**Part B: Review of outcomes in the previous academic year**

**Pupil premium strategy outcomes**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | Aim | Outcome | | **Improve low reading ages and poor literacy skills in the disadvantaged cohort.** | A programme of early intervention in target English has been in place for identified cohorts.  In Year 7 14 students accessed literacy interventions.  86% students improved their reading ages.  64% students improved their spellings skills.  In Year 8 22 students accessed literacy interventions.  77% students improved their reading ages.  77% students improved their spelling score. | | **Address pastoral issues for identified students (including SEMH)** | Disadvantaged students identified as having social emotional and mental health needs have been given bespoke intervention work as either counselling, seeing the nurse, or cognitive behaviour therapy.  School Nurse service: 21 referrals  Healthy Young Minds/CAMHS: 32 referrals  Off The Record Counselling/MIND referrals: 18  In house school support: Wellbeing support/Counselling approach intervention/CBT low to moderate intervention/Bereavement support: 39  The impact has been that students and families have engaged well with both in and out of school interventions and support.  The range of support arranged and delivered has included a continuum of levels; from risk support and low to moderate levels of need for our families, in a bespoke approach.  School have ensured that all families have had information shared about how to access help and support in various ways, using face to face support, zoom or skype support and signposting to evidence based apps/websites and resources.  School have regularly accessed up to date training from specialist services and have kept up to date, with local and national information regarding support for our families.  Young people and their parents and carers are aware of how to access the mental health lead in school to access direct support or signposting to appropriate agencies for help and support. The mental health lead is in regular contact with young people and their families by various means such as email, Twitter, website, text and telephone calls and face to face meetings.  The mental health lead in school has access to clinical supervision from CAMHS.  6 students were referred to the educational psychologist for support. Adjustments to IEPS have had a positive impact on progress for their teaching and learning.  Additionally, each disadvantaged student was assigned a mentor to support their improvements in attendance, punctuality, behaviour and attitude to learning.  81% of disadvantaged students improved their behaviour logs.  62% of students improved their attendance.  52% of students improved their punctuality to school.  COVID-19 unfortunately has restricted the impact of some of these interventions due to school closure. All students received welfare calls fortnightly as part of the provision which were highly successful at supporting families. | | **Improve student outcomes in basic measures** | Improvements were seen in the subjects of history and geography due to the recruitment of directors of learning.  Headline figures detailed improvements due to improved curriculum provision and interventions.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **2018-19**  **GCSE Results** | | **2019-20**  **CAGS** | | **2020-21**  **TAGS** | | | History   |  | | --- | | 15% | | 38% | | 50% | | Geography   |  | | --- | | 13% | | 45% | | 55% | | History   |  | | --- | | 13% | | 46% | | 64% | | Geography   |  | | --- | | 23% | | 47% | | 67% | | History   |  | | --- | | 16% | | 43% | | 56% | | Geography   |  | | --- | | 34% | | 63% | | 72% | |   Years 9, 10 and 11 had a targeted cohort of students who accessed additional maths. The impact of this is shown the table below.   |  |  |  | | --- | --- | --- | | **Year group** | **Number of DA students accessed additional maths** | **Number of students who improved** | | 9 | 5 | 80% | | 10 | 11 | 82% | | 11 | 13 | 62% |   An additional group completed the Princes Trust qualification this year to support their interests and aspirations 57% of students gained the diploma.  The National Tutoring Programme was also offered to all of our Key Stage 4 disadvantaged students in maths. Due to COVID-19 there was an impact on attendance.   |  |  | | --- | --- | | **Students who accessed at least 50% of sessions** | **Made one grade of progress** | | 50% | 55% | | | **Increase breadth and depth of knowledge** | This year the staff CPD has centred around teaching like a champion, memory models, transactional analysis, theory of learning, climate for learning, cognitive science encompassing responsive teaching and retrieval practice.  Staff chose to attend a programme of workshops led by teacher educators. All the sessions had to be delivered virtually due to COVID-19.  A programme of core interventions was set up in tutor time to support the progress of the disadvantaged and more able students. The impact is detailed below.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Year**  **group** | **Number of students accessed interventions in maths** | **Number who improved by at least 1 grade** | **Number of students who accessed science interventions** | **Number who improved by at least 1 grade** | | 10 | 13 | 62% | 25 | 80% |   All disadvantaged students were provided with revision guides in maths, science and PE, drama to support their revision skills. | | **Increase study skills and preparation for exams.** | Students received a study session from GM Higher and Elevate to further increase their study skills.  In January an audit was carried out and all students who did not have access to laptop for remote learning were given a laptop to support their studies. They all agreed how beneficial this has been in the completing of homework. Engagement trackers enabled follow calls for students not completing work. | | **Attendance and persistently absent** | Attendance and PA data is not comparable to previous years due to the impact of COVID-19 and school closures from January – March 21  To support students and their family’s they were provided with structured support in accordance with the attendance policy. This included Education Welfare support and home visits for persistently absent students. | | **Behaviours likely to lead to lost learning** | A new behaviour policy was launched in April therefore it is difficult to analyse the behaviours fully. School closure due to COVID-19 has also impacted on the data.  There has been a significant reduction in low level incidents in light of the new policy.  **2019-2020**  **Low level behaviour incidents disadvantaged students.**  **Year 7 476**  **Year 8 956**  **Year 9 504**  **Year 10 601**  **Year 11 187**  **2020-21**  **Low level behaviour incidents disadvantaged students.**  **Year 7 343**  **Year 8 300**  **Year 9 328**  **Year 10 132**  **Year 11 100**  There were many levels to intervention. Pastoral reports were carried out in three stages linked to tutors, Heads of Year, senior leader links respectively. Students were set targets, which they evaluated. This helped generate a discussion with the teacher so the students understood the behaviour that was expected within lessons. There were a range of interventions for students with a high proportion of behaviour points, this included meetings with parents, letters home, temporary removal from specific lessons and time spent in reflect. At all levels restorative conversations were had with students about their behaviour. | | **Broadening cultural capital** | Funds were used to support students who qualified for reward trips.  Additional music lessons were purchased for two students with musical talent to support their studies.  Music equipment is loaned to students to use at GCSE to improve their practice.  Due to COVID-19 enrichment couldn’t happen in the same format. Some activities were delivered virtually.  This year the pledge system has been a key priority for engagement and progress with our disadvantaged students. Year 7 have completed an enrichment pledge which was adapted due to the COVID context as many clubs couldn’t run. This was virtual but clubs have now started to be reintroduced.  Disadvantaged students  Bronze - 16 students  Silver - 10 students  Gold - 17 students  Platinum – 3 students  All year 8 students have selected a key charity to support this year and has had real impact through the tutor curriculum to work towards their pledge. All students took part and have completed this.  Disadvantaged students - 52 students  Bronze - 43 students  Silver - 7 students  Gold - 2 students  Year 9 complete a variety of activities to meetings their careers pledge and increasing participation to further, higher education and the world of work.  Disadvantaged students = 51 students  Bronze – 40 students  Silver – 10 students  Gold – 1 student | |

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

**Externally provided programmes**

|  |  |
| --- | --- |
| **Programme** | **Provider** |
| National Tutoring Programme | My Tutor |
|  |  |