

Pupil premium: Outcomes Summary

The Hathershaw College has the highest expectations for all students and believes quality first teaching strategies designed to meet the needs of individuals and groups is the strongest strategy for improving outcomes for our disadvantaged students.

Research and self-evaluation are essential in order to allocate the funding to actions that will have the most impact on student's achievement. When making decisions about the use of pupil premium funding for the forthcoming academic year we must consider the impact of previous actions, any changes in context or new challenges we may experience.

The following report will provide a reminder of the strategies adopted in 2020/21 and an evaluation of their impact.

1a. Summary information			
Academic Year	2020_21	Total PP budget	£420, 356
Total number of pupils	1063		
Number of pupils eligible for PP	441		

1b. Pupil Premium Numbers (as of September 2021)								
	Year 7	Year 8	Year 9	Year 10	Year 11	Left 2021	Left 2020	Left 2019
No of Pupil Premium Students	85	87	80	94	92	88	89	87
% of Pupil Premium Students	39%	40%	37%	44%	44%	41%	43%	42%
No of Looked After Children	0	1	0	1	1	1	2	0
No of Service Personal Students	0	0	0	0	0	0	0	0

** In 2020, 26% of students nationally are classified as disadvantaged*

2. Factors affecting higher outcomes for PP students at The Hathershaw College

In-school barriers (*issues to be addressed in school, such as poor literacy skills*)

Students having to self-isolate including those eligible for PP who are impacted the greatest (A separate Catch-up Plan is available)

Significantly below average prior attainment

Low reading ages, literacy and numeracy on entry

High levels of deprivation impacting diet, resources to support learning and a significant digital divide

Lower attendance for PP compared to NPP students

Families with complex needs and student's mental health

Independent Learning (including poor homework, lack of resilience and organisation and poor revision skills)

Reduced exposure to cultural capital experiences outside of school

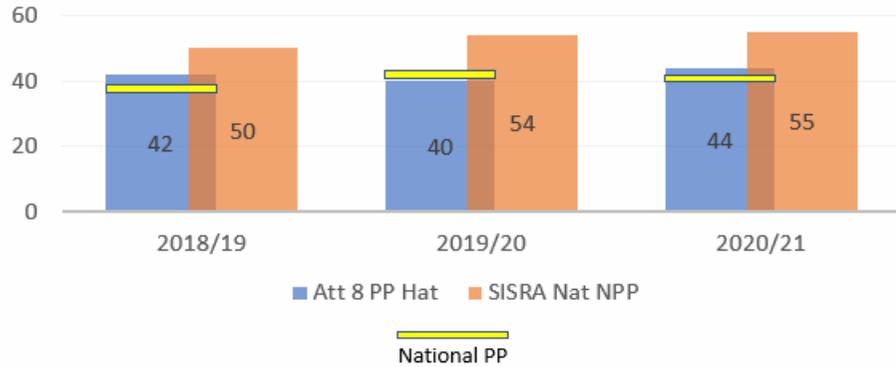
External factors (*issues which also require action outside school, such as low attendance rates*)

Independent Learning (including homework, organisation and revision skill sets)

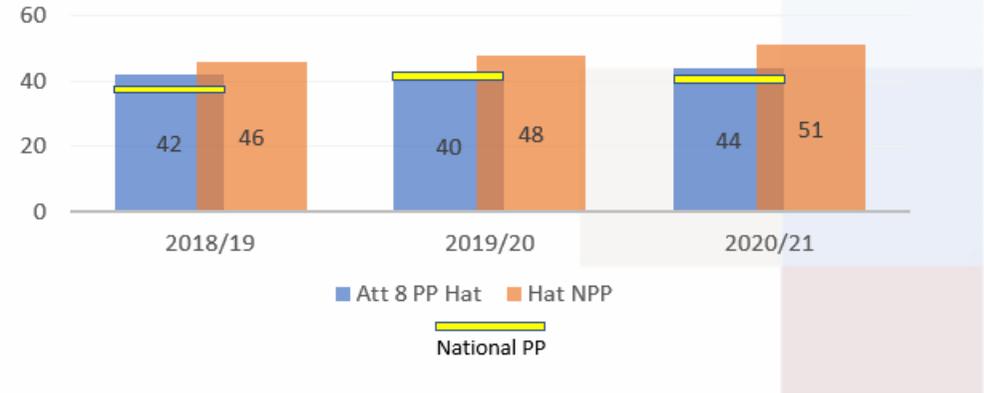
3. Priorities for 2020/21

<i>Desired outcomes</i>	<i>Success criteria</i>
A. Students eligible for PP to close the gap on National non-PP students	P8 score closer to or line with National +0.13
B. Improve the attainment of PP boys in English	Close the in-school gap with PP Girls 80% 9-4 (PP Boys 54% 9-4)
C. Further close the gap for PP 9-4 & 9-5 in English and Maths	Hathershaw 2020 PP 9-4 56% (NPP 9-4 72%) 9-5 31% (NPP 9-5 50%)
D. PP students experience cultural experiences in addition to the input in lessons	Increase the attendance to extra-curricular activities by PP students
E. Support the health and well-being of PP students	Close the attendance gap with NPP students
F. Improve self-regulation towards Independent Learning	Students eligible for PP achieving A or B grades for homework completion and quality
G. Develop the confidence for oral speaking especially for eligible PP students	Observed verbal contributions in lessons by all but especially PP students

