

# Medina College Pupil premium strategy statement 2022

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	Medina College
Number of pupils in school	837
Proportion (%) of pupil premium eligible pupils	35.6% (298)
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 2022
Date on which it will be reviewed	31 Dec 2023
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	£ 293,530
Recovery premium funding allocation this academic year	£43,958
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	£ /

# 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 to 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 our vulnerable pupils to achieve their goals. To do this we consider the full range of challenges that they face.

High quality teaching is central to this strategy, our disadvantaged pupils frequently have lower reading ages than their chronological ages on entry and this prevents them from fully accessing text and responding effectively. Improving learning by focusing on literacy and metacognitive strategies is relevant to our pupils and is proven to have a good positive impact on closing the disadvantaged gap. These actions will benefit all students.

In KS3 we focus on developing reading, vocabulary, comprehension, problem solving and working memory skills of our pupils so that they are on an equal literacy and confidence footing with their peers going into KS4 and able to access the full curriculum offer.

In KS4 we focus on subject specific literacy development to enable all pupils to be able to understand the exam questions and then provide a full response 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 to provide additional learning time with subject specialist teachers in a number of ways.

Outside of the classroom providing pastoral support to improve attendance, behaviour and confidence are priorities for specific students.

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, sustainable application of SMART actions suitable for groups and individuals. To ensure effectiveness we will:

- ensure disadvantaged pupils are challenged in the work they are set.
- identify issues and needs and provide intervention for groups and individuals.
- adapt a focused approach to raise disadvantaged pupils expectations and their outcomes.

We are committed to narrowing the attainment and progress gap of our disadvantaged pupils over the life of the plan, improving their progress alongside sustaining the progress of other non-disadvantaged students. We will make adjustments in light of reviews as needed in order to maximise progress.

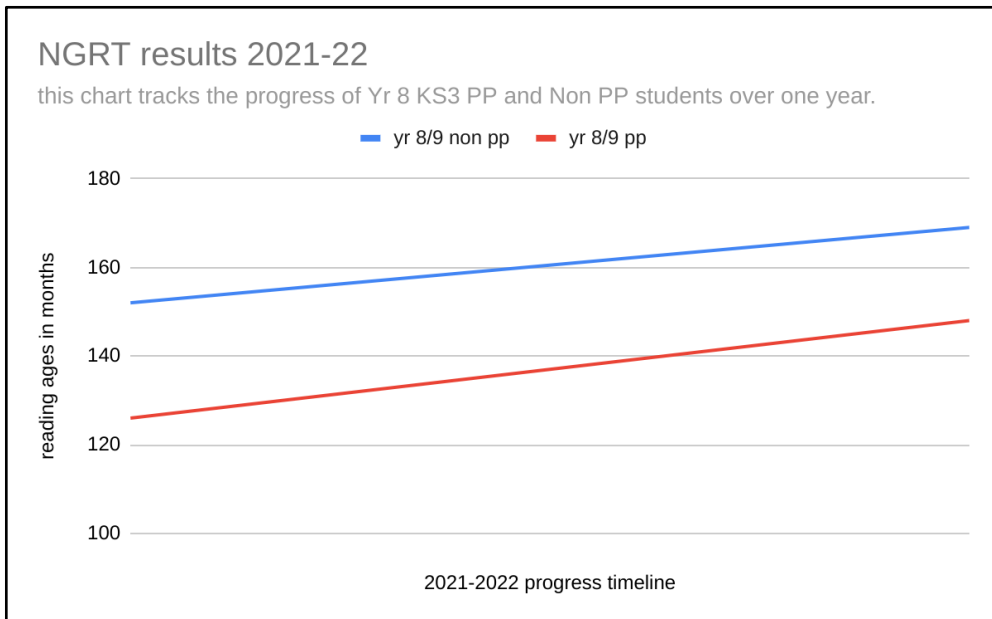
We have looked closely at recommendations from EEF, GOV.UK and our own internal reviews of PP actions when writing this document and have focused our strategy in line with the Federations wider school improvement plan.

