

Medina College Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium funding (and recovery premium funding) for the 2023 to 2024 academic year. This funding is to help improve the progress, attainment and the wellbeing of our socially disadvantaged and vulnerable pupils.

Within this document we will outline our pupil premium strategy, how we intend to spend the funding in this academic year and the impact that last year's spending of pupil premium funding had within our school.

School overview

Detail	Data
School name	Medina College
Number of pupils in school	784
Proportion (%) of pupil premium eligible pupils	33.5% (263)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025 3 year plan
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	Matthew Parr Burman
Pupil premium lead	Kirsty Jones
Governor / Trustee lead	Richard Bridgford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 304,575
Recovery premium funding allocation this academic year	£87,459
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year This is the revised amount after National Tutoring Program funding recovery	£349,618

Part A: Pupil premium strategy plan- Statement of intent

Our intent: All pupils regardless of their backgrounds and their challenges make good progress and achieve good outcomes, enabling them to unlock their potential and aspire towards achieving bright futures.

We have high expectations and ambitions for all of our pupils regardless of their disadvantaged status. The focus of this strategy is to enable all our vulnerable pupils to achieve their goals. To do this we must consider the full range of challenges that they face.

High quality teaching is central to this strategy, our pupils most at risk of underachievement often have lower reading ages than their chronological ages on entry, and this prevents them from accessing texts and limits their ability to provide skilled and knowledgeable responses. Improving teaching and learning by focusing on literacy and metacognitive strategies is relevant to our pupils and is proven to have a positive impact on closing the disadvantaged gap (Source- EEF) .This literacy focus benefits every pupil.

- At KS3 we focus on developing reading fluency, vocabulary, comprehension, problem solving and working memory skills of our pupils so that they can gain an equal literacy and confidence footing with their peers going into KS4 and are able to access the full curriculum where appropriate.
- At KS4 we focus on subject specific literacy development to enable all our pupils to understand exam questions and provide knowledgeable and skilled responses so that they can achieve their target grades.

Education recovery for lost learning is essential to accelerate the progress of pupils whose education has been worst affected. We provide targeted support to pupils in the form of additional learning time with subject specialist teachers in small groups and through 1 to 1 provision.

Outside of the classroom we provide focused pastoral support to improve attendance, behaviour and the wellbeing of our pupils. Our teaching and pastoral staff are currently undertaking a training program to help them develop a trauma informed approach with pupils across the school, this approach incorporates the three pillars of trauma informed care: safety, connections and managing emotional impulses.

Our approach is reflective of the needs of our cohort and also of the needs of our individual pupils, it is based on strong diagnostic assessment of need and sustainable application of SMART actions. To ensure effectiveness we:

- Ensure all pupils are set challenging work to maximise their learning.
- Provide targeted support for those with identified needs.
- Are considerate of the challenges that socio economic disadvantage brings to pupils and their families

We are committed to raising attainment and progress of our pupils most at risk of underachievement over the life of this plan, improving their progress alongside sustaining the progress of other pupils. We will make adjustments in light of reviews as needed in order to maximise progress.

We have looked closely at recommendations from EEF, GOV.UK and our own internal reviews of PP actions when writing this document and our strategy is built into the Federations wider school improvement plan.