Attainment 8 for Hathershaw PP vs National NPP 2019 - 2021



Attainment 8 for Hathershaw PP vs National PP 2019-2021

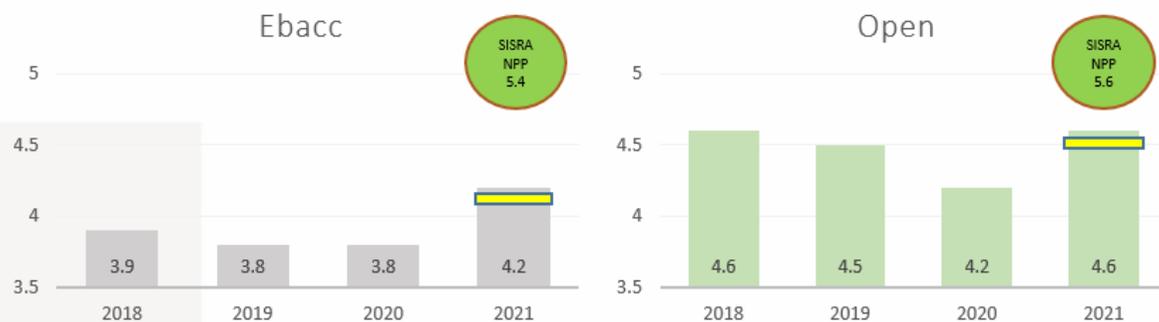
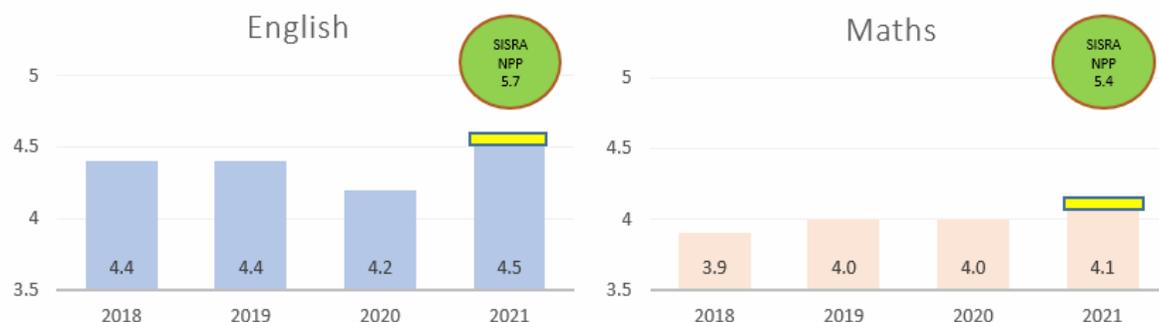


- Prior attainment for disadvantaged at The Hathershaw College is lower than national for disadvantaged students so achievement in line with national for attainment shows value added or good progress.
- Over the last three academic years attainment for disadvantaged students has remained in line with or above disadvantaged students nationally showing the impact of our interventions.
- Additionally, we pride our achievements against closing the gap in comparison to the national non-disadvantaged. In 2021 the national outcomes for non pupil premium increased again however our improved disadvantaged outcomes enabled the college to close the gap.

- PP and NPP prior attainment at The Hathershaw College is lower than national.
- In the last three academic years the outcomes for our NPP has improved year on year.
- Equally the PP students have achieved attainment in line or above national pupil premium students even with lower prior attainment.
- The in school gap remains similar year on year but the improvement in outcomes between 2019 and 2021 for both PP and NPP provides us with evidence of impact.
- In 2019/20 our PP prior attainment was significantly lower than in 2018/19 cohort and although this was the situation we achieved 40 for our A8 and only -2 difference on 2019 which was also still in line with national PP outcomes.



PP Avg A8 Grades by Buckets vs FFT 50 estimate



In School vs National Gaps 2021								
	English		Maths		Ebacc		Open	
	Hat	Nat	Hat	Nat	Hat	Nat	Hat	Nat
PP	4.5	4.6	4.1	4.1	4.2	4.1	4.6	4.5
NPP	5.0	5.7	5.1	5.4	5.1	5.4	5.3	5.6
Diff	-0.5	-1.1	-1.0	-1.3	-0.9	-1.3	-0.7	-1.1

