



# The South Wolds Academy & Sixth Form

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	The South Wolds academy & Sixth Form
Number of pupils in school	834
Proportion (%) of pupil premium eligible pupils	18.2% (152 students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022-2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Halina Angus, Head Teacher
Pupil premium lead	Lauren Crawford, Associate Senior Leader
Governor / Trustee lead	Sue Jaques, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,035
Recovery premium funding allocation this academic year	£36432
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£161,467

# Part A: Pupil premium strategy plan

## Statement of intent

At The South Wolds Academy & Sixth Form, we strive to enable every child to achieve or surpass their academic and social potential. Our aspiration is to enable disadvantaged students to attend, behave and achieve in line with their peers. Therefore, we believe that quality first teaching and a high quality curriculum underpins everything we do and is the heart of our approach. This is proven to have the greatest impact on closing the disadvantage gap and will ensure that both disadvantaged students and their non-disadvantaged peers will have the opportunity to make accelerated and sustained progress.

Our strategy is therefore as follows:

- Accelerate the progress of disadvantaged students through quality first teaching strategies and ensuring high quality CPD for teaching staff to embed this approach. All teaching staff have at least one appraisal objective focused on the quality of teaching and learning in the classroom.
- Ensure ambitious targets are set for all students in order to increase aspiration and all high ability disadvantaged students are placed in top sets of maths, English and science.
- Ensure all staff are utilising progress data when planning lessons (evidenced through seating plans) and positive discrimination is evident in lessons as well as bespoke feedback to allow disadvantaged students to make good progress.
- Rigorous assessments as per subject assessment policy ensure accurate progress data allows for additional support to be implemented as required and class teachers document bespoke additional support for students who are performing below expectation.
- Progress reviews and subsequent quality assurance activities are designed to ensure disadvantaged students remain high on the agenda whilst also assessing the overall quality of teaching and learning within the classroom.
- Relentless scrutiny of the performance of disadvantaged pupils' progress data and progress reviews following reports which is based on high quality assessment that allows us to identify underperformance and put in place effective additional support to break down any barriers and accelerate their progress towards their target with the pupil premium budget targeting underperforming disadvantaged students. Additional maths and English support issued to KS3 and 4 students identified as underachieving and in need of catch up support.
- Provision of wider and pastoral support to promote high engagement with disadvantaged parents/carers and sustained improvement in behavior, attendance and achievement. Heads of Year work proactively to remove obstacles affecting behavior, attendance and welfare for disadvantaged students. Attendance monitoring to identify students where attendance is a barrier to progress and actions in place to support improvement. Parents of disadvantaged students contacted prior to parents' evenings with a view to improving communication with class teachers.
- Disadvantaged students equipped with uniform, resources and provisions to ensure they have the foundations to achieve.
- All disadvantaged students prioritised for careers provision and supported with P16 destination plans and applications.

## Challenges

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

Challenge number	Detail of challenge
1 General Catch up	To accelerate the progress of disadvantaged students (particularly boys) to ensure pupil premium students meet or exceed their ambitious South Wolds School Target and in doing so narrow the gap with peers, with a particular focus on maths and English/reading.
2 Literacy	Assessments, observations, and discussions with staff and students indicate that disadvantaged students have generally lower levels of reading comprehension than peers which impacts their access to the whole curriculum. The aim is to reduce the knowledge and skills gaps, particularly in literacy to promote progress and close the gap for disadvantaged students.
3 Cultural Capital	Access to enrichment and extra-curricular activities for many disadvantaged students have been especially heavily impacted due to school closures and covid restrictions. School aims to support learners to be well-rounded and successful individuals and for every student to have equal access to opportunities and encouraged to have high aspirations to meet their career ambitions.
4 Behaviour and Attendance	To improve the behaviour and attitudes to learning of disadvantaged students in order to reduce the number receiving a suspension. Disadvantaged boys are significantly more at risk of suspension than disadvantaged girls. To improve the attendance of disadvantaged students to bring them into line with the rest of the school. Likewise, to reduce the number of disadvantaged students falling into persistent absence to bring about parity with non-disadvantaged students.
5 Well-Being	Evidence demonstrates that social and emotional pressures are higher on disadvantaged students and lead to increased issues such as anxiety, depression, low self-esteem and motivation issues. Disadvantaged students are therefore prioritized for support and intervention in this area.