## Challenges

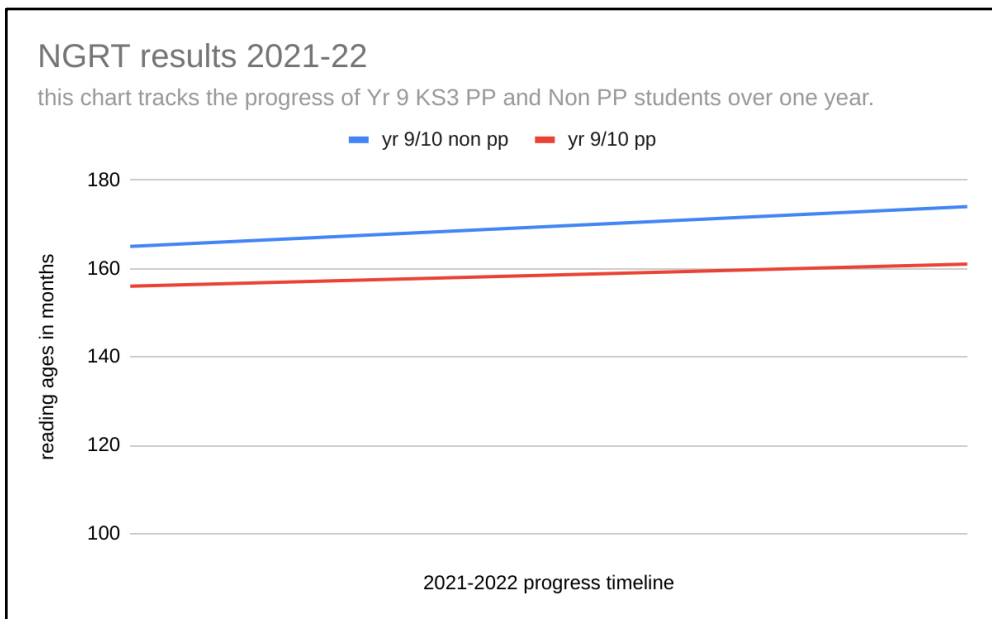
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge									
1	<p><b>Literacy and numeracy skills entering Year 7 are lower on entry for pupils eligible for PP than for other students (Source-CAT) .</b></p> <p>A significant number of pupils don't have the necessary reading, stamina, language comprehension and vocabulary to access assessment questions and therefore lack the resilience to try. (Source-Teacher feedback on pupils' levels of engagement and participation). This restricts them from making good progress in Key Stage 3. We need to remove this disadvantage so that we can capture all talent early and enable all students to access the KS4 curriculum without disadvantage.</p> <p>In 2022 Year 7 reading ages were months on entry was +2 months (11.08), PP students were -3 months (11.03). However 96 students on entry are reading at less than their chronological age of whom 41 were PP. There is a clear need to develop and embed literacy and comprehension further (Source-NGRT).</p>									
2	<p><b>Development of literacy and numeracy skills for Year 8 and 9 PP pupils has been negatively impacted by the Pandemic.</b> Pupils' reading, vocabulary and comprehension skills are lower than their peers, their working memories are shorter and they have less resilience and confidence than their peers (Source- NRG T results; in school progress data).</p> <p>In the 2022 NGR tests, the vast majority of students have made expected or better progress in reading comprehension over the last year, but there is still more work to be done to develop and embed skills and knowledge learnt. The average increase in reading ages is +6 and above months additional progress this is inline with EEF projections.</p> <div data-bbox="376 1312 1362 1921" data-label="Figure"> <p>NGRT results 2021-22 this chart tracks the progress of Yr 7 KS3 PP and Non PP students over one year.</p> <table border="1"> <caption>Approximate data from the NGRT results 2021-22 line graph</caption> <thead> <tr> <th>Time Point</th> <th>yr 7/8 non pp (months)</th> <th>yr 7/8 pp (months)</th> </tr> </thead> <tbody> <tr> <td>Start (September 2021)</td> <td>155</td> <td>135</td> </tr> <tr> <td>End (September 2022)</td> <td>160</td> <td>158</td> </tr> </tbody> </table> <p>2021-2022 progress timeline</p> </div> <p>The graph above tracks the progress of our current year 8 last year. In the last test in September all students as a group are now +11 months. PP students are +7 months .Last year 82.6% of students made expected or higher than expected progress. This shows the positive impact of our work on literacy so far! Currently 52 students' reading skills are lower than their chronological age and 22 have a reading age lower than 10</p>	Time Point	yr 7/8 non pp (months)	yr 7/8 pp (months)	Start (September 2021)	155	135	End (September 2022)	160	158
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years.



