

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?

Strategy: Raising achievement and attainment

Progress Headlines	Gap between DA and others		
	2019	2020	2021
All DA students	-1.11	-0.73	-0.86
HA	-1.13	-0.96	-0.56
MA	-0.96	-0.31	-1.07
LA	-1.56	-1.26	-0.82

The data shows that the progress of DA students has improved from 2019 to 2021 and the gap for all students has improved from 2019

2020-21 provided specific challenges however during the pandemic the provision for disadvantaged students remained focused on targeted intervention of specific students, support from tutors, TA and vulnerable school provision. As a result, the number of disengaged students decreased over time. Evidence-based research to give additional support to staff within specific PL training, troubleshooting sessions, video support and one to one support where required, breaking down barriers to learning which ensured the gap between disadvantaged pupil and non-disadvantaged pupils to not widen further.

All DA students were offered a laptop to support with remote learning and a dongle for access to WiFi to ensure they were able to access remote learning lessons. In total 500 laptops were provided to students. Students and parents were provided with guides and videos to support them on how to access remote learning from home.

Middle Leaders and curriculum teams have worked to adapt curriculum to support DA students in response to the covid-19 pandemic. They have:

- Identified gaps in knowledge
- Re-sequenced curriculum
- Re-taught key knowledge and skills

Teaching groups with high % DA students placed with stronger teachers within the faculties where appropriate.

PP Champions in each faculty met regularly to share academic research and strategies to share within their faculties. School closure in Spring term halted some PP Champion plans. DA plans adapted in response to school lockdown with a focus on communication and remote learning.

CPD was built around the requirement of the staff, parents and students to allow transitions between remote teaching and face to face classroom teaching once the lockdown periods finished. Training was offered to all staff using the expertise within the school and trust to enable effective transitions. Staff were provided with the tools, knowledge and training to support progress. Staff feedback shows this was positively received. This ensured teachers were able to switch from face to face teaching to remote teaching seamlessly, preventing any gaps in delivery. Pupil engagement of DA students was closely monitored and this led to further in-depth training and support in a timely manner. This prevented the gap between disadvantaged pupil and non-disadvantaged pupils to not widen any further.

The evaluation from each session allowed planning for further training and became a reactive support mechanism for staff, students and parents.

Impact and Evaluation

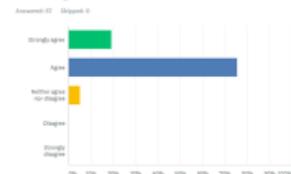
The audit to help me to identify which aspects of blended learning I could seek to develop further was useful



I was able to select professional learning which was matched to my needs



My confidence making a switch to Blended learning is increasing



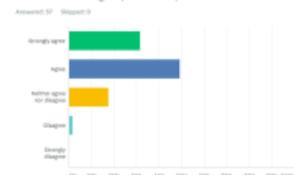
I would like more PL time to be devoted to working on blended learning in subject teams



I would like more PL time to be devoted to practising approaches to blended learning



I would like more PL time to explore how approaches to blended learning impacts on specific students



Remote Assessment Impact – Evaluation from the staff

1. I understand how to use digital tools such as Microsoft forms to collect assessment information in a remote learning environment

[More Details](#)

Strongly agree	15
Agree	20
Neutral	3
Disagree	1
Strongly disagree	0



3. The ability to have optional sessions to select allowed me to select learning which met my needs

[More Details](#)

Strongly agree	21
Agree	17
Neutral	0
Disagree	1
Strongly disagree	0



2. Hearing an example of how other subject teams are approaching remote education was useful

[More Details](#)

Strongly agree	16
Agree	15
Neutral	3
Disagree	5
Strongly disagree	0



4. I am becoming increasingly confident in responding and adjusting my teaching based on assessment collected in a remote learning environment

[More Details](#)

Strongly agree	11
Agree	22
Neutral	6
Disagree	0
Strongly disagree	0



CPD sessions within Oracy specifically supported Pupil Premium students allowing them to benefit from deliberate teaching of oracy so that they are prepared for the academic rigour of school as well as their future roles as employees and citizens. Oracy became a timetabled session within their tutor time programme so that resources are age specific and in line with curriculum, during the lockdown period this was also encouraged at home supporting parents with these sessions. Oracy lead has established 'Oracy champions' within faculties, who have worked on curriculums to ensure that Oracy is embedded in lessons. Although this was difficult within a remote setting it became reintegrated in lesson time once all students returned to school.

