

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-------------------------|
| School name | The Dean Academy |
| Number of pupils in school | 540 |
| Proportion (%) of pupil premium eligible pupils | 32% (169) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 years |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Richard Brand |
| Pupil premium lead | Natalie Mehrotra-Hughes |
| Governor / Trustee lead | Amanda Deeks |

Funding overview

| Detail | Amount |
|---|--------------|
| Pupil premium funding allocation this academic year | £ 139,620 |
| Recovery premium funding allocation this academic year | £ 22,734 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 52.31 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 162,406.31 |

Part A: Pupil premium strategy plan

Statement of intent

Research conducted by the EEF concludes that common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.

Our intention at The Dean Academy is that all pupils; irrespective of their background, prior attainment or the challenges they face; will play a full and successful part in the academic and wider school community and to raise achievement of all our students, whilst closing the gap between vulnerable student groups. We aim to remove the barriers faced by our PP students (e.g., attendance, literacy) and for post 16 destination data to show an increase the PP number of students accessing level 3 pathways.

We will ensure that all teaching staff can identify disadvantaged pupils and are aware of strengths and areas for improvement across the school. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We aim to meet student needs by providing:

- Exceptional teaching and learning
- A broad, tailored and aspirational curriculum
- Expert support out of the classroom
- Thoughtful personal development for all students
- High quality extra-curricular provision
- Individual support for students who need it

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and use of the Brilliant Club

for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensuring high quality teaching and curriculum in every classroom
- Act early to intervene at the point need is identified by using regular and intelligent assessment (QLA) to identify gaps in student knowledge and understanding.
- Improving literacy across the school and embedding a culture of reading in all year groups
- Ensuring high levels of attendance for all students
- Targeted academic support through the Brilliant Club Tutoring Program
- Improving literacy across the school through the established reading program and development of oracy
- Targeted pastoral and wellbeing support through counselling, mentoring, exam anxiety, aspirations and careers support programs
- Excellent opportunities for independent study for all through P6 program alongside homework as the norm

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge | | |
|--------------------|--|-------------|-------------|
| 1 | Disadvantaged students enter The Dean Academy with lower prior attainment than their non disadvantaged peers and the gap continues to grow throughout KS3 and KS4, preventing access to our ambitious curriculum. The table show CAT score rankings for the last 3 years | | |
| | 2021 | 2020 | 2019 |
| Cohort Size | 109 | 84 | 125 |
| No. PP | 29 | 28 | 44 |
| No. Non PP | 80 | 56 | 81 |
| PP Below | 34% | 25% | 32% |
| Non PP Below | 23% | 18% | 19% |
| GAP | -12% | -7% | -13% |
| PP Average | 62% | 68% | 61% |
| Non PP Average | 60% | 63% | 67% |
| GAP | -2% | -5% | 5% |
| PP Above | 3% | 7% | 5% |
| Non PP Above | 18% | 18% | 15% |
| GAP | -14% | -11% | 10% |

| | | | | | |
|---|--|-----------------|----------------------|---------------------------------|------------------|
| | PP V.High | 0% | 0% | 2% | |
| | Non PP V.High | 0% | 0% | 0% | |
| | GAP | 0% | 0% | 2% | |
| 2 | Pupil premium students at greater risk of fixed term and permanent exclusion although improvements have been seen in the last 2 years | | | | |
| | | No. | PEX | FTE | Days Lost |
| | All 18/19 | 102 | 2 | 160 | 201.5 |
| | PP 18/19 | 61 | 0 | 102 | 120 |
| | All 19/20 | 64 | 2 | 88 | 112.5 |
| | PP 19/20 | 37 | 2 | 53 | 72.5 |
| | All 20/21 | 47 | | 69 | 88 |
| | PP 20/21 | 25 | | 41 | 51.5 |
| 3 | Attendance although the GAP is narrowing, is still lower in disadvantaged students in comparison to non-disadvantaged peers and below national average. The percentage of students who are persistently absent and PP is disproportionate for the PP percentage of students | | | | |
| | Term | % PA | % PA & PP | % PA & PP & SEND | |
| | 18/19 | 17.48 | 46.85 | 35.14 | |
| | 19/20 | 18.68 | 45.69 | 25 | |
| | 20/21 | 24.48 | 48.57 | 23.57 | |
| | 2021/22 to 08/11 | 39.82 | 36.87 | 20.28 | |
| | Year | PP atd % | Non PP atd % | GAP | |
| | 2019/2020 | 91.12 | 94.67 | -3.55% | |
| | 2020/2021 | 87.70 | 90.55 | -2.85% | |
| 4 | In school observations, data and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations. This has also led to a reduction in parental engagement for PP students with whole school parental events. | | | | |
| 5 | Lack of aspiration and / or awareness of opportunities of some disadvantaged students resulting in reduction of disadvantaged students engaging with extra-curricular offer and increased risk of these students becoming NEET when they leave school without appropriate careers and progression mentoring | | | | |
| 6 | Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. This has also led to a | | | | |