The graph above tracks the progress of our current year 9's last year. Our current Year 9's as a group are +7 months. PP students are -14 months. Last year 84% of students made expected or better progress. More evidence of progress, but more work to be done as gaps in knowledge are still clear. Currently 49 students' reading skills are lower than their chronological age. 20 are reading at less than 11 years old.



The graph above tracks the progress of our current year 10's last year when they were going through their final year of KS3. Students exit tests show PP students' average reading age was -15months, average reading age for the year group was -3 months. There is a continuing need to support literacy in this year group in terms of reading and also comprehension into GCSE.

3 **Our current KS4 pupils who are eligible for PP made less progress than other pupils in their year groups last year across a range of subjects.** This is a key group of young people with lower literacy skills than their peers, less confidence and less willingness to persevere. These barriers are negatively impacting their ability to do well in assessments and exams. There is more than half a grade negative gap on average across English and Maths and other subjects for disadvantaged pupils and their non-disadvantaged peers (Source-School's internal subject progress data).

	<p>In 2021 There was more than 0.8 of a grade negative gap on average across English and Maths and other subjects for disadvantaged pupils and their non-disadvantaged peers in Year 10(Source-School's internal subject progress data). A8 first assessment: All 31.18, Non PP 35.02 PP 26.82 PP gap of 8.2 (0.8 of a grade). Filling gaps in lost learning and raising literacy skills have reduced the speed of progress, whilst students' knowledge and skills are developed effectively for GCSE.</p> <p>In 2022 at the time of writing, we are waiting for our first data drop from subjects, NGRT outcomes suggest there will be a gap again in the starting points of students beginning their GCSEs and development of literacy skills will be key to accelerating progress.</p> <p>Year 11 - 2021/2022 A8 results show that we are improving outcomes for our students, A8 results are up 3 points from 2019 (39.18) to 42.3. Non PP results are higher than non PP ( Non PP 44.85 and PP 37.56) . This is a gap of 7.29 (0.7 of a grade) Unfortunately there is no previous data regarding PP for comparison due to the cyber attack on the school. Results need to be higher to reach and then go beyond FFT 50 and FFT 20 and that is why we are continuing to develop literacy and build on our KS3 successes.</p>
4	<p><b>Pupils with significantly lower phonics skills and lower reading ages struggle to engage in their learning</b> (Source-Teacher feedback on pupils levels of engagement and participation).</p> <p>In 2021 10 students were identified initially through NGRT (this was then checked through LASS) as having very low phonics skills, average reading age 7.05. Students worked with phonics coordinator and trained read write LSAs and reading ages improved to ave. Reading age of 8.0. The programme will continue to run and comprehension tasks will be added to secure knowledge.</p> <p>In 2022 10 more students were identified through NGRT and then LASS as low skill readers. They have reading ages between 5:0 and 7:01 (6:05 average).</p>
5	<p><b>Attendance rates for PP pupils are lower than NA.</b> Reduced school hours cause pupils to fall behind in their education.</p> <p>Our attendance data since September 2021 indicates that attendance among disadvantaged pupils has been between 3-4 % lower than for non-disadvantaged pupils. All 90.6%, PP 85.2% and Non PP 92.6%(Source- FFT Attendance data).</p> <p>In 2022 attendance YTD (Nov 2022) is currently 88.8%, but PP is 83.5%. Non PP 90.9%, Conversations with parents and their children stress anxiety about returning, and lost learning have been identified as barriers to attendance.</p>
6	<p><b>For a small 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 NA</b> (Source- Schools rewards and behaviour points and attendance data).</p> <p>4406 average rewards per week, 1108 average BfL per week, 2021-2022. 138 students were excluded for a total of 423 days on 153 occurrences. We are working with identified pupils to develop positive relationships with others and to improve their self belief and self esteem so that each one can achieve their best possible results and improve their opportunities for their future.</p>

