



Impact Statement Report 2019-20

Focus: Disadvantaged Students (DS) Looked After Children (LAC)

KS4 Results Summer 2020

Disadvantaged

Measure	Total	%
Students achieving 5 Standard (grade 4) Passes inc EM?	13	52 (2019: 38.9)
Students achieving 5 Strong (grade 5) Passes inc EM?	9	36 (2019: 16.7)

None Disadvantaged students

Measure	Total	%
Students achieving 5 Standard Passes inc EM?	126	76.4 (68.1)
Students achieving 5 Strong Passes inc EM?	86	52.1 (39)

Measure	Positive Progress 8		Non PP	
	Total	PP	Total	%
Pupils achieving a Positive Overall Progress 8 score	14	56	88	53.7
Pupils achieving a Positive Progress 8 score in ALL 4 baskets	5	20	43	26.2
Pupils achieving a Positive Progress 8 score in English	12	48	75	45.7
Pupils achieving a Positive Progress 8 score in Maths	13	52	112	68.3
Pupils achieving a Positive Progress 8 score in EBacc	12	48	90	54.9
Pupils achieving a Positive Progress 8 score in Open	10	40	71	43.3

Summary

- Quality First Teaching good or better

- Pupil Premium Achievement mentor worked hard to engage our 'hard to reach' families. As a result attendance to parents' evening increased
- Two positive mentor mentors are having a positive impact on students and as a result the number of removals from lessons has reduced by 50%.
- Attendance to T7 session pre 20/3/20- students and parents were made aware of dates and times of sessions. Attendance was tracked and any non-attendance was followed up by achievement mentor
- Attendance of all pupil premium improved as a result of robust tracking and monitoring systems. Attendance is in line with non-disadvantaged
- Attendance meetings held with targeted students and as a result their attendance improved.
- Taxis provided for a year 11 student and as a result his attendance improved significantly
- Food parcels from ALDI foodbank delivered to parents of the most vulnerable students
- Year 11 leavers received a free copy of leavers book

COVID

- Laptops provided for FSM and adopted students without provision to access work remotely
- Hard copies of work delivered by post of drop step drop
- Worked in collaboration to ensure that students with a social worker received a local authority laptop
- Government FSM vouchers issued bi weekly to all students in receipt of FSMs – Achievement mentor ensured all parents were able to access vouchers and followed up any issues.
- Pre-Government FSM vouchers TECC sourced their own arrangements to ensure that students received a meal each day
- Key worker students provided with breakfast when on site
- Daily welfare calls provided for the most vulnerable students (LAC) across all year groups. All communication logged and any safeguarding concerns followed up
- E Safety guidance provided to students and parents
- Remote wellbeing support provided via talk@
- Guidance provided to parents that needed help to apply for FSMs for their child
- Weekly tracking of Show my Homework to ensure students were completing work. Parents contacted when a lack of activity was identified
- Year 10 return in June – Additional catch up sessions provided for targeted PP students – students who were identified from SMH analysis and a lack of activity
- Year 10 attendance to subject sessions tracked and contact made when a student failed to attend
- PEPs continued during lock down- LAC students in KS3 received reading books and these were posted home. KS4 LAC students received A level study guides.
- Year 7 remote induction – All year 7 PP students attended and met their tutor
- KS 3 Achievement mentor maintained regular contact with parents/carers to ensure a successful transition to secondary
- Parents of year 7 FSM students received financial support to purchase school uniform
- Summer Reintegration Sessions – Targeted PP invited to attend.
- Sanitary products available through-out lockdown for all female students this was communicated to parents

Impact of leadership to address issues –(August to March)

- Analysis of the data has been used to drive key interventions, especially in Maths, English and Science.
- Pupil Premium team (Vice Principal – Removing Barriers, Pupil Premium Achievement Mentor and Pastoral/Mental Health school lead) have met weekly to discuss strategies and discuss students on an individual need
- Pupil Premium achievement mentor was highly successful in ensuring attendance to T7 sessions beyond the school day
- Sharing of best practice at the DS network meetings hosted by TELA proved beneficial in sharing and developing practice
- Targeted provision of additional revision materials and extra-curricular events to encourage an engagement with learning and foster ambitions has given students all the equipment and advice they need for effective revision
- Departmental Improvement Plans were explicit about ways in which the needs of DS students will be catered for
- Heads of department have been held to account to ensure interventions are rigorous and purposeful to drive standards of all DS students
- Student on a page documents have informed staff and provided useful information to inform teaching and learning
- It is expected that all year 11 DS students will have secured a Post 16 provision or apprenticeship. The careers and guidance team have ensured no student has been left behind in ensuring a pathway beyond GCSE

Next steps for further improvement – (see Strategy Statement 19-20 for detailed overview on spending)

- To continue our relentless drive on improving the progress and attainment of all DS students so that the gap continues to narrow in all areas and to eliminate subject variation
- To ensure that middle leaders have a clear strategy in place to plug the knowledge gaps that have occurred as a result of lockdown
- To ensure that Key Stage 3 students receive targeted intervention to ensure maximum progress in all subjects
- Key Stage 3 and 4 achievement mentors to be deployed in lessons to work with targeted students who are failing to meet expected progress following data analysis at each assessment point
- To systematically analyse AP data which then drives the subject interventions
- To further develop our strategy for engaging our hard to reach parents
- To accelerate the progress of our high attaining students
- To improve the progress of our male DS so that the gap between their progress and the girls' progress closes rapidly
- To improve the PA attendance percentage of some of the most vulnerable disadvantaged students in Key Stage 4
- To support the mental health and wellbeing of our disadvantaged students through the use of targeted intervention in the Wellbeing Zone
- To focus more explicitly on the Teaching and Learning strategies that best support the progress and attainment of DS through the use of the EEF toolkit –focus on Metacognition

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