

Pupil Premium Statement strategy Kelvin Hall School overview 2021 - 2024

Detail	Data
School name	Kelvin Hall School
Number of pupils in school September 2021	1541
Number of pupils in school September 2022	1592
Number of pupils in School Sept 2023	1619
Proportion (%) of pupil premium eligible pupils September 2021	32.19%
Proportion (%) of pupil premium eligible pupils September 2022	29%
Proportion (%) of premium eligible pupils September 2023	29.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021 (revised 2022 and 2023)
Date on which it will be reviewed	September 2023/September 2024
Statement authorised by	Pat Cavanagh Executive Headteacher
Pupil premium lead	Chris Leng Head of School
Governor / Trustee lead	Julie Lynch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2021	£461,123
Recovery premium funding allocation this academic year 2021	£66,488
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 2021 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£461,123 plus £66488 £527,611
Total budget for this academic year 2022 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£409,760 (tbc) Recovery Premium £124,252 £534,012
Total budget for this academic year 2023 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£489,268 Recovery premium £131,988

Statement of Intent

Pupil Premium Grant/ Recovery Grant : Rationale and School Approach

The Pupil Premium Grant is allocated to schools to help ensure all groups of pupils achieve well, especially those from disadvantaged backgrounds to ensure that the gap between their attainment and non-disadvantaged pupils closes. Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers.

The criteria for the pupil premium is allocated to schools for:

- Children of statutory school age from low-income families who are known to be eligible for free school meals (FSM) or who have been eligible at any time in the past 6 years.
- Children who have been looked after and previously looked after.
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.
- Children whose parents are currently working in the armed forces or retired on a pension from the MOD.

The DFE indicates that Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent. Schools are accountable for how they have used the additional funding to support pupils from low-income families.

The purpose of this report is to inform parents, carers, Governors and Trustees the details of the intended use of the funding for 2021/22 2022/2023 and up to 2024 and the impact on outcomes for disadvantaged pupils in the summer of 2022 and 2023. Our aim is to use our pupil premium to accelerate the progress of disadvantaged pupils, initially in literacy and numeracy, so that their attainment meets that of their non-disadvantaged peers. The targets and strategic use of pupil premium will support us in achieving our vision.

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure appropriate provision is made for pupils who belong to vulnerable groups, including ensuring that the needs of disadvantaged pupils are adequately addressed.
- To make provisions for disadvantaged pupils, we also recognise that not all pupils who receive free school meals will be disadvantaged.

KHS will be using a variety of strategies to support pupils in catching up on missed learning opportunities over the last two and a half years and moving forward.

- This will involve 3 core approaches:
- Continued catch up for pupils following remote learning during national lockdown and any pupil group closures.
- Continued catch up for pupils from the wider school opening, including a blended approach in school
- Continued catch-up for the wider school opening for all pupils in school.

Our overall aims of our premium strategy are broken down into three main strands:

Quality first teaching

Research supported evidence confirms that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic **and it will continue to be vital throughout the academic years ahead.**

Targeted academic support

Research supported evidence consistently suggests the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of effective planning for this academic year. Approaches to interventions, such as one to one and small group tuition, require close attention to effective implementation, ensuring sessions are explicitly linked to the content of daily lessons and that effective feedback structures

are in place. Such interventions are typically maintained over a sustained period and require careful timetabling and associated training so that delivery is consistent for staff and pupils.

Wider school strategies

This covers the most significant non-academic barriers to success in school, including **attendance**, behaviour and social and emotional support. Continuing to re-establish the routines of the classroom, and of school, will likely prove beneficial for pupils. Supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning. Previous regional lockdowns plus self-isolation have continued to disrupt attendance in schools with a likely disproportionate impact on disadvantaged pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1. Remote Learning	<p>Our attendance data, survey outcomes and ongoing assessments/observations have identified the following gaps for disadvantaged students:</p> <ol style="list-style-type: none"> Remote learning support and access to devices/equipment and environment to learn effectively. Passive participation in lessons – boys. The need for accelerating catch up for PPI/SEN students' pre and post two national lockdowns. Quality curriculum time missed - low levels of literacy and access to books, particularly in the lower year groups. Addressing catch up for PP/SEN students pre and post two national lockdowns.
2. Attendance and Suspensions	<p>Our attendance data, suspensions and exclusions data, survey outcomes and ongoing assessments have identified the following gaps for disadvantaged students (and all students) which is very much supported by national data.</p> <ol style="list-style-type: none"> Absence due to health/social economic factors. Absence catch since coronavirus pandemic in school and nationally. Lower levels of engagement with disadvantaged students. Mental health issues (including physical), often undiagnosed.
3. Developing character, skills and personal qualities	<p>Our attendance data, destinations data, authorised and unauthorised attendance data, suspensions and exclusions data, Well being referrals, survey outcomes and ongoing assessments have identified the following gaps for disadvantaged students which is very much supported by national data.</p> <ol style="list-style-type: none"> Pupil personal development. Lower levels of ambition onwards including access to L3 post 16 qualification. Limited parental engagement with some families in the community. Some disadvantaged students do not have the space, correct environment or attitude to work at home. Pupil engagement/disengagement years 10-11 boys and disadvantaged boys. Pupils engagement/progress SEN and vulnerable. Remote learning support and access to devices/equipment and environment to learn effectively. Lack of confidence and self esteem. Limited opportunities outside of school leading to a narrow range of experiences. Limited social and other skills.
4. Learner expectations	<p>Our drop ins and observation data (including remote learning), survey data, cross moderation data and ongoing assessments have identified the following gaps in the support for disadvantaged students.</p> <ol style="list-style-type: none"> Expectations of learners and members of staff. Collaborative planning opportunity for staff including evidence based CPD. Consistently good teaching to promote progress in the whole school. Higher levels of challenge for all students, particularly high ability disadvantaged students (new GCSEs). Creating an ethos and attainment for all students. Maintain an unerring focus on progress. All staff buy in – high aspirations whole school staff and community; 'best practice' becomes the norm across school. Effectiveness of TA, SEN, Access support and recruitment issues solutions