| | reduction in parental engagement for PP students with whole school parental events. | | | | | | | | | | | | |
|----------------|--|-------|-------|------|------|------------|-------|-------|-------|----------------|-------|-------|-------|
| 7 | Observations and work reviews suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science. | | | | | | | | | | | | |
| 8 | <p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading ages and comprehension than peers. This impacts their progress in all subjects.</p> <p>NGRT results for 3 years</p> <table border="1"> <thead> <tr> <th></th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>PP average</td> <td>11.66</td> <td>11.13</td> <td>10.85</td> </tr> <tr> <td>Non PP Average</td> <td>13.05</td> <td>12.88</td> <td>12.22</td> </tr> </tbody> </table> | | 2019 | 2020 | 2021 | PP average | 11.66 | 11.13 | 10.85 | Non PP Average | 13.05 | 12.88 | 12.22 |
| | 2019 | 2020 | 2021 | | | | | | | | | | |
| PP average | 11.66 | 11.13 | 10.85 | | | | | | | | | | |
| Non PP Average | 13.05 | 12.88 | 12.22 | | | | | | | | | | |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|--|
| Close the progress gap between disadvantaged and non-disadvantaged with a view of disadvantaged students at The Dean Academy performing close to national average for P8, A8 and E&M4+ | <p>Reduce the GAP between PP and Non PP students at the Dean Academy to below -0.45 or better by 2024.</p> <p>Increase A8 score to 40 or better by 2024</p> <p>Increase/sustain % of students achieving 4+E&M to 50%</p> |
| <p>Close the attendance gap between disadvantaged and non-disadvantaged</p> <p>Disadvantaged students have below national average of persistent absence</p> | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 2.5% the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils 35% of that number |

| | |
|--|---|
| <p>To improve the literacy of all our students through use of accelerated reader, focus on tutor time reading program and launching phase 2 of our literacy plan – ORACY.</p> <p>Staff will be trained on the techniques/strategies needed and provided time to follow up with this and generate resources.</p> <p>Specialist support to be provided to those not secondary ready via Lexia, RWI, BOOST interventions.</p> | <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> |
| <p>To use our Pastoral Support programmes including the rebranded Student Support Centre to achieve and sustain improved wellbeing for all students who need additional support through high quality pastoral intervention, including counselling, mentoring and careers/progression support.</p> | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Training within pastoral team to make sure the rebranded centre meets the needs of the students as they present now.</p> |
| <p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p> | <p>High quality CPD delivered to staff on working memory and metacognition by 2022.</p> <p>High quality personal development sessions delivered to students on working memory and metacognition by 2022. Metacognitive talk to be a regular lesson feature by 2024. Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p> |
| <p>Reduce the FTE of disadvantaged students</p> | <p>Reduce the % of FTE to below 6% by 2024</p> |
| <p>Increase the number of disadvantaged students being entered for EBACC suite of qualifications</p> | <p>Increase in the number of students whole school taking EBAAC from 31% 38% in 2024 with a balance of disadvantaged students.</p> |
| <p>Disadvantaged students to engage in a wide range of enrichment activities to the</p> | <p>An effective system of tracking of participation is put in place</p> |

| | |
|---|--|
| same level as their Non-disadvantaged peers | Levels of engagement for PP students is in line with Non-PP students by 2024 |
| Increase PP parents' engagement with school | Attendance at parents evening for PP is in line with their peers by 2024 |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £82,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Improve quality of T&L across all subjects by continuing effective CPD based on Rosenshine's Principles to ensure all students are able to make progress, with disadvantaged students closing the gap with non-disadvantaged peers. | Evidenced-based research on Cognitive Science (from which Rosenshine takes its principles) shows that the biggest impact on student progress is ensuring the quality of teaching is strong and consistently implemented practice using Rosenshine's findings means knowledge recall, chunking, modelling and questioning will all improve | 1, 5, 7 |
| Implement Powerful Action Steps coaching programme delivered by SLT and selected middle leaders to develop and sustain quality first teaching based on Rosenshine's principles | The Education Endowment Foundation's (EEF) recent guidance report on implementing initiatives in schools, placed instructional coaching at the heart of its outline of effective practice. EEF Implementation Guide The EEF's recent guidance report on effective professional development refers to the use of coaching as one of the most effective methods EEF Professional Development Guide | 1, 5, 7 |
| Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time. | Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: | 1, 7 |