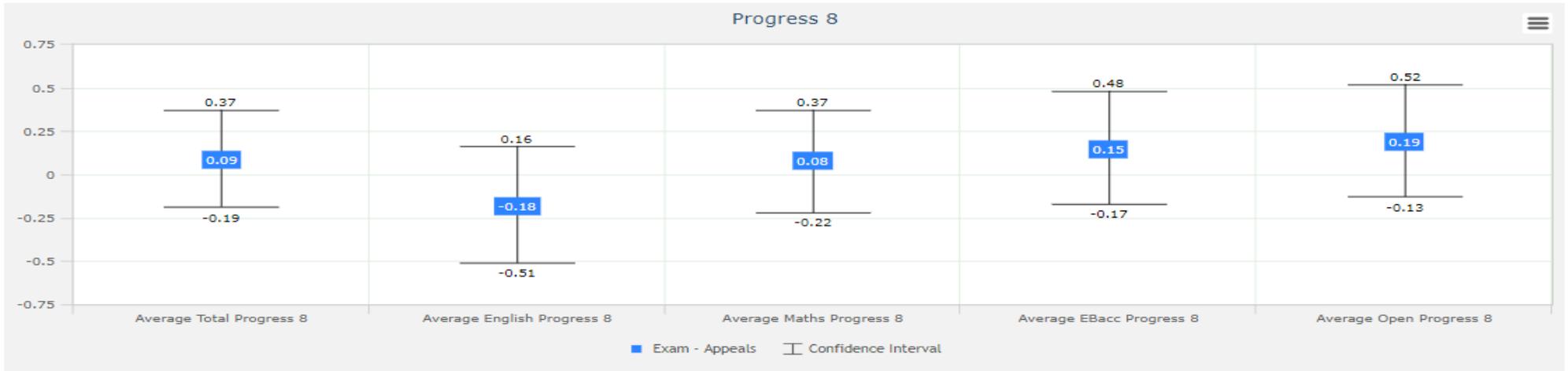
- The prior attainment for PP students at Hathershaw is lower than national PP students so to be in line or above national PP in all buckets is a good outcome.
- In 2020 the prior attainment of Hathershaw's PP students was even lower than any other year compared to national PP.
- In the English, Maths and Ebacc buckets PP outcomes at Hathershaw have improved between 2018 and 2021. The Open bucket has maintained a high standard.
- In house Gap between PP and NPP are smaller than nationally but the focus is improving the outcomes of Hathershaws NPP.



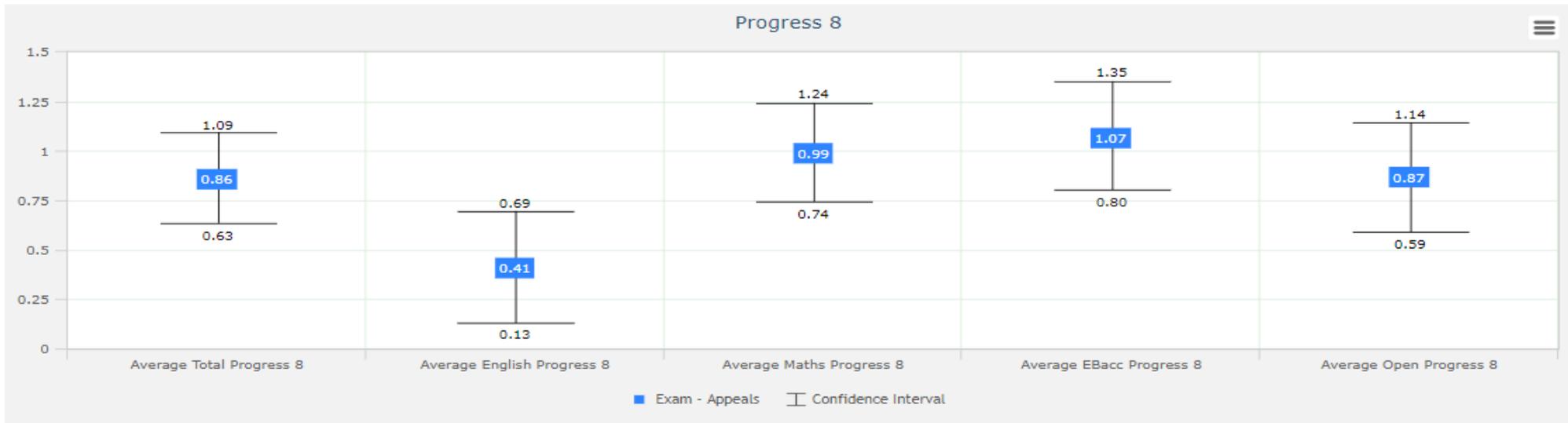
Note: 2019 to 2021
 National PP for English increased from 4.3 to 4.6 (NPP 5.3 to 5.7)
 National PP for Maths increased from 3.7 to 4.1 (NPP 4.9 / 5.4)



