

**REVIEW OF EXPENDITURE AND PP IMPACT SUMMARY 2019/20**

THIS YEAR WAS AFFECTED BY LOCKDOWN. SOME DATA IS MISSING AND OTHER DATA SHOWS ONLY THE IMPACT WITHIN THE AUTUMN TERM.

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| **Desired outcome** | **Impact: Did you meet the success criteria?**  Include impact on students not eligible for PP,  if appropriate. | **Lessons Learned**  (Will continue with this approach) |
| **Chosen action/approach**   1. **Year 3 of the Magic 3 – Literacy**   Improve levels of literacy for disadvantaged students by using the in-house literacy ‘i’ strategies.   1. **Attendance of PP Students**   A range of attendance strategies are in place including: a keen focus in tutor time and assemblies on the importance of attendance, SMT monitoring, AHOY attendance drive, our own Education Welfare Officer and the attendance bus.   1. **Curriculum Entitlement**   A yearly review of the curriculum is currently in place. We offer EduK8, nurture and the Endeavour pathway as alternatives from the mainstream curriculum. In addition, we offer vocational courses, food technology subsidies, holiday school, additional qualifications e.g. further maths and MFL.   1. **Internal/External Exclusions**   Clear sanctions in place to support students and ensure access to teaching and learning without disruption.   1. **Opportunity**   Opportunity fund available with access to funds for any activity provided by the school. | | |
| **Improve teaching and learning to improve outcomes - *Literacy***  **(EBE)** | **This strategy has proved successful. Evidence of this can be found in SMT quality assurance, department reviews and department exam analysis.**   * **iRead** – The following tables show the percentage of students who closed the gap between their reading age and chronological age each term: AUTUMN DATA ONLY  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Cohort**  **Aut 2018** | **Cohort**  **Spr**  **2019** | **Cohort**  **Sum 2019** | **PP**  **Aut 2018** | **PP**  **Spr**  **2019** | **PP**  **Sum 2019** | **Shine PP**  **Aut 2018** | **Shine PP**  **Spr**  **2019** | **Shine PP**  **Sum 2019** | | **Year 7** | 34% | - | - | 32% | - | - | 58% | - | - | | **Year 8** | 29% | - | - | 33% | - | - | 59% | - | - | | **Year 9** | 35% | - | -  - | 36% | - | - | 38% | - | - | | **Year 10** | 35% | - | - | 39% | - | - | 25% | - | - |  * **iSpell** - Use of iSpell in departments for tier 3 words however, the expectation for all staff to literacy mark for common homophones and connectives continue. The following table shows how the percentage of students have closed the gap between their actual age and their spelling age: DATA FROM SEPTEMBER 2019 TO SEPTEMBER 2020  |  |  |  |  | | --- | --- | --- | --- | | **Year Group** | **Average Spelling Age at Start of the Year** | **% Students who have closed the gap** | **Average Spelling Age at End of the Year**  **SEPTEMBER 2020** | | 7 | 11.9 | 32% | 12.7 | | Year 7 PP | 11.6 | 17% | 12.3 | | 8 | 13.1 | 13% | 13.2 | | Year 8 PP | 12.9 | 5% | 12.9 | | 9 | 13.8 | 35% | 14.6 | | Year 9 PP | 13.4 | 19% | 14.1 | | 10 | 14.3 | 18% | 14.9 | | Year 10 PP | 14.1 | 9% | 14.7 |  * **iWrite** – UNAVAILABLE UP TO DATE DATA DUE TO COVID   **The following percentages show the average % of marks students achieved in the longer writing questions.**  English – (all extended writing responses – Question 5 inc. SPAG)   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **2017 (No Tiers)** | | | **2018 (No Tiers)** | | | **2019 (No Tiers)** | | | | **Average % Mark** | **PP Average** | **Shine PP Average** | **Average % Mark** | **PP Average** | **Shine PP Average** | **Average % Mark** | **PP Average** | **Shine PP Average** | | 48% | 48% | 58%  ↑+8% | 50%  ↑2% | 50%  ↑2% | 58% | 51%  ↑1% | 50%  = | 75%  ↑17% |   Drama – (20 mark and 32 mark questions inc. SPAG)   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **2018 (New