

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Trinity Catholic High School
Number of pupils in school	1630 (Oct 2021 census)
Proportion (%) of pupil premium eligible pupils	6.8% (based on Oct 2021 census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	November 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Dr P. Doherty
Pupil premium lead	Laura Law
Governor / Trustee lead	Mr M. Weston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,715.00
Recovery premium funding allocation this academic year	£18,415.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£151,130.00

Part A: Pupil premium strategy plan

Statement of intent

The motto of Trinity Catholic High School is 'In Christo Florebimus' – 'In Christ we shall flourish' and whilst we recognise the importance of qualifications in expanding life opportunities, our mission is also far more encompassing and concerned with the holistic development of each student.

For our Pupil Premium students, we aim to ensure equal access to learning and opportunity, with high expectations of excellence and aspiration for all and appropriate levels of challenge and support to encourage students to respond and develop in their own unique and individual way. Within our broad and balanced curriculum, we ensure academic excellence, creating opportunities for students to develop intellectual curiosity and the disciplinary habits of mind required for sustained, meaningful and deep subject engagement and progression.

We are aware that our proportion of Pupil Premium students at 9% of the overall cohort is below the national average of 20.8% (Jan 2021 school census report) and we regularly promote the free school meals programme to all parents. There is evidence to show that in local authorities such as Redbridge with relatively low levels of persistent poverty, the challenge in closing the attainment gap can be greater (EPI Annual Report 2020) and we note that there can be extreme diversity in the socio-economic circumstances of our overall student population and strive to prioritise support for our most vulnerable students to mitigate this.

At Trinity Catholic High School, we are aware of the ever-growing body of evidence documenting "best practice" regarding the use of Pupil Premium spending and regularly review this, sharing key points with relevant teaching and learning staff and pastoral teams to inform priorities and approaches. We review evidence on the national picture for disadvantaged students against our own internal research with both students and a range of staff to determine our key priorities for our Pupil Premium cohort.

In preparing our 2021-2022 plans, we have reviewed the guidance provided by the EEF:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Our Director for Pupil Premium has attended the annual Pupil Premium Conference with CPD from both the DfE and other leading authorities on Pupil Premium to further develop insights into research and best practice in delivering outstanding Pupil Premium interventions. Our First Deputy Head and Director for Pupil Premium are completing The Pupil Premium Online Certificate, a comprehensive course to support effective use of Pupil Premium funding.

We are increasingly comparing our school experiences and interventions against other similar schools and whilst we score extremely highly on the EEF Families of Schools Database which tracks attainment of similarly profiled schools, we continue to review others' provision to develop and enhance our own.

<https://educationendowmentfoundation.org.uk/support-for-schools/families-of-schools-database>

This evidence base has allowed us to formulate a set of principles to guide our use of the Pupil Premium.

- All students will have equal access to a rich and well-rounded curriculum and we will be relentless in our pursuit of this.
- We will maintain high expectations of excellence and aspiration from all students and will provide appropriate levels of challenge and support.

- We are aware that within our Pupil Premium students, there are a diverse range of needs both existing and emerging and will seek to address these. The wellbeing of students will be a priority.
- We will thoroughly analyse which pupils are under-achieving and endeavour to work out why.
- We will use evidence to allocate funding to strategies which have the greatest impact.

