

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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

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

Measure	Details
Priority PD, particularly for early career teacher	Staff have been able to access a wide and varied range of PD opportunities led by JM. These have been informed by the T&L blueprint established at a trust level and utilising walkthrus. The ATT institute continues to play a large role in developing the PD opportunities at school and this year will look at IQs focused on disadvantaged students and the impact of varying strategies on their outcomes. Teaching is strong across the school, as demonstrated by excellently evidence CAGs this summer. The ECT programme ensures that excellent and targeted mentoring is in place for teachers in the early stages of their career.
Recruitment and retention of very best staff,	A large number of teaching staff are undertaking NPQ qualifications. Bluesky has ensured that development pathways were really clear to staff and staff turnover is small as a result. Wellbeing has been made a priority as evidenced in staff surveys, ensuring a strong team of teachers is giving our young people the teaching and learning experience that they deserve.
Blended Learning	Students continued to receive a continuity of education experience when at home, and ensuring that all young people had access to a laptop meant Home Learning uptake was better than ever. A number of staff have taken this opportunity to try flipped learning with their

	disadvantaged pupils and also create a bank of resources on one note that they can readily access.
Reading and Oracy Drive	Pupils have had access to high quality high engagement and challenging texts that continue to build on their depth and breadth of text exposure. This has been evident in improved reading ages across KS3 across the year, with lockdown proving detrimental to reading ages particularly for our most disadvantaged students. Regular spelling tests have taken place all year, as has the tutor reading programme and access to literacy interventions for our early readers
Targeted intervention	The catch up programme for English and Maths ensures our earliest readers and those with issues with numeracy are making good progress. The distribution of TAs has ensured that our most vulnerable disadvantaged students have had the support needed to reduce gaps in learning. FLs have been able to have key oversight of the PP students in their faculty. RAM meetings have also ensured oversight of this at a strategic level. All of this has resulted in a progress 8 for disadvantaged students of 0.17
Cultural Engagement	Deal was introduced and received well by both staff and students. The assemblies' programme ensured that our young people all had access to a wide and diverse range of viewpoints, and key work on the curriculum has improved students' access to hinterland knowledge.
Attendance	Attendance has remained strong. Additional capacity in the counselling team has ensured that the attendance of vulnerable PP students has remained strong. The enhanced PL team has proved to be a great success in closing the gap on attendance between PP and Non PP and is very favourable in comparison to national.