

# Part B: Review of outcomes in the previous academic year

## Pupil premium and recovery strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. The strategy statement, the summary below and the PP improvement plan have been reviewed externally by a senior member of the trust.

The next review will take place in Autumn term 2024.

The budget for 2023/24 was £334'000

Strategy (Aim)	Cost (£)	Impact / Outcome	Evaluation																																																
English/Maths teacher (Teaching)	56'000	<p>Reduced class sizes. Increased capacity for in class intervention. After school and tutor intervention during the whole academic year.</p> <p>In 2024, the Progress 8 data and the attainment 8 data for disadvantaged students are in line with the 2023 and the 2019 results. The gap between disadvantaged and other students has remained the same and is in line with the national average (-0.). The overall P8 for disadvantaged students is in line with the national P8 figure for disadvantaged students.</p> <p>The attainment 8 gap has slightly narrowed compared to the results from 2019 and 2023.</p> <p>The percentage for E/M 4+ and 5+ has improved compared to 2023 for disadvantaged students.</p> <p>2024 National P8 for disadvantaged students: -0.                      2024 National P8 for other students: 0.                      2024 National P8 gap: -0.                      2024 National A8 for disadvantaged students: 3.                      2024 National A8 for other students: 5.                      2024 National A8 gap: -1.</p> <p><b>2024 Progress 8 Provisional (National dis P8 -0. ; National P8 gap -0.)</b></p> <table border="1"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Others</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>-0.7</td> <td>0.1</td> <td>-0.8</td> </tr> <tr> <td>English</td> <td>-0.8</td> <td>0.2</td> <td>-1.0</td> </tr> <tr> <td>Maths</td> <td>-0.4</td> <td>0.0</td> <td>-0.4</td> </tr> </tbody> </table> <p><b>2023 Progress 8 (National dis P8 -0.5; National P8 gap -0.8)</b></p> <table border="1"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Others</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>-0.6</td> <td>0.2</td> <td>-0.8</td> </tr> <tr> <td>English</td> <td>-0.6</td> <td>0.3</td> <td>-0.9</td> </tr> <tr> <td>Maths</td> <td>-0.7</td> <td>0.2</td> <td>-0.9</td> </tr> </tbody> </table> <p><b>2019 Progress 8 (National dis P8 -0.45)</b></p> <table border="1"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Others</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>-0.66</td> <td>0.3</td> <td>-0.96</td> </tr> <tr> <td>English</td> <td>-0.5</td> <td>0.7</td> <td>-1.2</td> </tr> <tr> <td>Maths</td> <td>-0.2</td> <td>0.4</td> <td>-0.6</td> </tr> </tbody> </table> <p><b>2024 Attainment 8 (National gap for all subjects -1.; National A8 dis 3.)</b></p>		Disadvantaged	Others	Gap	All	-0.7	0.1	-0.8	English	-0.8	0.2	-1.0	Maths	-0.4	0.0	-0.4		Disadvantaged	Others	Gap	All	-0.6	0.2	-0.8	English	-0.6	0.3	-0.9	Maths	-0.7	0.2	-0.9		Disadvantaged	Others	Gap	All	-0.66	0.3	-0.96	English	-0.5	0.7	-1.2	Maths	-0.2	0.4	-0.6	Highly Effective
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	Disadvantaged	Others	Gap
All	3.2	4.6	-1.4
English	3.5	5.0	-1.5
Maths	3.4	4.4	-1.0

**2023 Attainment 8**

**(National gap for all subjects -1.55; National A8 dis 3.47)**

	Disadvantaged	Others	Gap
All	3.1	4.6	-1.5
English	3.5	5.1	-1.6
Maths	2.9	4.4	-1.5

**2019 Attainment 8 (National gap for all subjects -1.4)**

	Disadvantaged	Others	Gap
All	3.2	4.7	-1.5
English	3.7	5.4	-1.7
Maths	3.4	4.6	-1.2

**E/M 4+ 2024**

40.0% disadvantaged

65.7% other

(% national for disadvantaged)

Gap: 25.7%

**E/M 5+ 2024**

22.9% disadvantaged

44.6% other

(% national for disadvantaged)

Gap: 21.7% (national %)

**E/M 4+ 2023**

31.2% disadvantaged vs

62.4% other

(% national for disadvantaged)

Gap: 31.2%

**E/M 5+ 2023:**

10.4% disadvantaged

39.6% other

(29.5% national for disadvantaged)

Gap: 29.2% (national 27.3%)

The attainment gap has narrowed for E/M 4+ and 5+ compared to 2023.

TLRs in all core subjects with focus on disadvantaged students (Teaching)

8000

Increased focus on disadvantaged students in all subjects. Disadvantaged student are a regular focus in line management meetings, PP meetings between the subject leader and the PP Lead, subject knowledge meetings, curriculum meetings and faculty/whole school CPDs for staff. After school intervention in all faculties and tutor intervention in some subjects. In 2024 all Progress 8 data for disadvantaged students is in line with the results from 2023, apart from the open pot. The gap between disadvantaged and other students has stayed the same compared to 2019 for all students and the Ebacc pot. The attainment 8 gap has slightly narrowed compared to the 2023 and 2019 data. The attainment 8 data for all students and the Ebacc element are in line or better than 2023.

