

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 2022 among disadvantaged pupils across the curriculum, at the end of KS4, with a focus on EBacc subjects.
2. Improved reading comprehension and numeracy skills amongst identified disadvantaged students across KS3 and KS4.
3. Cultivated opportunities for enhancing 'cultural capital' through enrichment and experience, leading to improved aspirations for all students through increased opportunities, roles and responsibilities within school.
4. To achieve and sustain a culture of positive behaviour of our disadvantaged learners and reduce the number of suspensions they receive.
5. Improved attendance of disadvantaged students in comparison with Peers, including the number of students that fall into persistent absence.
6. Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.

Outcomes – progress towards 2024 objectives

1. As shown in the table below attainment measures for students in receipt of the pupil premium were lower than in 2023, other than 9-4 for English and maths and for students achieving the Ebacc. As a school, we did attempt to mitigate against a major drop in the achievement of students by prioritising disadvantaged students, a CPD programme to support staff to deliver quality first teaching and curriculum reviews to ensure a high-quality offering. We did however, as evidenced in schools nationally, find that our disadvantaged students were adversely affected by attendance 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 2023 and 2024 academic years. 2019 results were the last set of comparable outcomes, not impacted by TAGs or elevated outcomes.

Performance Measures 2024	PP Students (28)	Non PP Students (128)
Progress 8	-1.2	0.42
Attainment 8	34.75	55.76
9-7 English/Maths %	7.1	55.7
9-5 English/Maths %	35.7	65.6
9-4 English/Maths %	42.9	82.0
Attendance %	82.2	93.2

Students achieving Ebacc (Grade 5 & above)	10.7	25.8
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Performance Measures 2023	PP Students 2019 (24)	PP Students 2023 (22)	PP Students 2024 (28)
Progress 8	-0.52	-0.75	-1.2
Attainment 8	43.4	37.25	34.75
9-7 English/Maths	16.7	18.2	7.1
9-5 English/Maths	33.3	40.9	35.7
9-4 English/Maths	50.0	40.9	42.9
Attendance	90	85	82.2
Students achieving Ebacc (Grade 5 & above)	8.3	4.5	10.7

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact on attendance, which disrupted all our subject areas to varying degrees. The impact was mitigated by our resolution to maintain a high-quality curriculum, which was aided by use of online resources. Although students in receipt of the pupil premium were provided with laptops and internet access where required there was less uptake to using this than with non-pupil premium students. Re-establishing normal ways of working has been more challenging with student entitled to pupil premium funding. The cohort were provided with revision books and workbooks for all their Key Stage 4 subjects and directed to subject specific revision materials and tasks to promote engagement and independence with revision. For timetabled after school revision sessions, and staff who offered to do extra, students in receipt of pupil premium were prioritised for attendance where additional help was required to support individuals to make progress towards their target grades.

- Students continue to take part in the Hackney Literacy and Switch On schemes. Year 7,8 & 9 are taught in small classes for Hackney Literacy and 44% of these students were pupil premium in 2023/24. Pupil Premium reading workshops were delivered for Year 7, 8, 9 and 10 students in the library for low prior attainment and high prior attainment students, reading books with targeted questions. Students were given a copy of a chosen book to take home and read. In addition, students are being directed to online news site *The Day* to read a range of non-fiction texts that support their curriculum study. For World Book Day, engagement sessions were delivered to students in receipt of the pupil premium exploring reading for pleasure and free books were distributed to encourage independent reading after the event. Catch-up English and maths interventions ran throughout the year with students in receipt of pupil premium benefitting in either 1:1 or very small group sessions. 938 English hours were taught and 179 maths hours were taught as part of this programme prior to timetable promotion. Curriculum Coaching also took place in English, maths and science for year 11 students.

3. A full extra-curricular timetable is in operation and disadvantaged students have been encouraged by their tutors to attend and take part. Sports clubs run at lunchtime and after school for netball, football, badminton, basketball, volleyball, dance, athletics, tennis, rounders and cricket. Inclusion Festivals take place at points across the year with vulnerable students with disadvantaged students included. A boxercise intervention ran for year 9 and 10 girls with a focus on anger management, positive mind sets and relationships. Goals for Life with Notts County ran a project working with year 7 and year 8 focusing on self-esteem and confidence building through sport. Nottingham Trent University ran projects for all year 7 students linking the effects of exercise on cognitive functioning and an introduction to Sports Science.

High aspirations are promoted in careers interviews, which take place for every year 11 student and selected year 9 and year 10 students with a L6 qualified careers advisor, and all students are supported with making aspirational decisions in line with their career ambitions through a comprehensive careers programme.

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 2023/2024 the average behaviour points for PP students was 15.8 as opposed to non-pupil premium students which was 4.8. The suspension rate in 2023/24 for non-pupil premium students was 5.62 as opposed to 32.6 for pupil premium students. The national average pupil premium student suspension rate was 59.85. Non DP national suspension rate was 9.42.
5. Although overall attendance in 2023/24 was slightly lower than in the preceding year at 91.3% (91.9% 2022-23), it remained higher than the national average. Attendance for disadvantaged pupils was 82.2% which represents a slight decrease from 22/23 where attendance for disadvantaged pupils was 85%. Attendance for disadvantaged pupils nationally was 85.4% in 2023/24. Persistent absence for disadvantaged pupils was 47% which is 2% above the national figure.

This can in part be explained by the number of disadvantaged pupils increasing by 32 in 2023/24. Attitudes to attendance in some cases remains challenging and we have noted that absences for what previously may have been considered minor ailments are longer. The AFLO prioritises disadvantaged students when approaching intervention work and contact has been made with all of the families where attendance is a concern. A sophisticated attendance tracker has been developed which highlights all student groups and this quickly demonstrates where the issues are. We have increased the amount of communication regarding attendance and the frequency of it.

6. CPD for all staff was delivered on the November inset day on Quality First Teaching: The Priority Cohort. There is an expectation for all teachers to know who their students are and so ensure seating plans, questioning and assessment and feedback support those students. 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 teaching and learning strategies to support disadvantaged students and develop skills to support exam success. Disadvantaged students were prioritised for revision skills sessions to support skill development and self-regulation. All disadvantaged students at KS4 were placed in Life Skills groups with a core focus on developing metacognitive skills and preparing effectively for assessments. Subject Performance Leaders have ensured that schemes of work reflect the

needs of the cohort and teachers make adaptations to lessons to ensure that skills are taught, practiced and developed.

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

- Priority seating in lessons for students in receipt of the pupil premium 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.
- Students in receipt of the pupil premium at key stage 4 have been given revision and work books to support independent learning and revision opportunities at home.
- Progress meetings with disadvantaged students following school reports allowed students to take ownership of targets and have support with making progress towards meeting them.
- Communication with the parents of students in receipt of the pupil premium was prioritised for parents' evenings with parents/carers of pupil premium students being offered support in booking appointments.
- School uniform, revision guides, trips, food technology ingredients and music lessons funded for students in receipt of the pupil premium
- For students in receipt of the pupil premium prioritised if they are suspended, and food provided for those entitled to free school meals.
- Food during the school day has been reviewed by talking to students and changed in January 2024 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. Students entitled to free school meals were offered lunches in the event of all school closures, including on strike action days.
- Information shared with parents/carers regularly on how to apply for free school meals if they think they may be eligible.

November 2024.