Challenges

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

Challenge number	Detail of challenge
1	<p>A significant number of pupils on entry don't have the necessary reading stamina, language comprehension, vocabulary or fluency to access age appropriate teaching materials and assessment questions and therefore lack the resilience to try. (Source- SAT, CAT, Teacher and pupil feedback on pupils' levels of engagement and participation).</p> <p>This restricts them from making good progress in Key Stage 3. We need to remove this disadvantage so that we can capture and develop talent early and enable all pupils to access the KS4 curriculum on a solid and equitable footing.</p> <p>The number of pupils at SAS 100+ on entry this year is 78/144 (54% of pupils). The average reading age is 11:00 for all pupils and it is 10:02 for PP pupils. Pupils' reading ages range from -5:00 to 17:00+. The number of pupils requiring focused support with an SAS of less than 89 has increased again, it is currently 46 pupils which is 32% of the cohort. These pupils are the focus group for literacy support actions. The average reading age of this focus group is 6:11. 13 of the pupils in this focus group are PP. (Source-NGRT).</p>
2	<p>Development of literacy and numeracy skills for a significant number of Year 8 and 9 pupils has been negatively impacted by the Pandemic. There are gaps in learning and as a result these pupils' reading, vocabulary, comprehension and fluency skills are lower than their peers, their working memories are shorter and they have less resilience and confidence than their peers (Sources- NRGT results; in school progress data; teacher reviews).</p> <p>Year 8. Across the year group last year 86% of pupils made expected or better progress, of these 29 made higher or much higher progress. The average reading age of the year group is now 12:10 and PP reading age average is now 11:07 further work is required on exposure to tier 2 and tier 3 vocabulary and on how to scaffold answers to include these words.</p> <p>Year 9. Across the year group last year 81% of pupils made expected or better progress and 36 made higher or much higher progress and this is as a result of focused literacy actions undertaken in classrooms. The average reading age for the year group now is 14:01 and the PP average reading age is now 13:10. Similarly to year 8 further work is required on tier 2 and tier 3 vocabulary exposure and application to embed learning.</p>
3	<p>At KS4 the pupils most at risk of underachievement are those whose literacy skills are lower than their peers. This is a key group of pupils with less confidence in their academic potential and so less willingness to persevere. These barriers are negatively impacting their ability to do well in assessments and exams. (Source-School's internal subject progress data)..</p> <p>Year 10. At the end of year NGRT testing 76% of pupils made expected or better progress and of these 29 made higher or much higher progress in reading ages. The average reading age for the year group now is 14:03 and the PP average reading age</p>

	<p>is now 13:01. Further work is required on tier 2 and tier 3 vocabulary exposure and application and on focus group interventions.</p> <p>Year 11. Analysis of internal data from trial exams at the end of year 10 showed A8 for all pupils stood at 32 points and at 23 points for PP pupils. 28% of all pupils achieved 4+ and 15% of pupils achieved 5+ in core subjects. 16% of PP pupils achieved 4+ and 5% achieved 5+.</p> <p>Results need to be higher for all pupils to reach and then go beyond FFT 50 and FFT 20 and that is why we are continuing to develop use of literacy in SOW and lesson planning building on KS3 successes.</p>
4	<p>Pupils with significantly lower phonics skills and lower reading ages struggle to engage in their learning (Source-Teacher feedback on pupils levels of engagement and participation).</p> <p>The reading ages of year groups improves each year and the number of pupils requiring further support reduces. However, in each year there is a group of pupils with SAS scores of <89 who have had support and /or interventions to improve reading scores, but whose reading age was sufficiently low, that they continue to require further support to improve their reading ages.</p> <p>Year 7. The number of lower age readers entering Year 7 has been increasing over the last three years and this year there has been a significant increase; the number of pupils with NGRT SAS score of <89 is 46, the average reading age of thai focus group is 6:11 and reading ages range from -5:00 to 9:00.</p> <p>Year 8. The vast majority of the 16 pupils in the focus group with a SAS of <89 made expected or better progress, 10 pupils made higher, or much higher progress. SAS average increased from 80 average score to 85. Reading ages increased from an average of 7:06 to 9:04 with the most successful pupils rising to 12:07 and 12:11. 11 pupils will continue in the focus group this year. 8 of these have PP status.</p> <p>Year 9. The vast majority of the 28 pupils with an entry score of SAS <89 made expected or better progress. SAS average increased from 79 average score to 86. Reading ages increased from an average of 8:01 to 09:10 with the most successful pupils rising to 14:07 and 13:05. 18 pupils will continue in the focus group this year, 5 of these have PP status.</p>
5	<p>Pupils with lower attendance rates are at risk of underachievement. Reduced school hours causes pupils to fall behind in their education and provide barriers to future learning.</p> <p>Attendance YTD (Nov 2023) is currently 87.4%, PP is 80.1%. Non PP 90.8%, FFT national is 91.7%, PP is 87.0% and Non PP is 93.8%</p> <p>Conversations with parents/ guardians and their children reveal stress and anxiety about gaps in learning are barriers to attendance and engagement and are negatively impacting learning potential.</p>
6	<p>For a minority of identified pupils, progress, attainment and positive behaviour for learning are identified challenges, often this is accompanied by attendance rates that are lower than national average (Source- Schools rewards and behaviour points and attendance data).</p> <p>We are working with identified LAC, PLAC and Young carers to develop positive relationships so that they grow in their self belief, self esteem and can reflect on the benefits of achieving their best possible results- to improve their opportunities for their future.</p>