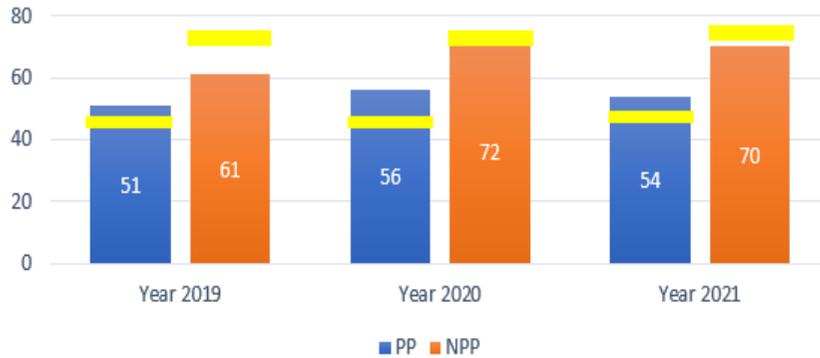
Progress 8: Disadvantaged 2021



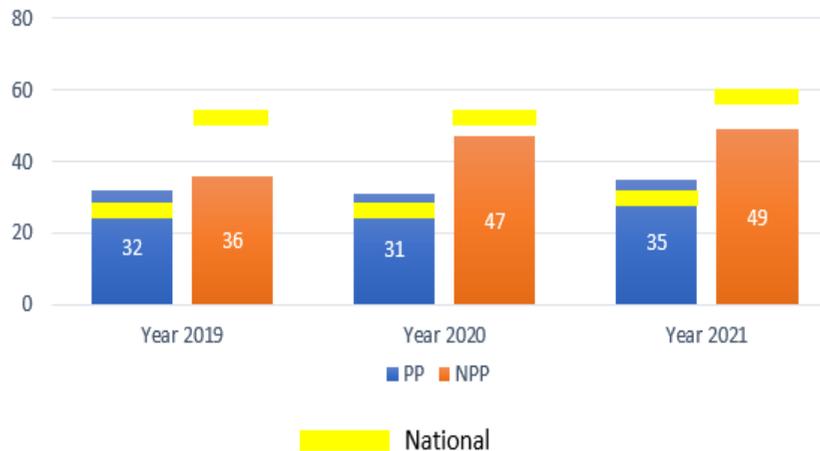
Progress 8: Non-Disadvantaged 2021



4+ English and Maths



5+ English and Maths



- The outcomes for students achieving 4+ in English and Maths is above that achieved by PP students nationally, even with a PP intake who have a lower prior attainment than PP students nationally
- The outcomes for PP students achieving 4+ and 5+ in English and Maths has increased between 2019 and 2021
- Although the in school gap between PP and NPP has widened the cause is more down to improved outcomes for NPP
- The outcomes for PP students achieving 5+ in English and Maths has increased from 32% to 35% between 2019 and 2021
- The 5+ in English and Maths for PP and NPP has narrowed marginally.
- Although the PP 5+ in English and Maths has improved the National NPP has also meaning that the gap remains broadly similar.

4. Evidence based strategies (EEF Toolkit) influencing our spending decisions

Toolkit Strand	Cost	Evidence Strength	Impact (months)
Feedback	£ £ £ £ £		+8 months
Metacognition and self-regulation	£ £ £ £ £		+7 months
Reading Comprehension Strategies	£ £ £ £ £		+6 months
Homework (Secondary)	£ £ £ £ £		+5 months
Mastery Learning	£ £ £ £ £		+5 months
Oral language interventions	£ £ £ £ £		+5 months
Phonics	£ £ £ £ £		+4 months
Small group tuition	£ £ £ £ £		+4 months
Digital technology	£ £ £ £ £		+4 months
Behaviour Interventions	£ £ £ £ £		+3 months
Reduced class size	£ £ £ £ £		+3 months
Art and/or Sport participation	£ £ £ £ £		+2 months
Extended school time	£ £ £ £ £		+2 months
Teaching assistants	£ £ £ £ £		+2 months

5. Our Universal Offer

Quality First Teaching	Curriculum Intent	Pastoral Care and Well-Being	Responsible Respectful and Ready to Learn	Attendance and Punctuality
<ul style="list-style-type: none"> ❖ Quality First Teaching and Learning driven by the highest quality evidence and school-based wisdom to deliver CPD that delivers engaging, inspiring teaching to accelerate learning. ❖ Investment in bespoke training including the outstanding teacher programmes, NPQML and SL to empower and upskill leadership. ❖ Robust MIQTL programme to monitor the quality of teaching and learning with a specific focus on pupil premium progress. 	<ul style="list-style-type: none"> ❖ The curriculum intent is to offer a broad, balanced and accessible variety of courses to all students. ❖ The curriculum is enhanced with assemblies, tutor time enrichment and guest speakers focusing on British values, protected characteristics, RHSE and current affairs. ❖ The extra-curricular offer includes academic, physical and mental well-being opportunities to include lesson 6 teaching, trips and visits, sporting activities, arts and now music including choir and instruments lessons. 	<ul style="list-style-type: none"> ❖ A non-teaching pastoral team with dedicated year managers focusing on the well-being and happiness of students and helping them to secure progress by removing barriers to learning. ❖ A school counsellor supporting students three days a week to support mental health and well-being that are barriers to attendance and engagement. ❖ A wide programme of mental and physical health activities are integral to our curriculum. 	<ul style="list-style-type: none"> ❖ The 3R's sets out the highest expectations for learning and our expectations for a calm and purposeful environment. ❖ The importance of recognising good behaviour and effort is paramount with a focus on verbal praise and tangible rewards through our e-praise system and positive communications with parents/carers. ❖ Robust systems ensure students are supported and sanctioned including Pivotal restorative conversations, detentions and our right choice centre. 	<ul style="list-style-type: none"> ❖ As a Pivotal school we recognise the value of ensuring students are happy, healthy and enjoy school. ❖ At the heart of school-life we place relationships with students and parents/carers to develop a trust and understanding about our values and vision. ❖ The attendance team pursue absence and support families with telephone conversations, home visits and referrals to our pastoral support. ❖ Where persistent absence support is provided but action taken if required.

