

Interim Pupil premium strategy outcome statement (2020 to 2021)

Due to COVID-19, performance measures have not been published for 2020 to 2021. This interim statement summarises the impact that our Pupil premium activity had on pupils in the 2020 to 2021 academic year. The full Pupil premium strategy statement will be published by December 2021.

Impact of Pupil premium (PP) strategies 2020-21

The allocation of £144875 was spent on the following:

Strategy	Impact																																				
<p>Despite the practical limitations resulting from strategies to maintain student and staff safety, regular whole school and faculty-level CPD took place, prioritising developing quality-first teaching; planning and assessment with the aim of achieving challenging and engaging lessons suitable for students with differing levels of attainment.</p> <p>The school continued to promote excellent teaching and learning, largely based on key elements from the TEEP model. Pupil premium students were prioritised for one-to-one and small group support from subject specialists as well as SEND colleagues. Senior leaders and subject leaders monitored student books for quality of task, quality of completion, and quality of teacher feedback. Pupil premium students' work was prioritised by subject teachers for enhanced feedback, and these students were a focus during 'Review and Improve' sessions.</p> <p>More than 90 PP students received support from catch-up tutors across a variety of subjects over a number of weeks during the year.</p> <p>Remote support via phone (both academic and pastoral) for PP students was prioritised during lockdown, and this helped to promote engagement in their studies. A significant proportion of the students who attended school during lockdown were PP, and they were directly supported by teaching staff and support staff.</p>	<p>At KS4, Year 11 examination results cannot be used reliably to assess impact because they were derived from Teacher Assessment Grades. However, our own estimates for Progress 8 indicate that the figure for students for whom we receive Pupil premium is close to that for the whole cohort, although attainment, as measured by our own A8 figure, was lower.</p> <p>KS3 - points of progress between autumn Y7 and summer 2021. Using our current progress scale, the expectation is that students make between 1.5 and 2 points of progress each school year.</p> <table border="1" data-bbox="699 969 1471 1149"> <thead> <tr> <th colspan="3">English</th> </tr> <tr> <th></th> <th>Pupil premium</th> <th>Not Pupil premium</th> </tr> </thead> <tbody> <tr> <td>Year 8</td> <td>3.1</td> <td>3.5</td> </tr> <tr> <td>Year 9</td> <td>4.5</td> <td>4.8</td> </tr> </tbody> </table> <table border="1" data-bbox="699 1187 1471 1366"> <thead> <tr> <th colspan="3">Maths</th> </tr> <tr> <th></th> <th>Pupil premium</th> <th>Not Pupil premium</th> </tr> </thead> <tbody> <tr> <td>Year 8</td> <td>3.8</td> <td>4.5</td> </tr> <tr> <td>Year 9</td> <td>5.6</td> <td>7.0</td> </tr> </tbody> </table> <table border="1" data-bbox="699 1404 1471 1583"> <thead> <tr> <th colspan="3">Science</th> </tr> <tr> <th></th> <th>Pupil premium</th> <th>Not Pupil premium</th> </tr> </thead> <tbody> <tr> <td>Year 8</td> <td>2.1</td> <td>2.3</td> </tr> <tr> <td>Year 9</td> <td>4.5</td> <td>4.3</td> </tr> </tbody> </table>	English				Pupil premium	Not Pupil premium	Year 8	3.1	3.5	Year 9	4.5	4.8	Maths				Pupil premium	Not Pupil premium	Year 8	3.8	4.5	Year 9	5.6	7.0	Science				Pupil premium	Not Pupil premium	Year 8	2.1	2.3	Year 9	4.5	4.3
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<p>Beyond the provision of digital devices from the DfE, the school continued to use PP funding to acquire and distribute Chromebook computers for students who did not have access at home.</p>	<p>No PP student was without access to a computer during the year. These students have been loaned a device indefinitely.</p>																																				

<p>Ensure that Pupil premium students have access to extra-curricular activities through financial assistance, including support with uniform, equipment, travel and some other school activities, including music lessons.</p>	<p>Despite the restrictions and reduced opportunities available to schools, PP students were supported, primarily with the cost of equipment, and in some cases, uniform.</p> <p>In order to encourage students to maintain reading for pleasure, during the summer term, every PP student in Year 7 to Year 10 was provided with a new reading book selected by the English department.</p>
<p>The school's independent Careers Advisor continued to support Year 11 (and some Year 10 and Year 13 students) in relation to post-16 and post-18. Early support for, and engagement with, KS4 Pupil premium students, was prioritised through high-quality information, advice and guidance (IAG).</p>	<p>All PP students in Year 11 were interviewed during the autumn term in order to help them to identify post-16 possibilities and to develop robust action plans. These students were interviewed at least once more during the spring term. At October 2021, no official figures are published but we believe that there might be three students who are not currently in education, employment, or training.</p>
<p>Support the progress of Pupil premium students in Years 7 to 11 through the provision of a staffed after-school homework club to which Pupil premium students are formally invited as requested by subject teachers or mentors.</p>	<p>The impact upon student progress cannot be directly measured, but revised arrangements made support more accessible. Between September and January, and then from March, a significant number of students attended regularly, or were referred to after-school support with subject teachers.</p>
<p>There was a Maths after-school workshop for Year 11 students. Around one-quarter of Year 11 PP students regularly attended the after-school Maths workshop. PP students from other Year groups also attended on a less regular basis.</p>	<p>Our own figures for Progress 8 indicate that Year 11 PP students were in line with the rest of the cohort.</p>