| | | |
|--|---|------------|
| | Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF | |
| <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>This will be done by continuing with our successful reading program and developing stage 2 ORACY.</p> | <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> | 1, 8 |
| <p>Over staff in key areas /core subjects in readiness for the growing number of students and increased small group sizes and team teaching.</p> | <p>Evidence for in-class small group tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Small group tuition can add 4 months of progress, particularly impactful if targeted based on assessment data</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> | 1, 7, 8 |
| <p>Improved 'intelligent assessment' through use of QLAs across the school, to identify early gaps in student knowledge and understanding</p> <p>-Invest in standardised assessment where appropriate</p> <p>- CPD on 'intelligent assessment' and use of assessment to increase speed of being able to intervene when students are struggling</p> | <p>Within 'intelligent assessment' and responding to assessment, feedback is critical – evidence for this comes from EPI/EEF: Systematic-Review-of-Feedback-EPPI-2021.pdf</p> | 1, 8 |
| <p>Associate assistant headteacher post created to launch, run and monitor homework whole school initiative linked to Rosenshine.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> | 1, 5, 7, 8 |

| | | |
|--|--|--|
| <p>Provide a staffed home-work club and late bus home for those students attending.</p> <p>Individual P6 timetable of subject specific support for each Y11 student with victory hour available for further support if needed,</p> | | |
|--|--|--|

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 45,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Engaging with the National Tutoring Programme using Brilliant Club to provide a blend of tuition, mentoring and school-led tutoring and support (via P6 and victory hour) for students whose education has been most impacted by the pandemic. 80% of those receiving tutoring will be disadvantaged, including those who are high attainers.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1, 5, 8 |
| <p>Providing subject specific revision and intervention sessions (P6, victory hour, homework initiative)</p> <p>Providing specific revision material e.g. revision guides</p> | <p>Engagement scores for PP students during lockdown was lower than that of their peers, suggesting larger gaps in knowledge.</p> <p>In house assessment data suggests that targeted academic intervention of grade 4/5 students has had a significant impact in mocks in previous years. This is supported by the EEF Toolkit (2021)</p> | 1, 5, 8 |

| | | |
|--|---|------|
| | which reports that extending school day has an effect of + 3 Months. | |
| <p>Reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> <p>Lexia RWI Accelerated reader</p> | <p>Accelerated reader has been reported (Baye, Slavin, & Haslam, 2019) to have a significant effect size of +0.24 (p<.05).</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> | 1, 8 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Improve and continue to use weekly attendance tracker led by HoY - weekly tracking by tutors and follow up with external agencies to develop support for removal of external barriers</p> <p>Evaluate attendance and communication with families to identify students to work with.</p> <p>Employ attendance officer who will regularly communicate attendance information with all teaching staff.</p> | <p>Research presented by organisations such as Welsh Assembly Government (2011) & Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP student</p> | 1, 2, 3, 4, 6 |

| | | |
|--|---|----------------------|
| <p>Targeted pastoral and well-being support through:</p> <ul style="list-style-type: none"> • Counselling • Mentoring provisions • EDI TLR post • Aspirations (aspirations TLR) and careers support programmes including careers <p>- Student Support Centre CPD and time to support relevant students</p> | <p>Impact of Behaviour Interventions on student progress:</p> <p>Behaviour Interventions - EEF</p> <p>Strong evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> | <p>1, 2, 3, 4, 6</p> |
| <p>Establish a working relationship with GFAPS for our alternative provision, including the use of our facilities to support our most at risk students.</p> | <p>Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.</p> | <p>2, 4, 5, 6</p> |
| <p>Increase Parents Evening engagement by:</p> <ul style="list-style-type: none"> • Develop early online booking for PP parents • Where PP parents have not attended, encourage alternative contact via Pastoral staff | <p>Current anecdotal evidence suggests that many PP parents unaware of parents evening resulting in poorer attendance (approx. 10% gap)</p> <p>EEF Toolkit (2021) reports that that effective parental engagement can have +2 months benefit to student progress</p> | <p>4, 6</p> |
| <p>Improve disadvantaged student access to extra-curricular activities to increase their cultural capital in line with their non disadvantaged peers. E.g. funded musical peripatetic lessons, funded school trips. Including creating associate assistant head post to launch, run and monitor house system.</p> | <p>Research suggests levelling the playing field for progress at KS4 and beyond plays a vital role and access to extra-curricular activities is vital to this.</p> <p>DFE Report on Social Mobility and access to extra curricular activities</p> | <p>1, 4, 5, 6</p> |