Intended outcomes

This section 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>1.High levels of progress in literacy for Year 7, this includes identified vulnerable students most at risk of underachievement.</p> <p>Develop an enjoyable and engaging culture of reading where pupils read widely and often, with fluency and comprehension appropriate to their age, expanding their horizons and developing them into globally aware citizens</p>	<p>Each year NGRT demonstrates improved phonics, decoding and comprehension skills among all pupils. Pupils, including those at risk of underachievement make expected and higher than expected progress..</p>
<p>2.High levels of literacy progress for Year 8 and 9 pupils through a focus on development of reading and comprehension skills, this includes support for identified vulnerable students most at risk of underachievement.</p> <p>Develop an enjoyable and engaging culture of reading where pupils read widely and often, with fluency and comprehension appropriate to their age, expanding their horizons and developing them into globally aware citizens.Improved fluency in the English language is an essential foundation for success in all subjects.</p>	<p>By the end of our current plan NGRT demonstrates improved reading and comprehension ages, so that by the time KS3 pupils graduate to KS4 they have met age related expectations in NGRT. This will enable them to fully access the GCSE curriculum Staff and pupil questionnaires provide useful feedback on literacy engagement, enjoyment and progress.</p>
<p>3.High levels of progress for Year 10 and 11 pupils through a focus on development of reading and comprehension skills. This includes support for identified vulnerable students most at risk of underachievement.</p>	<p>High levels of progress for Year 10 and Year 11 pupils</p> <p>Our ambition is for results to come back in line with at least FFT 50 with the majority number of subjects attaining FFT 20 targets by 2024.</p>
<p>4.Improved reading ages for pupils with significantly lower phonics, fluency, and comprehension skills who struggle to engage in their learning</p>	<p>NGRT demonstrates 24+ months of reading ages and improved comprehension skills for focus groups of lower ability readers</p>
<p>5.Increased attendance rates of those pupils with attendance rates lower than 95% who are at risk of underachievement</p>	<p>Sustained high attendance by the end of 2023-2024. The overall absence rate for all pupils will be no more than 5%. The percentage of all pupils who are persistently absent will be reduced by 10%. (Source-www.compare-school-performance.service.gov.uk).</p>
<p>6. For identified LAC, PLAC and Young carer pupils there are improved rates of progress and attainment and they increasingly demonstrate positive behaviour for learning including improved attendance rates.</p>	<p>High levels of progress among vulnerable pupils so that they meet FFT 50 targets and go on to excel to FFT 20 targets in preferred 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: £80,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement and utilise high quality diagnostic assessments to target interventions at KS3.</p> <p>NGRT identifies reading ages of pupils. NGRT testing nationally recognised accurate indicators of levels of reading ages.</p> <p>We use NGRT reading ages to share implications of reading levels to learning in CPD with intent to raise awareness of barriers to learning amongst all staff.</p> <p>NGRT data is shared with teachers and tutors to support teach First strategies.</p> <p>NGRT results are shared with parents/guardians to develop good school/home relationships and encourage focused support when home learning.</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>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</p> <p>The diagnostic test package we implement has been developed by GL assessments. The data provided from the assessments allows us to target interventions towards KS3 pupils to ensure they are 'caught up' by KS4.</p> <p>https://www.gl-assessment.co.uk/assessments/products/ks3-assessment-package/</p>	<p>1; 2</p>
<p>Develop high quality reading culture during tutor time to model engagement in reading culture.</p> <p>A reading and literacy development programme running in tutor times in Key Stage 3 is now expanding to KS4 to promote the importance of oracy and developing reading levels through reading aloud and follow on discussion strategies.</p>	<p>Reading comprehension combined with oral language development, develops skills and understanding and use of language +6 months of additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1; 2</p>
<p>Develop opportunities to read aloud and to review books read to encourage and develop a culture of reading in libraries</p> <p>Fully resourced libraries including appropriate books, subject specific books and related literature Create opportunities for extended learning in lessons and during break times.</p> <p>Our librarian and library assistant lead library provision, intent on developing a positive reading culture for all pupils.</p>	<p>Mastery learning +5 additional months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1; 2</p>

