

## Pupil Premium Strategy Update September 2023

Following the 2023 Autumn term review the main barriers to students' achievement remain attendance and reading and maths at KS3. These will continue to be key focus areas. Data points to disadvantaged students with other key vulnerabilities as being a key target group, so priority is being given to this group.

Intended outcome	Success criteria 2023/24	Outcomes 2023	2023/4 Actions
Achieve strong academic outcomes. Disadvantaged pupils achieve outcomes in line with non-disadvantaged.	<ul style="list-style-type: none"> <li>P8 score of -0.15 in 2023 and 0.0 in 2024</li> <li>4+ in Ma/Eng 60% in 2023 and 75% in 2024</li> <li>5+ in Ma/Eng 45% in 2023 and 55% in 2024</li> <li>End of KS3 results for Eng/Ma/Sci GAP reduced to less than 5% in 2023 and 0% in 2024</li> </ul>	<p><b>GCSE Results:</b></p> <ul style="list-style-type: none"> <li>Disadvantaged progress -1.2 (unvalidated) -0.24 from 2019, -0.58 from 2023.</li> <li>FSM progress -1.19 (unvalidated) +0.36 from 2019, -0.29 from 2023.</li> <li>Dis/Non Dis GAP -0.62</li> <li>FSM/Non FSM GAP -0.55</li> <li>Dis. 4+ En/Ma 56% (+10% from 2019, +17% from 2022).</li> <li>FSM. 4+ En/Ma 52% (+14% from 2019, +23% from 2022)</li> <li>Dis 5+ En/Ma 23% (-4% from 2019, -2% from 2022)</li> <li>FSM 5+ En/Ma 26% (+11% from 2019, +7% from 2022)</li> </ul> <p><i>Some improvement in progress data following 2022/3 focus, and indicators that this will improve once final figures for 2023 progress are published, however disadvantage gap is similar to 2019 and larger than 2022, suggesting impact is not being felt. Removal of outliers change disadvantage GAP to -0.27 suggesting students who are poor attenders are having a significant impact. HPA progress is also low, suggesting multiple vulnerability students (Dis and HPA) are a key group. Sig improvement at 4+ for</i></p>	<ul style="list-style-type: none"> <li>Sustained focus on quality of instruction (implementation of curriculum)</li> <li>Use of coaching to ensure high quality teaching in every classroom</li> <li>Adaptive teaching focus as part of professional development package for all teachers / support staff</li> <li>Curriculum action plan for subject specific improvements.</li> <li>Faculty focus on sequencing and NC+ at KS4 for 2023/4</li> <li>PP parent/student workshops – revision and study skills</li> </ul> <p><b>GCSE Specific</b></p> <ul style="list-style-type: none"> <li>Tutoring (Eng/Ma) via NTP – HPA/Dis target group</li> </ul>

*disadvantaged and FSM and at 5+ for FSM show impact of interventions – but combined with lower than expected progress suggest focus may need to be on HPAs (7+) rather than 4.*

### KS3 Outcomes data

#### Eng

English	Whole Y9	English	Y9 Disadv
Below	21.9%	Below	29.4%
Expected	50.3%	Expected	55.9%
Greater	27.8%	Greater	14.7%
Exp/Greater	78.1%	Exp/Greater	70.6%

#### Ma

Maths	Whole Y9	Maths	Y9 Disadv
Below	26.1%	Below	52.9%
Expected	45.1%	Expected	29.4%
Greater	28.8%	Greater	17.6%
Exp/Greater	73.9%	Exp/Greater	47.1%

#### Sci

Science	Whole Y9	Science	Y9 Disadv
Below	18.7%	Below	26.5%
Expected	51.3%	Expected	58.8%
Greater	30.0%	Greater	14.7%
Exp/Greater	81.3%	Exp/Greater	73.5%

*In both English and Science, disadvantaged students are reaching expected levels than non disadvantaged peers, however in all 3 subjects fewer disadvantaged students are achieving greater depth, suggesting focus needs to be on supporting disadvantaged students to reach greater depth. In maths a significant gap has developed between disadvantaged and on disadvantaged students, meaning a focus on maths at KS3 is vital.*