Total budgeted cost: £ 162,400

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?

Below is a review of the intended outcomes from our strategy plan for 2020-2021. Although this should have been a 3 year plan, some significant gains were made against our intended outcomes. COVID impact has clearly been seen and therefore a review of our strategy and updated 3 year plan was needed for this academic year (as above).

| Intended Outcome | Success Criteria | Evaluation | | | | | |
|--|-------------------------|---------------------|----------------|----------------|---------------|----------------|---------------|
| Close the gap between disadvantaged and non-disadvantaged students' progress | Close the P8 gap in Y11 | Results 2019 | | | | | |
| | | Group | Entries | A8 | P8 | % 4+ EM | % 5+EM |
| | | All | 134 | 36.81 | -0.47 | 47.8 | 23.9 |
| | | PP | 36 | 29.25 | -0.85 | 44.4 | 22.2 |
| | | Non | 98 | 39.58 | -0.35 | 48.3 | 20.7 |
| | | GAP | | -10.33 | -0.5 | -3.9 | 1.5 |
| | | Results 2020 | | | | | |
| | | Group | Entries | A8 | P8* | % 4+ EM | % 5+EM |
| | | All | 125 | 42.33 | -0.11 | 56.8 | 32.8 |
| | | PP | 34 | 30.57 | -1.01 | 26.09 | 17.4 |
| | | Non | 91 | 46.73 | 0.2 | 63.7 | 36.3 |
| | | GAP | | -16.16 | -1.21 | -37.61 | -18.9 |
| | | Results 2021 | | | | | |
| Group | Entries | A8 | P8* | % 4+ EM | % 5+EM | | |
| All | 117 | 44.37 | 0.07 | 53.4 | 40.2 | | |
| PP | 22 | 38.65 | -0.45 | 56.25 | 31.3 | | |
| Non | 95 | 45.69 | 0.2 | 53.1 | 41.7 | | |
| GAP | | -7.04 | -0.65 | 3.15 | -10.4 | | |
| Centre Assessed Grades, however the GAP has closed by 0.56. | | | | | | | |

