

## 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 2023-2024 academic year.

1. All low prior attainment PP students to have access to literacy/vocabulary/reading intervention materials and to engage with this on a weekly basis.

Reading buddy tutor time program improved reading ages across all those involved.

Whole school approach on the use of knowledge organisers. Currently in place for KS3 and KS4. Summaries produced for each term of work. Keyword Grasp Grids from Literacy co-ordinator to incorporate into teaching. Reinforcement of key words with their definitions, Etymology (origins), Synonyms and how they are used within sentences.

The impact of literacy on progress, particularly of disadvantaged students; According to the National Literacy Trust, disadvantaged school leavers are 18 months behind their peers in literacy skills.

This has been exacerbated by the COVID-19 lockdown – research carried out by the DfE found that schools with a high proportion of students from disadvantaged backgrounds had learning losses 50% higher than those serving fewer disadvantaged students. (2.2. months vs 1.5 months)

Given the evidence, such as that above, our current literacy provision was evaluated and a whole school implementation plan started September 2023 with the aim of improving literacy skills of all student groups. This has included the implementation of key reading and writing skills to be embedded within all lessons across the curriculum with the aim of improving skills within all student groups, including pupil premium.

Improved literacy levels are key to pushing up attainment at KS4. This improvement has been seen over the last 12 months, evidenced by our Attainment 8 figure; over the last academic year, our A8 figure has increased from 44.7 to 46.5 (<https://www.compare-school-performance.service.gov.uk/>)

2. Improved rates of progress across all KS for high attaining pupils eligible for PP.

Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining. Where they are not, departments are putting in place interventions, monitored by Heads of Faculty (HOF) and senior team.

Following Summer 2024 results, our progress 8 score is +0.67. This followed a Good rating from Ofsted after their visit in June 2023. The P8 for our disadvantaged students for the 2024 exam season is +0.43.

For KS3, progress measured towards targets is through +, =, - .

In the year 2023-24, according to internal data, the majority of HPA students are forecasted to achieve on or above target grades, this is true for both PP and non-PP HPA students. In year 7, the gap between HPA PP and their non-PP HPA counterparts has narrowed to less than 1%.

3. PP students to make the same progress in maths as non-PP students.

Use of school led tutoring (more specifically maths school) has led to improvements in the progress of PP students.

PP students who took Maths GCSEs in Summer 2024 made the same amount of progress as their non PP counterparts; the average P8 of PP students in Maths was 0.58, compared to a P8 of 0.53 for non PP students.

4. Departments engage in both internal and external CPD opportunities to develop T&L and effective feedback for PP students in class. Use of EFA programme on the effective use of formative assessment

School quality assurance measures show the EFA programme is well embedded into the school curriculum. We can see the impact of this programme on the progress of students, not only our disadvantaged cohort.

Our progress 8 score from Summer 2024 examinations is +0.67, demonstrating a strong foundation of high quality teaching and learning, supporting all students to make progress, including our disadvantaged cohort.

5. Increased attendance rates for pupils eligible for PP.

Attendance data from the academic year 2023/24 shows that school attendance of PP students is 2% behind that of our non PP cohort (91.28% vs 93.23%) This is a slightly smaller gap seen last academic year. Further interventions are planned to close this gap further.

Both of these figures are above the national average in secondary schools for the academic year 2023/24. The average percentage attendance for those receiving FSM was 85.4% compared to those not in receipt of FSM being 92.9%.

(<https://explore-education-statistics.service.gov.uk/>)

Attendance data from the academic year 22/23 shows that school attendance of PP students is only 2.5% behind that of our non PP cohort (89.73% compared to 92.33%)

This demonstrates an improvement from the previous year:

Data from the Attendance Comparison Report in June 2022 puts the attendance of FSM eligible pupils at 87.8%.

Reviewed November 2024