

Evaluation of the Pupil Premium Strategy 2022-23

Outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

	School ALL	School PP	LA non PP	National non PP
P8	-0.71	-0.88		
A8	31.59	29.37		
Eng/Ma 4+	37.6	34		
Eng/Ma 5+	20.6	17.5		
Entering EBacc	24.1	21.6		

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

Progress 8 and Attainment 8

Attainment 8 is a measure of GCSE attainment across 8 subjects. Progress 8 is a measure to show how much progress pupils make from the end of key stage 2 to the end of their key stage 4 studies, compared to students across England who got similar results at the end of key stage 2.

The Progress 8 score for all students was -0.71 and the Attainment 8 score was 31.59. The Progress 8 score for disadvantaged students at our school was -0.88 and the Attainment 8 score was 29.37. The Progress 8 score for non-disadvantaged students was X and the Attainment 8 score was X. The gap was X. The focus will remain heavily on QFT, as PP students are currently performing at X of a grade below their NPP peers.

Comparison of a school's 2023 performance data with 2022 results has been strongly discouraged by the Department for Education. Therefore, we have compared our results with 2019 and national figures to gain an understanding of how our disadvantaged pupils performed.

The Progress 8 gap between disadvantaged and non-disadvantaged pupils remains similar to pre-pandemic levels.

The data demonstrates that,

- There was an improving trend for PP students in terms of Progress 8 between 2018 and 2022.

- In 2023 the progress of PP students is similar to 2019. The progress gap has not increased between 2019 and 2023.

	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
2023	-0.84	0.13*	-0.97

*assuming a return to pre-covid average national attainment and progress.

- Taking into account that disadvantaged students have been disproportionately impacted by Covid, the school appears to have mitigated this. The gap between PP and non-PP remains similar between 2019 and 2023 at around -0.6.
- PP students have improved in both basics measures of 9-4 (4.3%) and 9-5 (3.2%) in English and Maths.
- The gap between PP and non PP in both measures has narrowed. In 2019, 9- 4 gap is (14.2%) and in 2023, the 9-4 gap is (7.3%.) In 2019, 9-5 gap is (12%) and in 2023, the gap is (6.5%.)
- The gap in attainment has decreased slightly despite Maths and English attainment both improving.

	ASFA PP Attainment	National non-PP Attainment	Difference
2018	31.43	50.14	-18.71
2019	32.77	50.15	-17.38
2022	34.46	52.8	-18.34
2023	29.37	50.15*	-21.01

English and Maths

X% of disadvantaged learners achieved grade 4+ in English and Maths.

EBacc entries

Positive steps were taken to amend the options process this year to provide students with the option of taking a balanced curriculum. The uptake of disadvantaged students entered into the EBacc has now increased to 43% which is in line with the national average of non-disadvantaged learners.

Summary of outcome

The key stage 4 performance data highlights that we are making some progress to achieving the outcomes outlined for 2024/25. Our strategy continues to focus on addressing the impact of COVID 19 across all levels.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance

Attendance of disadvantaged learners was X% at the end of academic year 2022-2023. This has improved/fallen from X% at the end of academic year 2021-2022. The attendance gap between disadvantaged learners and their counterparts was X% which shows ...

Overall pupil premium attendance is currently lower than leaders want. The majority of the caseload impact has been limited, but attendance for these students has been kept at similar levels, rather than dropping further. Due to this we are now also investing in further support with the attendance team through additional Operational Safeguarding Lead supporting and further EWO support via an updated SLA.

Based on all the information above whilst the performance of some our disadvantaged pupils *met our* expectations, we have a lot of work to do to move towards being on course to achieve the outcomes we have set out to achieve by 2024/25.

Our evaluation of the approaches delivered last academic year indicates that,

1. Reading levels of PP students needs improvement to bring them into line with their age related expectations.
2. Attendance of PP students remains far lower than we would like.
3. Suspensions of PP students remains far higher than we would like.
4. Support for emotional and mental health wellbeing remains a significant focus for the school considering current social/economic needs and post-Covid related issues.
5. Quality First Teaching remains a priority across the school to improve the curriculum and support all learners.

We have reviewed our strategy plan and are making changes to how we intend to use some of our budget this academic year.

The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
National Tutoring Programme	