

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Intended outcomes:**

We have a projected slightly negative Progress 8 for disadvantaged. However, in view of the national and local context, we firmly believe that our three year (2021-24) has been successful in facilitating improved outcomes for PP students. 2023 saw disadvantaged progress 8 of +0.28.

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

Maths Attainment 8 was above national at 4.9 (4.6) it was also above the national 74% (77% SMRT) for the percentage of students gaining grade 4 and above, and also at Grade 5 and above 59% (54% national) and grade 7 25% (national 21%). Our PP students achieved below where we had projected, but more in line with FFT 5 estimates at 3.4 (FFT 4.7).

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

There is now a more cohesive reading culture within the school through the pastoral curriculum and tutor group reading covering a diverse range of texts. This is further supported with curriculum sessions linked to different text types. The sharing of both reading ages and Bell Foundation Levels for EAL students has provided a more open and dynamic culture. These are shared with students, staff and parents/carers. Year group suggested reading lists are now shared with home as well as students. We fund PP student book purchases at our yearly book fair in the library.

Targeted literacy interventions supported a number of PP students who met the entry criteria for support. 66% of PP students who engaged with the literacy support improved reading comprehensions skills by 10 standardised points. This level of improvement was further demonstrated by 72% of students making significant increases in their reading ages of over 2 years at least across the intervention period. We have seen a significant increase in PP students using the library, particularly at KS3 where the diverse and engaging range of books saw student interest flourish, with a 78% increase in PP student book borrowing last year. Finally, oracy and literacy skills are further demonstrated by the number of PP students taking part in termly poetry competitions, involving the reading and sharing of poems based on relevant and interesting themes. These competitions augment the oracy skills developed by our whole school reading culture.

#### **Closing gap between disadvantaged and non-disadvantaged attendance**

Attendance statistics are presented on a weekly basis to the Attendance team and the Senior leadership team with a clear oversight of closing the gap between the two cohorts. Attendance data for the last two years is listed below. Pupil Premium gap in attendance is closely monitored by attendance teams for each year group. Although statistics indicate that there is an increase in the gap from previous years, when compared with National data, the gap is smaller than other establishments. The school is striving to reduce this gap by stringent

monitoring and support for these cohorts. Data shown below indicates that the Year 8 cohort had in 2023-2024 a percentage gap between PP and non-PP students of 4.4% in attendance and the same cohort in 2022-2023 of 3.3%. Whilst this is an increase in the attendance gap, data still compares well to the local and national data. There is a similar pattern in other year groups of a slight increase in the attendance gap between PP and non-PP students. Attendance leads in each year group monitor the PP students on a weekly basis to narrow this gap.

### **Pupil Premium 2023-2024**

<b>Year Group</b>	<b>PP %</b>	<b>Non PP %</b>	<b>PP gap %</b>
<b>7</b>	93.5%	95.9%	2.4%
<b>8 (Year 7 2022-23)</b>	90.4%	94.8%	4.4%
<b>9 (Year 8 2022-2023)</b>	88.9%	93.0%	4.1%
<b>10 (Year 9 2022-23)</b>	87.7%	92.9%	5.2%
<b>11 (Year 10 2022-23)</b>	84.1%	90.1%	6.00%
<b>Total 7-11</b>	<b>89.2%</b>	<b>93.3%</b>	<b>4.1%</b>

### **Pupil Premium 2022-2023**

<b>Year Group</b>	<b>PP %</b>	<b>Non PP %</b>	<b>PP Gap %</b>
<b>7</b>	92.5%	95.8%	3.3%
<b>8 (Year 7 2021-2)</b>	89.4%	93.0%	3.6%
<b>9 (Year 8 2021-2)</b>	88.1%	92.0%	3.9%
<b>10 (Year 9 2021-2)</b>	85.0%	90.3%	5.3%
<b>11 (Year 10 2021-2)</b>	85.7%	90.6%	4.9%
<b>Total 7-11</b>	<b>88.1%</b>	<b>92.3%</b>	<b>4.2%</b>

**Significant reduction in disadvantaged students' number of behaviour sanctions.  
Building resilience through trauma-informed practice.**

In 2022-3, students were suspended for a total of 199 days, 60% of which were served by PP students. Through a pastoral restructure and deployment of key staff to focus upon PP students, working with families and understanding student's individual context, this reduced to 42% of the total number of days in 2023-4, albeit in a total number of 226. This indicates the

school's higher expectations in student conduct, ensuring that our aspirations are strong for PP students, and demonstrating that through strong pastoral care they spent more time in school.

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

This was most evident in Year 7, with 42% of PP students participating in clubs and was lowest in Year 11 with 16%. Overall, across all years, 51% of all students participating and 34% of PP students.

We retained 114 students in our SMRT sixth form, 97% of PP students started appropriate Post 16 study and just 1 NEET of these had previously been a PP student. This continues to have some impact of our progression plans, increased careers interviews and high expectations and aspirations for all students, whilst also recognising that of all the Post 16 options open to our diverse intake, we advise them well on what is the best fit for them. The appearance of progression and careers stalls at the mock GCSE results mornings and 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. 91% of those targeted for School-led tutoring across English, Maths, History, Geography and MFL attended regularly. 84% of those targeted attended revision breakfasts, and 41% attended study leave revision sessions which is in line with their peers.