

**Pupil Premium End of year 1 Review: July 2022**

**Intended outcomes**

Intended outcome	Success criteria
<p><b>1) Social and emotional issues</b></p> <p>To improve pupils' wellbeing so that the number of students who are unable to participate fully in school due to complex SEMH needs is reduced.</p>	<p><b>100% of these cases have been signposted or referred to appropriate external agencies for support.</b></p> <p><b>Sustained high levels of wellbeing from 2024/25 demonstrated by:</b></p> <ul style="list-style-type: none"> <li>● <b>qualitative data from student voice, student and parent surveys and teacher observations</b></li> <li>● <b>an increase in participation in enrichment activities, particularly among disadvantaged pupils</b></li> </ul> <p><b>Trust Reviews 2022:</b></p> <p>Autumn Term 1: 'students feel safe in school and know who they could talk to if any issues.'</p> <p><i>'A calm atmosphere is evident throughout the school.'</i></p> <p><b>Spring Term</b></p> <p><i>'There was a calm and orderly atmosphere in school at break and in lessons.'</i></p> <p><i>'Students feel that instances of bullying are very rare and that staff deal with any concerns that are raised.'</i></p> <p><b>Summer Term:</b></p> <p><i>'Futures Institute is a nurturing school where pupils are well mannered and respectful to all members of the school community. In lessons and in social times pupil's behaviour is good.'</i></p> <p><i>'Pupils enjoy school and have positive relationships with staff.'</i></p> <p><i>Bullying is rare but when it occurs, teachers are quick to resolve it.'</i></p> <p><b>Student Voice Survey 2022:</b></p> <p>'My academy is a welcoming and friendly place.' 83%</p> <p>'I feel safe when I am at my academy.' 79%</p> <p>'I would recommend this academy to a friend.' 81%</p> <p>'I take part in enrichment activities' 66%</p> <p>Additional student voice identified a cookery club as a popular addition. Started Summer 2022 with good attendance a third of whom were pp students.</p>

	<p>All students with SEMH needs are supported by and referred to Camhs/Social Care/Counsellors/Back on Track/School counsellors/Home-school workers/School nurse as appropriate.</p> <p>Identified students were monitored and supported throughout the year. Their attendance improved as a result and those students in year 11 attended the majority of exams. In the cases where students were unable to attend, every effort was made to get students into school using strategies such as daily minibus pick up from home, visits from home school liaison officers, work with outside agencies eg back on track.</p> <p>Key group of students with SEMH issues are being identified who will be the first focus of interventions in the new academic year. Those who are current year 10 students are already being provided with small group mentoring support and close contact with parents in preparation for the move to year 11.</p>
<p><b>2) Attendance</b></p> <p>Improve and sustain attendance so that the gap between students who are disadvantaged and those who are not reduces year on year</p>	<p><b>By the end of 2021/22 the attendance gap is reduced by between 5% and 6% to return to the figures seen in 2020/21 and 2019/20</b></p> <p><b>By the end of 2024/25 the attendance gap is reduced between disadvantaged students and non-disadvantaged students to &lt;2%</b></p> <p>11% gap between PP and non pp for the academic year.</p> <p>Final PP and non PP attendance was 79.9% pp compared to 91.3% non pp. The current year 10 group has the highest levels of PA and the lowest attendance levels, along with the higher number of students with high level SEMH need. Overall attendance for the year for all students was 87.9% which was above national average. Term 1-5 calculation when covid removed: attendance goes up to 93% from 86% and PA goes down from 30% to 23%.</p>
<p><b>3) Behaviour</b></p> <p>Reduce the behaviours caused by students who are unable to access the curriculum due to a variety of factors</p>	<p><b>These students can access the curriculum effectively by September 2022. The percentage of all students who are excluded being below the national average and the figure among disadvantaged student being no more than 5% lower than their peers.</b></p> <p>1 out of 4 students who have had a fixed term exclusion this year have been PP</p> <p>A higher level of SEMH students with complex needs in current year 10. Most have joined us in the last 12 months from other schools. Currently receiving additional support in a small mentor group prior to moving into year 11.</p>

	47% of fixed term exclusions were PP students compared to 53% non pp in the last academic year. (8 students pp/ 19 students non pp)
<p><b>4) Reading</b></p> <p>To improve reading comprehension amongst disadvantaged students with year on year improvement shown.</p>	<p><b>By 2024/25 no student leaves with a non-functional age (defined as below 11 years)</b></p> <p>Both Lexia and Thinking Reading data shared to date have been positive</p>
<p><b>5) Maths</b></p> <p>The number of students who reach year 11 and are not fluent in basic numeracy reduces</p>	<p><b>GCSE attainment and Progress in maths by 2022/23 would be:</b></p> <p><b>64% Grade 5+</b></p> <p>AP5 2022 PPG Grade 5+ % = 61.5%</p> <p>GCSE Results 2022 Grade 5+ = 58%</p> <p style="text-align: center;">Grade 4+ = 80%</p>
<p><b>6) Access to technology at home</b></p> <p>Students who don't have access currently at home are not able to utilise the packages that we have purchased e.g. Tutor</p>	<p><b>All students have access to appropriate technology at home so that they have the same chances as their non-disadvantaged peers</b></p> <p>PP students supported with loaned devices. Records collected of students access to technology at home</p>
<p><b>7) Overall</b></p> <p>Improve attainment of disadvantaged students (over the next 3 years)</p>	<p><b>The outcomes for disadvantaged students in 2024/25 should be in line with their non-disadvantaged peers: an average attainment 8 score of 6.5.</b></p> <p>Attainment 8: 40 PP/45 non PP</p> <p>Grade 9-4 English and Maths %: PP 64.7%/ 72.2% non PP</p> <p>Grade 9-5 English and Maths %: PP 41.2%/50% non PP</p> <p>5 x A*-C 9-4 inc English and Maths %: PP 52.9%/ 72.2% non PP</p> <p>5 x A*-C 9-5 inc English and Maths %: PP 41.2%/50% non PP</p>