Regarding the school closures of 2020-21, the DfE states that “*disadvantaged and vulnerable pupils faced more barriers during school disruptions including problems in accessing digital devices and difficulties in studying autonomously at home*”. Whilst we were successful in supporting all Pupil Premium students who required IT support, we are aware that there will have been circumstances out of our control which impacted their abilities to engage with the curriculum as fully as possible and therefore this group remain a priority focus for additional support and staff attention in 2021-22.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attainment of our Pupil Premium students in GCSE basic measures is less than that of their peers and there is a risk (nationally) that this will be further compounded by them being disproportionately affected by the Covid pandemic. This academic year it is a whole school priority to ensure our teaching, curriculum, intervention and wider support enables these students to still achieve their highest potential.
2	Literacy levels of some students on entry to our school, are below expected standards and they require further support and guidance to access the curriculum most effectively. On entry to year 7 in the last 3 years, between 72-82% of disadvantaged students arrive at expected standard in reading compared to 86%-91% of their peers.
3	Attendance of some Pupil Premium students can fall below desired standards. Whilst our current attendance for our PP students at 94% (<i>with some individuals being lower than this</i>), is higher than the national average, this is below our aims for students in our school and we wish to improve this to ensure that all Pupil Premium students have the best opportunity to engage with the curriculum and learning.
4	Personal wellbeing and self-worth of some disadvantaged students can bring challenges for them to embrace effective learning. Surveys of both students and pastoral staff indicate that this is a key concern, particularly given the challenging circumstances of the last two years.
5	Low(er) access to cultural capital outside school can impact the ability of Pupil Premium students to fully access the aspirational and varied curriculum and have high personal aspirations for life beyond school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupil Premium students at all Key Stages experience a broad and challenging curriculum, receiving excellent information, advice and	<ul style="list-style-type: none"> • An ambitious school curriculum which is carefully planned and sequenced to support cumulative knowledge and skills. • Schemes of learning which reflect a rigorous and challenging yet rounded education, nurturing the intellectual, physical, emotional and

<p>guidance which allows them to build their knowledge, skills and understanding over time and to be able to demonstrate these confidently in a range of assessments, including summative tests.</p>	<p>spiritual development of students and providing explicit connections between both curriculum knowledge and the wider world.</p> <ul style="list-style-type: none"> • Lesson observations and learning walks which show high quality teaching and strong subject knowledge, with a clear understanding of the diverse needs of Pupil Premium students. • Mid and End of year assessments alongside classwork demonstrate that Pupil Premium students achieve in line with their peers and are reducing learning gaps. • Book checks show a growing body of knowledge and increasingly fluent application of skills, comparable to their non-disadvantaged peers. • Student voice indicates an engagement with their learning and an appreciation for excellence and aspiration.
<p>Reading and comprehension abilities are developed to enable all Pupil Premium students to access the whole curriculum effectively.</p>	<ul style="list-style-type: none"> • Schemes of learning to reflect a disciplinary approach to reading across the curriculum. • Staff participation in CPD opportunities and staff voice to evidence development. • The 'Reading to Learn checklist' used by all departments so that staff can self-assess themselves against the essential principles and strategies that underpin the approach to reading, allowing staff to identify exactly what they need to improve in order to be experts in enhancing students' reading ability. • Demonstrative progress in reading scores for targeted students. • English assessments to demonstrate improved comprehension skills amongst disadvantaged pupils and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. • Students to build the higher-order skills they need to comprehend, analyse, evaluate and compare increasingly complex literary and informational text. Comprehension improvement to be recognised through engagement in lessons and book scrutiny. • Student attendance and participation in reading and literacy interventions. • Positive student, parent and teacher voice.
<p>No significant difference between attendance and punctuality rates for Pupil Premium and non-pupil premium students.</p>	<ul style="list-style-type: none"> • Half termly attendance reports to show an ongoing improvement in attendance and punctuality for Pupil Premium students Vs data for Non-Pupil Premium students. • HOY reports to show successful interventions to reduce absence and lateness amongst Pupil Premium students. • Attendance and Punctuality Coordinator plans and reports to show measurable improvement in attendance of Pupil Premium students.
<p>A reduction in the gap between GCSE progress measures of Pupil Premium and non-Pupil Premium students.</p>	<ul style="list-style-type: none"> • A reduction in the gaps in GCSE attainment data (and internal data for assessments prior to this).
<p>Every Pupil Premium student to be developed "holistically", according to their identified individual needs.</p>	<ul style="list-style-type: none"> • Each Pupil Premium student to have an Academic Care Plan (outlining their pastoral needs, academic targets and progress, barriers to learning, targeted support strategies, ambitions and extra-curricular engagement) which are reviewed by key pastoral staff to specify interventions and support as necessary. • Each Pupil Premium student to have an individual meeting with a pastoral member of staff twice annually to set and review progress against targets and identify and resolve any additional barriers to learning. • The Personal Development Coordinator plans and reports to show a strategic focus on supporting the needs of the Pupil Premium group. • Internal wellbeing surveys to identify student concerns and subsequent HOY reports to confirm interventions.

