul style="list-style-type: none"> Specific funding to support PP students – including ingredients, music tuition, uniform and trips. Analysis of the PP uptake of extra-curricular activities Trip Leaders promote trips to all students and students made aware of financial support Subsidised trips abroad and devise flexible payment schemes for Pupil Premium students 	<p>Specific funding given to students for</p> <ul style="list-style-type: none"> Revision guides Residential trips Y11 Prom School Trips 	<ul style="list-style-type: none"> Guidance teams to sensitively promote the services available to students. Consider enrichment opportunities for Y9 Consider the reimplementation of free transport after school Look for methods to ensure all PP students offered support directly 																											
Continue to provide free breakfast	<ul style="list-style-type: none"> Extra-curricular programme publicised to parents for each term. Free breakfast provided 																													
Continue to focus on increasing attendance of Pupil Premium students so that students are in lessons and learning	<ul style="list-style-type: none"> Guidance Team Leaders work with Tutors and the Attendance Officer to implement strategies to remove barriers, real or perceived, preventing Pupil Premium students from attending school. 	<p>Year on Year (end of year for 2020-21, 2021-22, 30/09/22 for 2022-23):</p> <p>2020-21: 88.16%</p> <p>2021-22: 87.20%</p> <p>2022-23: 88.40%</p>	<ul style="list-style-type: none"> Remains a high priority Guidance Teams continue to focus on strategies to improve attendance for all. 																											

	<ul style="list-style-type: none"> • Parents of PP students encouraged to attend Information Evenings. • Family support worker appointed to work with families where attendance of students is a concern. 	(National figures released in March 2023)	<ul style="list-style-type: none"> • Family support worker to support families where attendance of students is a concern.
Implement Accelerated Reader into Year 8 to improve the Literacy skills of all students including Pupil Premium Students.	<ul style="list-style-type: none"> • Accelerated Reader used to identify students reading ages and levels. Personalised intervention reports used identify additional support required. 	Improvement in reading age data not collected in 2022.	<p>Target - further increase the number of students who secure a positive change in Reading Age.</p> <ul style="list-style-type: none"> • Use of Reading Age diagnostic tests to identify PP students struggling to access the curriculum because of reading
Improve parental engagement of Pupil Premium students and work closer with parents so that they can support their child effectively.	<ul style="list-style-type: none"> • Additional contact with targeted parents to ensure they engage with activities the school provides to support them in supporting their child's learning. • Attendance monitored at important events, such as Parents' Evenings and Information Evenings and parents who do not attend are contacted. • Contact from school staff where parents not attending evening events 	Parents Evening and Information Evenings completed remotely due to the restrictions following lockdown .	<ul style="list-style-type: none"> • Guidance Teams continue to focus on improving parental engagement, contact home in advance where concerns of non-attendance. • Text message notifications to inform parents of upcoming events • Family support worker to actively promote attendance with families who did not attend in the previous academic year. • Priority booking on Parents' Evening for PP students where Parental engagement a concern • Track attendance at Progress Evenings and Information Evenings

<p>Embed the principles of high quality feedback</p>	<ul style="list-style-type: none"> • T&L Team Meetings and INSET time used to share the most effective forms of feedback. • Embed 'Going Green' the requirement of student to act on feedback. • Disadvantaged students form a part of all QA activities in school. • T& L Lead teachers – review and update Teaching Learning and Assessment Policy 	<p>All Quality Assurance activities include disadvantaged students as part of the sample</p> <ul style="list-style-type: none"> • Writing is challenging and students are provided with explicit instruction on expectations and how to improve. - 94.5% of learning walks rated this as good practice / clear strength • A high level of challenge, which is appropriate for the key stage, is supported by a scaffolded approach which includes modelling, checklists or writing frames - 93.3% good practice / clear strength • An appropriate range of feedback strategies are used to provide specific and constructive guidance which moves learning forward - 73.9% good practice / clear strength. • Students can explain how their feedback has helped their learning and demonstrate clear evidence of the impact of feedback - 70.4% good practice / clear strength. 	<ul style="list-style-type: none"> • Continue to embed the requirement of students to act on feedback • Consistent use of high impact feedback strategies across curriculum areas • Strategies to ensure that PP students receive early feedback
<p>Embed the use of SISRA to track progress</p>	<ul style="list-style-type: none"> • Data is accurate and up to date on SISRA with PP analysis following each data point. • Curriculum Team Leaders apply the principles of 'Serious about Success' and provide appropriate intervention for Pupil Premium Students who are not making the expected progress. • 	<ul style="list-style-type: none"> • Data indicates gaps between PP and non-PP are closing across KS3. • Improved tracking of focus groups and successful interventions shared. • End of Y10 Data analysis with SLT and Guidance Team Leader informs next steps for intervention with the next cohort 	<ul style="list-style-type: none"> • CTL link meetings include post data point meetings with SLT to triangulate data and outcomes of QA activities. • Y10 exams to take place earlier, allowing more time to act on data and inform intervention plans in the summer term. • Y11 Mocks brought before Christmas to provide a more focused end of the GCSE course

			<ul style="list-style-type: none"> • New Data Point Review process to ensure class teacher provides intervention •
Improve students access to revision materials	All PP students provided with revision materials linked to advance information for Summer 2022 examinations. All Y11 PP students interviewed by a member of SLT to check post 16 plans and identify any support required for GCSE exams.	All Y11 students provided with targeted revision and practice materials. All students given individual interviews	<ul style="list-style-type: none"> • Designated member of staff to ensure all KS4 students receive revision materials and mentoring for disadvantaged students
Support students with independent study/ provide an appropriate environment to work in.	Period 6 sessions in place for students who need to be directed to complete additional work to catch up or where staff feel the student will not be proactive in completion of tasks at home. Group study sessions – venue and refreshments provided.	Increased number of students completing independent and supported study on site in the Autumn / Spring term.	<ul style="list-style-type: none"> • Y11 Action Plan to make the most of evening sessions • Y11 GTL ensuring students allocate time to all subjects
Improved understanding of need in each cohort.	Cohort Profiles set up – helping to analyse future challenges ahead and the monitoring of sub groups within each PP cohort. EG. Students who have not met KS2 standard in English or Maths. Students with attendance below 80%, SEND, Current deprivation and Attitude to Learning.	Pupil Premium cohort profiles in place to provide a better understanding of needs and to inform planning.	<ul style="list-style-type: none"> • Further develop the use of PP Profiles to highlight individual needs