Testing used for KS3 groupings in core subjects from mixed ability tutor groups to ability-based sets. With DA students represented highly in higher ability groups.

Halo group (language immersion tutor groups) in year 7 and year 8 with 50%+ DA students.

As a result, assessment outcomes indicate that the progress of DA students has not widened from previous years. This indicates that the support given to DA students in response to the Covid-19 pandemic prevented the gap between DA and others widening further.

Strategy: Improving attendance

DA students' attendance has risen from 2018/2019. Even though the overall attendance for all students has improved from the previous academic year, the overall gap between DA vs others has widened despite the focus of the attendance team on improving the attendance of our DA students. This is due to the Covid-19 pandemic.

There are clear gaps between the attendance of DA and non-disadvantaged students. The barriers identified for these gaps are complex and multi-faceted, with chaotic households lacking routine,

responsibility for siblings, parental attitudes, mental health issues and a range of other factors acting to depress attendance for these groups.

The aim for 2021-22 is to continue to improve communication with parents and provide more bespoke support. Further investment to support raising attendance has been identified and impact should be highlighted in 2021-22 figures. A family support work and emotional literacy co-ordinator have been recruited to support the initiatives, additional time and improved intervention from the EWS and a consistent approach in the attendance intervention strategies to boost attendance for DA students in 2021-22. So far, there are signs of improvement for attendance for our DA students for this academic year.

Strategy: Building social and cultural capital

Curriculum leads have developed a knowledge rich curriculum to support DA students in their learning. Additional CPD session and evidence-based learning has encouraged students to recognise the love of learning supported by intervention sessions, enrichment opportunities on line and in person including university visits, STEM competitions and the Rotary club competitions.

A Spring data collect reveals that this focus on the new curriculum appears to be having the most impact in lower KS3, where DA students are making better progress against targets than their non-DA peers in many subjects:

- Y7: Art, DT, Drama, English, French, ICT, Music, RE, Science.
- Y8: Art, Drama, English, History, ICT, Maths, Music.

Raising aspiration for DA students by offering a range of **extra-curricular opportunities**. Ensured that DA students were well represented in all of the activities.

- Additional opportunities include
- KS4 careers and further education assemblies – done virtually in partnership with LCFC, Leicester University, NCS tutor session with 50 students signing up to take part in NCS summer activities
- Y9 DofE Bronze (53% PP)
- Y10 DofE Silver (43% PP)
- Lego Club (17% PP) – with students competing at a national level and winning award
- Brilliant Club Scholars (100% PP) – completed on line with two cohorts proposed for 2021-22
- Brilliant Club Academic tutoring – maths, physics, English (100% PP)
- Maths tutoring – targeted support for DA students – delivery on multiple days weekly to fill gaps in knowledge
- Drama Club (44% PP) – school production did not run in 2020 but High school musical provision for 2021 already active and significant number of DA students working in set design, music ensemble and dance/acting roles.

All planned trips were cancelled and no further trips were able to be planned due to covid-19 pandemic.

Strategy: Strengthening parental engagement

Communication with parents was increased with dedicated staff, working to support parents and pupils with regular phone calls and wellbeing calls from tutors. DA students were given priority with these calls and as such issues were able to be resolved generally effectively. Additional resources included food parcels, virtual parents' evenings and wellbeing support for all the families.

This was an area which parents articulated in termly parental voice sessions they 'felt supported with my daughters learning and the school dealt with our IT issues to allow her to learn at home' and 'thank you for weekly calls from his tutor – I felt helpless when I didn't know what to do but he was always happy to speak to his teachers about stuff'. Most of the parents who responded were positive about the support their child was receiving.