Spec and Board)** | | | **2019** | | | | **Average % Mark** | **PP Average** | **Shine PP Average** | **Average % Mark** | **PP Average** | **Shine PP Average** | | 48% | 31% | 54% | 33% | 29% | 63%  ↑9% |   Geography (all extended questions with 9 or 12 marks available inc. SPAG)   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **2017** | | | **2018 (New Spec and Board)** | | | **2019** | | | | **Average % Mark** | **PP Average** | **Shine PP Average** | **Average % Mark** | **PP Average** | **Shine PP Average** | **Average % Mark** | **PP Average** | **Shine PP Average** | | 55%  ↑ +4% | 48%  ↑ +4% | 58%  ↑ +11% | 33% | 33% | NA | 27% | 26% | NA |   History (all extended writing responses – Question 5 inc. SPAG)   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **2017** | | | **2018 (New Spec)** | | | **2019** | | | | **Average % Mark** | **PP Average** | **Shine PP Average** | **Average % Mark** | **PP Average** | **Shine PP Average** | **Average % Mark** | **PP Average** | **Shine PP Average** | | 33%  ↑ = | 25% | 58%  ↑ +8% | 23% | 22% | 42% | 44%  ↑11% | 43%  ↑21% | 53%  ↑11% |   French – Unit 4 (writing response)   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **2017** | | | **2018 (New Spec and Board)** | | | **2019** | | | | **Average % Mark** | **PP Average** | **Shine PP Average** | **Average % Mark** | **PP Average** | **Shine PP Average** | **Average % Mark** | **PP Average** | **Shine PP Average** | | 87%  ↑ +31% | 86%  ↑ +30% | 87%  ↑ +30% | 59%  (NA 54%) | 50% | 57% | 63%  ↑+4% | 56%  ↑6% | 63  ↑6% |  * **Library** - Library use continues to improve year on year with PP students taking out a total of 2870 books in 2019. With the introduction of reading in tutor and English lessons, many students are also bringing in books from home. Library stock has been improved to show the the value we place on reading. | **Lessons learned**  Literacy – continue to use reading ages effectively to plan teaching for reading.  Assessment – need to share expertise on how to use assessment to plan effectively and use in-house data systems like the DART.  Shine PP students are very small, however, they must continue to be a focus for the Shine team.  The gap remains between PP and non-PP but it is not as vast as the reading data to start with. Work still needs to be done to help more PP students close the gap between the spelling age and actual age. The new improved iSpell weeks should engage students more with spelling and the patterns they can recognise. This is about helping students have a love for language. |
| **Improve attendance of PP students**  **(AHO)** | **We need to continue to use our attendance tutor sessions to particularly focus upon our PP students with attendance below 95%.**  The following table shows PP attendance Vs Non PP attendance in brackets: AUTUMN TERM DATA ONLY   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year Group** | **2017-18** | | **2018-19** | | **2019 – 2020** | | |  | PP | Non PP | PP | Non PP | PP | Non PP | | 7 | 95.67% | 97.09% | 93.28% | 95.96% | 90.03% | 97.34% | | 8 | 94.14% | 95.79% | 92.66% | 96.01% | 88.70% | 93.48% | | 9 | 89.27% | 95.03% | 91.29% | 95.94% | 88.75% | 95.02% | | 10 | 89.38% | 95.43% | 92.69% | 95.4% | 87.31% | 95.10% | | 11 | 92.77% | 96% | 87.8% | 93.16% | 92.46% | 95.36% |   PP attendance remains lower than non-PP students in all year groups. | **Lessons learned:**  AHOYs need a greater awareness of the performance of niche groups, in particular PP  This year we have made two additional appointments into the pastoral team who have a particular focus upon improving attendance (and particularly so for our PP students). They are a Lead Attendance manager who will lead our AHOY team and coordinate attendance strategies, plus a school based family engagement worker. |