<p>Library lessons are timetabled into KS3 enabling every pupil to learn how to regularly use the library to good effect.</p> <p>Pupils are listened to reading aloud by staff and 6th formers and pupils keep journals of the books they have read.</p>		
<p>Action- Faculty based CPD approach.</p> <p>Development of literacy skills, knowledge and understanding in each Faculty.</p> <p>Continuing literacy development focus for all faculties. in line with issues recognised through NRGD data testing subjects have also identified their own specific issues around literacy and are focusing in on their own specific areas for development to accelerate reading and comprehension skills for pupils</p> <p>A bespoke faculty developed CPD programme for the coming year will cascade learning from faculty leaders to their teams. This will be monitored and reviewed over the year in a series of literacy progress meetings that will focus on implementation and impact of actions that includes implementation and development of interactive teaching and learning resources for students including Sparxs Maths, Bedlock accelerate programs.</p>	<p>The Sutton Trust have identified quality first teaching and learning as having the biggest impact upon the progress of disadvantaged pupils. The evidence for this can be seen here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>1; 2; 3; 4</p>
<p>Collaborative motivation events</p> <p>For Year 7 pupils with CAT scores between 90-95. This is a key group of often disadvantaged and disengaged individuals.</p>	<p>Collaborative learning approaches +5 additional months.</p> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches#:~:text=outcome%20or%20goal.-,How%20effective%20is%20the%20approach%3F.to%20get%20the%20detail%20right.</p>	<p>1</p>

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

Budgeted cost: £190,059

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>train specialist teachers and tutors to provide small group literacy support.</p>	<p>Reading comprehension strategies can have a positive impact on pupils'</p>	<p>3</p>

<p>Phonics, decoding and comprehension are identified issues for small groups of pupils in each year and the number of pupils with these issues coming into the school in year 7 is growing every year.</p> <p>We are creating a hub of specialists to work with small groups of pupils to improve their core literacy skills and remove barriers to learning often due to missed learning or learning that has not embedded.</p>	<p>ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>Small group additional tuition</p> <p>Using in school and NTP online tutors to support Year 11 pupils to improve their skills and knowledge of their KS4 subjects. This happens after school and during holidays.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils and those falling behind. +5 additional months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2; 3; 4
<p>Focus classes in English and Maths.</p> <p>For lowest NGRT and CAT score pupils in each year group. Specialist intervention teachers over teach core skills in their SOW to develop and embed pupils understanding of subject specific literacy.</p>	<p>The data produced from the GL assessments in KS3 identified groups of pupils that could not access the normal school curriculum. Their current skills in English and Maths are far too low to engage effectively in lessons. The decision to do this is supported by the following evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://www.oup.com.cn/test/word-gap.pdf</p> <p>https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3</p>	4