**2024 Progress 8 Provisional (National dis P8 -0.)**

	Disadvantaged	Others	Gap
All	-0.7	0.1	-0.8
Ebacc	-0.6	0.2	-0.8
Open	-1.0	0.1	-1.1

**2023 Progress 8 (National dis P8 -0.58; National P8 gap -0.8)**

	Disadvantaged	Others	Gap
All	-0.6	0.2	-0.8
Ebacc	-0.6	0.2	-0.8
Open	-0.5	0.2	-0.7

**2019 Progress 8 (National dis p8 -0.45)**

	Disadvantaged	Others	Gap
All	-0.66	0.3	-0.96
Ebacc	-0.5	0.7	-1.2
Open	-1.2	-0.1	-1.1

**2024 Attainment 8**

(National gap for all subjects -1.; National A8 dis 3.)

	Disadvantaged	Others	Gap
All	3.2	4.6	-1.4
Ebacc	3.2	4.5	-1.3
Open	2.9	4.4	-1.5

**2023 Attainment 8**

(National gap for all subjects -1.55; National A8 dis 3.47)

	Disadvantaged	Others	Gap
All	3.1	4.6	-1.5
Ebacc	2.9	4.4	-1.5
Open	3.2	4.5	-1.3

**2019 Attainment 8 (National gap for all subjects -1.4)**

	Disadvantaged	Others	Gap
All	3.2	4.7	-1.5
Ebacc	2.9	4.4	-1.5

Highly Effective

		Open	2.9	4.5	-1.6	
		<p>Year 13: 33% of disadvantaged students went on to university in 2023. 50% of disadvantaged students went on to university in 2024, which is a big improvement.</p>				
Therapeutic thinking approach to behaviour (Wider Strategies)		<p>We are working towards a five-year goal for a therapeutic approach to behaviour. Last year, all staff have been trained on how to use the Cambridge Therapeutic Thinking approach. This approach was rolled out across the school with the aim of improving relationships between staff, students and parents through restorative conversations.</p> <p>This year, the focus will be on teaching students key valued behaviours that will support their progression and future opportunities (Learn Aspire Exceed Values Curriculum – pastoral and academic strand). In addition to this we will emphasise the importance of understanding detrimental behaviours and their potential impact on education. The focus on positive, powerful relationships remains.</p>				Moderately effective as still in its early stages
Support within nurture (Academic Support)		<p>Nurture curriculum delivered via the SEN department led by a member of SLT. Improved transition between nurture and mainstream and vice versa. Nurture provision and the KS4 options include time to meet the needs of our EHCP students.</p> <p>Reading and spelling testing completed. Over the course of the year students moved from nurture into mainstream:</p> <p>End of 2021_22: Y7: 36% have transitioned into mainstream Y8: 56% have transitioned into mainstream Y9: 100% have transitioned into mainstream</p> <p>End of 2022_23: Y7: 22% have transitioned into mainstream Y8: 52% have transitioned into mainstream Y9: 100% have transitioned into mainstream</p> <p>End of 2023_24 (Maths): Y7: 36% have transitioned into mainstream Y8: 41% have transitioned into mainstream Y9: 50% have transitioned into mainstream</p> <p>End of 2023_24 (English): Y7: 29% have transitioned into mainstream Y8: 29% have transitioned into mainstream Y9: 50% have transitioned into mainstream</p> <p>The remaining year 9 students either joined Strive (1), opted for EHE (1), were off roled (1) or do not attend school (2).</p>				Effective
Additional curriculum resources (Academic Support and Wider Strategies)	5000	<p>Revision guides, books, calculators, stationary, school uniform as required. Followed up on requests from all staff to identify any resources that can support progress. Cookery ingredients provided. Home-learning support provided by making equipment available for students to access online work and lessons. Students received additional</p>				Effective

