

## The PP Strategy 2019\_2022

### Review: 2020\_2021 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 or 2021 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%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><u>A8 2019</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>A8 2020</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>A8 2021</u></th> </tr> </thead> <tbody> <tr> <td>PP 33.69</td> <td>PP 35.21</td> <td>PP 33.95</td> </tr> <tr> <td>Non PP 43.07</td> <td>Non PP 50.09</td> <td>Non PP 45.34</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The A8 score increased from 2019 to 2020 but decreased in 2021.</li> </ul> <p style="color: blue;">This remains a priority for the school.</p>			<u>A8 2019</u>	<u>A8 2020</u>	<u>A8 2021</u>	PP 33.69	PP 35.21	PP 33.95	Non PP 43.07	Non PP 50.09	Non PP 45.34
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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%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><u>4+/5+ EM 2019</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>4+/5+ EM 2020</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>4+/5+ EM 2021</u></th> </tr> </thead> <tbody> <tr> <td>PP 43% / 23%</td> <td>PP 46% / 25%</td> <td>PP 56% / 25%</td> </tr> <tr> <td>Non PP 57% / 30%</td> <td>Non PP 74% / 44%</td> <td>Non PP 73% / 44%</td> </tr> </tbody> </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 and in 2021.</li> <li>Caution with 2020/2021 data. No national data for comparison in 2020 / 2021.</li> </ul> <p style="color: blue;">This remains a priority for the school.</p>			<u>4+/5+ EM 2019</u>	<u>4+/5+ EM 2020</u>	<u>4+/5+ EM 2021</u>	PP 43% / 23%	PP 46% / 25%	PP 56% / 25%	Non PP 57% / 30%	Non PP 74% / 44%	Non PP 73% / 44%
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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>The KS3 curriculum has been re-written across all subject areas. There is a consistency in language and a consistency in the expectation required for each lesson. This ensures that all students receive the same core knowledge regardless of teacher.</li> <li>Mixed ability setting has been introduced across all subjects to ensure access for all.</li> <li>In Year 9, the EBACC uptake increased to 13% with the aim to further increase this in 2021_2022.</li> </ul> <p style="color: blue;">Curriculum development remains a priority for the college. KS3 has been developed and the next steps are to continue this development into KS4.</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 in 2019 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 a three week cycle of assessment, data collection, report to parents.</li> <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>											

	<ul style="list-style-type: none"> <li>• In 2020_2021, the KS3 curriculum was developed greatly and as a result the KS3 assessments have begun a period of change.</li> <li>• Catch-up trackers in 2021 supported catch-up for students, this has been developed into recall for all at the start of lessons.</li> </ul> <p>The assessment cycle will continue into academic year 2021_2022. The focus for this year will be the delivery of the planned curriculum alongside the re-design of the KS3 assessments.</p> <p>Recall has also been embedded into every lesson to support student confidence and recall.</p>
<p>Improve the attendance for disadvantaged students and reduce the number of persistently absent students.</p>	<ul style="list-style-type: none"> <li>• It has been difficult to measure attendance and compare with 2019/2020 due to the pandemic.</li> <li>• A new attendance officer was appointed in 2020 and much work has been done to support improved attendance and punctuality.</li> </ul> <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>
<p>Reading intervention across KS3 for low attaining disadvantaged pupils.</p>	<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> <li>• In 2021, daily form-time reading was introduced for all students.</li> </ul>
<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.</p>	<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 its first year of use. We will continue to use and develop this system moving forward.</p>
<p>To sustain the improvements in provision for disadvantaged students' personal and social development through enrichment and targeted wider participation.</p>	<p>Enrichment has been severely impacted due to COVID-19. In the next academic year enrichment will be re-introduced as restrictions are lifted.</p> <p>This remains a priority for the school.</p>