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

Budgeted cost: £90,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Implement trauma informed education for teaching staff to support the mental health of pupils, through the recognition of ACEs and the use of PACE and WINE.</p> <p>In trauma-informed schools, staff acknowledge that childhood trauma can have a lasting impact on pupils' lives, both emotionally and academically and therefore their readiness to learn. We will create a school where students feel safe, and develop trusting relationships with buffering adults in order to maximise their life chances.</p>	<p>There are many benefits to adopting a trauma-informed approach in schools, including increased academic achievement and improved mental health for pupils.</p> <p>https://www.traumainformedschools.co.uk/</p>	<p>5 and 6</p>
<p>Develop a Tutor programme with attendance and rewards focus.</p> <p>Once a week tutors highlight the importance of good attendance and support tutees to review their performances, this includes attendance tracking conversations.</p>	<p>Disadvantaged pupils' current attendance and PA is higher than their peers. Attendance monitoring and interventions are required.</p>	<p>5</p>
<p>Continue attendance rewards in assemblies.</p> <p>Celebrating and raising the profile of the importance of good attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>5</p>
<p>Attendance officer identifies issues, and implements actions to support pupils with low attendance.</p> <p>Liaison with year heads to develop strategies to support the learning needs of pupils to ensure good progress. Working effectively with parents and subject leaders to support in their learning.</p>	<p>https://www.gov.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>6</p>
<p>Assistant Heads of Year support pastoral and learning needs of pupils in specified year groups so that their opportunities and life chances are significantly improved.</p> <p>Mentoring and coaching pupils and working with families to create positive outcomes for vulnerable and disadvantaged pupils often working with parents and partnership agencies to support individual pupils.</p>		<p>6</p>
<p>LAC coordinator and Family Liaison Officer work with identified pupils to support and develop their social and emotional well being.</p> <p>This is a key group of vulnerable pupils who have often experienced trauma or are experiencing ongoing challenging situations at home. Staff work with individuals to identify barriers and to support pupils progress and development, this is often in partnership with other agencies.</p>		<p>6</p>

Total budgeted cost: £361,468

Part B: Review of outcomes in the previous academic year- Pupil premium strategy outcomes

This outcomes review looks at the impact of spending of Pupil Premium Grant 2022/2023 and tracks progress so far on our three year plan.

Studies show that Covid-related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds (DfE, 2021; NFER, 2021; FFT, 2022; DfE, 2022). A recent DfE study (2022) suggests that pupils have experienced a greater impact in areas of high deprivation. There is evidence that the attainment gap between disadvantaged pupils and their classmates has grown since the onset of the pandemic (DfE, 2021; RS Assessment, 2021; NFER, 2021; FFT, Teacher Tapp and EEF, 2022; DfE, 2022).²

COVID-19-related disruption has negatively impacted the wellbeing, progress and attainment of some of our pupils, including those from socially disadvantaged backgrounds that make up a third of our cohort. Our teachers have also identified mental health as a significant challenge in their classrooms. In response to this ongoing challenge we have designed and are implementing a trauma informed schools strategy for 2023-24 to address the social and emotional impacts on pupil wellbeing. We will also continue to develop our pupils core skills in literacy to support academic development across all faculties to improve reading, oracy and writing and to develop our culture of reading.

It is a big piece of work becoming a trauma informed school, developing the culture and the outcomes for our pupils and our school is absolutely the right direction to take. Providing our pupils with the ability to feel safe, and develop trusting relationships with others so that they can make the most of their educational provision and access a wider range of opportunities in their futures is central to their successes. Our ambition is for results to come in line with at least FFT 50 and that the majority of subjects attain FFT 20 targets.

Overview of literacy strategies

Literacy progress is one of the central development threads through this statement and through our Federation improvement plan (FIP). We recognise that a significant number of pupils at KS3 don't have the necessary reading, stamina, language comprehension and vocabulary to access assessment questions and therefore lack the resilience to try). In response we created a literacy strategy to address these issues in a focused, achievable and measurable way. There are three strands to this strategy; 1- a strong reading culture. 2- subject centric literacy. 3-targeted support for identified pupils.

Reading skills have improved at KS3. 2023 NGRT results (table 1 below) show improvements in reading ages for KS3 year groups including for targeted pupils in focus groups. Library reviews by pupils also show the successes in the development of our reading culture (table 1 below).

Review of intended outcome 1-High levels of progress in literacy for Year 7, this includes identified vulnerable students most at risk of underachievement.

Number of pupils at SAS 100+ on entry was 66/134 (49% pupils) the lowest 16 SAS scores with a SAS range of 69-88 are placed into a focus group. Across the year group 86% of pupils made expected or better progress, of these 29 made higher or much higher progress. This is as a result of the work done by teachers to focus on literacy activities with their classes such as keywords and terms, recall and recap and scaffolding, classrooms now have a very evident literacy focus and this is positively impacting progress. This strategy will continue.

Review of intended outcome 2. High levels of literacy progress for Year 8 and 9 pupils through a focus on development of reading and comprehension skills, this includes support for identified vulnerable students most at risk of underachievement.