| <p>Students in Year 7 and Year 8 assessed and monitored throughout the academic year in order to access Boost Groups in English and Maths to ensure more progress to 'secondary ready' and beyond</p> | <p>Improved access to the aspirational and challenging curriculum, monitored throughout the year with majority achieving "secondary ready" levels</p> | <p>Booster groups are present. Students attend booster groups, and improving outcomes, all but 1 student enrolled in the intervention successfully completed RWI phonics intervention and were enrolled on the Lexia programme. The work to get them secondary ready continues through the use of Lexia especially in the wake of school closures. The quality of booster curriculum has been improved.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|----------|--------------|----------|----------|--------------|-----------|-----|-------|-------|-------|-----------|----|-------|-------|-------|-----------|----|---|----|-------|----------|----|---|----|------|-----------|----|---|----|----|----------|----|---|----|------|
| <p>Improve Literacy levels of students with reading ages below chronological age by introducing a comprehensive literacy strategy with introduction of KS3 Reading Programme</p> | <p>Improvements in Reading Age PP v non PP</p> | <p>Accelerated reader and Lexia are both in use, evidence shows an improvement in the literacy age of students across the school.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Reduce number of Fixed Term Exclusions / Permanent Exclusions for disadvantaged students</p> | <p>2019/20: 45 students involved (23 PP) FTE - D = 55 FTE - ND = 50 (Disadvantaged students received 5 more FTE) PExc - D = 2 (of 2)</p> | <p>Reduction in FTE and PEX with a continued downward trend. COVID has impacted these numbers.</p> <table border="1" data-bbox="975 831 1481 1144"> <thead> <tr> <th></th> <th>No.</th> <th>PEX</th> <th>FTE</th> <th>Days Lost</th> </tr> </thead> <tbody> <tr> <td>All 18/19</td> <td>102</td> <td>2</td> <td>160</td> <td>201.5</td> </tr> <tr> <td>PP 18/19</td> <td>61</td> <td>0</td> <td>102</td> <td>120</td> </tr> <tr> <td>All 19/20</td> <td>64</td> <td>2</td> <td>88</td> <td>112.5</td> </tr> <tr> <td>PP 19/20</td> <td>37</td> <td>2</td> <td>53</td> <td>72.5</td> </tr> <tr> <td>All 20/21</td> <td>47</td> <td>0</td> <td>69</td> <td>88</td> </tr> <tr> <td>PP 20/21</td> <td>25</td> <td>0</td> <td>41</td> <td>51.5</td> </tr> </tbody> </table> | | No. | PEX | FTE | Days Lost | All 18/19 | 102 | 2 | 160 | 201.5 | PP 18/19 | 61 | 0 | 102 | 120 | All 19/20 | 64 | 2 | 88 | 112.5 | PP 19/20 | 37 | 2 | 53 | 72.5 | All 20/21 | 47 | 0 | 69 | 88 | PP 20/21 | 25 | 0 | 41 | 51.5 |
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| All 20/21 | 47 | 0 | 69 | 88 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP 20/21 | 25 | 0 | 41 | 51.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Raise attendance of disadvantaged students in all year groups in order to decrease the proportion of students who are persistently absent and ensure the gap closes in progress</p> | <p>Decrease the Attendance Gap between PP and non-PP students</p> | <p>Unfortunately, no progress has been in improving PP attendance or reducing the gap. COVID has played a significant part here and this aim continues to form part of our new plan. However persistent absence for PP students reduced by over 10%. The move to remote education for the lockdown period will have contributed to this figure.</p> <table border="1" data-bbox="975 1503 1493 1742"> <thead> <tr> <th>Year</th> <th>PA %</th> <th>PA & PP%</th> <th>PP atd %</th> <th>Non PP atd %</th> </tr> </thead> <tbody> <tr> <td>2019/2020</td> <td>53</td> <td>45.69</td> <td>91.12</td> <td>94.67</td> </tr> <tr> <td>2020/2021</td> <td>78</td> <td>35.14</td> <td>87.70</td> <td>90.55</td> </tr> </tbody> </table> | Year | PA % | PA & PP% | PP atd % | Non PP atd % | 2019/2020 | 53 | 45.69 | 91.12 | 94.67 | 2020/2021 | 78 | 35.14 | 87.70 | 90.55 | | | | | | | | | | | | | | | | | | | | |
| Year | PA % | PA & PP% | PP atd % | Non PP atd % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2019/2020 | 53 | 45.69 | 91.12 | 94.67 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2020/2021 | 78 | 35.14 | 87.70 | 90.55 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Improve the mental health and resilience of disadvantaged students and the support given to parents and carers via external agencies</p> | <p>Of the 68 accessing the school counsellors / DSL, 49% were PP students in 2019-2020. 4 families were supported by Families First and 1 had Family Group Conferencing. This access will increase throughout the year following pastoral training, closer links with</p> | <p>Returning to normal provision for SEMH post covid. This has started, however has not reached capacity. Parents and carers have support from a variety of agencies.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|---|--|
| | RP via GCC and more regular meetings with FF | |
| Prioritise Quality First Teaching by implementing a CPD programme based on Rosenshine's Key Principles, empowering Middle Leaders through Curriculum and Pastoral Training and developing the staff coaching programme | Close the achievement gap by empowering teachers and Middle Leaders to implement strategies around Quality First Teaching | Staff have received high quality expert CPD on Rosenshine and his educational principles. Performance management targets for teaching and learning, linked to these. Rosenshine is seen as a key strategy in lesson observations and work scrutiny. e.g. I do, you do; recall tasks etc. The data set shared above shows the A8 gap closed last year by +9.12 however these were CAGs. |
| Develop confidence of Middle Leaders to drive and implement strategies to promote PP progress in faculties | Introduction of "First 5" strategy (Nov 2020) | It was not appropriate to implement this strategy with COVID regulations and post Christmas lockdown etc. |

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 |
|---|----------|
| Aspirations | Kamal |
| Raising attainment in English and Maths | Pet-XI |
| Raising aspirations workshop | GROWS |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

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