5. Community engagement	<p>Our attendance data, authorised and unauthorised attendance data, suspensions and exclusions data, Well being referrals, survey outcomes and ongoing assessments have identified the following gaps in support for disadvantaged students which is very much supported by national data.</p> <ol style="list-style-type: none"> Lack of real effective and measurable impact support. Low value placed on education by some families' local context. Lack of engagement with some parents/carers with the educational progress of their children.
6. Transition between phases	<p>Our school/stakeholder surveys have indicated that the lack of some parental visits to the school during Covid measures in place and in the following years has impacted on disadvantaged students.</p> <ol style="list-style-type: none"> Lack of awareness/knowledge of education, training and employment opportunities post 16+ to access outstanding life opportunities (including pandemic W/Exp, Post 16 Access tasters, University tasters). Not secondary ready.
7. Curriculum	<p>Our outcomes data 2019-2023 has identified that gaps between all students and disadvantaged students that may occur with the challenge of:</p> <ol style="list-style-type: none"> High EBacc offers an entry KS4 GCSE. Literate and numerate learners capable of accessing highest tier grades and all curriculum opportunities offered. The need for the development of a broad, balanced appropriate age level curriculum being delivered to pupils in ASC and increasing EHCP population. Insufficient progress for key cohorts including SEND.
8. Behaviour	<p>Our attendance data, suspensions and exclusions data, survey outcomes and ongoing assessments have identified the following gaps for disadvantaged students (and all students) which is very much supported by local/regional data post wider school openings after significant absences on school site.</p> <ol style="list-style-type: none"> Low expectations of groups of learners.
9. Pressure on pupil numbers	<p>Our parental/students surveys have indicated that the increased pupil numbers have identified the following</p> <ol style="list-style-type: none"> Staff recruitment to support an increase in pupil numbers is a priority. Aspects of the building not fit for purpose - supervision - key adjustments September 2022 onwards. Restructure of support teams September 2021-22 a priority including attendance team. Restructure of SLT May 2022 and review 2023

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improving attendance in school comparable locally and nationally	<p>Effective data analysis based on accurate assessments will result in interventions being allocated to those disadvantaged students that need it the most. Intervention will be quality assured and progress tracked. This will result in the progress of disadvantaged students. Behaviour and attendance data will also be tracked to ensure interventions are put in place so students are not missing the high quality teaching and learning happening in lessons.</p> <p>Attendance of disadvantaged groups in line with national average, similar schools and Kelvin Hall all pupils.</p>
Reducing exclusions in Kelvin Hall School of the disadvantaged comparable regionally and nationally.	<p>Effective data analysis based on accurate assessments will result in interventions being allocated to those disadvantaged students that need it the most. Intervention will be quality assured and progress tracked. This will result in the progress of disadvantaged students. Behaviour and attendance data will also be tracked to ensure interventions are put in place so students are not missing the high quality teaching and learning happening in lessons.</p>
Sustain and improve behaviour for learning to impact positively on progress	<ul style="list-style-type: none"> Suspension rates for disadvantaged students both internally and externally are below local, regional and national onwards.

