

Part B: Review of outcomes in the previous academic year 2021/2

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 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?

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend
<p>Staffing.</p> <p>High quality teaching.</p> <p>Relentless focus on high quality teaching where every teacher is challenged and supported is key to improving their teaching practice, including bespoke support for ECT's/RQT's.</p> <p>To continue to build on the whole school curriculum ensuring that topics are sequenced appropriately, ambitious and that key concepts are fluently implemented in pupils' long term memory using retrieval techniques and strategies.</p>	<p>Tried and tested successful strategies implemented to increase progress in English and the EBacc subjects.</p> <p>Whole school interventions lessons have been put into place throughout the year and this was expanded to include more subjects.</p> <p>Further gains can be made in the lower school with a 5 year approach to reduction in attainment gaps earlier.</p> <p>Quality assurance of Teaching & Learning is closely monitored via Walkthrus of SLT, LP's and HoD.</p> <p>Lead Practitioners have been appointed in the Ebacc subjects to support the quality of education and development of others.</p> <p>A number of staff are undertaking NPQs at present to develop leadership and coaching experience. Will be utilising their experience of these to develop team expertise and effectiveness.</p> <p>Deployment of HLTAs to teach classes that have a high number of PP. Smaller class sizes, particularly in KS4, has ensured that pupils are more focused and receive more one to one time with teachers across all years</p> <p>The performance of disadvantaged pupils varies within departments and there is the opportunity to share best practice during pathways CPD time.</p>	

Ensure there is challenge and pace to all lessons through the consistent application of the Pool Hayes Classroom.

Teaching has much improved across the academy. The introduction and implementation of the Pool Hayes Lesson will address a clear approach to teaching and expectations.

Mentoring structure of year 11 to have disadvantaged students as a priority and possible to continue for disadvantaged students throughout the year.

Implementation of the Knowledge Organisers have been embedded.

Quality assurance of Teaching & Learning is closely monitored via Walkthrus of SLT, LP's and HoD. The Walkthru package is being utilised for PD sessions and insets to support coaching of key staff, particularly ECTs.

Afterschool booster and intervention. Swift intervention to ensure pupils are up to national expectations. Most vulnerable students need this added support.

Staffing has remained fairly stable. Work continues on creating the culture and climate.

Basics 9-5 in English and Maths 32.6%

KS5 average grade was B-

All	National (2019)	PP	Non PP	All vs PP
En 4+	80.2	61.0	73.9	68.4
En 5+	66.0	37.8	57.7	49.2
Ma 4+	73.5	50.0	73.0	63.2
Ma 5+	54.6	28.0	46.8	38.9
Basics 4+	69.3	43.9	62.2	54.4
Basics 5+	49.4	23.2	39.6	32.6
EBacc APS	4.27	3.12	3.79	3.51
A8	49.10	37.17	44.51	41.39
P8	-	-0.45	-0.18	-0.30
GCSE Grades (7-9)	15.3	6.1	6.3	6.2

Knowledge organisers

Created across the curriculum for all year groups, every half term

Knowledge organisers were printed within subjects and issued to students.

The effectiveness of Knowledge Organisers have been shared and discussed with all staff. Staff from all areas created them in line with their schemes of learning so that they were knowledge rich and highlighted the skills required.

<p><u>Attendance</u> Improve attendance to meet national expectations</p>	<p>Student and families who are identified as requiring support to be given assistance to enable all pupils to access school, resulting in increased attendance and positive behaviour. Home visits for vulnerable families. Wider Attendance team trained to deliver daily attendance strategy focussing on first day calling before 10am. All staff training on attendance, registers and role of form tutor. An attendance recovery strategy will focus on a daily response to non-attendance, rewards creating a change in culture.</p> <p>The attendance recovery strategy was successfully implemented. Attendance was at 91.3%, with PA at 29.6%</p> <table border="1" data-bbox="636 562 1171 1077"> <tr><td>Attendance</td></tr> <tr><td>PP</td></tr> <tr><td>88.00%</td></tr> <tr><td>Non PP</td></tr> <tr><td>93.90%</td></tr> <tr><td>GAP</td></tr> <tr><td>-6.00%</td></tr> <tr><td>PA</td></tr> <tr><td>PP</td></tr> <tr><td>41.30%</td></tr> <tr><td>Non PP</td></tr> <tr><td>20.70%</td></tr> <tr><td>GAP</td></tr> <tr><td>-20.60%</td></tr> </table>	Attendance	PP	88.00%	Non PP	93.90%	GAP	-6.00%	PA	PP	41.30%	Non PP	20.70%	GAP	-20.60%	
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<p><u>Behaviour and attitudes</u></p>	<p>A team of staff working on a daily basis to provide assertive mentoring and small group tuition to support academic and pastoral challenges and action specific interventions to raise student achievement in under-performing subjects.</p> <p>All staff received PD on consequence and reward systems. The Pool Hayes Classroom is providing a consistent and clear set of expectations for all students for each lesson</p> <p>There are a wealth of extra-curricular activities and an enrichment programme on Wednesday afternoons. Class charts database used across the Academy by all staff. Behaviour data – identify key headline data to be shared with form tutors every</p> <p>HoY to be given weekly and half-termly data to analyse and action. Class chart app emailed out to all parents.</p>															
<p><u>Learning Support Team (mental health).</u></p>	<p>Provide a Learning support unit.</p> <p>Primarily supports vulnerable students. Providing a nurturing environment, supporting students with a number of issues including poor mental health.</p>															
		<p>£353,600</p>														