| **Curriculum Entitlement**  **(SRA)** | **The curriculum is reviewed at the end of every year to ensure we are meeting the needs of all students in our care and make decisions based on what is right for the cohort. We feel that we adapt to arising needs of our students and meet all needs well.**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **2017/18** | | | | **2018/19** | | | | **2019/20**  **CAG** | | | | | | **PP** | **Non PP** | **PP Shine** | **Non PP Shine** | **PP** | **Non PP** | **PP Shine** | **Non PP Shine** | **PP** | **Non PP** | **PP Shine** | **Non PP Shine** | | **Progress 8** | -0.81 | -0.39 | -0.51 | -0.28 | -0.59 | -0.20 | -0.63 | 0.46 | -0.64 | -0.06 | -0.85 | 0.48 | | **Att 8** | 33.07 | 42.99 | 57.5 | 62.25 | 35.95 | 43.0 | 59.55 | 65.52 | 37.67 | 47.57 | 61.86 | 69.19 | | **Basics 4+** | 37.7% | 60.6% | 100% | 100% | 40.9% | 61.5% | 100% | 100% | 45.5% | 72.5% | 100% | 100% | | **Basics 5+** | 20.9% | 40.4% | 100% | 100% | 20.4% | 31.3% | 80% | 92.3% | 25.6% | 37.4% | 100% | 81.3% | | **Ebacc 4 +** | 10.5% | 25% | 75% | 87.5% | 18.3% | 21.9% | 60% | 76.9% | 31.2% | 30.8% | 57.1% | 87.5% | | **Lessons learned:**  We will continue to adapt some of our specifications to ensure they are suitable for our learners. This has happened within the core (Maths) and vocational routes (Hair, Construction, Food and Music). The new Endeavour pathway will also help to ensure the curriculum is accessible to all. |
| **Internal/External Exclusion**  **(AHO)** | **Early intervention strategies are vital in reducing the number of PP students within our behaviour data. An early identification of these students and the implementation of ‘assess, plan, do, review’ will be stepped up.**  PRE-LOCKDOWN DATA  Fixed Term Exclusions   |  |  |  |  | | --- | --- | --- | --- | |  | Total number of FTE | % PP | % Non PP | | 16/17 | 86 | 59% | 31% | | 17/18 | 35 | 63% | 37% | | 18/19 | 49 | 71% | 29% | | 19/20 | 54 | 81% | 19% |   Internal Exclusions   |  |  |  |  | | --- | --- | --- | --- | |  | Total number of IER | % PP | % Non PP | | 17/18 |  | 60% | 40% | | 18/19 | 209 | 77% | 23% | | 19/20 | 160 | 80% | 20% |   On Call   |  |  |  |  | | --- | --- | --- | --- | |  | Total number of IER | % PP | % Non PP | | 17/18 |  | 58% | 42% | | 18/19 | 544 | 64% | 36% | | 19/20 | 405 | 82% | 18% | | **Lessons Learned**  Although the overall numbers for our FTE/IET and on call remain in line with previous years, there has been an increase in the % of PP students. This therefore remains a clear focus. Our graduated response to support and intervene with these students with additional needs has been developed and is used across the school. We hope that the impact of this will see a reduction in the % of PP students within our behaviour data. |
| **Opportunity &**  **Cultural Literacy**  **(SMT)** | **We understand the importance and knowledge of cultural literacy and how this impacts the curriculum. We continue to strive to teach our students about the world in and beyond the classroom door.**  **LIMITED BY LOCKDOWN**   * Theatre trips –Music and Drama. * Continuation of the iKnow programme in tutor time. * Speakers for Schools – used in assemblies to inspire and motivate. * Ski trips and other trips abroad. * Continuation of SMSC during assemblies. * Schemes of work continue to include aspects of cultural life. * Cultural displays throughout the school. * Revision guides * Uniform and basic needs met * Outdoor education – including Duke of Edinburgh and Challenger X * The horticultural space and chicken coop * Free breakfast for all * Fair Share/basic food needs made into community food parcels – these were delivered/collected weekly to families during lockdown * IntoUniversity session and trips * Careers education years 7 -11 | **Lessons Learned:**  We will continue to be proactive in promoting the opportunities fund and the importance of cultural literacy. This is now embedded in all we do and must continue to ensure that our students have access to the entire curriculum and beyond. |