## 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><b>1. High levels of progress in literacy for Year 7 eligible for PP.</b></p> <p>Develop an enjoyable and engaging culture of reading where pupils read widely and often, with fluency and comprehension appropriate to their age.</p>	<p>NGRT demonstrates improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non- disadvantaged peers.</p>
<p><b>2. High levels of literacy progress for Year 8 and 9 pupils eligible for PP.</b></p> <p>Enable pupils to gain the knowledge and language comprehension skills necessary to read and communicate effectively.</p>	<p>By the end of our current plan NGRT demonstrates improved reading and comprehension ages, so that by the time KS3 students graduate to KS4 the gap in the above measure between disadvantaged students and their peers will be 0. This will enable them to fully access the GCSE curriculum</p> <p>Staff and student questionnaires provide useful feedback on literacy engagement, enjoyment and progress.</p>
<p><b>3. High levels of progress for Year 10 and 11 pupils eligible for PP funding and other vulnerable pupils who are underachieving.</b></p> <p>Enable pupils to gain the knowledge and language comprehension skills necessary to read and communicate effectively</p>	<p>High levels of progress among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their peers, in 2024/25 the following measures will be aimed for relating to disadvantaged students:</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 .This year results saw a move back in that direction.</p>
<p><b>4. Improve the reading ages of students with low reading and literacy skills.</b></p>	<p>NGRT demonstrates improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p>
<p><b>5. Increase attendance rate for students from disadvantaged groups.</b></p>	<p>Sustained high attendance by 2024-2025.</p> <p>The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</p> <p>The percentage of all pupils who are persistently absent being at 10%</p> <p>(Source-<a href="http://www.compare-school-performance.service.gov.uk">www.compare-school-performance.service.gov.uk</a>).</p>
<p><b>6. For identified students improve rates of progress, raise attainment and demonstrate positive behaviour for learning including improved attendance rates.</b></p>	<p>High levels of progress among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their peers, so that the gap reduces from 1.1 grades at the current time to 0.25 of a grade by 2024/2025.</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: £59,997

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Implement and utilise high quality diagnostic assessments to target interventions at KS3.</b></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.  <a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</a></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 students to ensure they are 'caught up' by KS4.  <a href="https://www.gl-assessment.co.uk/assessments/products/ks3-assessment-package/">https://www.gl-assessment.co.uk/assessments/products/ks3-assessment-package/</a></p>	<p>1; 2</p>
<p><b>Develop high quality reading culture during tutor time to model engagement in reading culture.</b></p> <p>3 year reading and literacy development programme running in tutor times in Key Stage 3 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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1; 2</p>
<p><b>Continue to develop rolling programme of new reading resources and provision</b></p> <p>Fully resourced libraries including appropriate books, subject specific books and related literature for extended learning.</p> <p>Employment of librarian and library assistant to lead library provision, intent on developing a positive reading culture for all students.</p>	<p>Mastery learning + 5 additional months.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>1; 2</p>

<p>Regularly updated current reading materials for use in library lessons and tutor time reading.</p>		
<p><b>Action- Faulty based CPD approach.</b></p> <p>Development of literacy SKU in each Faculty.</p> <p>Reviews of individual positions with the HIAS literacy expert. Subjects have many similar issues, but also has identified its own specific issues for reading and its own specific areas for development to accelerate reading and comprehension skills.</p> <p>Secured funding for 6 more sessions to develop Faculty/ subject required developments</p> <p>Specific CPD programme for the coming year that will cascade every half term from faculty leader support sessions with highest, two faculty CPD and tasks, to. There will be 3 R's monitoring and review of progress</p> <p>Curriculum planning CPD to ensure literacy focus is embedded.</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:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	<p>1; 2; 3; 4</p>
<p><b>Collaborative motivation events</b></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><a href="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.">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.</a></p>	<p>1</p>

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

Budgeted cost: £176,767



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Use of specialist teachers and tutors to provide 1 to 1 and small group subject support.</b> Using in school and NTP online tutors for identified pupils requiring core subject support. 15 hours per student.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	3
<p><b>Create 1 to 1 tutor support.</b> Using in school and NTP online tutors for identified pupils requiring core subject support. 15 hours per student.</p>	<p>One to one tuition +5 additional months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	2; 3; 4
<p><b>Create small focus classes in English and Maths.</b> For lowest 10% CATs score in year group. Specialist intervention teacher who will over teach core skills. Pupils achieving required levels will return to English and Maths classes with their skills embedded.</p>	<p>The data produced from the GL assessments in KS3 identified a group of students 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:  <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>  <a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a>  <a href="https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3">https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3</a></p>	4
<p><b>Develop phonics programme</b> Teaching sessions for identified pupils to support phonics development and fill gaps in knowledge using the “Read Write” programme.  Fully resourced phonics programme including appropriate resources, including creation and new phonics co-ordinator post, responsible for training LSA team, reviewing and assessing progress.</p>	<p>Phonics 5+ additional months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	4
<p><b>Develop reading interventions through the accelerated reader programme.</b></p>	<p>Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a</p>	