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

Activity	Impact of this approach	Actual Spend
<p><u>Accelerated Learner co-ordinator</u></p>	<p>Individual reading programme now embedded across Y7-8 Accelerated Reader - A reading support programme designed to cultivate, track and improve student reading. Helps students grow with their reading comprehension and vocabulary skills. All KS3 students have a reading book each day, there are weekly library lessons during English.</p> <p>Small group English intervention taking place to support our weakest readers. Our weakest readers have been targeted in small groups to focus specifically on raising reading and comprehension. Data shows accelerated progress from primary school.</p>	<p>£9,000</p>
<p><u>Books and revision guides</u> provided to students as part of year 11 strategy.</p>	<p>All Yr 11 students received all revision resources.</p>	<p>£4,000</p>
<p><u>Music school.</u></p> <p>SIPS education and tuition to give equal opportunities to all to allow for students to contribute to a broad array of performing opportunities within the academy.</p>	<p>These lessons re-commenced in the Autumn term successfully with a number of students progressing through the graded music examinations process.</p>	<p>£4,000</p>
<p><u>Brilliant Club</u></p> <p>PhD students work with PP learners at KS4 to raise ambitions and understanding of university learning and life</p>	<p>Students were graded a degree level assessment award ranging from a pass to a 2:2.</p> <p>The Brilliant Club- supported in improving both the academic outcomes and future aspirations of the more able pupils from under-represented backgrounds. 12 students took part over a term. The Scholars Programme placed a PhD tutor within the academy to deliver a university-style tutorials based on their own research. The programme was accompanied by two trips to competitive universities which will take place later in the Autumn term.</p>	<p>£1,500</p>

<p><u>DT Food Ingredients</u></p>	<p>All students have had access to ingredients and were able to access practical lessons in the technology block. 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>£500</p>
<p>Speech and Language Therapist.</p> <p>To screen all children on entry and bespoke programmes are put in place</p>	<p>Speech and language therapist supports with strategies for students. Every member of the ARP seen once per year (10 students). The reports also support EHCP requests and move to special schools</p> <p>The North Star Inclusion team support screening and gaining diagnosis for children with Dyslexia and also offer strategies to support our students. As with the other external professional agencies their observations and reports provide evidence required for EHCP requests and changes of placements.</p>	<p>£4600</p>
		<p>£31,000</p>

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

Activity	Impact of this approach	Actual Spend
<p><u>Breakfast club</u></p> <p>To support attendance and punctuality</p>	<p>Students who arrived to school from 8.00 onwards were provided with free breakfast.</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 2022/2023 and widen to whole school.</p>	<p>£500</p>
<p><u>Attendance / Rewards</u></p> <p>To raise attendance and lower persistent absences.</p>	<p>Students successfully took part in the 25 day attendance challenge at each half term leading to sustained attendance.</p> <p>Reward incentives awarded throughout the year gained from achieving positive points on classcharts.</p>	<p>£3000</p>
<p><u>Inpower behavioural group.</u></p> <p>(Behavioural interventional strategies)</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p>	<p>£5500</p>
<p>Careers mentoring -</p> <p>Pupil Premium learners prioritised and, where needed, receive additional support.</p>	<p>Careers guidance continues using the Gadsby benchmarks and are externally supported.</p> <p>70% of 2022 cohort have moved onto university, college or apprenticeships. 11% of the cohort have gone to a Russell group university. 3 students have moved onto apprenticeships with 1 student being offered a level 4 apprenticeship with Jaguar Landrover and Warwick University.</p> <p>Russell group universities are advertised in Sixth Form. There is a clear presence around the Sixth Form Centre for aspiration and applying to Russell group universities via posters and presentations.</p> <p>Gaining new skills and enhancing their CVs and application into Post 16s ventures and institutions. Continue implementing face-to-face.</p> <p>Our Health and Wellbeing Curriculum now has SH and SV embedded in the curriculum. Assemblies and staff training have helped to increase the confidence in reporting.</p>	<p>Staffing</p>

<p>Other Extra-curricular clubs/DoE and trip support</p>	<p>SEN Extra Curricular Activities, links with Wolves and West Brom. Relaunching of extracurricular and house system post COVID.</p> <p>Extra-Curricular activities have begun again. There are several groups ranging from sports clubs (Football, Netball & Rounders) Eco club, Art Club. All safeguarding compliant. Parental consent obtained and detailed spreadsheet completed for all activities offered before or after school hours.</p> <p>New Careers lead appointed</p> <p>Careers guidance continues using the Gadsby benchmarks and are externally supported.</p> <p>Students have been offered a range of opportunities such as the brilliant club for Year 9 students concluding with a visit to Oxford University for the graduation. Year 12 students completed WEX in July 2022.</p>	<p>£1,000</p>
<p><u>Hardship Fund</u></p> <p>To support students and families with being able to access academy and meet our high standards. Students meet the high uniform standards and whole school expectations within the school.</p>	<p>No student at any point went without correct uniform with the full range of uniform including socks, shoes etc. being provided where needed. As a result, all students felt inclusive nature of the academy.</p> <p>Students meet the high uniform standards and whole school expectations within the school. Continue implementing approach.</p>	<p>£2,400</p>
		<p>£16,400</p>

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
Unbreakables behavioural Team	Inpower

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA