Pupil Premium Analysis 2022/23

Academic Year	2022/23	Total disadvantaged budget	245,984
Total number of students	1175	Number of student eligible for PP	188

	2020/21	2021/22	2022/23
Pupils on roll (11-16)	1149	1360	1400
Number of eligible pupils	187	152	188
% of eligible pupils	16.3	11.1	14.9
Total funding	178,585	174,765	245,984

Attainment and progress of the 2022/23 cohort	Students eligible for PPF 2020/21	Students eligible for PPF 2021/22	Students eligible for PPF 2022/23
Progress 8 score for disadvantaged students	-0.11	-0.94	-1.16 (estimated)

Barriers to future attainment	
In-school barriers /issues	
A.	Some disadvantaged students do not achieve their academic potential (outcomes) and this is generally lower than that of their peers. Assessments in Years 7-9 tell us that students do not *consistently* work at or exceed their challenging attainment targets. Assessments, observations, and discussions with students indicate that disadvantaged pupils' comprehension skills would be further develop if they engaged in regular reading. This could be applied to all subjects. Our observations show that some disadvantaged students lack the ability and confidence to work independently and/or tackle challenging tasks with independence. We believe this contributes to underachievement
B.	Our assessments suggest that the attendance of some students has been affected by the lack of routine that the pandemic has brought. Some disadvantaged students do not attend school enough to generate a 95% or above attendance figure
C.	Some disadvantaged students have poor mental health and/or wellbeing and as a result struggle to engage in learning and attend school. Our assessments have identified that some students face social and emotional issues. In part, this is due to concerns around lost learning because of the pandemic.

Reviewing impact

Intended outcome	Success Criteria	Actions	Commentary and impact	Will this strategy continue 23/24?
By the end of our current plan in 2023/4 outcomes for disadvantaged students improve so all achieve a progress 8 score of 0 or above Reading scores will have improved to show that most disadvantaged students have a reading age in line with their chronological age. Monitoring, student voice and teacher feedback (evidenced in book studies, for example) show that students are engaging in learning and attempting the most challenging tasks. This will support the improvement of outcomes	Disadvantaged students achieve a Progress 8 score of 0 or above by 2024 or in the top 20% percentile for disadvantaged students nationally. Reading assessment indicates that most disadvantaged students have a chronological reading age or above by 2024. Monitoring in these areas shows that student feedback is increasingly positive and staff assessments show engagement is improved.	Further develop staff **professional development** programmes at all levels (ELT via the AMP SCITT,) SLT, Subject Leaders, Pastoral Teams and Subject Teams) to ensure effective teaching for every student every lesson. Further develop peer to peer developmental support and leaders monitoring to inform specific actions for development.	A comprehensive, research based CPDL package has been provided for staff. Instructional coaching and deliberate practice have been introduced and is used well to develop practice. Staff feedback shows 100% of staff found the sessions useful and contributed to their improving classroom practice. **Year 11 Leavers data shows:** • Positive SPIs in Art, Engineering, IT, Music. • Improvements in SPI since 22/23 have been made in Art, Geography, Computing, French, Engineering, Business, and IT. • The SISRA P8 is – 1.16. It was -0.94 in 2021/22 (estimated) • Students with attendance of 90%+ achieved an estimated P8 score of -0.24. **Progress KS3** In most subjects at Ks3 (Years 7-9) and because of developed curriculums and pedagogy, there has been an increase in the percentage of disadvantaged students on or above their aspirational target between Assessment Point 1and 3 in 2022/23. **Progress KS4** In Year 11, there has been an improvement in progress in a wide range of subjects including English, Physics, Technology,	Yes

			IT, Biology, Chemistry, Geography, PE, and Trilogy Science. A positive progress score has remained in History and Computing. **Progress KS5** There were 9 disadvantaged students in Year 13 (Leavers 2023.) The average grade was a C. This is an improvement from 2019. The average point score has also improved with a 4% increase between 2019 and 2023. **Reading** Reading for pleasure is an essential part of every student's school day. Project L ensures that all students spend at least 40 minutes reading every single day to help nurture their wellbeing and improve academic success. Mixture of teacher modelling, students reading aloud and discussion to ensure variety and allow for deliberate practice of oracy skills. Students are all equipped with a novel and are reading along to encourage them to follow the story and form comprehensive opinions for debate and discussion. The power point is displayed as a visual aid so that information is presented through dual coding to further support students' comprehension. Most students are engaged quietly in reading, which encourages a productive atmosphere to the lessons and promotes a culture of reading for pleasure. Teacher modelling ensures that students see reading fluency consistently in Project L.	

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Students falling behind are identified through PIRA tests and are supported by completing the Lexonik programme

Percentage on or above expected age-related ability.

7	48%
8	58%
9	59%

A focus of CPDL and **curriculum development** has been developing extended writing in lessons. Monitoring indicates that this is more evident than previous terms in MFL, Humanities, Business, Technology.

Student voice regarding curriculum tells us:

97% of students stated that they always or mostly are given Do It Now/Reviewing materials tasks.

96% of students stated that they always or mostly self-assess using red pen.

83% of students stated they often peer assess the work of others,

94% of students stated they are always given independent work.

94% of students stated they often or sometimes get homework, with 79% saying often.