6a. Quality first teaching and learning actions 2020/21 (a selection but not a comprehensive list of all actions)		Desired Outcome
Further improve the Curriculum	<ul style="list-style-type: none"> • Further sequencing, content and retrieval planning has enhanced the quality of the curriculum • Medium Terms Plans have been created and shared on the website for parents/carers to be able to access 'What is my child learning' for every unit in every year group. • Music continues to evolve on the curriculum in KS3 in readiness for becoming an option in KS4. Computing has been reintroduced and triple science has its first cohort. A second language is being launched in 2021/22 at KS3 with the ambition to be an option course. 	A, F A, F D, E
Offer bespoke Professional CPD in relation to remote learning	<ul style="list-style-type: none"> • 'How to guides' and video tutorials to ensure all students could access Google classroom, our remote learning and digital feedback • An extensive programme of CPD using the EEF remote provision training on asynchronous provision. May 2020 • Concepts of spacing, interleaving, retrieval, low stakes quizzing have been revisited in May 20 and Sept 20 • Non-negotiables for remote learning focusing on recovery learning and the engagement of PP students inc. questioning and oracy Sept 2020 • Enhanced asynchronous provision developed based on the EEF Remote Education Principles and pupil voice Jan 2021 • Synchronous provision including a working model and explicit instruction Feb 2021. • High quality CPD was delivered to train staff how to deliver synchronous hybrid remote education to allow students self-isolating to join lessons live in Google Classroom. March 2021 • CPD has been delivered on Cognitive Load and memory Sept 21. 	A, F A, B, C, F A, F A, F, G A, B, C, F, G A, B, C, D A, B, C, D A, B, C, F
Maintain staffing in core subjects	<ul style="list-style-type: none"> • The college retains 3 additional staff 'Advanced Skills Teachers' in English and Maths funded by Pupil Premium to bring subject knowledge, curriculum design expertise and enable reduced class sizes in both KS3 and KS4 • The Pupil Premium co-ordinator focuses on KS4 engagement and intervention for a targeted cohort 	A, B, C A, B, C, F
Remove the Digital Divide	<ul style="list-style-type: none"> • 374 DFE laptops, 33 from the local authority and 120 from the school PP Budget were distributed and a total of 184 PP students across 5 years groups were able to access remote learning. • GCSE Pod is accessible for all students with our provision of laptops for every student in Key Stage 4 • A new VLE has been designed to improve self-regulation and metacognition for all Key Stage 4 courses. 	A, B, C, D, E, F, G A, B, C, D, F A, B, C, D, F
Ensure Quality Assurance in light of remote learning	<ul style="list-style-type: none"> • The College MiQTL (Monitoring and Improving the quality of Teaching and Learning) was developed to include remote education quality assurance with PP students always being included in work scrutiny samples 	A, B, C

	<ul style="list-style-type: none"> Throughout the academic year face to face Book Checks and Google Classroom Checks took place following the MiQTL calendar. PP students were included in all samples. Link meetings between SLT and Curriculum Leaders focus on PP with analysis of effort, behaviour, progress and attainment. Targets are set high at FFT20 faculty meetings discuss progress and interventions. 	A, B, C A, B, C
Pastoral Care	<ul style="list-style-type: none"> PP students self-isolating were prioritised by Year Managers when carrying out attendance/well-being calls. In addition to in-school counselling communication over physical and mental well-being has increased and also signposting to support. 	E E