<p>and sustain and improve students leaving with eight qualifications including Maths and English at 4+, 5+ and 7+.</p>	<ul style="list-style-type: none"> ● Class Charts (Arbor from 2022/2023) data shows reduced negative entries and increase in positive entries. ● Isolation data shows reduction in repeat internal exclusions all years. ● PP/SEN data in line with all other students. ● Disadvantaged students to achieve attainment and progress levels in line with national and similar schools.
<p>Developing character, skills and personal qualities. Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education.</p>	<p>Enrichment activities, and the return, will result in better student wellbeing as well as developing cultural capital within the students at the School. Increased opportunities disadvantaged students will have to visit post 16 establishments should result in a greater uptake to KS5 and increase the number of Kelvin students going to university/ apprenticeships/HEd.</p>
<p>To ensure outstanding Pastoral care supports academic progress closing the gaps.</p> <ul style="list-style-type: none"> ● Progress 8 ● Attainment 8 ● Percentage of Grades 5+ in English and Maths ● EBacc entry 	<p>To maintain progress 8 for score for all pupils in the top quartile for similar schools. Similar schools' means schools across England whose key stage 4 pupils had similar achievement at the end of key stage 2.</p> <p>To maintain progress 8 for scores for disadvantaged pupils in the top quartile for similar schools and to strive to achieve as close to or above national average for all schools nationally.</p> <p>To maintain Attainment 8 for score for disadvantaged pupils in top quartile for similar schools and to achieve above national average for all schools nationally.</p> <p>To maintain % of 5+ E & M for all pupils in the top quartile for similar schools.</p> <p>All students have full access to the EBacc curriculum in Years 7 and 8 in September 2021, 2022 and 2023. In Year 9, 10 and 11 the school is to sustain EBacc entry in the range of 58%+ and the disadvantaged to stay in line or above all students national entry (alternative students have access to Travel and Tourism vocational qualification in Year 9 September 2021, 2022 and 2023).</p>
<p>Ensure the learning environment has passive and visible supervision to ensure pupils and staff feel safe including ingoing building changes form pupil feedback</p>	<p>Every pupil understands they have the right to attend school and feel safe, valued, respected and learn free from the disruption of others - Positive pupil and parental surveys.</p> <p>All pupils, staff and visitors are free from any form of discrimination-Positive pupil and parental surveys and staff retention.</p> <p>Staff and volunteers should set an excellent example to pupils at all times. SLT observations and feedback.</p> <p>Rewards and sanctions should be used consistently by staff, in line with the attendance policy. Arbor consistently used by staff/Positive pupil and parental surveys.</p> <p>The application of this PP strategy policy should be understood by pupils and staff. Publication on the website for parents.</p> <p>Pupils should be supported and guided to take responsibility for their actions. Staff/ Parental surveys.</p> <p>Families should be involved in supporting good attendance to foster good relationships between the school and pupils' home life. Increased pupil attendance in line with local, regional and national.</p>
<p>Improve Literacy and numeracy levels so that disadvantaged/SEND students are able to access the while curriculum</p>	<p>Disadvantaged students achieve or exceed 4+ in basics in line with national averages or above (including similar schools) including disadvantaged and all students.</p> <p>Disadvantaged students to close the gap with all pupils achieve positive progress in the basics English and Maths</p> <p>Standardised reading scores are in line, or above, national average</p>
<p>All disadvantaged/SEND students to have assess to learn remotely at home using it devices</p>	<p>All students have access to Computer, Ipad, Chromebook or Laptop with Internet access form September 2021 onwards</p> <p>Parental surveys to go again Autumn 2023 to review access.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention) - 75k

Activity	Evidence that supports this approach	Challenge number(s) addressed 1-9
<p>Whole School Teaching and Learning focus: CPD and appraisal 2021-24 including</p> <p>Every teacher of SEND 2023 - 24 SSAT programme,</p> <ul style="list-style-type: none"> - Classroom Culture - Precise planning - AfL, Questioning and Metacognition - Marking and feedback - Progress - Teacher CPD whole school <p>Walkthroughs programme To fully engage with the whole school directed 'Walkthrus' themes as per the secondary CPD schedule, embedding the programme into my individual planning and practice. Therefore, enhancing and developing teaching to create an effective learning environment to further students' learning. All staff engage in SEnd CPD 23/24</p> <p>ITT/ECT Trust wide CDP support from Vantage Regional Teaching Hub September 2021.</p> <p>Mastery Pilots Embed Maths (White Rose) and English (Ark Academy) mastery programmes, resources and CPD.</p> <p>Remote/home learning Using blended lending to support gaps in pupils' learning - catch up including home learning.</p>	<p>Embedding Formative Assessment Project SSAT.</p> <p>High quality first teaching are key aspects of successful schools and closing the gap EEF 2021 onwards</p> <p>Progress of mastery programmes EEF 2020.</p> <p>Digital technology and progress EEF 2020.</p> <p>Every teacher of SEND 2023 - 24</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p>
<p>Teacher and staff retention and wellbeing:</p> <p>Supervision Policy and procedure is available, followed and makes a measurable impact. Have in place and all staff awareness of access to;</p> <ul style="list-style-type: none"> a. Internal support from trained staff b. External support from trained staff <p><i>(Including Physical and emotional health).</i></p> <p>Education staff wellbeing charter Policy development , implementation and measurable impact.</p>	<p>Ensuring that staff feel confident, supported and valued providing the best possible positive role models for children throughout the organisation EEF 2020</p>	<p>4 and 9</p>