## 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
<p>Improved attainment from 2022 among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.</p>	<p>By the end of our current plan, Progress 8 and key attainment gaps between disadvantaged and non-disadvantaged pupils is narrowed from 2022 outcomes. Subject Improvement plans to establish knowledge and skills gaps from lost learning so that teaching can be adjusted to meet the needs of students.</p> <p>Relentless focus on disadvantaged students during progress reviews in place to identify any students requiring additional support.</p>
<p>To improve reading comprehension amongst identified disadvantaged students across KS3 and 4.</p>	<p>Improvements in reading comprehension evidenced through Switch on Reading as well as improved engagement in lessons.</p> <p>Improvement seen from feedback given by maths and English catch up tutors as well as teacher assessments within maths and English.</p> <p>KS3 Disadvantaged reading groups established in the library to promote access to reading materials and joy in reading.</p> <p>QA to evidence subjects have embedded literacy strategies in response to CPD to support the priority cohort.</p>
<p>Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience, leading to improved aspirations for all students through increased opportunities, roles and responsibilities within school.</p>	<p>100% of KS4 disadvantaged students attend a careers meeting in year 10 and another in year 11.</p> <p>All y9 PP disadvantaged students attend a careers meeting prior to making options choices to ensure appropriate guidance is given.</p> <p>Gap between NEET figures for disadvantaged students and their peers is narrowed.</p> <p>Increased number of disadvantaged students applying to sixth form.</p> <p>Increased number of disadvantaged students attending extra-curricular activities, evidenced through registers.</p> <p>Visit leaders to encourage attendance of disadvantaged on culture experiences.</p>
<p>To achieve and sustain a culture of positive behaviour of our disadvantaged learners and reduce the number of suspensions they receive.</p>	<p>Reduce the gap in suspension rates between disadvantaged and non-disadvantaged students.</p> <p>Number disadvantaged students in persistent attendance will be in line or lower than non-</p>

<p>Improve attendance of disadvantaged students in comparison with Peers, including the number of students that fall into persistent absence.</p>	<p>disadvantaged students.  Disadvantaged students will achieve, or exceed, attendance percentages of peers.  Relentless focus on disadvantaged attendance during attendance reviews that follow a data run, with a view to actions being subsequently put in place to support identified students.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p>

## 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: £8000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilise Teacher Coaches, working groups and faculty groups to deliver high quality CPD sessions as well as twilights and to develop and share whole school Teaching and Learning strategies.</p>	<p>“Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>” EEF guide to the Pupil Premium. June 2019.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	<p>1, 2</p>
<p>Teacher Coaches to work with identified subjects and individual class teachers to help develop practice and accelerate the progress within those areas.</p>	<p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements  <a href="https://educationendowmentfoundation.org.uk/news/15-key-lessons-learned-in-the-eefs-first-six-years">https://educationendowmentfoundation.org.uk/news/15-key-lessons-learned-in-the-eefs-first-six-years</a></p>	<p>1, 2</p>
<p>PP lead to lead inset sessions looking at the fundamentals of a lesson that help in accelerating the progress of disadvantaged students.</p>	<p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>” EEF guide to the Pupil Premium. June 2019.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	<p>1, 2</p>
<p>Quality Assurance specifically directed towards PP students and ensuring their quality of teaching and learning is at least equivalent to non PP students.</p>	<p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements  <a href="https://educationendowmentfoundation.org.uk/news/15-key-lessons-learned-in-the-eefs-first-six-years">https://educationendowmentfoundation.org.uk/news/15-key-lessons-learned-in-the-eefs-first-six-years</a></p>	<p>1, 2</p>