6b. Targeted Academic Support	Desired outcomes
<ul style="list-style-type: none"> Curriculum leads and senior links for faculties enhance their tracking analysis and focus intervention for disadvantaged students with bespoke reports to inform teaching and learning. 	A, B, C
<ul style="list-style-type: none"> MINTCLASS raises the profile of PP students ensuring PP students are a focus for questioning, verbal feedback, engagement, understanding and discussions. 	A, B, C, G
<ul style="list-style-type: none"> The National Tutoring Programme offered in a 1:3 ratio to students in Y7, Y9, Y10 and Y11. A total of 295 students offered 12hrs tutoring with the majority pupil premium. Covid restricted the delivery model to outside of school hours. 	A, B, C
<ul style="list-style-type: none"> 22 School Led tutoring groups offered in a 1:5 ratio for student's in Y8 and Y11 focusing on Ebacc subjects, Art and Sport. 100 PP students. 	A, B, C
<ul style="list-style-type: none"> Revision Guides, Flash Cards and Exam Question books purchased for all Y10 and Y11 students. PP students received the additional flashcards. 	A, B, C
<ul style="list-style-type: none"> The College employed an Academic Mentor in the Spring/Summer to deliver additional capacity for Literacy delivering Fresh start to 30 students with 50% PP students in Y7 and Y8 students. Groups were targeted for different modules 1-7, 8-16 and 15-21 dependent on starting points. All students moved to the next grade block up and of the ten students in the 15-21 group five no-longer need Fresh start support and five have moved to the most challenging module 22. 	A
<ul style="list-style-type: none"> Bedrock Learning is a software package to remove the vocabulary gap. Since April students have had access to the programme and PP students have made a 17% improvement in vocabulary acquisition. 	A, B, C
<ul style="list-style-type: none"> Working with Tutor Trust in the Autumn term 15 PP students underachieving in English and Maths in Y11 received 15 hours of additional tuition. 	A, B, C
<ul style="list-style-type: none"> Numeracy Ninjas delivered to 140 students across Y7 and Y8 to develop confidence and improve their numeracy. 	A, C
<ul style="list-style-type: none"> During the summer term homework clubs were offered to students. There was a focus on SEN PP students. LSAs would target these pupils and work with them during the homework sessions. 	A
<ul style="list-style-type: none"> The Pupil Premium Champion during lockdown supported eight Year 10 and seven Year 11 students identified the least engaged PP students and encouraged the attendance to asynchronous and synchronous learning including training those lacking the skill set to use Google Classrooms to access remote learning. 	A, B, C, E, F

6c. Wider Strategies	Desired Outcomes
<ul style="list-style-type: none"> An introduction to Pivotal Behaviour CPD training with all staff 	A, E, F
<ul style="list-style-type: none"> Attendance Team prioritise phone calls home and home visits for disadvantaged student including further priority to students underachieving. 	A, B, C, E
<ul style="list-style-type: none"> Subsidising trips, visits and experiences including residential e.g Battlefields, Water sports Adventure Holidays. Theatres or Fieldtrips 	D
<ul style="list-style-type: none"> The Student Counselling service (Emerge) is now 3 days a week with 88 students accessing the service. 55% of students were Pupil Premium. 	A, D
<ul style="list-style-type: none"> Made Training revision skills workshops in preparation for GCSEs 	A, B, C
<ul style="list-style-type: none"> Motivational virtual talks in the Autumn Term for Years 10 and Year 11 	A, B, C, D, E
<ul style="list-style-type: none"> All Students (Inc PP students) 8B,8H,8G and 8D received additional music technology tuition during their music lessons from May until July. 	A, D, E
<ul style="list-style-type: none"> The Hathershaw College choir ran for a short period in the spring term and towards the end of the summer term. 	A, D, E
<ul style="list-style-type: none"> Alan Birch printmaker worked with 2 x Art and Design groups. 	A, D, E
<ul style="list-style-type: none"> Competitions to help promote enrichment included cooking, baking and art work 	A, D, E
<ul style="list-style-type: none"> The Duke of Edinburgh participation funded for PP students. 	A, D, E
<ul style="list-style-type: none"> Engagement with external agencies including psychologists, speech and language therapy, anger management, early help, teen and toddlers and off-site provision blended with academic studies 	A, E
<ul style="list-style-type: none"> Fully subsidised food technology ingredients 	A, D, E
<ul style="list-style-type: none"> Welfare funding supporting sport kit, uniform and stationary 	A, D, E
<ul style="list-style-type: none"> Educake Low Stakes Quizzing to improve PP boys outcomes in Geography 	A, F
<ul style="list-style-type: none"> Virtual University day for 10 of our Year 8 PP pupils. 	A, B, C, D
<ul style="list-style-type: none"> Manchester University Gateways programme for predominantly PP cohorts in Y7-Y9. 	A, B, C, D

7a. Reminder of Priorities for 2020/21	
<i>Desired outcomes</i>	<i>Success criteria</i>
A. Students eligible for PP to close the gap on National non-PP students	P8 score closer to or line with National +0.13
B. Improve the attainment of PP boys in English	Close the in-school gap with PP Girls 80% 9-4 (PP Boys 54% 9-4)
C. Further close the gap for PP 9-4 & 9-5 in English and Maths	Hathershaw 2020 PP 9-4 56% (NPP 9-4 72%) 9-5 31% (NPP 9-5 50%)
D. PP students experience cultural experiences in addition to the input in lessons	Increase the attendance to extra-curricular activities by PP students
E. Support the health and well-being of PP students	Close the attendance gap with NPP students
F. Improve self-regulation towards Independent Learning	Students eligible for PP achieving A or B grades for homework completion and quality
G. Develop the confidence for oral speaking especially for eligible PP students	Observed verbal contributions in lessons by all but especially PP students

