

## The PP Strategy 2019\_2022

### Review: 2019\_2020 aims and outcomes

Aims	Outcomes								
Progress 8 - Close the gap with national and move towards achieving national	GCSE examinations did not take place in the summer of 2020 due COVID-19. As a result, no P8 scores were recorded.								
Attainment 8 - Close the gap with national and move towards achieving national	<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><b><u>A8 2020</u></b></td> <td style="text-align: center;"><b><u>A8 2019</u></b></td> </tr> <tr> <td style="text-align: center;">PP 35.21</td> <td style="text-align: center;">PP 33.69</td> </tr> <tr> <td style="text-align: center;">Non PP 50.09</td> <td style="text-align: center;">Non PP 43.07</td> </tr> </table> <ul style="list-style-type: none"> <li>• The A8 score increased from 2019 to 2020</li> </ul> <p style="color: blue;">This remains a priority for the school.</p>	<b><u>A8 2020</u></b>	<b><u>A8 2019</u></b>	PP 35.21	PP 33.69	Non PP 50.09	Non PP 43.07		
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Percentage of Grade 4+ and 5+ in English and maths - Close the gap with national and move towards achieving national	<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><b><u>4+ / 5+ Eng Ma 2020</u></b></td> <td style="text-align: center;"><b><u>4+ / 5+ Eng Ma 2019</u></b></td> </tr> <tr> <td style="text-align: center;">PP 46% / 25%</td> <td style="text-align: center;">PP 43% / 23%</td> </tr> <tr> <td style="text-align: center;">Non PP 74% / 44%</td> <td style="text-align: center;">Non PP 57% / 30%</td> </tr> <tr> <td style="text-align: center;">GAP PP 28% / 19%</td> <td style="text-align: center;">GAP 14% / 7%</td> </tr> </table> <ul style="list-style-type: none"> <li>• The percentage of students achieving 4+ and 5+ in English and maths increased from 2019 to 2020.</li> <li>• The Gap between PP and Non-PP increased last year with the centre assessed grades.</li> </ul> <p style="color: blue;">This remains a priority for the school.</p>	<b><u>4+ / 5+ Eng Ma 2020</u></b>	<b><u>4+ / 5+ Eng Ma 2019</u></b>	PP 46% / 25%	PP 43% / 23%	Non PP 74% / 44%	Non PP 57% / 30%	GAP PP 28% / 19%	GAP 14% / 7%
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To further develop the curriculum so that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.	<ul style="list-style-type: none"> <li>• All curriculum areas have had a review with a focus on the curriculum design.</li> <li>• Curriculum areas have developed their curriculum statements and curriculum mapping. With content and sequencing being reviewed and adapted.</li> <li>• Following the appointment of Mr P Duffy in Sept 2020, this process has been revisited and developed further to ensure that the curriculum offer supports progress for all learners, at all abilities.</li> </ul> <p style="color: blue;">Curriculum development remains a priority for the college and moving forward schemes of learning are to be redesigned to ensure challenge for all and appropriate scaffolding is in place to support all students in accessing the curriculum.</p> <p style="color: blue;">The curriculum offer for Year 9 2021_23 aims to increase the EBACC uptake.</p>								
To develop assessment, to help learners embed and use knowledge fluently and to check understanding and inform teaching.	<ul style="list-style-type: none"> <li>• A new assessment schedule was introduced to streamline the assessment and reporting process and to embed recall into the assessment.</li> <li>• Three assessments were scheduled AP1, 2 and 3, Each one took place in Nov, March and June and were part of</li> </ul>								

	<p>a three week cycle of assessment, data collection, report to parents.</p> <ul style="list-style-type: none"> <li>The assessments were developed to increase the percentage of recall required over the year and also as students moved up the year groups.</li> </ul> <p>(Eg: Yr 7 AP2, would include 10% Term 1, 90% Term 2)</p> <p>This approach will continue into the academic year 2020_2021 to allow the full cycle to be experienced and then reviewed fully. In response to COVID-19 and home-learning, low stakes quizzes are more frequently used to support the development of student confidence and recall.</p>
Improve the attendance for disadvantaged students and reduce the number of persistently absent students.	<p>It has been difficult to measure attendance and compare with 2019 due to the pandemic.</p> <p>Attendance remains a focus for all students. It has been severely impacted due to the current pandemic and will remain a priority for the school.</p>
Reading intervention across KS3 for low attaining disadvantaged pupils.	<ul style="list-style-type: none"> <li>The appointment of a new SENCO in Jan 2020 has supported the development of SEND provision across the school.</li> <li>In Sept 2020, a reading lesson was introduced for all of KS3 to support the progress of students after the lost learning that followed the first lockdown. In addition to this, initiatives around reading were launched by the SEND department.</li> <li>INSET delivery around reading and oracy. Introduction of the Frayer model and the explicit teaching of academic vocabulary.</li> </ul> <p>Moving forward we will continue embedding the Frayer model into lessons. We aim to develop reading further across the school in the next academic year.</p>
Developing the use of class charts to support behaviour for learning for the disadvantaged students and improve parental engagement and communication across the school.	<ul style="list-style-type: none"> <li>The lockdown in March 2020 accelerated the use of the class-charts system beyond behaviour management. There was a big increase in parental engagement and this was further strengthened in the recent 2021 lockdown.</li> <li>Communication with parents and students themselves has become easier.</li> </ul> <p>Class-charts remains the behaviour management system for the school. Much has been developed in it's first year of use. We will continue to use and develop this system moving forward.</p>
To sustain the improvements in provision for disadvantaged students' personal and social development through enrichment and targeted wider participation.	<p>Enrichment has been severely impacted due to COVID-19.</p> <p>This remains a priority for the school.</p>