- Targeted interventions (Before/After school) for LPA / SEND and weaker readers at KS4
- Assertive mentoring – SLT – PP multi-vulnerability / PP and lower attendance

### KS3 Specific

- KS2 specialist teacher for students significantly below ARE on entry
- Trial use of NGMT to identify numeracy gaps and put in place early interventions
- Homework strategy development to ensure students leave KS3 with revision and study skills

<p>Reading ability for disadvantaged pupils are in line with all others and average reading age for disadvantaged students is in line with chronological age by the end of KS3</p>	<p>All disadvantaged pupils with reading ages above 8 on entry make accelerated progress to be at:</p> <ul style="list-style-type: none"> <li>• 10 by the end of year 7</li> <li>• 12 by the end of year 8</li> <li>• Chronological age by the end of year 9</li> </ul> <p>All disadvantaged pupils with reading ages below 8 on entry make accelerated progress to be at:</p> <ul style="list-style-type: none"> <li>• Competency in phonic recognition and age 9 in comprehension by the end of year 7</li> <li>• Age 11 in comprehension by the end of year 8</li> <li>• Age 13 in comprehension by the end of year 9</li> </ul>	<p><b>Stage 3 (Weak Readers, fluency and comprehension gaps)</b></p> <ul style="list-style-type: none"> <li>• 54% of year 7 students meeting 2024 target</li> <li>• 85% of year 8 students meeting 2024 target</li> <li>• 50% of year 9 students meeting 2024 target</li> </ul> <p><b>Stage 1 and 2 (students below 8Y on entry)</b></p> <ul style="list-style-type: none"> <li>• 100% of year 7 early readers meeting 2024 target</li> <li>• 20% of year 8 students early readers 2024 target</li> <li>• 50% of year 9 early readers meeting 2024 target</li> </ul> <p><i>Interventions showed greater levels of success in lower years. Multi vulnerability students (FSM and SEND) made slowest or least progress. Significant progress identified through use of HLTA supported classes in year 8 and 9 – this progress declined in terms 5 and 6 when this intervention ended. KS4 interventions did not show progress and engagement was challenging. 2023-4 priority focus on early identification of need, early intervention and cross curricular support to eliminate over reliance on wave 2/3 interventions.</i></p>	<ul style="list-style-type: none"> <li>• Refine diagnostic assessment by supplementing NGRT with Access and single word testing.</li> <li>• Sustained focus on use of reading strategies in class and across curriculum to ensure reading gains are sustained long term.</li> <li>• Increased use of phonic, fluency and comprehension interventions in morning to widen the net and ensure all weaker readers receive support.</li> <li>• KS2 specialist teacher for students bottom 20% of readers in KS3</li> <li>• Reading catch up for KS4 in place as part of morning intervention program.</li> </ul>
<p>Disadvantaged pupils are able to employ an extended vocabulary in speaking and writing in line with all other peers</p>	<ul style="list-style-type: none"> <li>• Lesson obs/learning walk data shows students using tier 2 and 3 vocabulary fluently in oracy and writing</li> <li>• Lesson obs/learning walk data shows explicit disciplinary literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary embedded across all curriculum maps</li> <li>• Vocabulary instruction in place and becoming consistent in lessons (LW and QA of lesson data)</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling screening for all KS3 students in place</li> <li>• Single word recognition screening to identify students' weaker vocabulary knowledge and put in place interventions</li> </ul>