			Further develop effective developmental **peer to peer lesson and book studies** to develop practice. Further develop leaders monitoring to identify specific areas for development and support	QA data shows CPDL is having a positive impact in lessons. BPLS shows strengths in questioning and modelling. LVs show Rosenshine and TLAc are embedded. Immediate feedback is a strength. Monitoring of attitudes to learning shows an improvement as a direct result of CPDL. Bringing it all together tasks evident in books; examples include extended writing. Book studies of PP work show an increase in extended writing and 'Bringing it together' tasks.	
			Develop **diagnostic assessment** to accurately identify gaps in knowledge and misconceptions: and plan to effectively address them.	Data driven instruction has been introduced to better, and more rapidly identify what assessment shows and more importantly create a timely response. The model has been embedded and provides students and parents with key information of what the student has learned/knows and what they don't. This is used to revise teaching and address any misconceptions.	
			Disciplinary literacy Disciplinary Literacy Training is utilised to identify priorities for development and training needs. Identify important subject specific vocabulary that is to be taught and remembered by students.	Monitoring shows that the sessions are successful by reinforcing good habits and reading routines. Students are engaged and independently follow the texts. The pace of reading is appropriate for maintaining interest and engagement. Students have a positive attitude to reading. There are adequate discussion opportunities, and a range of strategies are used.	
			Develop reading to enable	**Lexonik**	

		all students to access the Subject and wider curriculum via Project L Dedicated time every day for reading. Students gain universal access to ambitious and appropriately pitched texts. Exposure to tier 1 and 2 words will support students understanding and ability to learn more effectively across the curriculum	291 graduates making an average improvement of 27 Months. **Reading Ability** (PIRA Norm-referenced test n=10,000) Year 8 83% of students on or above expected. Year 9 89% of students on or above expected. Year 10 92% of students on or above expected.
		Targeted tracking Teachers focus on what has been learned rather than taught. DDI is used at each assessment point and between assessments. Refine planning for reteach and practice	The model has been embedded and provides students and parents with key information of what the student has learned/knows and what they don't. This is used to revise teaching and address any misconceptions.
		Challenge for all pupils through ambitious teaching Clear strategy plan CPDL for staff Monitoring schedule of impact via a range of monitoring tools including lesson visits, observations, book studies	Teach To the Top Strategies are utilized as evidenced in lesson monitoring data, book studies and lesson visits. Student voice and book studies show students are utilizing extended writing more to evidence their knowledge, understanding and application.
		Maintain high quality	Monitoring and evaluation of lessons and books show teaching is typically good across the school.

		teaching and reduce class size numbers in core subjects to allow for more **personalised and targeted** approach		
		Fixed term project role: Supporting **School Led Tutoring**	School Led Tutoring has been well organized and coordinated resulting in the impact described in the next section.	YES
		School Led Tutoring Sessions Maths, English, Science	**Maths** 55% of pupils have increased by at least 1 grade between AP1 and AP2. 55% improved their score on paper 1, 33% improved their score on paper 2. **English** 67% of pupils have improved their working at grade by at least 1 grade. 67% of pupils have improved their Literature score from AP1 – AP2. 50% of these pupils have improved by more than 10%. **Science** 67% improved average score from AP1 – AP2. 33% increased by 2 grades. 33% maintained grades but improved average score on each exam at AP2.	YES
		Structured intervention: Supporting reading and learning	**Lexonik** 291 graduates making an average improvement of 27 Months. **Reading Ability** (PIRA Norm-referenced test n=10,000) Year 8 83% of students on or above expected.	

			Year 9 89% of students on or above expected. Year 10 92% of students on or above expected.	
		After school support programme Targeted small group and one to one support delivered via subject areas. Structured timetable after school to ensure student sessions do not clash. Travel support provided for disadvantaged students who live out of area	A comprehensive timetable was launched in Sept 22 to ensure students were able to access support for all subjects. PP Students who required support with transport were provided with it.	
		Fixed term role focusing on supporting students, working with families to support attendance and progress (Family Support Worker.)	14% of PP students have received intensive and frequent personalised support during 2022/23. 50% of this has focused on supporting individual need and attendance. 50% has focused on wellbeing. 27% of the cohort receive additional external support. 50% of this cohort have improved their attendance as a direct result of the support provided.	
Sustained high attendance from 2023/24 demonstrated by:	Disadvantaged students' absence rate is less than 5%	**Attendance** Efficient and targeted attendance intervention and response	PP attendance in 2023/24 increased by 6% from the previous year. Persistent absence decreased for all PP students in 4 of the 5 year groups.	

The overall absence rate being no more than 5%, and the attendance gap between disadvantaged and non-disadvantaged students is narrowed. The percentage of all pupils who are persistently absent reduces		Clear support, response and escalation is consistently evident.	The number of occurrences of suspension decreased by 5 between 21/22 and 22/23	
		Fixed term full time **attendance support**: Supporting student to attend school/working with students and families (PP Attendance focus)	14% have received intensive and frequent personalised support during 2022/23. 50% of this has focused on supporting wellbeing and attendance. 50% has focused on wellbeing. 27% of the cohort are receiving additional external support. 50% of this cohort have improved their attendance as a direct result of the support provided.	
Sustained high levels of wellbeing from 2023/4 demonstrated by: Qualitative data from student voice and teacher observations	Attendance data, surveys, student voice and observations show students wellbeing has improved and they feel confident and happy in school	**Wellbeing** Enhanced transition for SEND PP students	PP attendance in 2023/24 increased by 6% from the previous year. Persistent absence decreased for all PP students in 4 of the 5 year groups.	
		Counselling service for those disadvantaged students in need due to personal	See impact data above as these factors contributed to this data impact.	

		circumstance and/or impact of the pandemic		
		Resilience programmes for those disadvantaged students suffering with poor mental health (Student Support) Wellbeing bulletins for family/students (360 approach)		
		Year group communities through HoY programmes – belonging, horizons, careers. SMSC programmes – culture and community (Your Best Deyes Resilience programme – Resilient Doughnut Behaviour team provide support and intervention before escalation	See impact data above as these factors contributed to this data impact.	
		Resource provision for disadvantaged students – individual need will be assessed and resources such as text/technology will be provided	All PP students were provided with resources where gaps were seen.	