

# Pupil Premium Strategy Impact Statement 2020

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This report provides evidence of impact of the Pupil Premium Strategy for NLA 2019-2020, in the following key areas:

## 1. Literacy

**52% of KS3 Pupil Premium students made positive progress in reading, compared to 45% of non-PP students.**

## 2. Key Stage 4 Pupil Premium Outcomes and progress of High Ability Students

**Pupil Premium students increased both the average Attainment 8 and the Average Progress 8 scores from 2019. Average Attainment 8 in the open bucket was in line with the non-PP cohort**

**Intervention with high Ability Pupil Premium students has improved predicted outcomes for Progress 8 and Attainment 8.**

## 3. Behaviour and Attitudes to learning

**Attitude to learning scores have improved in many subject areas over the academic year. PP Fixed term exclusions and PP Permanent exclusions maintain 5-year downward trend.**

## 4. Attendance

**The gap between attendance for Pupil Premium**

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## 1. Literacy

**52% of KS3 Pupil Premium students made positive progress in reading, compared to 45% of non-PP students.**

Throughout the academic year 2019-20, KS3 students were banded a-band, l-band and n band using standardised reading scores as an indicator. The 3 a-band classes in each year group received reading intervention during MFL lessons, the impact of which is outlined below, using standardised scores.

### YEAR 8 (current Y9)

- 49% of the total cohort made positive progress; 52% of PP students demonstrated progress, compared with 45% of Non-PP students

Cohort	258	% of total cohort	Of which PP	% of PP cohort	Of which Non PP	% of Non PP cohort
			161 (62%)		97 (38%)	
Positive impact	127	49%	83	52%	44	45%
No impact	94	36%	67	42%	27	28%

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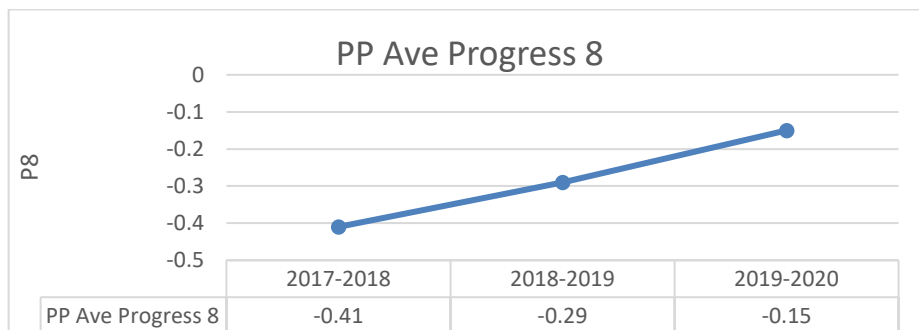


## 2. Key Stage 4 Pupil Premium Outcomes and progress of High Ability Students

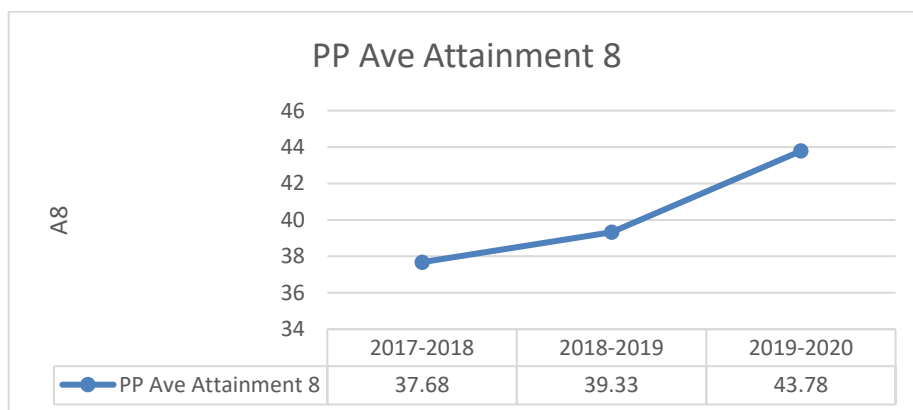
**Pupil Premium students increased both the average Attainment 8 and the average Progress 8 scores from 2019. Average attainment 8 in the open bucket was in line with the non-PP cohort.**

### **Intervention with High Ability Pupil Premium students has improved predicted outcomes for Progress 8 and Attainment 8**

The progress made by Pupil Premium students improved considerably throughout the year, with the Progress 8 score jumping from -0.6 to -0.15. The final value achieved of -0.15 continued a 3-year positive trend of increasing average PP P8 score. The average PP P8 for both maths and English demonstrates the same 3-year trend.