In year 8, the number of pupils at SAS 100+ was 97/144 (62% of pupils). The Lowest 28 SAS scores with a SAS range of 69-88 are the focus group. 3 pupils left during the year. Overall 81% of pupils made expected or better progress and of these 36 made higher or much higher progress. See table 1 above for further breakdown.

In Year 9 the number of pupils at SAS 100+ on entry was 63/103 (61%). The lowest 18 SAS scores with a SAS range of 69-88 are the focus group. 3 pupils left during the year. As a group 76% of pupils made expected or better progress, 29 pupils made higher or much higher progress, and this is as a result of focused literacy actions undertaken in classrooms. Number of pupils at SAS 100+ is now 64. See table 1 above for further breakdown. More work is required in terms of a focus group for a small number of pupils entering year 10 (see outcome 4 review for more information).

New Year 7 2023-2024

Number of pupils at SAS 100+ on entry is 78/144 (54% of pupils). This is a significantly lower reading score when compared to previous entry years. There are a wide range of pupils from a reading age of 5:00 to 17:00+. There is a significantly larger number of pupils requiring focused support with an SAS of less than 89. To manage this and meet needs this group has been subdivided into 3 age ranges. The lowest SAS score pupils with a SAS range of 69-88 are the focus group. Average reading age for the group is 6:11 on entry.

Table 1 - Impact headlines 2022-23

	Numbers	reading ages: starting point	making expected progress	making higher progress	making much higher progress	Summary
Year 7	115	11:08 ave. 11:03 PP.	55	21	13	89/115 (86%) made expected or better progress. All pupils as a group are now 12:10 ave that is +12 additional months .PP pupils are now 11:08 that is +6 additional months
Year 7 focus group	16	7:06 ave.	10	3	1	14/16 made expected or better progress. Reading ages increased from an average of 7:06 to 9:04. With the most successful pupils rising to 12:07
Year 8	144	13:02 ave. 13:00 PP	81	24	12	117/144 made expected or better progress All pupils ave reading age is 14:01 PP ave reading age is 13:11
Year 8 focus group	28	9:10 ave.	18	1	4	23/28 made expected or better progress. All pupils average reading age is now 10:06 with the most successful pupils rising to 13:05
Year 9	103	13:11 ave. 12:10 PP	49	20	9	78/103 made expected or better progress. All pupils average reading age is 14:04 PP is 13:01
Year 9 focus	18	9:12 ave.	9	4	0	13/18 made expected or better progress. All pupils average reading age is 10:05. The highest reading score has risen to 13:08

Next steps for KS3

We recognise that there is a continuing need to support literacy for students in terms of their vocabulary and fluency development and so this year after the proven successes of Sparx Maths home learning strategy we are further developing our home learning suite and implementing Bedrock accelerate literacy to support students knowledge of language, this includes linguistic knowledge like vocabulary and grammar, as well as knowledge of the world for comprehension, underpins progression in spoken language.

In response to the growing numbers of students requiring focused reading support we are implementing more literacy interventions to address increased need on entry and also support continuing need across year groups. Our new model provides support to a larger number of pupils through intensive intervention over a shorter time frame. Strategy implementation including staff training is underway.

Review of intended outcome 3- High levels of progress for Year 10 and 11 pupils through a focus on development of reading and comprehension skills. This includes support for identified vulnerable students most at risk of underachievement.

“Performance measures based on qualification results from 2022/23 cannot be directly compared to measures from 2021/22. This is because a different grading approach was used in 2021/22, to take account of the impact of the pandemic.” Source- Compare school and college performance in England.Gov.uk.

The progress of KS4 pupils based on externally verified exams in 2023 showed pupils' attainment dropped for the first time in three years, reflecting the national trend of exam results. As a group all pupils attained A8 scores of 3.5 and disadvantaged pupils scored 2.9 P8 scores were -0.61 for all pupils and -0.84 for disadvantaged pupils (See table 2-KS4 results 2023 - source FFT Aspire). Maths, Computer Science, French and Childcare were the highest performing subjects, pupils did not perform as well in English, Science or Humanities.

