

## Part B: Review of the previous academic year (2022-23)

### Outcomes for disadvantaged pupils

#### 1. Attendance focus:

Attendance for whole of 21-22

80% PP students

90% non-PP students (gap of -10% attendance)

Attendance for whole of 22-23

82% PP students

89% non-PP students (gap of -7% attendance)

While the whole school attendance figure for 22-23 was 1% lower than 21-22, the attendance figure for PP students rose by 2%, narrowing the attendance gap.

*The re-structured pastoral staffing has started to have an impact, as parental relationships are being formed in a positive way.*

#### 2. P8 figures

June 2023 P8 for PP students = -0.8 (non PP = +0.1) gap = 0.9.

*This gap has not improved since 2019, the last year of comparable GCSEs.*

#### 3. Reading ages

All students tested using NGRT during 22-23; RAs then expressed as residuals on Go4Schools (can be seen on seating plans) to enable teachers to plan accordingly. Staff have been trained to use Lexonik reading scheme to remedy the reading deficits. Interventions did not start in year 1.

*Year 1 target met; the work continues into year 2.*

#### 4. SEND students

15% PP students have EHCP cf 3% non-PP students.

June 2023 P8 for EHCP students = +0.31 , K students = -0.79, non-SEND students -0.06

*SEND students with EHCP make better progress than non-ENHP students, but students with support (K) make less good progress.*

#### 5. No NEETs

All students who took level 2 qualifications in June 2023 secured suitable post-16 placements; **no NEETs**.

#### 6. iPad usage

All students were issued with iPads; staff have received training in their use within T&L. *Aim that every student would use iPad within one lesson per day (or more) has not been met.*

#### **7. Strategy – not started in year 1**

#### **8. Parental engagement:**

Yr 11 PE Jan '23 – parental attendance 65%

Yr 11 PE Oct '23 – **parental attendance 65%** (cf <50% for non-PP)

#### **9. clubs & activities – D of E – not started in year 1**

### **Review of strategies**

#### Teaching

Reading and literacy lead was appointed in the spring term of 2023. Has led on inclusion of reading within all schemes of work, reading week in the summer term, poet visit and other means of raising the profile of reading and literacy.

HQ teaching – staff were trained through the Trust and using external courses as appropriate.

#### Academic support

1:1 English and maths tuition provided via NTP partner, Tute to KS4 students. Mixed outcomes as attendance was difficult to ensure; sessions outside of school hours.

Tuition for EAL provided in school was successful, enabling students to access curriculum (and everyday life) better.

Sora app and online library used extensively throughout the school, monitored by staff in tutor time.

#### Wider strategies

Subsidising enrichment activities for PP students continued, as did the provision of a late bus 3 days per week.

Pastoral support fully implemented and providing effective parental liaison and engagement (as evidenced in increased attendance),

Behaviour lead appointed and in role by Christmas. Staff trained in positive behaviour management techniques using external providers and in-house.