

## 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?*

Outcomes for disadvantaged pupils 2022.

#### Attainment 8

PP	A8	ENG	MA	EBAC	OPEN
2018	31.43	6.89	5.09	8.14	11.31
2019	32.77	7.14	5.58	8.63	11.42
2022	34.46	7.44	6.54	8.82	11.67

Non PP	A8	ENG	MA	EBAC	OPEN
2018	39.26	7.62	6.92	11.88	12.83
2019	37.50	7.32	6.98	11.54	11.66
2022	39.03	8.30	7.25	10.93	12.55

There is an improving trend for PP students in terms of Attainment 8. An overall improvement of 1.69 between 2019 and 2022. The gap between PP and non-PP has closed from slightly from 4.73 in 2019 to 4.57 in 2022. Given the impact of the Covid pandemic nationally, these figures show improving outcomes for our disadvantaged students compared to their non-disadvantaged peers. Maths, EBacc and open bucket subjects have all improved between 2019 and 2022. The improvement in EBacc subjects is particularly pleasing as non-disadvantaged students have dropped slightly.

PP	P8	ENG P8	MA P8	EBAC P8	OPEN P8	BASICS 9-5 (%)	BASICS 9-4 (%)
2018	-1.00	-0.93	-1.36	-1.34	-0.51	13.3	21.1
2019	-0.85	-0.90	-1.09	-1.15	-0.50	14.3	29.7
2022	-0.73	-0.73	-0.63	-1.10	-0.46	25.9	43.8

There is an improving trend for PP students in terms of Progress 8. An overall improvement of 0.12 between 2019 and 2022 and 0.27 between 2018 and 2022. The gap between PP and non-PP remains similar between 2019 and 2022 but there is an improvement from 1.38 to 0.65 between 2018 and 2022.

Non PP	P8	ENG P8	MA P8	EBAC P8	OPEN P8	BASICS 9-5 (%)	BASICS 9-4 (%)
2018	+0.38	+0.17	+0.13	+0.30	+0.78	30.8	41.0
2019	-0.34	-0.57	-0.28	-0.44	-0.13	26.3	43.9
2022	-0.08	-0.15	-0.31	-0.54	+0.58	34.4	45.9

For the basics measures of 9-4 in English and Maths, PP students have improved from 29.7% to 43.8% from 2019 to 2022, and the gap has narrowed from 14.2% to 2%. For the basics measure of 9-5 in English and Maths, PP students have improved from 14.3% to 25.9%.

## PP Compared to National non-PP

	ASFA PP Atainment	National non-PP Atainment	Difference
2018	31.43	50.14	-18.71
2019	32.77	50.15	-17.38
2022	34.46	52.8	-18.34

	ASFA PP Progress	National non-PP Progress	Difference
2018	-1.00	0.13	-1.13
2019	-0.85	0.13	-0.98
2022	-0.73	0.15	-0.88

There is an improving trend in progress as the gap between ASFA disadvantaged students and national non-disadvantaged students narrows.

### 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
<p>National Tutoring Programme</p> <ul style="list-style-type: none"> <li>Utilising the government's National Tutoring Programme</li> <li>Selection of students based on standardised test scores demonstrating deficits in literacy and numeracy Years 8 – 10. 15 students in each year group.</li> <li>Subsidised staffing for 5 days per week for small group interventions. These sessions were delivered in school in person.</li> <li>Groups of 3 students that were grouped strategically based on gaps in knowledge and skills. The selection of students and groupings was data driven and built on the knowledge of students.</li> <li>Curriculum leaders facilitated and directed content for delivery.</li> <li>Sessions were well attended with an average attendance of 90% - if students were present in school they attended the tutoring with very few exceptions.</li> </ul>	<p>National Tutoring Programme delivered by the Tutor Trust</p>

<ul style="list-style-type: none"> <li>• Literacy content supporting reading and the curriculum being delivered at the time in the classroom. This included more in-depth analysis supported by the small group interactions around vocabulary and the social context of the era in which the literature was based. E.g. workhouses and the link to Charles Dickens. This supported students not only through development of literacy but with a greater awareness of cultural references. There was a strong dialogue between NTP staff and teaching staff on progress made. – PO/ EB IH liaised with the tutors and teaching staff to make sure there was bespoke support for each student. The sessions were quality assured externally by the Tutor Trust and weekly by IH.</li> <li>• Greater understanding of text was evident and an increased level of engagement in lessons as students were keen to demonstrate newfound knowledge.</li> <li>• The students were identified following AP1 and GL assessments in the autumn term as making less than expected progress. In AP3 the following demonstrates the number of students whose progress had improved to making or exceeding expected progress: <ul style="list-style-type: none"> <li>• Year 8 English 9/15</li> <li>• Year 8 Maths 12/15</li> <li>• Year 9 English 14/15</li> <li>• Year 9 Maths 14/15</li> <li>• Year 10 English 8/15</li> <li>• Year 10 Maths 13/15</li> <li>• Overall English 31/45 or 69% improved to a level of at least making expected progress by the summer.</li> <li>• Overall Maths 39/45 or 87% improved to a level of at least making expected progress by the summer.</li> </ul> </li> </ul> <p>3.</p>	
<p><b>2020 figures in comparison to 2019</b></p>	