	shorter timespan: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £78,337

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Develop a Tutor programme with attendance and rewards focus.</b></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 students' current attendance and PA is higher than their peers. Attendance monitoring and interventions are required.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	5
<p><b>Continue attendance rewards In assemblies.</b> celebrating and raising the profile of the importance of good attendance.</p>		5
<p><b>Family Liaison Officer and attendance officer.</b> Liaises 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>		6
<p><b>Assistant Heads of Year</b> Supports pastoral and learning needs of pupils in specified year groups so that their opportunities and life chances are significantly improved. To support positive outcomes of disadvantaged pupils. Working effectively with parents and a range of agencies.</p>		6

**Total budgeted cost: £ 315,061**

# 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 and 2021 to 2022.

This outcomes review looks at the impact of spending of Pupil Premium Grant 2021/2022 and tracks progress so far on our three year plan.

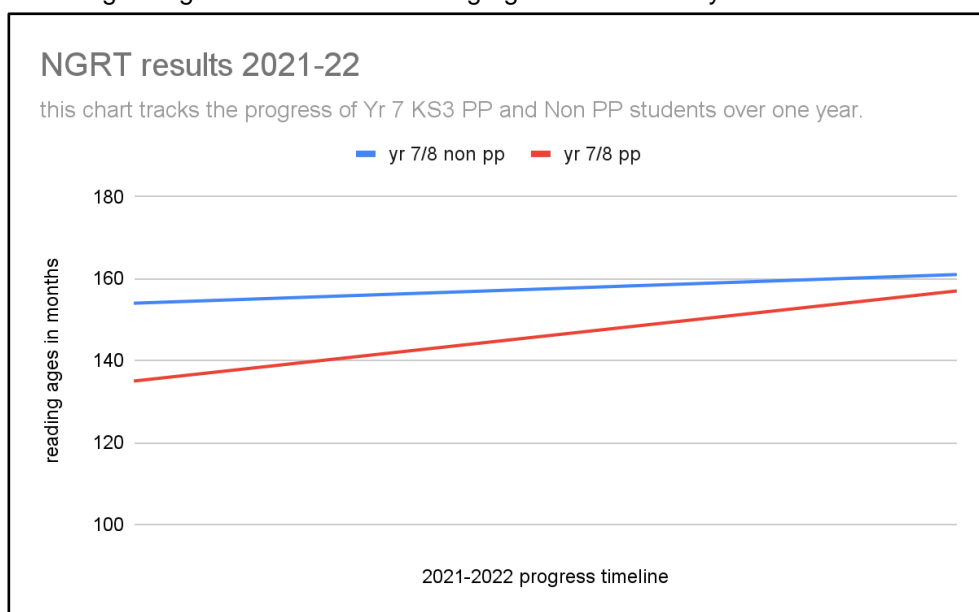
COVID 19 loss of learning impact “Disruption to schooling between March 2020 and April 2021 was unprecedented in its scale, with most pupils missing over half of their expected days in the classroom. Considering learning undertaken both at home and in the classroom, pupils on average lost around a **third** of the learning they would have benefited from if the pandemic had not happened.” (Source LSE COVID 19 edited extract 2021. )

In the summer break of 2021, the Federation was the victim of a devastating criminal cyber attack, meaning that the schools IT system, including MIS, lesson plans, schemes of work, teaching resources, administrative systems, assessment data and student work were unrecoverably encrypted, which included back-ups. This resulted in a complete rebuild of systems and documents from the ground up. Despite this, staff were determined that the students would be impacted as little as possible.

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 .This year results saw a move back in that direction.

