



## 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 2022 to 2023 academic year.

#### **Intended outcomes:**

We had positive progress 8 for disadvantaged one of only three schools in Bristol 0.11 against national average for non- disadvantaged pupils of 0.22 in Bristol and 0.17 nationally.

#### **Improved attainment among disadvantaged pupils in Maths**

##### **Summer 2023 GCSE results**

Maths A8 was significantly above national and in the 73<sup>rd</sup> percentile. Pupil progress was up 3% at Grade 4+ with 82% of the cohort gaining 4+ in Maths. Our PP Attainment 8 was 4.5 and 62% gained English and Maths at 4+ this was in crease of 8%

**Next steps:** Continued development of Quality First Teaching in Maths, continued tracking of PP students' interventions across KS3 and KS4.

Utilise the added capacity including leadership capacity, to focus on key groups: Black Caribbean, HAPs (Higher Attaining Pupils) and FSM ever 6. Ensure that the 4 domains are fully integrated into Maths expectations.

The Sutton Trust's recent research on social mobility (June 2023) found that Disadvantaged HAPS are more likely to come from ethnic minority groups, predominately male, BCRB,(Black Caribbean) MWBC (Mixed white and Black Caribbean) and BAOF (Black African) We had 9 HAP PP students in 2022-3 and all 100% received a positive P8 in the EBacc and Open bucket, 55.6% in Maths and 88.9% in English. Of all PP students last year 93.3% achieved a Positive P8 in the Open bucket and 91.1% in the EBacc and 71.1% in Maths. Our pattern is in line with the Sutton Trust research, but with a small cohort hitting the criteria. Of our 9 HAP PP students, 4 were male, 2BCRB, 1 MWBC, 2 BAOF and the 1 WBRI male outperformed all the others with an average grade of 7.

#### **Improved knowledge and skills within the suite of practical subjects.**

Following the outcomes in the practical subjects at GCSE particularly with Art and PE we have decided to reshape this challenge to link to Maths post pandemic lost learning so have amalgamated with challenge 1. Art had an average grade of 6+ and PE with a 5-. Art was particularly impressive as 100% of PP students achieved at least their target grade compared with 88.89% of Non-PP.

### **Improved reading comprehension among disadvantaged pupils in KS3**

The introduction of Accelerated Reader alongside our LUCID testing has enabled faster, more frequent testing of Year 7. 69% of our PP students showed an improvement in their reading comprehension and 40 % of those improved their reading age by more than one year, which compares very favourably with 32% of non-PP students who improved their reading by a year or more.

Reading ages as well as Bell Foundation bands are now shared with staff on their marksheets as well as with parents/carers in reports. Both the reading and EAL strategies have been launched and continue to be implanted this year, most notably through the pastoral curriculum and the introduction of tutor groups readers. The reestablishing of 6<sup>th</sup> form and Year 10 reading buddies for years 7 and 8 has also received a positive reception.

**Next steps:** Embedding and expanding disciplinary literacy consistently across the curriculum. Establishing literacy pages of the school website. Embedding of the tutor reading programme across Years 7 to 11.

### **Increased participation in extra-curricular opportunities by disadvantaged students and progression.**

This was most evident in Year 7 with 40% of PP students participating in clubs and was lowest in Year 11 with 17%. Overall, across all years, 47% of all students participating and 32.5% of PP students.

We retained more PP students in our SMRT sixth form than in previous years with a 13% increase on last year showing a positive impact on our progression plans, increased careers interviews and high expectations and aspirations for all students. The appearance of progression and careers stalls at both mock GCSE results mornings and both KS4 study skills evenings also raised the profile with both students, parents and carers.

Year 11 disadvantaged students' engagement with the intervention and revision programme was positive, and a slight increase on the previous year. 53% of PP students participated in School-led tutoring across English, History, Geography and MFL. 57% attended revision breakfasts, 68% attended Easter revision sessions and 47% attended study leave revision sessions.

**Next steps:** Ensure that students utilise the current opportunities as well as ensuring our current offer is extended and accessible for all.

