**PP Report for Standards and Performance May 2021**

*With reference to the document agreed by Governors and SLT in September 20: Pupil Premium Grant Expenditure Objectives 2020 - 2021*

**Objective 1:**

**To identify how our whole school Improvement Plan will positively impact on disadvantaged students:**

1. **Progress:**

The plan was to focus on reintegrating all students back from Summer 20 lockdown with a particular focus on the needs of disadvantaged students as they returned.

Initially this was done by closely mentoring the students who had been supported through lockdown by key worker calls and in some cases home visits.

A home visits protocol was firmed up.

As the term went on and more and more students were required to isolate it became clear that remote learning was presenting issues in terms of access via old/non-existent equipment.

Steps were taken to ensure that every family that alerted us to these issues was supplied with a laptop and/or Wi-Fi connectivity.

Then as we moved into full lockdown again in January 20 this became a key focus.

We currently have 123 laptops out on loan – the vast majority of these loans are to PP students.

**Are PP students making expected progress compared to non PP students since returning from lockdown?**

We have compared ATL & Current Progress data for pre-lockdown (Dec 2020) and post lockdown (Apr 2021). One point to consider is that there was not necessarily Progress data for all subjects by Dec 2020. Therefore, just looking at the change in average Progress between Dec 2020 and Apr 2021 does not always give a true picture.

For example, JB Y9 had an average CP of 2.60 in Dec, and 2.67 in Apr, which is a positive increase. However, JB only had Progress scores for 10 subjects in December (4 were low). By April he had Progress scores for 12 subjects and 6 were low. Therefore, although his average CP has increased, the number of subjects he has a low Progress score in has also increased.

To compensate for this point, as well as calculating the change in average of the ATL & Current Progress before and after lockdown, we have calculated the change in the % of subjects that have awarded a low Progress score.

In order to illustrate the progress data, Y9 has been presented and analysed – although the additional year groups are also avaible on request.

Y9

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Change in Average A2L** | **Change in Average CP** | **Change in No of Low A2L** | **Change in No of Low CP** | **Change in % of Low CP** |
| **PP** | 0.08 | -0.05 | -1.47 | 1.06 | 5.05% |
| **None PP** | 0.002 | -0.07 | -0.85 | 0.65 | 2.88% |

The data suggests that PP and none PP students have improved their ATL since December, with PP students reducing the number of subjects they have a Low ATL in by almost twice as much as none PP students.

Conversely, the data suggests that all students have dipped in CP, with PP students receiving on average one more low Progress subject score in April than they received in December, which is almost twice the increase of the non PP students. The PP students showed an increase of almost twice that of the non PP students when comparing the change in the % of subject scores that were low.

Y11

Y11 – looking at their mock data from December and in terms of Attainment 8 there are similar attainments to the CAGS for the older year group from Summer 20, to the attainment for this current cohort in December 20 – with the gap being on average -14.5%.

For English, grades 9-5 the gap for the December mock exam compared to the CAGs in summer 20 has considerably reduced from -31% to -18% and even more so for English grades 9 -4 reducing from -30% for the CAGS to -6% for the mock exams.

For Maths, the picture is different because although there has been a reduction from the CAGS to the mock exams from -25% to -18% grades 9 – 5 there has actually been an increase from CAGs to mocks for grades 9 – 4 of -24% CAGs to -27% for the mocks.

Whilst these are two different cohorts the PP gap has been quite consistent over a period of time, so it is encouraging to see great reductions in the gap for English, but we will need to wait until the internal exams in May to see if this will be repeated and therefore can become a more consistent trend.

1. **Student leadership:**

The work on re-establishing houses has been done and the student leadership positions are filled.

Are PP students involved with student leadership?

9% of the successful student leadership candidates are PP compared to 20% of the 7 – 10 student population. Since the students were initially invited to apply themselves this could a small pointer that future work could look at PP student aspirations – however, the project did not set out ensure balance across the cohorts, and it is noted that along with 9% of students being deemed vulnerable via Pp status an additional 21% of non PP students who filled leadership positions are additionally vulnerable using other classifications – showing that leadership appeals across vulnerabilities and the school engenders confidence for individuals to be seen as leaders despite deep seated issues in their own lives.

1. **Catch up projects – ‘Thinking Reading’ and ‘No More Marking’**

Are PP students showing proportionate progress in these programmes compared to non PP students?

Both of these projects have been difficult to analyse because both stalled during lockdown although are up and running again. However, the early signs are that ‘thinking reading’ in particular will make a difference in closing the gap and individual students have already benefitted from considerable advances in their reading ages over the short and interrupted time that we have been able to work with them.

**Objective 2: to mitigate barriers to learning experienced by our disadvantaged students**

1. **Mitigating financial disadvantage** – equipment and uniform and transport

All families requiring assistance in this area have been given it e.g. buying uniform and equipment and contributing to transport costs.

Are PP students disproportionately represented in uniform sanctions?

27% of uniform infringements were Pp students in the period from March 8th to date, which is a bit higher than the % of PP students in the Y7 – 11 population. However, only 1/43 uniform infringements was PP and repeat infringements compared to 4/43 repeat infringements for non Pp students. Overall this suggests that the policy of supporting PP families with uniform on request helps to remove barriers to attendance for Pp students.

1. **One to one tuition** for targeted students. (English)

**What is the impact of those one to ones for students? – Progress and confidence?**

We continued the one to one tuition via teams over lockdown and the y11 programme will run through to the end of May. There are 6 targeted y11 students, 3 targeted LAC or Adopted from care students and 3 students from oasis who are also PP. 100% of parental feedback has praised the work that our one to one tutor has done in that time and moving forward. All the students involved are registering either making expected progress or making above expected progress, with the exception of our y7 LAC student who has since decided that he does not want to attend the sessions, although that is for further discussion with the Lac team around him. The key aspect that this tuition gives for students is confidence in their English and potentially could account for at least some of the gap closing shown above.

**Objective 3: to support disadvantaged students who experience low mental health that negatively impacts on their learning.**

**Mental health concerns** have risen considerably – our mental health strategy has been compromised by COVID restrictions and we have spent a considerable amount of money, time and resources supporting students.

58% more concerns in March 21 compared to March 20 – comparison of the numbers of PP students with mental health concerns now compared to non PP students.

Actually the numbers of non PP students with mental health concerns have risen more proportionately than PP students – but potentially more non PP families have experienced difficulties during the national COVID responses – as support for pre-existing PP families was already in place. It will take time regards national recovery from the pandemic to truly see this picture, but it is clear the school’s extremely strong mental health strategy has enabled the number of students and families requesting help to have more support than we might otherwise have been able to provide.

**Objective 4: to mitigate difficulties caused by lockdown and returning to school.**

1. Changes to requirements for **COVID related restrictions** means that we have needed to change our policies. E.G supplying masks on demand to ensure the requirement to wear masks indoors is complied with – we have bought 200 additional easy comfort masks to give to PP students where it is clear that having their own masks is an issue.
2. **Attendance** – to ensure that in returning to school that PP students are no more likely to be outliers in attendance statistics.

At the time of writing the PP attendance data was not available due to staff absence.