Table 2 -KS4 results 2023

KS4 Pupil groups performance 2023 Change indicators			Actual results		Pupil progress	
Summary		Pupils	Attainment 8 (Overall)	% English & Maths (Grade 4+)	Progress 8 (Overall)	% English & Maths (Grade 4+)
	All Pupils	157	3.5	48%	-0.61	-7%
DFE Prior Attainment	Higher attainers	17	6.1	100%	-0.43	0.05
	Middle attainers	80	3.8	61%	-0.85	-9%
	Lower attainers	54	2.5	11%	-0.32	-8%
Pupil Premium	FSM (in last 6 years)	56	2.9	43%	-0.84	-7%
	Not FSM (in last 6 years)	101	3.9	50%	-0.49	-7%
FSM	FSM	53	2.8	40%	-0.94	-10%
	Not FSM	104	3.9	52%	-0.45	-6%
FSM Ever	FSM (ever)	71	2.8	37%	-0.92	-11%
	Not FSM (ever)	86	4.2	57%	-0.37	-4%
SEN Group	SEN Support	33	2.8	30%	-0.5	-2%
	EHC Plan	7	1.3	0%	-1.19	-18%
	No SEN	117	3.9	56%	-0.61	-8%

Next steps for KS4

Results need to be higher. pupils are able to reach and then go beyond FFT 50 and FFT 20. That is why we are continuing the literacy strategy, building on our KS3 successes. It is also why we are providing a faculty bidding process for funds to improve performance of disadvantaged students and why we continue to provide focused literacy interventions for KS4 pupils.

Review of intended outcome 4- Improved reading ages for pupils with significantly lower phonics, fluency, and comprehension skills who struggle to engage in their learning

NGRT analysis shows improved reading and comprehension skills among identified groups of lower age readers. Decoding and comprehension needs were tested and identified in September. Where decoding was found to be the barrier to reading, phonics intervention was put in place. Where comprehension was found to be the barrier to reading, reading support and/or focused English comprehension lessons were timetabled and taught by an English specialist. For pupils with SEN we worked with SEND to identify pupils' individual needs and to track progress.

Year 7 Focus group review- The vast majority of pupils with an entry score of SAS <89 (focus group) made expected or better progress, 10 pupils made higher, or much higher progress. SAS average increased from 80 average score to 85. Reading ages increased from an average of 7:06 to 9:04 with the most successful pupils rising to 12:07 and 12:11.

Year 8 Focus Group review- The majority of pupils with an entry score of SAS <89 (focus group) made expected or better progress (23/28), 5 pupils made higher, or much higher progress. SAS average increased from 79 average score to 86. Reading ages increased from an average of 8:01 to 09:10 with the most successful pupils rising to 14:07 and 13:05.

Year 9 Focus Group review- The majority of pupils with an entry score of SAS <89 made expected or better progress (13/18). 4 pupils made higher progress. SAS average increased from 80 average score to 84. Reading ages increased from an average of 10:05 with the most successful pupils rising to 13:08.

Next steps- There are now lower reading age classes reflecting literacy needs in each year, there are also interventions planned or in place for pupils identified as requiring further support through SEND and there is a program to improve the capacity and outcomes of literacy interventions.

Review of intended outcome 5- Increased attendance rates of those pupils with attendance rates lower than 95% who are at risk of underachievement.

Pupils need to be in school to learn and reach their potential. Reflecting the national picture, absence this year has increased slightly compared to last year, (Source- FFT education datalab.org.uk). Just under half of absence among pupils was due to illness like Covid-19, Norovirus, other issues include mental health/ anxiety resulting in lack of engagement.

Non disadvantaged pupils' attendance is inline with national averages, Disadvantaged pupils' attendance is not good enough; it is currently 10% lower than other pupils. This is below the national average and there is a new strategy to improve it. Drilling down into the data it is clear that current free school meals (FSM), Ever 6 FSM and young carer absences have a higher number of absences compared to other pupils, whereas other groups like service children and looked after children's attendance is significantly higher. Further details on cumulative attendance are shown in table 3- Cumulative attendance in the whole school and by group below.

