

2. Current attainment	2019		2021 (TAG)	
	PP	NON PP	PP	NON PP
Progress 8 score average	-0.51	-0.35	-0.15	+0.58
Attainment 8 score average	3.97	4.9	4.33	5.71

Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Continued use of Class Charts to display latest "working at data" for every student in every class along with their English and maths data. Seating plans to identify disadvantaged /SEND/LAC/EAL students on flip side of students' cards	To ensure staff have knowledge of student ability and background for planning	Staff fully aware of PP students in own Class.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> For approaches that did not meet their success criteria it is important to assess whether you will continue allocating funding and if, so, why. </div> Realised that more training is needed on what to do with data to have more of an impact for disadvantaged. We need to look at ensuring staff know all PP students individual needs.	£2773

<p>Introduction of literacy and numeracy tasks into engagement periods eg word of the week, maths challenge</p>	<p>Increased students' confidence in the application of key numeracy, literacy and oracy skills throughout the curriculum.</p>	<p>Student voice showed that students liked these activities. However, due to staggered starts, loss of time in mornings the measurement of this impact has been hampered.</p>	<p>Extended engagement period so that these activities are given more time. Consistent form teacher and QA implemented.</p>	<p>£33,289</p>
<p>One hour of extra mathematics curriculum time in Years 7 and 8 to strengthen understanding of key numerical topics.</p> <p>One hour of extra English curriculum time in Years 7 and 9 to develop literacy and oracy skills of students.</p>	<p>To increase numeracy skills and give extra time to embed topic/ key skills</p>	<p>Student attainment in higher than previous years on average. It was also in line with expected progress.</p> <p>Maths On average PP Y8 made 1.01 stages of progress, Non PP made 1.42 stages of progress across the year</p> <p>English On average PP Y8 made 1.08 stages of progress, Non PP made 1.04 stages of progress across the year.</p> <p>This would suggest that the extra hour has had more of an impact on Non PP students for Y8. However, it's hard to compare how much impact compared to previous years due to 3 months out of school. This would have had more of an impact on PP students than Non PP due to other factors identified as barriers. It's clear that the additional hour has impacted on ability of maths/ English to catch up in these year groups as attainment is still in line with previous cohorts.</p>	<p>The extra hour will benefit students and is worth keeping.</p>	<p>£18200</p>

Incorporate the use of 'speak like an expert' strategy. Key vocabulary promoted in all KS3 and KS4 lessons.	To improve students use of language and build on vocabulary	Lesson observations, learning walks, Book scrutiny show evidence of 'like an expert' strategy being used.	Continue with strategy to keep the focus of literacy for all staff and subjects.	£5,482
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Targeted 1:1 and small group sessions to improve basic literacy and numeracy.	To improve literacy and numeracy based on students individual needs.	KS3 students targeted for face to face tutoring – 30 of these PP <i>On average in maths students have made 0.93 stages of progress (tutored students) compared to 0.7 (whole year group)</i> 21 Y10s have accessed maths (15) and science (6) tuition through NTP	NTP use was hit and miss, especially English tutors. We have employed our own tutors at trust level. We will have access to these for 2 days a week. Included in their time is planning, this will help target student needs better and allow them to work with faculties.	£956 Also extra money funded via catch up premium
Employed mentors for AP, nurture and engagement to support students	To create specialized roles so that students get the support that they need in school.	Learning mentors have had a big impact on attendance and motivation for the students that they work with. Class charts shows an improvement in attitude for the majority of these students. It has meant that staff can create resources/ target specific needs linked to their expertise.	A referral system and more structure timetable needed to ensure that their time is used effectively and not used for day to day incidents.	£13,194 £12,744 £13,596
iii. Other approaches				

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Early identification of Year 7 students' learning barriers through baseline testing and CATS.	To give staff more data on students to allow them to plan more effectively	CATs/ reading test carried out. These helped identify students that needed support.	Staff need to have more training on how to use data effectively to help planning.	£460
Reading Plus introduced for KS3	To improve basic literacy skills and target reading	Reading rate improvement - Fluency 16% increase in students reading at/above rate target Reading ages - 20% of students that have accessed Reading Plus are now reading at/above expected reading ages	Student use was sporadic. We have now attached this to English and will be using it as part of English homework each week.	£956
To ensure students have access to equipment for online learning	To ensure all students have the same access	We gave out 140 laptops to students that needed them and ensured that those that couldn't had hard copies of work. This meant that 84% of students accessed lessons during lockdowns or isolation. Only 17 PP students didn't attend lessons.	We need to be aware of students home situations. If we didn't invest in laptops and technology some students (over 10%) would not have accessed any lessons in lockdown.	£13,992
Focus groups monitored by attendance officer. Attendance clinics held when needed	To increase the attendance of PP students	Hard to compare attendance to previous year. School has been severely impacted by Covid – isolation and weeks missed. It has also led to an increase of school refusers and anxiety issues in school.	It is clear that the attendance officers role has been crucial in keeping in touch with hard to reach families. The role has got bigger and there may be a need to have more of a focus on this in the coming years.	£17,059 £1648