The average Attainment 8 points gained by the students in 2020 again increased. Both the 2019 and 2020 cohorts were similar in prior attainment from KS2.



The improved design of the curriculum improved the outcomes for many of the Pupil Premium students, whilst ensuring the curriculum was broad and appropriate and also met the requirements of Progress 8 and Attainment 8. The outcomes for Pupil Premium students improved throughout the year as a result of the funded interventions.

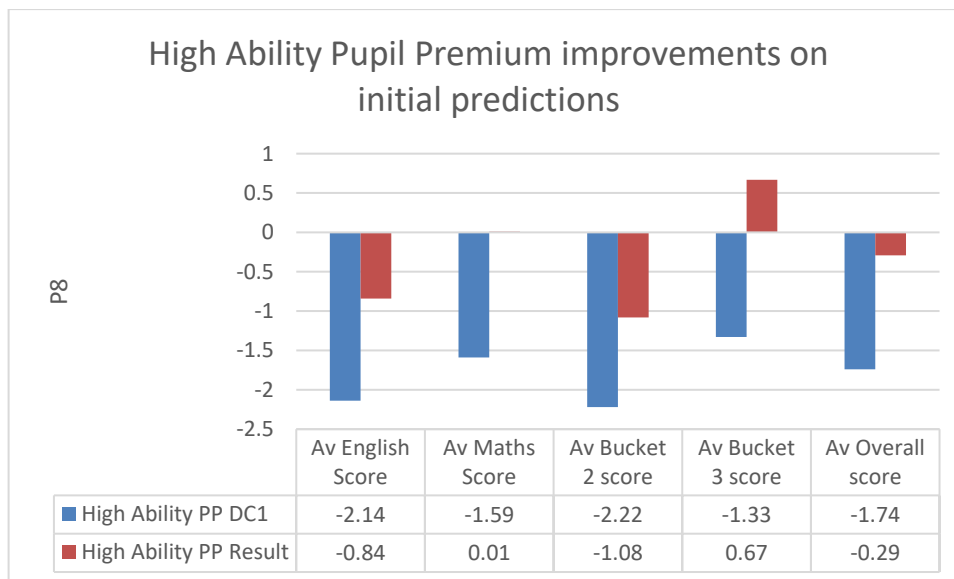
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	Number	%	KS2 APS	Average P8 Score English	Average P8 Score Maths	Average P8 Score Bucket 2	Average P8 Score Bucket 3	Average Overall P8 Score
<b>Cohort</b>	237	100%	4.57	-0.48	-0.11	-0.67	1.10	0.05
Predictions at the beginning of the academic year								
<b>Higher Ability PP</b>	39	16%	5.21	-2.14	-1.59	-2.22	-1.33	-1.74
Outcomes at the end of the academic year after interventions								
<b>Higher Ability PP</b>	39	16%	5.21	-0.84	0.01	-1.08	0.67	-0.29

The predicted grades at the beginning of the academic year were very low for the High Ability Pupil Premium students. By providing revision support and intervention lessons, as well as access to additional qualifications, the Progress 8 score was increased considerably from -1.74 to -0.29. This is still below national average and as such remains a focus for the school.

The progress 8 scores improved in all categories from the predicted grade at the beginning of the academic year to the end of year outcomes.





## 3. Behaviour and Attitudes to Learning

Attitude to Learning scores have improved in many subject areas over the academic year. PP Fixed term exclusions and PP Permanent exclusions maintain 5-year downward trend.

After each data capture, an attitude to learning analysis was done in order to inform all staff of attitude to learning grades across the curriculum. This forms the start of meaningful intervention within each of the curriculum areas, as well as focussed informative involvement with parents.