### Levels of progress in literacy for Year 7 are improving for all students including those eligible for PP.

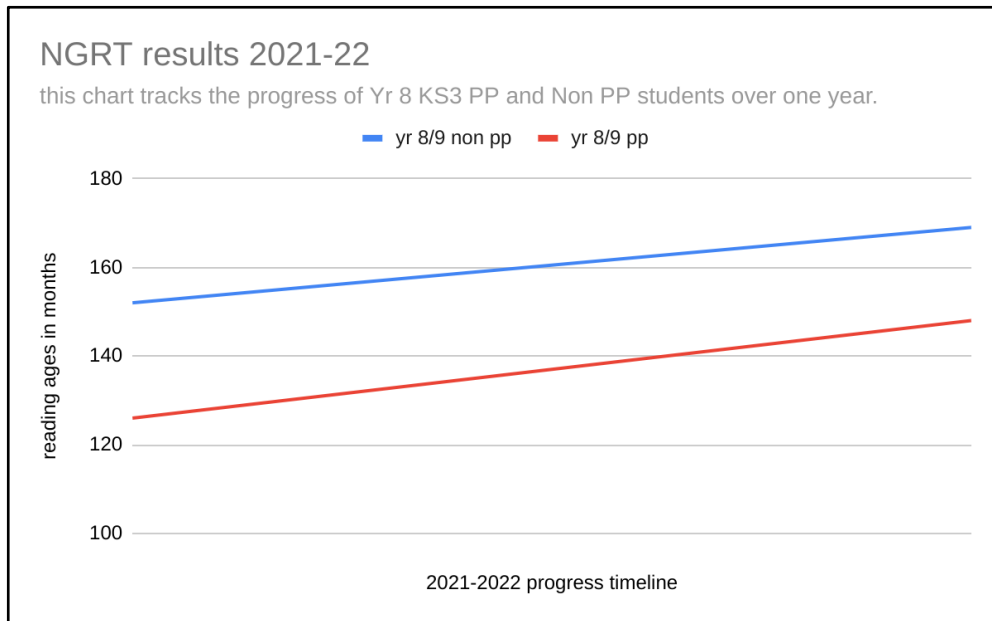
The graph below tracks the reading progress of our current year 8, when they were in year 7 (2021-22) In the latest test in September all students as a group are +11 months. PP students are +7 months .Last year 82.6% of students made expected or higher than expected progress. This shows the positive impact of our work on literacy so far! Currently 52 students' reading skills are lower than their chronological age and 22 have a reading age lower than 10 years



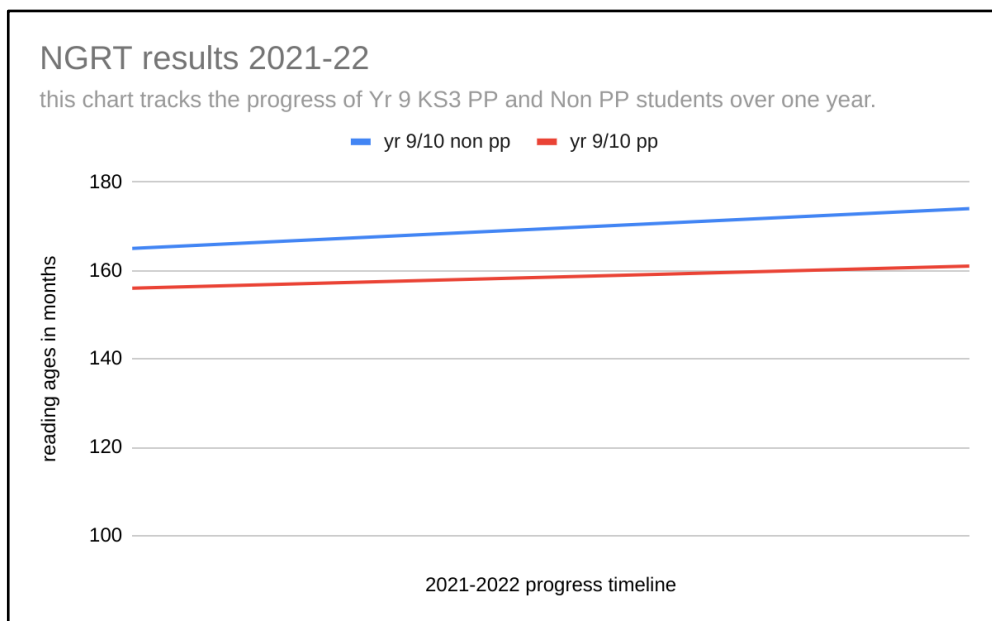
Currently in 2022, our new Year 7 reading ages are +5 months (11.11), PP students are +4 months (11.10). This is a much improved reading ability on entry, however 96 students on entry are reading at less than their chronological age of whom 41 are PP(Source- NGRT) so our strategy to fill gaps and develop and embed literacy skills will continue.