	<p>being taught effectively across the curriculum.</p> <ul style="list-style-type: none"> <li>Student voice shows disadvantaged pupils recognise the inherent value of disciplinary literacy</li> </ul>	<ul style="list-style-type: none"> <li>Improved use of tier 2/3 vocabulary in lessons – becoming consistent (LW and QA of lesson data)</li> <li>Student voice shows mixed use of tier 2 vocabulary, with some students not embedding tier 2 vocabulary in their normal way of communication despite showing the ability to use this in academic (in class) discussions.</li> </ul> <p><i>Vocabulary instruction embedded as part of curriculum development project. To embed and move forward, develop vocabulary instruction into high expectations of oracy and vocab use across school through pedagogy improvements and coaching.</i></p>	<ul style="list-style-type: none"> <li>Shared oracy criteria used across English, Humanities, PSHCE to support oracy expectation.</li> <li>Explicit focus on oracy via tutor program and CFS experience</li> </ul>																												
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged and FSM pupils.</p>	<ul style="list-style-type: none"> <li>Attendance of FSM pupils in line with all others and above 92% in 2023 and 95% in 2024</li> <li>PA of FSM pupils is in line with or lower than others and below national average for FSM nationally</li> <li>PA less than 28% in 2023 and 20% in 2024</li> </ul>	<table border="1"> <tr><td>Whole School Att %</td><td>91.1%</td></tr> <tr><td>Boys %</td><td>92.3%</td></tr> <tr><td>Girls %</td><td>89.9%</td></tr> <tr><td>Free School Meals %</td><td>85.1%</td></tr> <tr><td>PP %</td><td>86.8%</td></tr> <tr><td>Non-PP %</td><td>92.5%</td></tr> <tr><td>SEN %</td><td>88.3%</td></tr> <tr><td>SEN E %</td><td>85.0%</td></tr> <tr><td>SEN K %</td><td>89.3%</td></tr> <tr><td>Non-SEN %</td><td>91.6%</td></tr> <tr><td>Year 7 %</td><td>94.1%</td></tr> <tr><td>Year 8 %</td><td>93.4%</td></tr> <tr><td>Year 9 %</td><td>90.9%</td></tr> <tr><td>Year 10 %</td><td>90.0%</td></tr> </table> <p><i>Improvement seen in FSM, PP and SEN attendance – however against backdrop of dip in attendance for all / non dis.</i></p> <p><i>Large drop off at end of year (post activities week impact) so consideration to ensuring high attendance for entirety of year needed.</i></p>	Whole School Att %	91.1%	Boys %	92.3%	Girls %	89.9%	Free School Meals %	85.1%	PP %	86.8%	Non-PP %	92.5%	SEN %	88.3%	SEN E %	85.0%	SEN K %	89.3%	Non-SEN %	91.6%	Year 7 %	94.1%	Year 8 %	93.4%	Year 9 %	90.9%	Year 10 %	90.0%	<ul style="list-style-type: none"> <li>Use of PASS data for early identification of students with potential to become PA – focus on KS3</li> <li>Parent meetings / Minibus collections (KC)</li> <li>Assertive mentoring – SLT – PP focus</li> <li>Continue development of weekly tracker and fortnightly meetings to ensure tight focus on attendance.</li> <li>Add attendance <u>to lessons</u> as additional layer on attendance tracker</li> <li>Use of Apricot for PA students at urgent level</li> <li>Change in activities week organisation to avoid post activities week absences</li> </ul>
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*Dropping attendance in lower years – focus on older years showing positive impact*

PA (Whole School) %	22.8%
PA Boys	18.5%
PA Girls	27.0%
PA FSM	36.6%
PA PP	35.9%
PA Non-PP	18.6%
PA SEN	24.6%
PA SEN E	32.0%
PA SEN K	22.4%
PA Non-SEN	22.5%
PA Year 7	10.7%
PA Year 8	10.1%
PA Year 9	27.1%
PA Year 10	28.8%

*PA drop for SEN and FSM, however both still too high. Greater range of alternative options needed for EHCP students who move into PA (college placement and SEMH support)*

*Rise in year 7 and 9 PA suggests earlier intervention before PA is needed to tackle this. Look at PASS testing and how this can be used.*

To achieve and sustain timely and effective support for pupils with SEMH

- Suspension Rate in 2023 6% and 5% in 2024
- Suspension Gap in 2023 4% and 3% in 2024
- Effective whole school/trust approach to supporting pupils with

- Overall suspension rate for 2022-3 at 9.3%
- PP suspension rate = 5.05%
- FSM suspension rate = 3.86%
- SEN suspension rate (including SEMH) = 3.46%
- PP gap = 0.75%
- SEN gap = 1.6%
- FSM gap = 0.4%

