

## 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 2020 to 2021 academic year.

Due to the CAG/TAG process of awarding grades it is more difficult to compare the overall impact in terms of results for our pupil premium students. However our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was similar to that of 2018/2019, when using the same benchmarks.

With this being a very similar strategy to previous years we would have hoped to have seen a bigger impact on pupil premium students and seeing the gap close more but the impact of COVID 19 disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and the use of remote teaching via teams.

Although overall attendance in 2020/21 was lower than in the preceding years it has been difficult to make clear comparisons due to the way that absences were recorded. At times when all pupils were expected to attend school, absence among disadvantaged pupils was slightly higher than their peers, however this was not significantly higher than previous years. Attendance remains a focus for the whole school and not just those from disadvantaged backgrounds.

Whilst many schools may have seen a significant impact on pupil behaviour, well being and mental health due to COVID-19-related issues. Our assessments and observations show that our students responded well to changes imposed by COVID restrictions. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required, the PSHE curriculum evolved to ensure relevant issues were addressed and students supported. We hope to build on this approach in our new plan.