

Review: last year's aims and outcomes 2019/20

Aim	Cost	Outcome	Evaluative Summary
<p>• Improve attainment cross-curricular and make more than expected progress.</p>	<p><i>Cost not included in plan</i></p>	<p>Lead Practitioners have been appointed in the Ebacc subjects to support the quality of education and development of others. Science practitioners are completing the SSAT Lead Practitioner accreditation as well as 5 members of staff (Second in Maths, Lead Practitioner in Maths, Head of Geography, Pot 3 Co-ordinator and Teacher of English) completing the NPQSL through Ambition Institute to improve the quality of teaching and learning and are used to share best practice across the academy.</p> <p>Overall A8 2017-18 = 42.7 Overall P8 2017-18 = -0.345</p> <p>Overall A8 2018-19 = 41.54 Overall P8 2018-19 = -0.079</p> <p>Overall A8 2020 = 45.56 Overall P8 2020 = 0.33 Met: A8: 4.02 P8: 0.41</p> <p>The attainment gap between disadvantaged and non- disadvantaged pupils has closed from the previous year but a gap still remains.</p>	<p>Tried and tested successful strategies will be implemented to increase progress in English and the EBacc subjects.</p> <p>Whole school interventions lessons have been put into place throughout the year however this could be expanded to include more subjects.</p> <p>Further work should be done on the literacy levels across the board making in a whole school focus as well as using some tutor time.</p> <p>Further gains can be made in the lower school with a 5 year approach to reduction in attainment gaps earlier.</p>

<ul style="list-style-type: none"> To close the attainment / progress gap for disadvantaged pupils in line with or better than national averages. 	<p><i>Cost no included in plan</i></p>	<p>High quality intervention strategies that are responsive to the emerging needs of students had a positive impact on pupils' progress.</p> <p>Disadvantaged pupils actively targeted and represented as part of every intervention to improve outcomes.</p> <p>Progress gaps for key groups are identified and monitored.</p> <p>Intervention was well planned, targeted and documented.</p> <p>Increase in performance as a result of targeted interventions such as tutor time, priority careers support and Top Ten to Target.</p> <p>Pupils received more intervention time through tutor time provision.</p> <p>EBacc focused mock exams and individual after-school slots were all used to drive student progress.</p>	<p>Attendance issues for disadvantaged pupils continue to exist and strategies must be put in place to address this moving forward as part of a whole school drive.</p> <p>The performance of disadvantaged pupils varies within departments and there is the opportunity to share best practice during pathways CPD time.</p> <p>Mentoring structure of year 11 to have disadvantaged students as a priority and possible to continue for disadvantaged students throughout the year.</p> <p>To look beyond the learning at the other barriers preventing progress of individuals.</p>
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<ul style="list-style-type: none"> To support the EBACC subjects with closing the gap between PP and Non PP students. 	<i>Staffing</i>	<table border="1"> <thead> <tr> <th>Subject</th> <th>PP</th> <th>NON PP</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>-0.09</td> <td>0.07</td> </tr> <tr> <td>Maths</td> <td>-0.08</td> <td>0.28</td> </tr> <tr> <td>Science</td> <td>-0.496</td> <td>-0.155</td> </tr> <tr> <td>History</td> <td>-0.32</td> <td>-0.36</td> </tr> <tr> <td>Geography</td> <td>-0.29</td> <td>0.50</td> </tr> <tr> <td>MFL</td> <td>-0.223</td> <td>-0.311</td> </tr> <tr> <td>EBacc</td> <td>-0.41</td> <td>-0.07</td> </tr> </tbody> </table>	Subject	PP	NON PP	English	-0.09	0.07	Maths	-0.08	0.28	Science	-0.496	-0.155	History	-0.32	-0.36	Geography	-0.29	0.50	MFL	-0.223	-0.311	EBacc	-0.41	-0.07	<p>The in-class and targeted support offered by teaching assistants ensured that specific identified barriers in learning were tackled and improvements in learning made. Home visits helping students and their families to overcome pastoral barriers preventing them from fully accessing the curriculum. As a result the progress made by PP students was positive.</p>
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<ul style="list-style-type: none"> Improve attendance for all especially those who are disadvantaged. 	<p>2019-2020 gap in attendance between PP and NON PP is 4.3. PA gap is 15.11. There should be a reduction in these gaps in 2020-21.</p>	<p>The gap remains unchanged between the attendance of PP and Non PP students. The PHA PP cohort does have higher attendance than the national PP average however it is not yet in line with their peers and more work is required. This will be explored through the Trust wide SDG.</p>																									
<ul style="list-style-type: none"> To support FOOD and ART students with additional costs. 	<p>Supporting students with their food costs for DT has enabled them to access the full curriculum and allowed for greater opportunity to gain the higher grades in DT GCSE assessments. For KS3 the students have had access to learning and not been disadvantaged by not having ingredients. This means that the subjects as a GCSE option are readily available to all students.</p>	<p>This provision is on-going and vital as it ensures equal access to all curriculum areas and GCSE/A Level options. We will continue with this initiative in 2020/2021.</p>																									

<ul style="list-style-type: none"> Improved attainment across the curriculum. 		<p>My tutor introduced to support year 10 PP English students. Revision guide and revision aides provided for all year 11 students and selected other students. Monitoring of PP students as part of regular meetings. Tackling underperformance through intervention. Academic mentoring put into place for targeted students.</p>	<p>The 1:1 SLT mentoring of an individual student was very successful with weekly (minimum) meetings where targeted intervention took place at the core of the programme. This was supplemented by regular meetings/communication with parents/carers. Resources were put in place where appropriate but the emphasis was on promoting memory and recall in parts of subjects where weaknesses/gaps had been identified. This saw students gain in confidence and realise the importance of small parts of knowledge required. We will continue with this initiative in 2020/2021.</p>
<ul style="list-style-type: none"> Breakfast Club 		<p>Primarily focused on SEND students. Students were well prepared for their learning with their basic needs being met. Development of students social and emotional skills and development of confidence was evident through attainment tracking and behaviour information.</p>	<p>There was a strong take up of this initiative which ensured that all students were in an effective physical state to be able to access their learning but also saw an improvement in social skills We will continue with this initiative in 2020/2021 and widen to whole school.</p>
<ul style="list-style-type: none"> Uniform 		<p>Uniform support for all PP students was in place and utilised heavily.</p>	<p>We will continue with uniform support in 2020/2021. Extend to non PP students due to COVID 19.</p>
<p>Actual Spend</p>	<p>£515,347.63</p>		