7b. Impact Summary of Priorities 2020/21	
Desired outcomes	Impact
A. Students eligible for PP to close the gap on National non-PP students	<ul style="list-style-type: none"> ○ Prior attainment for disadvantaged at The Hathershaw College is lower than national for disadvantaged students as a result achieving attainment outcomes in the last three years in line with or above disadvantaged students' attainment nationally confirmed the positive impact of our interventions. ○ Additionally, we are pleased with our achievements by closing the gap in comparison to the national non-disadvantaged. In 2021 the national attainment for non-disadvantaged increased again to 55 for attainment 8 however our improved disadvantaged outcomes to 44 enabled the college to close the gap. ○ Attainment 8 for both the PP and NPP increased in 2021 to 44 and 51 respectively.
B. Improve the attainment of PP boys in English	<ul style="list-style-type: none"> ○ The attainment of PP boys in English has improved. In 2019/20 PP girls achieved 80% 9-4 and PP Boys 54% 9-4 and in 2020/21 PP Boys outcomes increased from 54% to 58% in English for 9-4 grades. This was done by targeting boys for in-class intervention using the English intervention tracker to guide teachers and track the strategies used for individual students within lessons. ○ PP Boys were also prioritised for the National tutoring programmes on offer and over half of the Hybrid tutoring cohort with Tutor Trust was PP boys

C. Further close the gap for PP 9-4 & 9-5 in English and Maths

- In 2019/20 PP EM was 56% and NPP EM 72%. (9-5 PP EM 31% and NPP EM 50%). In 2020/21 the 9-5 inc EM increased from 31% to 35% but the 9-4 inc EM decreased from 56% to 54%. The increase in 9-5 inc EM was achieved by targeting key students with a target of a grade 5 in English for in-class intervention using the English intervention tracker to guide teachers and track the strategies used for individual students within lessons. The 9-5 for English and Maths combined has improved.
- Students with a target of a grade 4 or 5 were also prioritised for the National tutoring programmes on offer and the Hybrid tutoring cohort with Tutor Trust for both Maths and English.
- 53% of the Hybrid Tutoring cohort achieved grade 4 or above in English TAGs.
47% of the Hybrid Tutoring cohort achieved or exceeded their target grade in English TAGs (20% of the cohort exceeded their target grade).
27% of the Hybrid Tutoring cohort got a grade higher in their English TAGs than their teacher initially predicted they would achieve in an earlier learning cycle prediction. Therefore, the tutoring has improved English outcomes for many of the students in the cohort.
- Maths NTP Academic Tutoring was offered to 7 groups with students in Year 7, 9 and 10 on a 1:3 and 1:1 ratio. In total 655 hours of tutoring was delivered in Mathematics with the greatest success linked to the Year 7 before school offer. In English tutoring was delivered to 5 groups to students in Year 7, 9 and 10 on a 1:3 and 1:1 ratio. In total and 211 hours of tutoring was delivered in Mathematics. The greater weighting of tutoring for mathematics was as a result of national evidence that Y6 had faced learning decay in this subject.
- School Led Tutoring was also an aspect of our catch-up recovery targeted towards PP students. The majority of intervention lasted 6 sessions. A total of seven English 1:3 sessions, eight Maths 1:3 sessions and then a further 9 subjects offering 6 sessions 1:3 ration in Art, Performing Arts, BTEC Sport, History and Science. A total of 262 hours of tuition was delivered but was challenging to encourage engagement as sessions were in the evenings and weekends as we felt students needed to be with their own teachers in our 95% attended lesson 6 every day after school.
- 110 students have been assigned Numeracy Ninjas booklets (Years 7 to 11). 43 students were PP. Majority students were on pathway 1-2 and some on pathway 3-4. At KS3 students have gained confidence answering basic numeracy questions. All KS4 students managed to achieve at least grade 1 or more in GCSE Maths. No students got grade U.

<p>D. PP students experience cultural experiences in addition to the input in lessons</p>	<ul style="list-style-type: none"> ○ Online assemblies continued to be delivered virtually throughout the year and PP had laptops enabling access to topics on British Values, Current affairs, Online safety and Key Theme related to RHSE and Protected Characteristics ○ Food practical lessons reduced significantly last year because of Covid restrictions but we still covered key life skills such as healthy eating habits and budgeting in our theory lessons. ○ Extra practical has been added to our recovery curriculum and the PP funding will ensure that all students are able to learn approximately 30 dishes in KS3. During the covid restrictions recipes were posted on GC for students to try at home and 'home cooking packs' were provided to PP students who were working in school so that ingredients were still being provided. ○ After school clubs that targeted PP students also ran in the summer term. ○ 2 cooking sessions were provided for the Yr6 students who attended summer school. 																				
<p>E. Support the health and well-being of PP students</p>	<ul style="list-style-type: none"> ○ 88 students requested to access counselling. The majority of the students who received counselling were disadvantaged (55%). Students were referred by need with those accessing time being 68% girls and 32% boys. 100% reported the counselling has helped and in addition be more confident, cope with anxieties, stress and to believe in themselves. ○ Attendance of PP students in 2020-2021 was 89.1%, compared to NPP students 92.3%. In 2019-2020 PP attendance was 93.6% compared to NPP students with 95.9%. The impact of Covid 19 on disadvantaged students has been greater than others with a decline of 4.5% and therefore recovering to pre-Covid attendance will be a priority but still a major challenge as the pandemic continues. <table border="1" data-bbox="696 1042 2074 1257" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Attendance PP</td> <td>94.7%</td> <td>93.7%</td> <td>93.6%</td> <td>89.1%</td> </tr> <tr> <td>Attendance NPP</td> <td>95.9%</td> <td>96.0%</td> <td>95.9%</td> <td>92.3%</td> </tr> <tr> <td>Diff</td> <td>-1.2</td> <td>-2.3%</td> <td>-2.3%</td> <td>-3.2%</td> </tr> </tbody> </table>		2018	2019	2020	2021	Attendance PP	94.7%	93.7%	93.6%	89.1%	Attendance NPP	95.9%	96.0%	95.9%	92.3%	Diff	-1.2	-2.3%	-2.3%	-3.2%
	2018	2019	2020	2021																	
Attendance PP	94.7%	93.7%	93.6%	89.1%																	
Attendance NPP	95.9%	96.0%	95.9%	92.3%																	
Diff	-1.2	-2.3%	-2.3%	-3.2%																	