**Levels of literacy progress are also improving in Year 8 and 9 pupils eligible for PP.**

In the 2022 NGR tests, the vast majority of students made expected or better progress in reading comprehension over the last year, but there is still more work to be done to develop and embed skills and knowledge learnt. The average increase in reading ages is +6 and above months additional progress this is inline with EEF projections.



The graph above tracks the progress of our current year 9's last year when they were in year 8. Our current Year 9's as a group are +7 months. PP students are -14 months. Last year 84% of students made expected or better progress. More evidence of the positive impact of our work on literacy , but there is more work to be done as gaps in knowledge are still clear. Currently 49 students' reading skills are lower than their chronological age. 20 are reading at less than 11 years old.



The graph above tracks the progress of our current year 10's last year when they were going through their final year of KS3. Students exit tests show PP students' average reading age was -15months,

average reading age for the year group was -3 months. There is a continuing need to support literacy in this year group in terms of reading and also comprehension into GCSE.

**The progress of KS4 students shows an improving trend based on the last set of externally verified exams in 2019.**

Year 11 - 2021/2022 A8 results show that we are improving outcomes for our students, A8 results are up 3 points from 2019 (39.18) to 42.3. Non PP results are higher than non PP ( Non PP 44.85 and PP 37.56) . This is a gap of 7.29 (0.7 of a grade) Unfortunately there is no previous data regarding PP for comparison due to the cyber attack. Results need to be higher to reach and then go beyond FFT 50 and FFT 20 and that is why we are continuing to develop literacy and build on our KS3 successes.

The gap between disadvantaged students and their peers has to be due to the impact of school closures in relation to the pandemic. Lack of engagement from large proportions of disadvantaged pupils resulted in them not accessing their learning compared to their peers. Attendance of disadvantaged pupils during lock down was around 57%. Although curriculums were adapted and interventions put in place there was never enough time to catch up all the 'lost learning' that happened during lockdown. As a result the attainment and progress gap has widened despite the highly effective online and altered curriculum put in place post lockdown. This is a similar picture nationally. This is why teaching and learning focusing on designing and implementing literacy effectively across the curriculum is such a big focus in this plan.

**The reading ages of students with low reading and literacy skills is improving.** NGRT

demonstrates improved reading and comprehension skills among identified groups of lower ability readers. In 2021 10 students were identified initially through NGRT (this was then checked through LASS) as having very low phonics skills, average reading age 7.05. students worked with phonics coordinator and trained read write LSAs and reading ages improved to ave. Reading age of 8.0. the programme will continue to run and comprehension tasks will be added to secure knowledge. In 2022 10 more students were identified through NGRT and then LASS as low skill readers. they have an reading ages between 5:0 and 7:01 (6:05 average)

**Attendance rates for students from disadvantaged groups have improved slightly, but the gap between the groups has increased as Non PP students attendance is rising faster.**

Our attendance data since September 2021 indicates that attendance among disadvantaged pupils has been between 3-4 % lower than for non-disadvantaged pupils. All 90.6%, PP 85.2% and Non PP 92.6% (Source-Attendance data 11/22).

In 2022 attendance YTD is currently 88.8% Non PP 90.9%, but PP is 83.5%. Conversations with parents and their children stress anxiety about returning, and lost learning have been identified as barriers to attendance. (Source-[www.compare-school-performance.service.gov.uk](http://www.compare-school-performance.service.gov.uk)).

**For identified students rates of progress, attainment and attendance are improving for some students,**

Year 11 2021/2022 A8 results show improved levels of progress achieved by disadvantaged pupils. 42.3 up 3 points from 2019 (39.18). Non PP 44.85 PP 37.56 and a smaller disparity between the scores of disadvantaged pupils and their peers, gap of 7.29 (0.7 of a grade).

Analysis of behaviour data from the 2021/2022 academic year has shown removal from lessons and fixed term exclusions number but there is no comparable data available due to the cyber attack. Current numbers are possibly due to the conflict between the high expectations teachers are expecting in their lessons and the lack of structure that particularly KS3 students have experienced over the past few years due to lockdown. This is why behaviour and wellbeing are a focus in this year's strategy.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*