The new attendance strategy is a key focus of the FIP. The intent is to raise awareness of the impact of good attendance by working with pupils and their families to accurately recognise their individual attendance and its impact on an individual's education and by then creating a clear link between good attendance and the benefits and rewards culture of the school.

This strategy involves raising the profile of attendance so that it becomes part of regular conversations by school professionals of all levels with pupils and their families and partnership agencies. Objectives are communicated in a way that builds understanding, encourages more positive relationships with professionals and enables pupils to benefit from the rewards of good attendance. Initial indications are positive; 195 pupils received 100% attendance certificates last half term. 54 year 11 pupils have signed up for the gym membership scheme.

Next steps

We will continue to implement a new attendance strategy and to review progress making adaptations as required to improve engagement and attendance. An authorised mental health absence code from the DfE would also be helpful to be able to better track and map progress.

Table 3- Cumulative attendance in the whole school and by group.

Cumulative Attendance Whole School 01/09/23 - 24/11/23					
Whole School	No. Students	Present Marks	Auth. Absent	Unauth. Absent	Late Marks
All Students	785	87.8%	8.4%	3.8%	2.8%
Same period 2022/2023	829	87.97%	8.90%	3.13%	3.60%
Cumulative Weekly Attendance By Group 01/09/23 - 24/11/23					
Student Group	No. Students	Present	Auth. Absent	Unauth. Absent	Late
Disadvantaged	263	80.83%	12.38%	6.78%	4.14%
Not Disadvantaged	522	91.18%	6.48%	2.34%	2.19%
Ever 6 FSM	261	80.75%	12.42%	6.82%	4.13%
Not Ever 6 FSM	524	91.18%	6.49%	2.34%	2.21%
Ever 6 Service Child	13	93.95%	3.98%	2.07%	3.11%
Not Ever 6 Service Child	772	87.70%	8.49%	3.82%	2.82%
FSM	253	80.93%	12.47%	7%	4%
Not FSM	532	90.96%	6.54%	2.50%	2.23%
Service Child	13	93.95%	3.98%	2.07%	3.11%
Not Service Child	772	87.70%	8.49%	3.82%	2.82%
Young Carer	23	78.43%	13.24%	8.34%	3.44%
Not Young Carer	762	88.08%	8.27%	3.65%	2.81%
Looked After (In Care)	6	95.67%	3.11%	1.21%	2.77%
Not Looked After (In Care)	779	87.74%	8.45%	3.81%	2.83%

Review of intended outcome 6- For identified LAC, PLAC and Young carer pupils there are improved rates of progress and attainment and they increasingly demonstrate positive behaviour for learning including improved attendance rates.

The review of interventions for identified pupils shows that when pupils engage in interventions the impact is positive for disadvantaged and non- disadvantaged groups.

Table 4. intervention analysis for PP and non PP for Year 11 2023

	English	Maths	French	Geography	History	DT	Food
average in tervention score	4.7	5	6.8	5.6	5.6	5.3	4.8
average non intervention score	3.8	4.2	4.2	2.9	3.1	2.6	3.2
average PP intervention score	3.8	5.3	4.5	6	4.7	5.3	4.8
average PP non intervention score	3.6	3.6	2.6	2.5	2.6	2.4	3.4

For pupils not engaged/ invited to interventions the impact is negative. Engagement was best when peers were also invited and attended.

Next steps- include in school interventions in core subjects for identified pupils. and provide extra curricular subject interventions for other pupils being sure to promote PP participation and expectations with teachers and pupils.

Plan to focus future strategies at specific vulnerable groups of LAC/ PLAC and young carers in response to needs identified for these groups in terms of progress and attendance.

Key

Standard Age Score (SAS)

This is the most important piece of information derived from NGRT. The SAS is based on the number of questions a pupil has answered correctly; the score is adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of pupils of the same age across the UK. The average score is 100. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different pupils within a year group or across year groups.

Reading age

This is the age at which a score is most likely to be achieved based on the national sample.

National Percentile Rank (NPR)

This relates to the SAS and indicates the percentage of pupils obtaining any score. NPR of 50 is average. NPR of 5 means that the pupil's score is within the lowest 5% of the national sample; NPR of 95 means that the pupil's score is within the highest 5% of the national sample.