	<ul style="list-style-type: none"> • HOY RAG ratings of vulnerable students to show progress in addressing concerns.
Behaviour for Learning scores of Pupil Premium students which mirror or exceed the high expectations for all students.	<ul style="list-style-type: none"> • Half termly BFL tracking to show no significant difference in behavioural incidents of grades 3, 4, 5 to non-Pupil Premium students. Levels to show a measurable improvement in scores over the academic year. • Improved parental engagement evidence by introduction of Satchel One reporting methods. • Increased engagement of Pupil Premium students is evident in classroom observations and through book checks

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A comprehensive CPD programme for teaching staff based on Rosenshine's principles of instruction to develop teaching practices and inform on current pedagogical developments and the implementation of these within classrooms. Monitoring and reflection of the application of these within classroom practice.</p> <p>High quality teaching theory and guidance to be supported by newly appointed Lead practitioners in Core departments to enhance pedagogical development and raise standards of teaching and learning through the development, implementation and evaluation of policies and practices that contribute to effective teaching.</p>	<p>The EEF Guide to Pupil Premium states that “<i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</i>”</p> <p>The Ofsted annual report 2019-20 states that “<i>The best possible curriculum will still fail if not taught well. A common characteristic of outstanding schools is that they have really well-trained and experienced teachers who have strong subject and pedagogical knowledge.</i>”</p> <p>Much academic and scientific evidence supports the work of Barak Rosenshine in identifying 17 instructional principles which improve classroom practice, leading to Quality First teaching and sustained progress and attainment in students.</p>	1, 2
<p>Teaching staff CPD to develop a disciplinary approach to reading strategies enhancing independence and reading skills embedded across the curriculum. Monitoring and reflection of the application of these within classroom practice.</p>	<p>The EEF highlights that “<i>young people who leave school without good literacy skills are held back at every stage of life. Their outcomes are poorer on almost every measure, from health and wellbeing, to employment and finance and literacy is key to academic success across the curriculum.</i>”</p> <p>We have increasing numbers of students entering Trinity at below expected standard in reading (2017: 30 students; 2018 32 students; 2019 38 students; 2020 26 students; 2021 33 students)</p>	1, 2, 5

	<p>According to EEF research and literary guidance, <i>“If their progress mirrors previous cohorts, we would expect 1 in 10 to achieve passes in English and maths at GCSE, and fewer than 2% to achieve the English Baccalaureate”</i>.</p> <p>EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.</p> <p>The EEF states <i>“On average, reading comprehension approaches deliver an additional 6 months’ progress”</i>.</p>	
<p>CPD and enhancement of leadership capacity to sustain continued development of our curriculum design, ensuring that it is coherent, cognitively demanding and suitably challenging for all students with a focus on progression from secure foundational skills and concepts to wider and deeper subject learning and knowledge which can further their potential in education and beyond.</p>	<p>Sec.Ed Curriculum Design Jan 2020 reflects on the work of Young et al. that <i>“the purpose of education is to enable all students to acquire knowledge (which many may not have access to at home, among their friends or in the communities in which they live) that takes them beyond their experience”</i> concluding that <i>“the purpose of the destination of the curriculum is to achieve social justice and improve social mobility”</i>.</p>	1, 2, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £33,362.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition for KS4 Pupil Premium students in Core subjects of English, Maths and Science (<i>through the National Tutoring Programme</i>).</p> <p>Small group tuition for KS3 Pupil Premium and SEN students in English and Maths. (<i>School led tuition</i>).</p>	<p>The DfE states <i>“Tutoring is one of the most effective tools for helping pupils recover lost education.”</i> And that <i>“pupils who receive small group tuition may make, on average, 4 months additional progress.”</i></p> <p>The EEF cites that <i>“Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition such as supporting pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.”</i></p> <p>Evidence from our school use of NTP tutoring with Connex Education in 2020-21 shows <u>significant and sustained progress in school determined grades from the November mock assessment point and progress towards target grades.</u> (Internal NTP Report: June 2021 and 2021 GCSE data).</p>	1
<p>A targeted programme of intervention classes based on data</p>	<p>The EEF Toolkit states that <i>“Programmes that extend school time with a clear structure, a strong link to the</i></p>	1