		<p>revision guides and compulsory English books. Financial support for educational visits and new equipment ie for DofE.</p> <p>In 2024 the Progress 8 data and the Attainment 8 data are in line or better than 2023 and 2019.</p>	
Targeted student support (Academic Support)		<p>Support strategies, EHCP plans and pupil passports on Edukey. Mentor meeting outcomes on Edukey. Information regarding access arrangements on Edukey and on G4S. Assess, plan, do, review information on Edukey. Reading ages on G4S.</p>	Effective
Tutoring (Academic Support)	43'000	<p>National tutoring programme delivered online. School-led tutoring delivered online and on site, some specifically tailored to support year 11 students with their revision. In house tutors working on site. Tutors supporting students at their home.</p> <p>In 2024 the Progress 8 data and the Attainment 8 data are in line or better than 2023 and 2019.</p>	Highly effective
Academic Mentor (Targeted academic support)	26'000	<p>Academic mentor provides additional support for disadvantaged students to support them to improve their attendance, engagement, attendance, behaviour and revision strategies.</p> <p>85.7% of year 11 students who have been mentored in 20223_24 improved their grade between their last mock and their GCSE exam by at least a grade in a minimum of 2 core subjects. 66.7% improved in all 3 core subjects.</p>	Effective
Family Worker/LAC support (Wider Strategies)	41'000	<p>LAC students being supported by a designated member of staff in collaboration with outside agencies as required. Strategies being put in place to further strengthen collaboration with the primary feeder schools to aid with future transitions.</p>	Effective
Pastoral Intervention Worker (Wider Strategies)	29'000	<p>Support most vulnerable students to improve attendance / behaviour. Applying for and supporting parents with writing EHCPs.</p> <p>Attendance Y7-11 PP:</p> <p>2018_19: 89.8%</p> <p>2019_20: 89.5%</p> <p>2020_21: 83%</p> <p>2021_22: 84.7%</p> <p>2022_23: 82.8% (national 85.3%)</p> <p>2023_24: 78.2% (national (FFT FSM6): 85.4%)</p>	Moderately Effective
Counsellor (Wider Strategies)	33'000	<p>Referrals ongoing as required. The hours our counsellor is in school have been extended due to the additional challenges on mental health students are facing post Covid. As a result, more students are able to access support.</p>	Highly Effective
DofE support (Wider Strategies)		<p>To increase student engagement.</p> <p>We did not have a DofE Manager for part of this academic year. This issue has now been resolved. As a result, we were focussing on supporting the previous year's cohort to complete as many of their outstanding sections as possible and on organising the cohort for the next academic year.</p> <p>Estimated participants:</p> <p><b>Bronze</b> 32 students, 3 of which are disadvantaged (9.4%). 2 nurture students (6.3%)</p> <p><b>Silver</b> 9 students, 0 of which were disadvantaged (0%)</p> <p><b>Overall:</b> 3/41 students were disadvantaged (7.3%). This is currently below the national average.</p> <p><b>Nationally,</b> 15.2% of all participants were disadvantaged students.</p>	Moderately Effective

		<p><b>Nationally</b>, 7.8% of all participants were students with additional educational needs.</p> <p>Club attendance: 23.5% of all students who attended after school clubs were pupil premium students. 51.7% of all students who attended lunchtime clubs were pupil premium students.</p>	
Careers (Wider Strategies)		<p>Increased capacity within the careers team. As a result, the careers provision has grown across all year groups and improved. There is a provision map in place for all year groups.</p> <ul style="list-style-type: none"> <li>• 49% of year 13 students will attend university</li> <li>• 50% of the disadvantaged students will go to university (above national average and improved compared to last year's 33%)</li> <li>• Estimated NEET figure for 2024 are 1 or 2 students.</li> </ul>	Highly Effective
Inclusion worker (Wider Strategies)		<p>Consequences: 2017_18: 13'619 (42% for disadvantaged students) 2018_19: 12'660 (44% for disadvantaged students) 2021_22: 2553 (47% for disadvantaged students) 2022_23: 3588 (60% for disadvantaged students) 2023_24: 45.5% of consequences were issues to disadvantaged students</p> <p>Suspensions: 2017_18: 63% of suspension were for disadvantaged students 2018_19: 76% of suspensions were for disadvantaged students 2021_22: 50% of suspensions were for disadvantaged students 2022_23: 59% of suspensions were for disadvantaged students 2023_24: 61% of suspensions were for disadvantaged students Most common reasons: Verbal abuse to staff, defiance and disruption</p> <p>14.6% of all suspensions were for Strive students who have significant behavioural needs and would have been permanently excluded in other schools.</p>	Effective
Cultural capital and social skills support  Extra-curricular activities  (Wider Strategies)	20'000	<p>TLR for LOtC. Long term development of learning outside the classroom being invested in to promote a broad curriculum. The intention is to develop an enriched curriculum to increase student engagement.</p> <p>TLRs for LAE. Enrichment opportunities incorporated into the year 7 curriculum. Students learn a variety of skills beyond the national curriculum for one hour per week. This will be extended into year 8 next year.</p> <p>TLR for Literacy. Ensure all students complete reading test. Support faculties with promotion of literacy. Offer literacy intervention. Book club.</p> <p>Average improvement in months for Reading Age: Y7: 9.11, Y8: 9.02, Y9: 7.06</p> <p>Appointment of an Enrichment Coordinator to support staff with organising extra-curricular activities and educational visits.</p> <p>Mentoring scheme for HPA students run by an AHOY.</p> <p>New Head of Strive. Additional support for students who are not nurture or Strive students but need some extra help to be successful in mainstream. Increased capacity in Strive to be able to offer more tailored support to more students.</p>	Effective

		Resources for lunchtime, after school and music clubs and outdoor activities.	
Safeguarding (Wider Strategies)	45'000	63% of students have a CP file. 87% of disadvantaged students have a CP file. 12% are CNHP students (4% nationally). Increased amount of logs of concern and students who struggle with their mental health. Increased capacity within safeguarding team was necessary.	Highly effective
Restorative behaviour champion (Wider Strategies)	28'000	Appointment of a Restorative Behaviour Champion to support students who find making the right behaviour choices challenging. Her role is to arrange and carry out restorative conversations to support students to with future behaviour choices.	