Training videos were provided on the website to support parents to enable them to support their child. Targeted support videos (including videos in different languages), one to one support offers and in school delivery for students and parents if required.

Strategy: Providing additional support and intervention for the most vulnerable students.

Heads of Year, AHOY, all of whom are DSL, and the tutors have been given dedicated time to focus on DA students. Each team met fortnightly to allow the opportunity to review progress, set priorities, identify barriers and communicate key information.

Whole school focus on ensuring regular communication during lockdown with a focus on DA students being prioritised first. HoY, AHOY and tutors all contacted families regularly throughout lockdown. Data was used (via ClassCharts) to identify our most vulnerable learners and non-participants so that contact was made to close their gaps to accessing education: we provided laptops, equipment, paper resources, in school provision beyond 'key workers', advice and support, food parcels.

The SEND department and HUB provision had a clear priority for the TA's and key support workers, which was to understand how to access the Teams provision and class charts - enabling effective support of EHCP students and those requiring support. Additional training in house allow additional features including translation software for EAL pupils, with motivation improving with use of subtitles for new to English and exploring the provision of altering screen colour and sizes for pupils supported by ICT. Students within the HUB provision were invited into the school to work closely with key staff, key workers and vulnerable students were also supported during the lockdown periods to enable engagement and emotional support. This began as 20 students and increased to 62 requiring support. DA students were significantly represented within this group with students reflecting that 'they felt safe in school.'

The number of DA students and EAL students completing work from May 2020 significantly improved. The number of non-engagement students in turn dropped and showed significant improvement to lessons overall.

Breakfast provided to ensure that DA students are punctual to school, well fed and are ready for learning. The free breakfast club is recognised nationally as supporting the wellbeing of DA pupils,

enabling better engagement within lessons, delivering improved outcomes, promoting healthy lifestyle and supporting improved attendance and punctuality. It is also an opportunity for pastoral staff to check in on key DA students to ensure that they are ready for the day (wellbeing, equipment, health...)

Provision of equipment, from pens to laptops to uniform, so that our most disadvantaged students are not held back from academic progression due to a lack of equipment/funds at home.

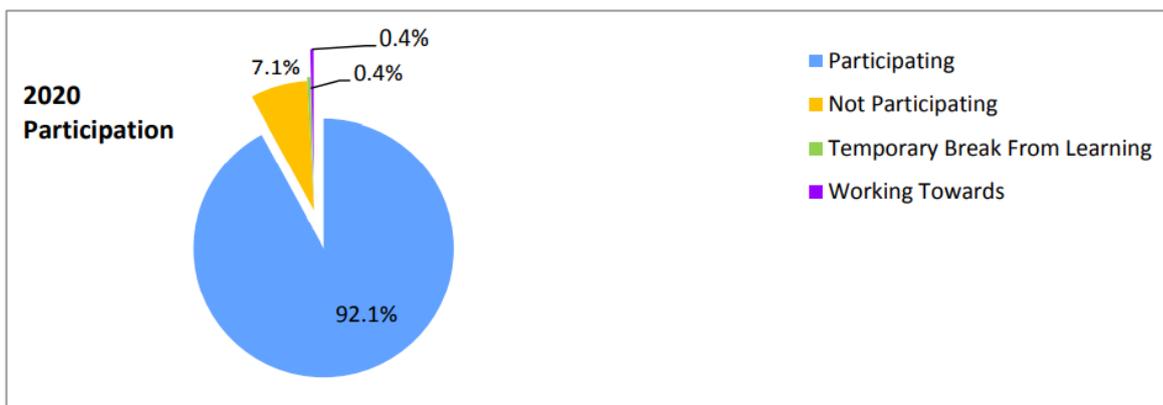
In addition to in school activities a summer sports camp provided various sporting activities for 25 DA students. These activities allowed students to develop a familiarity with the school setting and support transition activities between Year 6 into year 7.