analysis provided by experienced staff at KS3, KS4 and KS5.	<p><i>curriculum and well-qualified and well-trained staff will have a positive impact of an additional 3 months progress on average over the course of a year” and that “there is some evidence to suggest that disadvantaged pupils might benefit more from additional school time”.</i></p> <p>Our previous internal intervention programmes have proved highly successful in improving the motivation and attainment of selected students.</p>	
The Scholars Programme to help KS4 Pupil Premium students develop the knowledge, skills and confidence to progress to the most competitive universities.	<p><i>“Pupils who completed The Scholars Programme are statistically significantly more likely to apply to, receive an offer from and progress to a highly-selective university than pupils from similar backgrounds”.</i> The Brilliant Club Annual Impact Report</p>	1
Weekly paired reading with 6 th form mentors for KS3 students who struggle reading fluently.	<p>The National Literacy Trust’s research finds <i>“an ever-increasing decline in the number of children and teenagers reading for pleasure with only 3 in 10 young people stating that they read in their own time”.</i></p> <p><i>“Reading for pleasure has social benefits and can make people feel more connected to the wider community. Reading increases a person’s understanding of their own identity, improves empathy and gives them an insight into the world view of others”</i> (The Reading Agency 2015).</p>	1, 2, 5
Targeted Lexia Power-up reading intervention programme.	<p>EEF Improving Literacy guidance report (2019) recommendation 7 is <i>“to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions”.</i> The EEF & Lexia Study (2021) identified <i>“remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers”.</i></p>	1, 2
<p>Pupil Premium student review meetings (twice annually) with pastoral staff to set and review progress against targets and identify and resolve any additional barriers to learning.</p> <p>Academic Care Plans for each student (<i>outlining pastoral needs, academic targets and progress, barriers to learning, targeted support strategies, ambitions and extra-curricular engagement</i>) which are reviewed by key pastoral staff to specify interventions and support as necessary.</p>	<p>Specific and targeted internal primary research identifying personal barriers to learning for our own Pupil Premium students. Information from student review meetings is cross referenced with HOY and teacher feedback on key issues to ensure a 360 approach to understanding individual student needs.</p>	1, 3, 4, 5
<p>A rolling programme of interventions provided by Pastoral staff to support identified needs of Pupil Premium students in the following areas:</p> <ul style="list-style-type: none"> • Study support • Mental wellbeing 	<p>The EEF states <i>“Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Literacy skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: such as poorer mental health and lower academic attainment”.</i></p> <p>EEF Toolkit suggests study support such as homework clubs can help to improve progress by +5 months and</p>	1, 4, 5