F. Improve self-regulation towards Independent Learning

- The advancement of remote learning using google classroom rapidly developed the PP and NPP skill set of using ICT but even more valuable was the evolution for many in their self-regulation.
- All students had to online daily manage their workload, attendance, completion of work and submission to online deadlines without the direct presence of adults for many.
- The number of PP students achieving A/B grades for homework is 81% compared to 88% of NPP students. Year 9 PP students have the lowest engagement with homework with only 71% recording mainly A/B grades for homework.

	2018	2019	2020	2021
FTE PP	31	58	33	28
FTE NPP	23	12	11	18
Diff	+8	+46	+22	+10
PE PP	3	3	3	4
PE NPP	2	2	1	0
Difference	+1	+1	+2	+4

G. Develop the confidence for oral speaking especially for eligible PP students

- The impact of remote learning and wearing of face covering in lessons has hindered the focus on encouraging PP students to develop articulate answers e.g Say it better. The importance of oracy will be a priority again in 2021/22.

8. Subject Outcomes Over Time

Disadvantaged vs Non-Disadvantaged

	2019	2021
English Literature	4.1 4.3 -0.2	4.1 4.6 -0.5
English Language	4.1 4.3 -0.2	4.4 5.0 -0.6
Mathematics	4.0 4.5 -0.5	4.2 5.1 -0.9
Science	4.1 4.7 -0.6	4.4 5.2 -0.8
French	4.1 4.4 -0.3	4.9 6.0 -1.1
History	3.7 4.3 -0.6	4.6 5.3 -0.7
Geography	2.7 3.2 -0.5	3.6 4.8 -1.2
Art	4.6 4.8 -0.2	4.3 4.8 -0.5
Business Studies	2.8 3.8 -1.0	4.7 4.9 -0.2
Design and Technology	3.6 4.0 -0.4	4.1 5.1 -1.0

	2019	2021
Food Technology	4.1 4.4 -0.3	4.5 4.9 -0.4
Media Studies	3.8 3.5 +0.3	4.9 5.1 -0.2
Photography	4.6 4.5 +0.1	4.0 5.4 -1.4
Psychology	3.9 4.0 -0.1	4.1 5.0 -0.9
Religious Studies	5.3 6.3 -1.0	4.4 5.3 -0.9
BTEC SPORT	6.2 6.8 -0.6	3.9 5.2 -1.3
BTEC HSC	5.2 4.9 +0.3	5.7 6.5 -0.8
BTEC CN / ICT	4.6 4.9 -0.3	4.6 5.0 -0.4
BTEC PA	4.5 5.0 -0.5	5.0 4.7 +0.3

- In the vast majority of subject's outcomes for the disadvantaged improved between 2019 and 2021
- In Core, Science and Ebacc subjects the outcomes for PP student improved between 2019 and 2021
- In most open bucket subjects PP outcomes improved between 2019 and 2021 but there are some where outcomes declined
- In the majority of subjects, the outcomes for Non-disadvantaged improved quicker than that of the disadvantaged widening the gaps but replicates the national impact of the pandemic on students in receipt of Pupil Premium.

9. Priorities for 2021/22	
Intended outcome	Success criteria
Increase attainment for disadvantaged students	Attainment outcomes will show value added benchmarked to national outcomes
Improve reading ages	The assessments on Bedrock, Fresh start, Lexia and NGRT Tests will show improvements
Develop self-regulation and metacognition	Verbal and written reflections will be embedded in learning and captured through MiQTL
Improve the attendance of disadvantaged students	Attendance will be above national
Remove barriers to learning especially focusing on social, emotional and mental health.	Students accessing counselling, students able to end counselling, attendance to extra-curricular opportunities increases, ICT barriers are removed.

10. Review of expenditure	Expenditure (£)
(i) Quality teaching and learning	£303,350
(ii) Targeted Support	£81,006
(iii) Other Approaches	£36,359
Total	Spent 420,715 (Received £420,715)