<p>Subjects to review and develop the quality of teaching and feedback given to disadvantaged students to allow them to accelerate their progress.</p> <p>PP students are given priority in seating plans, feedback and questioning.</p>	<p>EEF toolkit (2019) states that ‘providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.’</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1,2</p>
<p>Subjects given additional planning and development time during subject meetings to hone in on teaching and learning strategies to accelerate progress of their disadvantaged students.</p>	<p>Putting Evidence to Work – A School’s Guide to Implementation recommends to ‘create a leadership environment and school climate that is conducive to good implementation. Set the stage for implementation through school policies, routines, and practices.’ EEF Guidance report.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p>	<p>1,2</p>
<p>To continue to embed a culture of positive discrimination through ensuring disadvantaged students remain high on the agenda during line management meetings, within subject progress reviews and subsequent quality assurance processes.</p>		<p>1,2,3</p>
<p>Purchase of standardised diagnostic assessments to identify gaps in students learning in the absence of KS2 SATs tests.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>
<p>Subjects to review and evaluate systems in</p>	<p>According to the EEF toolkit ‘Individualised instruction can be an</p>	<p>1, 2</p>

<p>place to identify gaps in knowledge and skills particularly in year 7 with a view to adjusting the curriculum to address these challenges.</p>	<p>effective approach to increasing pupil attainment. On average, individualised instruction approaches have an impact of 4 months' additional progress.'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	
<p>Staff enrolled on NPQs for development of staff within school and also to aid retention of staff</p>	<p>EEF Effective Professional Development</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	<p>1, 2, 3, 4, 5</p>
<p>Cross-curricular CPD on common methods to improve literacy and comprehension including oral literacy using 'I say, you say, and say it again' in line with modelling I do, we do, you do structures.</p>	<p>EEF- Improving Literacy in Secondary Schools</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	



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

Budgeted cost: £70000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School led tutoring for targeted group of mainly disadvantaged students underachieving in English and maths. Students reviewed half termly.</p> <p>Hackney reading programme to accelerate progress and reading comprehension of an identified cohort of students.</p> <p>Year 11 GCSE English and maths additional group established to accelerate progress of students identified.</p> <p>Switch On reading programme to accelerate progress and reading comprehension of an identified cohort of students.</p> <p>Employment of a graduate literacy TA and a TA with a maths specialism.</p> <p>KS3 Literacy groups established to support reading and access to the library for disadvantaged students.</p> <p>Year 11 revision sessions will select disadvantaged students for priority places.</p>	<p>The EEF Guide to the Pupil Premium, June 2019 suggests that targeted academic support has a consistently positive impact in 1 2 9 of targeted students identified through progress reviews as part of National Tutoring Programme. small groups and/or one-to-one structured interventions and is likely to be a key component in an effective PP strategy.</p> <p><a href="https://educationendowmentfoundation.org.uk">Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF Toolkit suggests that ‘on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1,2</p>

<p>Employment of increased maths and English staff to reduce class sizes.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concept in each subject:  <a href="#">Improving literacy in secondary schools</a></p> <p>‘Interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored’.</p> <p><a href="#">Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The EEF toolkit suggests that ‘The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.’.</p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Peer tutoring from VI form students to targeted KS4 students to develop maths, English &amp; science skills.</p>	<p>‘Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months’ progress within one academic year.’</p> <p><a href="#">EEF guide to Pupil Premium June 2019. Peer tutoring   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3</p>