<ul style="list-style-type: none"> Behaviour issues 	behaviour interventions can influence progress by +4 months.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £91,267.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced reporting and intervention to provide timely support for Pupil Premium students with persistent absenteeism or lateness	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> “The higher the overall absence rate across Key Stage, the lower the likely level of attainment” “Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons”. <p>Internal data indicates that the attendance of Pupil Premium students is currently 94% and below desired levels.</p>	1, 3
The appointment of a Personal Development Coordinator to promote the “holistic” development and target personal requirements for Pupil Premium students such as study guidance, career support and participation in extra-curricular activities.	Ongoing internal Pupil Premium review meetings will identify personal requirements for support and these will be factored into a strategic plan for the Personal Development Coordinator.	4, 5
<p>Adoption of Satchel One as a vehicle for updating parents on “Behaviour for Learning” successes and issues to promote positive engagement.</p> <p>HOY and IT Dept support for parents of Pupil Premium students in effectively accessing school communications such as reports and online parent consultation sessions.</p>	<p>The EEF Toolkit Parental Engagement indicates that “parental engagement has a positive impact of 4 months additional progress and that it is crucial to consider how to engage with parents to avoid widening attainment gaps.”</p> <p>“There is some evidence that personalised messages linked to learning can promote positive interactions.”</p> <p>“By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading”.</p>	1, 3
<p>Financial support for Pupil Premium students in accessing extra-curricular activities such as the Duke of Edinburgh Award, music tuition etc and emphasis of this in parental communications.</p> <p>Provision of key resources such as school equipment, English texts, additional revision materials for Pupil Premium students as identified by departments and through student review meetings.</p>	A Social Mobility Commission report “An unequal playing field 2019” outlines the merits of extra-curricular activities for Pupil Premium students. “Extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling. Regardless of these instrumental outcomes, extra-curricular activities are hugely valuable to young people themselves in ways that are not quantifiable. Extra-curricular activities boost young people’s confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities.”	1, 5

	<i>“Disadvantaged children benefit more from participation in extracurricular activities than their privileged counterparts” (Dumais, 2006).</i>	
Extended hours for the Learning Resource Centre to provide an “out of hours” working environment for students.	Primary research conducted by the school to identify a requirement for this additional provision.	1, 2, 5
Priority for careers interviews to improve and shape aspirations for Pupil Premium students. Regular review of appropriate work experience and mentoring programmes and signposting of these to targeted Pupil Premium students based on their individual career aspirations.	The EEF Careers Education summary 2016 states that <i>“careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work”.</i>	4, 5
Targeted “nurture group” sessions focussed on social, emotional, behaviour and confidence issues. The appointment of a School Counsellor to meet both individually and run wellbeing workshops for identified students.	<i>Socio-economic disadvantage is an identified risk factor for mental health, so this may include children currently or previously receiving Free School Meals and eligible for the Pupil Premium”.</i> (Mental Health and Behaviour in Schools, DfE: p10) Our pastoral teams report an increase in the number of students reporting social and emotional issues over the last year, in particular, a rise in the number of students reporting anxiety or low self-esteem. There are notable links between these reported issues and lower rates of school attendance or a lack of engagement with lessons and learning. The EEF Toolkit cites Social and Emotional Learning interventions as having potential to increase progress by +4 months.	4, 5
The appointment of a Behaviour Mentor to work with students who demonstrate persistent inappropriate behaviour and develop individualised Personalised Support Plans (PSP) for them with clear strategies and targets. Regular analysis of Behaviour For Learning (BFL) data to inform interventions and parent liaison.	<i>“The way students behave in school is strongly correlated with their eventual outcomes. When behaviour in general improves throughout a school the impact is:</i> <ul style="list-style-type: none"> • <i>students achieve more academically and socially</i> • <i>time is reclaimed for better and more learning”</i> Creating a culture. How school leaders can optimise behaviour. Tom Bennett Research has shown that a focus on deploying teaching and support staff effectively and on addressing behaviour and attendance are important if disadvantaged pupils are to thrive.	1, 4

Total budgeted cost: £151,130.00

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

The closures of schools in 2020-2, impacted our ability to fully implement the actions and strategies outlined in our pupil premium plan for this period and of course, it was necessary to adjust our priorities to respond to the emerging needs of Pupil Premium students brought about by the pandemic.

We conducted regular surveys of parents and students to identify the requirements of Pupil Premium families, allowing us to successfully provide IT equipment (*both bought by the school and obtained through relevant DfE schemes*) and support to facilitate online learning, especially to households with multiple children. We provided appropriate connection devices to those with limited internet connection at home and supported 32 families in qualifying for home broadband data increases.

Additional financial support, as required, was also provided to families in need and where needs were identified, more vulnerable Pupil Premium students attended school to allow them to engage with the learning provision more effectively.

During the period of closure, lesson attendance of Pupil Premium students was closely monitored and showed no significant difference to that of non-Pupil Premium students. Virtual learning walks took place during online lessons to ensure that these progressed most effectively and teaching staff monitored student engagement in activities, referring students for Head of Year interventions if issues were identified.