**Destinations data: Activity survey data for 2022 leavers:**

ST FRANCIS OF ASSISI			ST FRANCIS OF ASSISI		
Employment Education and Training (EET)	160	93.0%	Apprenticeship	4	2.3%
NEET - Active	9	5.2%	Current situation not known	2	1.2%
NEET - Inactive	1	0.6%	Employment without training	3	1.7%
Status Not Known	2	1.2%	ESFA funded work based learning	2	1.2%
<b>Total</b>	<b>172</b>		Further Education	51	29.7%
			Other training	14	8.1%
			School Sixth Form	80	46.5%
			Seeking employment, education or training	9	5.2%
			Sixth Form College	2	1.2%
			Temporary break from learning - Illness	1	0.6%
			Traineeship	4	2.3%
			<b>Total</b>	<b>172</b>	

**Results for 2021 Leavers:**

ST FRANCIS OF ASSISI			ST FRANCIS OF ASSISI		
Employment Education and Training (EET)	149	92.0%	Apprenticeship	3	1.9%
NEET - Active	1	0.6%	Current situation not known	6	3.7%
NEET - Inactive	6	3.7%	Employment with training (other)	5	3.1%
Status Not Known	6	3.7%	ESFA funded work based learning	5	3.1%
	<b>162</b>		Further Education	53	32.7%
			Not available - other reason	2	1.2%
			Not ready for work or learning	1	0.6%
			Other training	5	3.1%
			School Sixth Form	77	47.5%
			Seeking employment, education or training	1	0.6%
			Sixth Form College	1	0.6%
			Temporary break from learning - Illness	2	1.2%
			Temporary break from learning - Teenage parents	1	0.6%
			<b>Total</b>	<b>162</b>	

The number of students attending employment , education and training continues to increase.

**2020**

<b>ST FRANCIS OF ASSISI</b>			<b>ST FRANCIS OF ASSISI</b>		
Apprenticeship	1	0.65%	Employment Education and Training (EET)	142	92.2%
Current situation not known	10	6.49%	NEET - Active	1	0.6%
Employment without training	1	0.65%	NEET - Inactive	1	0.6%
ESFA funded work based learning	2	1.30%	Status Not Known	10	6.5%
Further Education	48	31.17 %		<b>154</b>	
Other training	2	1.30%			
Part time education	1	0.65%			
School Sixth Form	71	46.10 %			
Seeking employment, education or training	1	0.65%			
Sixth Form College	15	9.74%			
Temporary break from learning - Illness	1	0.65%			
Traineeship	1	0.65%			
	<b>154</b>				

More students have attended employment, education and training in 2020, compared to 2019. We are working towards a NEET target of 0%.

2019

ST FRANCIS OF ASSISI				SUMMARY		
Apprenticeship	4	2.84%		Employment Education and Training (EET)	129	91.49%
Cannot be contacted - no current address	1	0.71%		NEET - Active	1	0.71%
Current situation not known	9	6.38%		NEET - Inactive	1	0.71%
ESFA funded work based learning	1	0.71%		Status Not Known	10	7.09%
Further Education	31	21.99%			141	
Part time education	1	0.71%				
School Sixth Form	69	48.94%				
Seeking employment, education or training	1	0.71%				
Sixth Form College	20	14.18%				
Temporary break from learning - Illness	1	0.71%				
Temporary employment	1	0.71%				
Traineeship	2	1.42%				
	141					

**Action Tutoring**

- Year 11 20 students – 10 identified for English and 10 for maths
- This was planned as a 15 week programme for Year 11 students with each session lasting an hour. They completed 6 sessions before Christmas before school closure. These sessions were initially delivered in person but switched to online. Attendance of students was badly affected by Covid related absence in the autumn term.
- Progress – English - of the 8 students with prior data 6 achieved at least their target grade. The 2 students without prior data achieved grade grades 4 and 5.

Action Tutoring  
Led by Ian Hepke

<ul style="list-style-type: none"> <li>Progress – Maths – of the 5 students with prior data 4 achieved their target grade. Of the 5 students without prior data, there were three grade 4, one grade 5 and one grade 3.</li> </ul>	
<p><b>Attendance Figures for PP/Non PP Cohort</b></p> <p>PP stood at 88.3% for Academic Year 2020 – 2021, with Non PP at 92.3%. This is a 4% difference.</p> <p>The Academy YTD figure was 89.3%.</p> <p>However this is not a truly reflective figure due to the coding of Covid19 during lockdown, when vulnerable cohorts were identified to attend school, and were coded as absent if they failed to attend. This was in contrast to students who were X coded, during the lockdown, as therefore this did not affect their attendance figures.</p> <p>There had been a downward trend, with the gap closing between PP and Non PP cohorts Pre Covid.</p> <p>2016/2017 PP stood at 90.8% and Non PP at 95.7%, this is a 4.9% difference.</p> <p>2017/2018 PP stood at 95.7% and Non PP at 91.9%, this is a 3.8% difference.</p> <p>2018/2019 PP stood at 96.3% and Non PP stood at 93.8%, this is a 2.5% difference.</p> <p>Therefore the trajectory for reducing PP was hindered once Covid 19 impacted and the coding for the lockdowns. With strategies, as documented above, PP attendance can be approved significantly.</p>	
<p><b><u>SEN and PP</u></b></p>	

**English**

Year 7 - 13/18 are PP

Year 8 - 10/12 are PP

	Above Expected Level	Expected Level	Below Expected Level
Year 7	30%	30%	61%
Year 8	20%	60%	20%

**Maths**

Year 7 - 13/18 are PP

Year 8 -12/18 are PP

	Above Expected Level	Expected Level	Below Expected Level
Year 7		46%	54%
Year 8	8%	67%	25%



**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.*