### KS3 - Year 7

- 100% of subjects showed a positive movement of attitude to learning grades for PP students.
- All subjects demonstrated a higher percentage of PP improvement.

### KS3 - Year 8

- 100% of subjects showed a positive movement of attitude to learning grades for PP students.
- All subjects demonstrated a higher percentage of PP improvement.

### KS4 - Year 9

- 90% of the subjects showed positive movement of attitude to learning grades for PP students compared to 80% of Non-PP students.
- 70% of the subjects studied by PP students increased the most compared to Non-PP students. The largest differences were in History and Engineering.

### KS4 Year 10

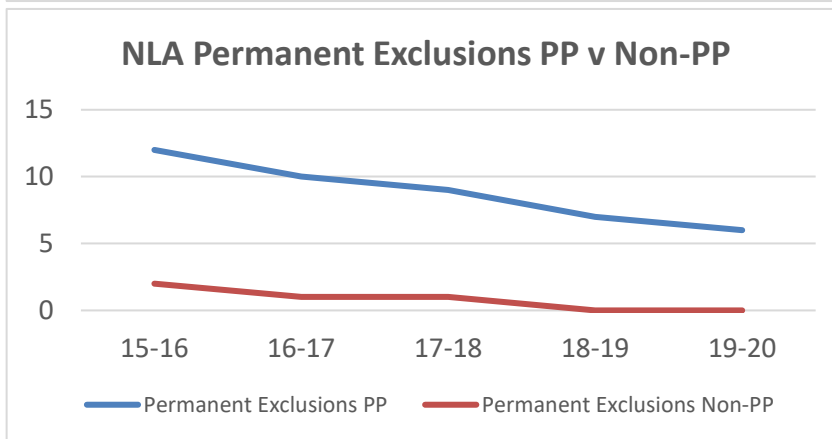
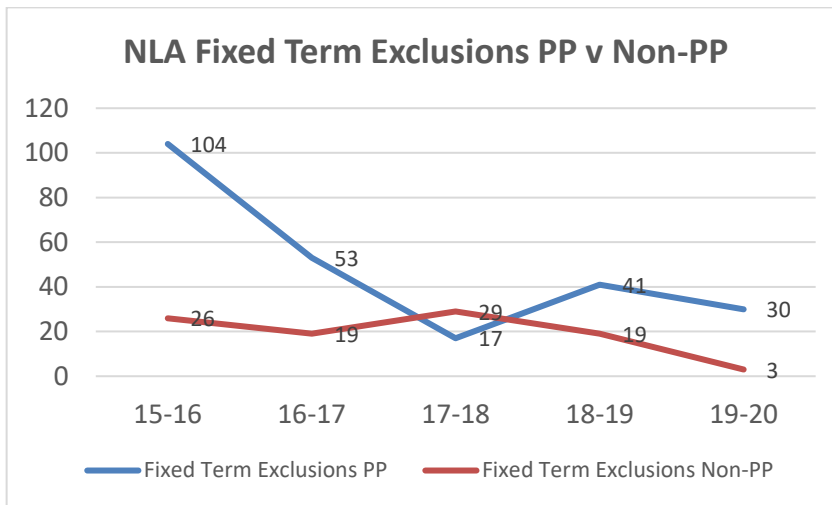
- 84% of the subjects showed positive movement of attitude to learning grades for PP students compared to 79% of Non-PP students.
- 65% of the subjects studied by PP students increased the most compared to Non-PP students. The largest increases were in History, Hospitality and Science



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Both Fixed term exclusions and Permanent exclusions have maintained a 5-year trend of decline.





## 4. Attendance

**The gap between attendance for Pupil Premium for Years 9 and 11 have both narrowed.**

- As lockdown began in the academic year 2019-2020, the gap between attendance for Year 11 had reduced by over 1% from the previous academic year, from -4.98 to -3.85, measuring the equivalent time period.
- Year 9 were identified as having a number of attendance issues and after interventions, the gap between PP and Non PP students was reduced by 0.57%, by lockdown.
- Engagement in the virtual school was described as exemplary by the local authority as a significant proportion of students engaged in our online lessons and online activities as well as completing the home learning packs.