Pastoral staff made regular welfare phone calls home, resolving issues as needed and packs of learning resources were delivered to Pupil Premium students to further support engagement with the curriculum as required. We conducted wellbeing surveys at key points throughout the year to further identify and resolve any personal issues.

We were mindful that a move to online parents' evenings may disadvantage families with limited IT experience or equipment and ensured careful liaison between pastoral teams, families and the IT department to mitigate this.

Academic Attainment

In 2021, the proportion of Pupil Premium students achieving the key GCSE threshold of 5+ in English and Maths (Strong) rose to 45%, up from 42% in 2020 and 37% in 2019.

The proportion of Pupil Premium students achieving top grades at %5+ 9-7 rose to 18%, up from 15% in 2020 and 13% in 2019.

The proportion of Pupil Premium students achieving the threshold of % 4+ in English and Maths (Standard) remained comparable with 2020 and 2019 at 73%.

Attainment 8 of Pupil Premium students increased to 5.03 from 4.69 in 2020.

Our 2020-21 internal KS3 assessment data was positive with no significant difference between the attainment of Pupil Premium students Vs their non-Pupil Premium peers. Year 8 Pupil Premium students achieved higher than their non Pupil Premium counterparts in Science and the same was true of Year 9 Pupil Premium students in English.

Internal KS4 assessment data of GCSE groups for 2022 indicated that 74% of Pupil Premium students were likely to have +P8 in 2022. Plans for 2021-22 have taken this into account to maintain this as well as support those with -P8 in improving their attainment.

Improving standards of literacy

At KS3, Lexia Power-up intervention programmes and Star Reader assessments showed an increase in the majority of targeted students' reading ages. Strategies such as the Frayer model were embedded into KS3 and KS4 English SOLs for the explicit teaching of vocabulary and will be rolled out further this academic year. Staff attended CPD on strategic reading across the curriculum and this will be woven into schemes of learning this academic year.

National Tutoring Programme

51 students (approx. 20% of the Year 11) participated in external tutoring delivered by The National Tutoring Programme (NTP) in partnership with Connex Education. 27% of students participating were Pupil Premium. Tuition was beneficial in mitigating learning loss, linked to the curriculum and focused on areas where students would most benefit from additional practice or feedback as an additional tier to sustained high-quality teaching within the classroom and remote learning. Student and parental feedback (Internal NTP Report: June 2021) evidences successful reinforcement of knowledge in specific subjects to address learning gaps.

All students, particularly targeted Pupil Premium, SEND and vulnerable students were given the support needed to make significant and sustained progress as evidenced by the November mock assessment point and progress towards target grades. (Internal NTP Report: June 2021 and 2021 GCSE data).

Internal interventions

Pupil Premium students were targeted and prioritised for attendance at a structured programme of interventions (both on and offline) across subject areas. Attendance of Pupil Premium students was excellent and in line with their peers and we believe this was a contributory factor to the positive attainment of these students as outlined above.

Support for Blended Learning

Significant teacher CPD took place to ensure we could provide a blended learning approach which gave students an interactive and stimulating learning experience. IT training and support was also extended to students to upskill them in the effective use of online platforms and we subscribed to online providers such as Tassomai in key subject areas to enhance students' learning experience further.

The appointment of Digital Strategy Leads ensured a strategic, evidence-based and consistent approach to teaching and learning online which allowed us to maintain high standards of delivery. The effective upskilling of staff in interactive teaching tools was evident throughout the year when analysing staff development and confidence with technology. Lessons were routinely recorded to allow students to revisit learning and support absentees in catching up on essential content.

Destinations

All Year 11 students (*except 1 who has taken up an apprenticeship*) progressed to further education. 5 students were both Pupil Premium and SEN and have all progressed to further education, two of these for A Level study within our school.

All Year 13 students (*except 1 who took a gap year*) progressed to university study (*an increase of 35% from 2020*) 32% of which attended a Russell Group university (*an increase of 20% on 2020*).

