

Part B: Review of outcomes in the previous academic year

(2021-2022)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended outcome	Success criteria
<p>By the end of our current plan in 2024/5 outcomes for disadvantaged students improve so all achieve a progress 8 score of 0 or above</p> <p>Reading scores will have improved to show that most disadvantaged students have a reading age in line with their chronological age.</p> <p>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</p>	<p><u>Disadvantaged students achieve a Progress 8 score of 0 or above by 2025.</u></p> <p><i>Year 1 impact – P8 is -0.94</i></p> <p>100% of staff aware of who our disadvantaged students are and have implemented our 7 strategies for disadvantaged students as evidenced in lesson monitoring.</p> <p>Pupil Premium EBacc participation has increased to 59%. This is an upward trajectory and reflects our ambition for the cohort. EBacc participation achieving strong pass in Ebacc has increased by 12% since 2019.</p> <p>% of PP students achieving a strong pass in EBacc increased by 12% between 2019-22</p> <p>Disadvantaged students with attendance of 90%+ had a P8 score of + 0.648 in academic year 2021-22</p> <p><u>School Led Tutoring:</u></p> <p>English tutoring has had a positive impact with 80% performing in line or better than their peers at Assessment Point 3 (Summer 2022.)</p> <p>75% of the science cohort improved from Assessment Point 1 to Assessment Point 3 by at least 10%</p> <p>100% of the maths cohort increased from Assessment Point 2 to Assessment Point 3 by at least 2%</p> <p>70% of students involved felt more confident in their chosen subject after 15 hours of a tuition.</p>

	<p>100% of parents fed back that they supported the school led programme and felt it supported their child.</p> <p>100% of pupils said that having a tutor that they knew was most beneficial.</p> <p><u>Reading assessment indicates that most disadvantaged students have a chronological reading age or above by 2025.</u></p> <p><i>Year 1 impact</i></p> <p><i>Year 8: 81% of students on or above expected reading ability, with a 17% improvement in 2021-22.</i></p> <p><i>Year 9: 76% of students on or above expected reading ability.</i></p> <p><i>Year 10 91% of students on or above expected reading ability, with a 9% improvement in 2021-22. Gap to peers is closed.</i></p> <p><u>NTP</u></p> <p>The impact of the National Tutoring Programme has been 110 students' participants (49 Maths, 39, English, 22 Science) have participated in remote tutoring. In English 12% improved, Maths 34% and Science 77%.</p>
<p>Sustained high attendance from 2024/5 demonstrated by:</p> <p>The overall absence rate being no more than 5%, and the attendance gap between disadvantaged and non-disadvantaged students is narrowed</p> <p>The percentage of all pupils who are</p>	<p><u>Disadvantaged students' absence rate is less than 5%</u></p> <p>Pupil Premium attendance 81.50% (inc. VI Form)</p> <p>PA 215 days inc. VI Form)</p>

persistently absent reduces	
Sustained high levels of wellbeing from 24/5 demonstrated by: Qualitative data from student voice and teacher observations	Student voice shows students wellbeing has improved and they feel confident and happy in school. Student Support Services provide bespoke individual support

Provision

Destination data for PP shows 97% progressed to future education and training with 1 student NEET. 57% progressed to Level 3 provision.

To support future next steps, 100% disadvantaged students have had exposure to career opportunities and aspirational visits to university or contact with university staff.

Deyes invited to collaborate with a local Research School to expand and increase science exposure amongst disadvantaged students. For example, taking part in an inter school Science competition.

Disadvantaged student voice identified extracurricular activities they feel would support them and 100% of suggestions have been included in the 2022/23 plan.

Reading

Reading is developed by daily reading 'Project L.' This involves students reading texts from our Literacy Cannon which are age appropriate and culturally diverse. Monitoring of PP students shows that they are engaging in daily reading. Feedback from students states that they are enjoying reading more.

36 disadvantaged students have received Lexonik support in the academic year of 2021/22. Those who followed the Lexonik Advanced Level 3 programme, made an average improvement on the WRAT5 reading test of 31 months.

100% of disadvantaged students have accessed Project L Reading Cannon. Monitoring of the sessions has shown all disadvantaged students engage in the sessions. Academic reading has been introduced to subject sequences.

Year 8 81% of students on or above expected reading ability, with a 17% improvement in 2021-22.

Year 9 76% of students on or above expected reading ability.

Year 10 91% of students on or above expected reading ability, with a 9% improvement in 2021-22. Gap to peers is closed.

CPDL for staff

A comprehensive CPDL programme was designed and delivered for all staff at all levels focusing on improving outcomes and achievement.

A fully comprehensive CPDL programme for staff has been delivered over the year. This has included 4 strands of training – Pastoral (to support culture and values for learning,) Subject Teams, Subject Leaders (to develop middle leadership,) and Collective CPDL to embed research-based pedagogy and practice. Monitoring to date shows greater consistency in lessons and use of Rosenshine and TLaC strategies and principles. Monitoring shows greater consistency in approach and all subjects have a carefully considered sequence and rationale.

Peer to peer support has been developed through Best Practice Lesson Studies, Best Practice Book Study and Cross Subject Leader Learning Walks. Monitoring to date shows increasing strength in aspects such as daily reviews (to revisit knowledge to support students develop their long-term memory,) questioning and modelling.

Diagnostic assessment has been introduced. This has involved class teachers and departments utilising data driven instruction to diagnose the learning points from the assessment. Students receive personalised feedback following assessments and clear action steps for improvement and student voices tells us that they find this feedback supportive and helpful to develop clear next steps.

100% of staff have engaged in all CPDL learning and learning walks evidence consistency in use of the strategies. Monitoring shows greater consistency in practice within and between departments

All subjects revised curriculum maps to provide a carefully sequenced and well considered curriculum in each subject area

Support mental health and wellbeing.

Our assessments demonstrated that the wellbeing and mental health of some disadvantaged students were significantly impacted as a result of covid, lockdown and bubble lockdowns with Covid 19 related issues contributing to this. We used PP funding to provide wellbeing support for all pupils with targeted pastoral interventions where required. We will continue to build on this in our new plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
National Tutoring Programme 110 students involved. Maths, English and Science. Once a week for 15 weeks	Randstad MAT Recruitment Connex