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**GOVERNORS REPORT – REVIEW OF PP SPEND 2020/2021**

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| **Academic Year** | 2020/21 | **Total PP budget** | £412,475 |
| **Total number of students** | 716 | **Number of students eligible for PP** | 387 (54%) |
| **Whole school P8 (2018/19)** | 0.33 | **PP students P8 (2018/19)** | 0.11 |

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| **DESIRED OUTCOME** |
| 1. **Sustained improvement in literacy and numeracy skills for all low attaining disadvantaged students.** |
| **IMPACT** |
| All baseline assessments were completed at the beginning of September for all new students. The data from the baseline assessments was used to inform target setting for the new Y7 in the absence of KS2 SATs results. The English and Maths baseline data together with the CAT4 scores was used to identify students that would benefit from literacy and numeracy support.  Literacy Support  RML – 17 students – Withdrawn from MFL lessons. Students that completed the course all made progress in their reading skills with some averaging 18 months of progress. Progress may have been even better without the hinderance of lockdown.  Lexia – 11 in Y7 and 8 in Y8 – This programme has had positive impact for students in the past, however with most of the course delivered remotely the desired impact was not achieved. 34% was the most progress made by one of our new to English speaking students.  English skills – 23 students – This took place 2 mornings a week with the literacy co-ordinator. The delivery of these sessions had to be suspended during lockdown as the targeted students were already struggling with online learning. Sessions resumed once students returned to school in March. These students will continue to need further support.  Numeracy Skills – 22 students – This was also delivered during form time, two mornings a week. Some of this support was able to continue during lockdown as the use on an online platform (Hegarty Maths) provided tutorials to support numeracy skills, however not many students engaged successfully with the programme. At AP2 a few of the identified students made some improvement, however most of these students will need further support to make even better progress.  Due to the difficulties brought on by remote learning and the Covid pandemic students mental health and well being had to be prioritised. |
| **DESIRED OUTCOME** |
| 1. **Sustained progress of all disadvantaged students at Key Stage 3 without limiting the progress of others** |
| **IMPACT** |
| Aspirational targets successfully set at the start of the academic year. Targets shared with all stakeholders of learning and explained to both parents and students at Curriculum Evenings held in September and October. The target grades are used at each assessment point to track students’ progress to targets. The analysis data from AP1 and AP2 is shared with Governors.  ShowMyHomework was used throughout the year to promote home based learning and was used successfully with Google Classroom during the lockdown periods to implement effectively remote learning.  Learning reviews was conducted successfully as per the calendar schedule. This provided the leadership team with valuable information on strengths and weaknesses in the areas of focus during the review. The recommendations from these reviews has supported the leadership team’s strategic thinking and next action steps. |
| **DESIRED OUTCOME** |
| 1. **Progress gap at KS4 between disadvantaged students and national “other” students to be reduced** |
| **IMPACT** |
| External exams were suspended and replaced by teacher assessed grades. The GCSE 2021 results indicate that the GAP between our disadvantaged students and their peers has narrowed. The attainment gap when looking at the A8 achievement is just over a third of a grade (-0.4) and a difference of -0.02 for the P8 measure, according to the FFT report. After each AP detailed analysis of results are completed and shared with HoDs, who then work on the strategic plan to secure outcomes.  Whilst this is very encouraging, we must be aware that this data is based on teacher assessed grades and hence cannot be weighed the same way as external exam results, hence evaluating the impact of the strategies is not as effective.  The appointed mentor has worked closely with selected students in the key analysis groups. There were 9 students in Y11, 5 in Y10, 4 in Y9, 3 in Y8 and 3 in Y7 that were identified and mentored through the year. Improving behaviour and engagement in lessons was prioritised. By June 2021 there was a general improvement in behaviour of these identified students, which in turn resulted in an improvement in academic results at AP2. This is evidenced in the comprehensive report submitted by the mentor at the end of the academic year. The mentor also focussed on health and well being of these students. Targeted students in Y11 and Y10 were constantly challenged to aim higher and be successful. An evaluation completed by the mentor shows that students developed strong relationships with the mentor and this made the mentoring effective. The students mentored in Y11 have made strong progress towards their targets, based on teacher assessed grades.  Academic mentors appointed for the subjects of English & Maths worked with selected students on improving progress towards the targets in these subjects. They have provided targeted support in lessons and outside of the school learning time. This was particularly useful for those more vulnerable students that tend to work better in small groups. |
| **DESIRED OUTCOME** |
| 1. **Increase in the attendance and punctuality of disadvantaged students and the gap to be in line with the national average. Improve the attendance at parents evening of parents/guardians of disadvantaged students.** |
| **IMPACT** |
| There is now a robust system in place tracking and monitoring school attendance and punctuality. This data is discussed at leadership meetings, shared with governors and shared with staff. Students that are identified as a concern are flagged very quickly and poor attendance or punctuality is challenged. The continued use of the EWO has been integral in getting parents more focussed on sending their children to school. The EWO make home visits and works with the LA in issuing fines to parents if absence is persistent. This compliments the phone calls home made by the attendance officer. Our school attendance for disadvantaged students are well above the national average.  Parent events were scheduled on the school calendar and have normally been well attended. However, due to lockdown all event had to be conducted remotely. There was a decrease in number of parents engaging with our parent events during lockdown. Inability to use technology and clashing with working from home was some of the barriers that have contributed to the decrease in parental engagement.  ParentMail is fully set up and being utilised completely to keep parents fully briefed on school issues. Parents also have full access to their child daily experience at school by accessing information on Go4Schools.  Trips and visits had to be suspended due to the pandemic but some virtual activities were set up during the course of the year. |
| **DESIRED OUTCOME** |
| 1. **Specific focus on the engagement of boys especially disadvantaged boys to reduce the number of isolation/exclusion incidents in order to improve attainment** |
| **IMPACT** |
| Students who at risk are quickly identified and support put I place to remove barriers. Identified students are given the opportunity of considering a vocational curriculum at a suitable provider if it is found to be better for the student. The school’s inclusion unit works with students in rectifying incorrect behaviour at the early stages. This has seen a decrease in the number of students that have repeat inclusions. Positive behaviour is rewarded by praise pints awarded on Go4Schools. Identified students prioritised for careers meetings to raise aspirations and improve engagement in learning. PSHE lessons have been developed to focus on mental health, well-being and other topical issues facing young people in our world today. |
| The impact on the pandemic has been immense on all children, particularly the disadvantaged students in our community. There is a huge task ahead of us to get these vulnerable students back on to track to be successful learners. Most of the strategies planned for this academic year was not fully deployed and will be carried forward to the next academic year. |