<p>Exam access arrangements put in place for those SEN and disadvantaged students who require it.</p>	<p>Special Educational Needs in Mainstream Schools  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=se">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=se</a></p>	<p>1, 3, 4</p>
<p>Homework support offered at lunchtimes and after school in the library for every year group.</p>	<p>.</p>	<p>1, 2, 5</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Greater coordination and raising the profile of extra-curricular activities, with closer tracking to encourage participation from more disadvantaged students. This is to be done through the use of pastoral and tutor teams, along with student notices.</p> <p>Raise the profile of roles and responsibilities available in school through tutor teams and staff notices to encourage greater participation from disadvantaged students.</p> <p>Whole School Sports Coordinator prioritise the welfare of PP students in additional sports activities and team building sessions.</p>	<p>The EEF toolkit acknowledges that limited research is available on aspiration intervention's. It does though acknowledge that if it is done, 'aspiration interventions [should] range in duration and may include within class approaches delivered by teachers, after school clubs, out-of-school programmes or mentoring led by paid staff or volunteers.'</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3,4,5</p>
<p>Meetings following reports with KS3/4 progress lead with relentless focus on disadvantaged students and what actions are required to bring progress and attendance of disadvantaged in line with peers</p> <p>Increased contact between pastoral year teams and home following closing the</p>	<p>The EEF Guide to the Pupil Premium, June 2019 suggests that a tiered approach will help to focus on key strategies. Attendance is the most significant nonacademic barriers to progress in school</p> <p><a href="https://www.educationendowmentfoundation.org.uk">The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>

<p>gap meetings.</p> <p>Emotional health and well-being prioritised for disadvantaged students by the Equality &amp; Diversity Lead.</p>	<p>Research by the EEF suggests that ‘parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps’</p> <p><a href="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Whole school rewards system used to promote and celebrate excellent behavior in lesson and at social time.</p>	<p>EEF Improving Behaviour in Schools</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	
<p>Introduction of a behaviour intervention when a disadvantaged student has accrued several suspensions to ensure all support mechanisms and SEND avenues have been maximised</p>	<p>According to the EEF toolkit, Behaviour interventions – ‘both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.’</p> <p><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<p>Transition programme for year 6 intake to manage expectations and identify vulnerable students.</p>	<p>Extending School Time EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time/technical-appendix">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time/technical-appendix</a></p>	
<p>Responsive PSHE curriculum offer across all key stages to cover current affairs and whole school issues.</p>	<p>EEF Social and Emotional Learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1,3,4,5
<p>Careers Advice priority for disadvantaged students. Priority appointments for disadvantaged and vulnerable students (keep NEET low). Aspirational careers fair open to all year</p>	<p>DfE- Careers guidance and access for education and training providers</p> <p><a href="https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools">https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools</a></p>	1,5

<p>groups and afternoon access for all disadvantaged students. Introduction of Unifrog to all year groups to promote employability skills tracking and profiling against future careers.</p>		
<p>Contingency fund for acute issues.</p> <p>Purchase of school uniform for PP students.</p> <p>Purchase of revision guides for all year 10 PP students.</p> <p>Funding of music lessons for PP students.</p> <p>Funding of school trips to ensure PP students have the same opportunities as non PP students.</p> <p>Review of food available for FSM students.</p> <p>IT provision for students that need it to work at home.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs of PP students.</p>	<p>All</p>

**Total budgeted cost: £125400**

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

### Pupil premium strategy outcomes

Desired Outcomes from previous pupil premium strategy:

1. Improved attainment from 2019 among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.
2. To improve reading comprehension and numeracy skills amongst identified disadvantaged students across KS3 and 4.
3. Improved reading skills of disadvantaged students and engagement in reading. Improvement in the outcomes of disadvantaged students, narrowing the gap from 2018-2019 (8 months) to 0.
4. Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.
5. To achieve and sustain a culture of positive behaviour of our disadvantaged learners
6. Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience, leading to improved aspirations for all students through increased opportunities, roles and responsibilities within school.
7. Improve attendance of disadvantaged students in comparison with Peers, including the number of students that fall into persistent absence.