Continue successful strategy focus from 2022/23  
(pastoral assistants, play therapy and home office project)

Key focus on lost learning due to suspensions:

- Ensure bank of work available and accessible for students working at home

	<p>SEMH (Social, Emotional, Mental Health)</p> <ul style="list-style-type: none"> <li>100% positive feedback in student surveys about behaviour by end of 2024</li> </ul>	<p><i>Overall suspension rate lower than NA and local averages but still above targeted suspension rate. Suspension rate for SEMH (SEN) students significantly lower. Gaps in all 3 categories reduced.</i></p> <p>End of 2023 student survey data – behaviour responses: Final surveys – 84%/92% positive response rate.</p> <p><i>Significant improvement from previous year (below 75%) – low response rates in some year groups (Y9). Behaviour around school considered better than behaviour in lessons. Continue investment in student voice and focus on high expectations in lessons for 2023/4.</i></p>	<ul style="list-style-type: none"> <li>Monitor work from students who are suspended and offer support to ensure success of reintegration closely</li> </ul> <p>Focus on student voice to understand perceptions behind perceived behaviour in lessons and to increase uptake of student surveys.</p>
<p>To achieve and sustain improved levels of participation by all pupils, in particular our disadvantaged and FSM pupils</p>	<ul style="list-style-type: none"> <li>50% of students to sustain participation (3+ attendance) by 2023, 60% by 2024</li> <li>All PP and FSM students in Years 9 and 10 to have additional careers input</li> <li>90% of FSM and disadvantaged parents will attend parents evening in 2022-23 and will be in line with whole cohort</li> </ul>	<ul style="list-style-type: none"> <li>75.6% of students sustained participation in 2023/24 academic year</li> <li>73.1% of SEN students sustained participation (67.9% EHCP)</li> <li>69.5% of PP children sustained participation</li> <li>66.1% of FSM students sustained participation</li> <li>100% of LAC sustained participation</li> <li>50% student leadership roles filled by students from vulnerable groups</li> </ul> <p>All year 9 and 10 students given 1:1 early careers support with FSM and PP students identified in the first waves to allow additional follow up as required.</p>	<ul style="list-style-type: none"> <li>Continue prioritisation of PP and FSM students through careers and participation focus</li> <li>Expand category of sustained participation to focus on ongoing participation throughout a term or academic year.</li> <li></li> </ul>

		<p>Insight into Apprenticeship and Barclays Life Skills undertaken with focus on PP and FSM students as discussed with HOY.</p> <p><i>Significant improvement on vulnerable groups participation through early focus. Continue focus on sustaining participation through developed rewards system.</i></p>	
<p>To achieve and sustain increased numbers of disadvantaged and FSM pupils studying a language at GCSE</p>	<ul style="list-style-type: none"> <li>Dis 2023 Gap 10%, 2024 Gap less than 5%</li> <li>FSM 2023 Gap 10% 2024 Gap less than 5%</li> </ul>	<p>MFL strategy in place:</p> <ul style="list-style-type: none"> <li>Reduction to single language for KS3 / increased allocation to ensure mastery</li> <li>Target students via futures program to ensure take up of languages and importance of EBACC communicated effectively</li> <li>Improved recruitment resulting in in quality teaching across faculty (Ofsted and internal QA support)</li> <li>33% languages uptake in 2023 options choices (increase of 18%)</li> <li>36% PP student uptake (increase of 28%)</li> <li>24% FSM student uptake (increase of 14%)</li> </ul>	<ul style="list-style-type: none"> <li>MFL: action plan development to continue improvement in GCSE take up for all with specific focus on disadvantaged</li> <li>Master classes for year 9 - target disadvantaged and PP students</li> <li>Continue improvement in quality of T&amp;L to target engagement in languages</li> <li>Curriculum refinement at KS4 to ensure positive outcomes at GCSE</li> <li>Continue development of French GCSE uptake through employment of new MFL teacher</li> </ul>