Strategy: Raising aspirations through quality careers education and work related activity

Student entitlement to careers education included the following in which DA students were prioritised:

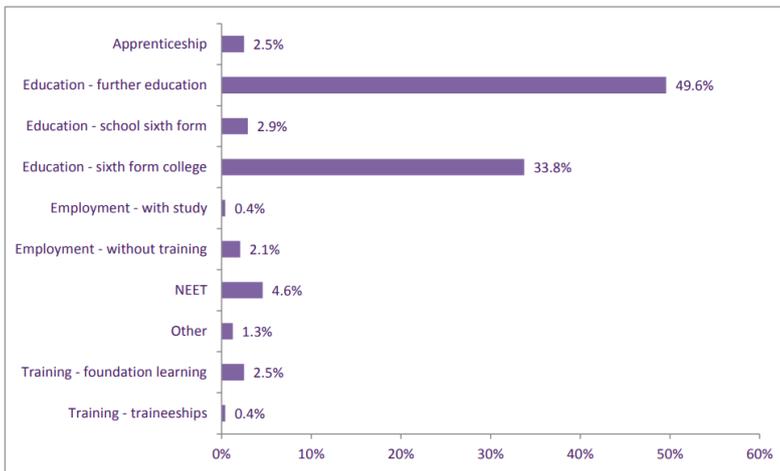
- Individual guidance from our Careers Advisor – this is available to all KS4 students throughout the year with targeted early support to DA students when preparing for PS16. DA students prioritised for careers interviews with a dedicated careers advisor. DA students given additional time during tutor time and after school and support to complete PS16 applications.
- Comprehensive and up-to-date information on opportunities in Education, Training, Apprenticeship and Employment
- Opportunity for career and job exploration through links to the school curriculum and independent learning – this included business sessions linked with the rotary club where students were able to have face to face interview practices prior to college application.
- Support and guidance throughout the college application process including attendance to open evening for the most vulnerable students to support parents and course choices.
- Inspirational speakers and QA sessions were planned but due to pandemic took place on line only.

KS4 careers and further education assemblies held virtually in partnership with LCFC, Leicester University, NCS. Information and support provided to ensure students were able to make well informed choices for post-16.

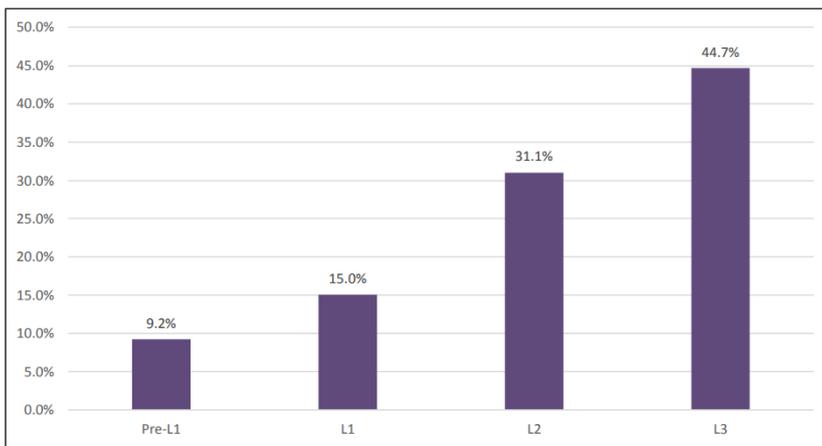


From a total 2020 cohort of **240**, **17** student (**7.4%**) were not participating by November 1st. Connexions continue to work with young people and with those from previous years who are NEET, offering support to help them move forward positively.

What your 2020 Year 11 leavers went on to do:



Full-time education by level:



Although published figures do not show the number of DA students within these provision, internal data suggests that almost all DA students received places within their first or second choice of college, or place of work.

Current NEET figures for 2021 show that the rate of students not in education or employment is 0.4% overall with continued careers support offered to this child within his home setting.