### Outcomes – progress towards 2024 objectives

1. As shown in the table below all attainment measures for pupil premium students showed an increase from 2019 which was the last set of formal, external exams sat by students. As a school, we did attempt to mitigate against a major drop in the achievement of students by prioritising disadvantaged students through increased parental contact, ensuring all had access to an online remote curriculum and had access to a laptop and internet, delivery of online lessons and a CPD programme to upskill staff in trying to deliver a high quality curriculum from home. We did, however, as evidenced in schools nationally, find that our disadvantaged students were adversely affected by the partial closure and consequently were unable to fully benefit from our intended pupil premium strategy. This did lead to a continuation of the gap between PP and non PP students.

This details the impact that our pupil premium activity had on pupils in the 2019 to 2022 academic years.

<b>Performance Measures 2022</b>	<b>PP Students (25)</b>	<b>Non PP Students (121)</b>
Progress 8	-0.85	0.41
Attainment 8	40.2	56.1
9-7 English/Maths %	4	19
9-5 English/Maths %	32	68
9-4 English/Maths %	44	82
Attendance %	86	94
Students achieving Ebacc (Grade 5 & above)	8	17

<b>Performance Measures 2022</b>	<b>PP Students 2022 (25)</b>	<b>PP Students 2019 (24)</b>
Progress 8	-0.85	-0.52
Attainment 8	40.2	43.4
9-7 English/Maths	4	16.7
9-5 English/Maths	32	33.3
9-4 English/Maths	44	50
Attendance	86	90
Students achieving Ebacc (Grade 5 & above)	8	8.3

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources. Although pupil premium students were provided with laptops and internet access where required there was less uptake to using this than with non pupil premium students.

1. Students have taken part in the Hackney Literacy and Switch On schemes. Year 7,8 & 9 are taught in small classes for Hackney Literacy and 45% of these students are pupil premium in 2021/22. Pupil premium students will take part in reading tests in 2023.
2. Y8 students have weekly tutor time reading sessions with disadvantaged students completing these in the school library. This will be rolled out to y7 and y9 disadvantaged students in 2023. Pupil premium students will take part in reading tests in 2023.



3. SLT QA evidenced that priority seating is in place for disadvantaged students with standards high and consistent for all students. There was also significant evidence of scaffolding and modelling to support disadvantaged students and develop skills to support exam success. Literacy was also identified as a strength with regards to tier 3 vocabulary.
4. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan. In 2021/2022 the average behaviour points for PP students was 14.7 as opposed to non pupil premium students which was 4.2.  
The suspension rate in 2021/22 for non pupil premium students was 5.5% as opposed to 43.7% for pupil premium students. 6 % of pupil premium students have a repeat suspension as opposed to 0.4% of non pupil premium students.
5. A full extra-curricular timetable is now in place post-pandemic restrictions and disadvantaged students have been encouraged by their tutors to attend and take part. Uptake remains quite low and is an area for development in 2023. High aspirations are promoted in careers interviews and students are supported with making aspirational decisions in line with their career ambitions.
6. Although overall attendance in 2021/22 was slightly higher than in the preceding year at 94%, and was higher than the national average, absence among disadvantaged pupils was 8% higher than their peers. Persistent absence for pupil premium students in the year 21/22 was 45% as opposed to non pupil premium students which was 18.2%. We have found that attendance was still impacted last year due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils who have found it especially difficult to make the transition back to full time school. (National PP attendance 2021/22 was 86%, compared with national non PP attendance of 92%)

Below is a summary of the impact of last year's strategy:

- Priority seating in lessons for PP students ensures questioning is directed and active participation is encouraged
- Quality First teaching has a positive impact on all students learning and is evidenced in pupil outcomes and QA of books.
- PP students have retained laptops and internet access to assist with work at home
- Closing the gap meetings allowed the tracking of attendance and progress (including disadvantaged pupils).
- Communication with the parents of pupil premium students was prioritised for parents' evenings.
- School uniform, revision guides, trips and music lessons funded for PP students
- Welfare of students when they are suspended prioritized
- Food during the school day has been reviewed by talking to students and will change in January 2023 to give a broader breakfast selection and the option for students eligible for free school meals to spend their allowance at any point during the school day.