Staff Menopause working party in place to develop, implement and make measurable impact.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions) - 100 K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1-1 Support intervention</p> <p>Active engagement with the National Tutoring programs and School led tutoring programme to provide a blend of tuition, mentoring and to support identified students (In school recovery premium to be used to cover any in school Academic tutors</p> <p>Active school individual tailored intervention pathways through Century online learning for English Maths and Science which accelerates learning through Intelligent personalisation to improve student engagement and understanding</p> <p>Connectivity for all: Access to Computer, iPad, Chromebook or Laptop with Internet access from September 2021 onwards</p> <p>Literacy- Rainbow reading, Lexia, EAL and Reading Mentor, GL assessment reading assessments, Focus Group reading programme EEF-research based, CPD on structured talk and direct vocabulary, Renaissance learning - accelerated reader, Library support and Hull Central SLA.</p> <p>Elevate Education to run their study skills programmes Elevate study skills workshops and seminars are designed to achieve behavioural change amongst students, getting students to use and apply the skills they learn. Elevate gets students using the skills from its seminars and workshops by using an integrated process that works.</p> <p>Pet Xi Intervention disadvantaged students Year 11 Maths</p>	<p>Tuition based on the specific needs and gaps to support catch up</p> <p>One to one tuition EEF 2020</p> <p>Digital technology and progress EEF 2020.</p> <p>Having benchmarked the study habits of thousands of past students over 17 years</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p>
<p>- Year 11 mock day to enhance student outcomes including external revision skills projects.</p> <p>-Year 6 Vulnerable/SEND transition events to support secondary ready.</p> <p>-Additional allocated department funding to support PP learning.</p> <p>-Increased cover costs for option catch up days during holidays 9, 10, 11 (all PPI students invited).</p>	<p>Identified school based priorities both staff and student and stakeholder led feedback.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing) - 446k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting Attendance: Embedding principles of good practice supported by DFE ‘improving school attendance’ and PiXL strategies.</p> <ul style="list-style-type: none"> ● Plan for full resumption of full minibus home to school service September 2021 onwards ● Targeted intervention for disadvantaged and Social Worker students September 2021 onwards ● Review breakfast approach for disadvantaged 2023/24 ● Appointment of additional Education Attendance officers November 2021 onwards from a team of two to four. ● Engagement with Service Level Agreement with Local Authority for Education Welfare support . ● Sustain and improve the system of rewards and incentives to motivate students and engage families. ● Increase number of home visits 2022 onwards 	<p>DFE evidence/EEF evidence correlation between attendance and KS 4 outcomes</p>	<p>1 2 5</p>
<p>Supporting vulnerable students including focused staff support to positively support and reinforce learning attitudes implementing key policies including Behaviour and Discipline, Attendance, Safeguarding and Access (not exhaustive).</p> <ul style="list-style-type: none"> ● Appointment of an additional teacher trained Assistant SENCo September 2021. ● SEN specialist consultancy to support SEN needs of disadvantaged pupils. ● Appointment of full time level six qualified careers support September 2021. ● Increase of PRU early intervention support. Two temporary appointments from 2020/21 catch up premium now permanent appointments September 2021. ● Increase in two additional behaviour support officers to reduce exclusions and engage pupils. ● Two temporary appointments of additional behaviour support officers from 2020/21 catch up premium now permanent appointments September 2021. ● Appointment of Designated Student well being School Lead September 2021. ● Appointment of whole school wellbeing member of staff September 2021. ● Appointment of additional Designated Deputy Safeguarding non teaching member of staff September 2021. ● Access manager to support student wellbeing appointment November 2021. ● To provide financial support when needed, through an allocated budget for school uniforms. ● Literacy intervention Library. Support reading Whole School Literacy budget to support leadership initiatives 	<p>Ofsted framework and summary reports. National disadvantaged exclusion statistics, National National disadvantaged NEET statistics. National statistics around mental Health Post national lockdown and peer abuse DATA EEF toolkit including use of bespoke learning packages.</p>	<p>1 2 3 4 5 6 7 8 9</p>

<ul style="list-style-type: none"> ● FT CLA officer 2023 ● Increase FT X 4 TAs 2023 		
<p>Wider Curriculum Strategies</p> <ul style="list-style-type: none"> ● Learning outside the classroom - specific budget whole school including visits, trips, extra-curricular participation and learning with curriculum/subject specific intervention and catch up all year round. ● High flyers support Year 10 and 11 visits to national conferences, universities and colleges with identified disadvantaged. ● Targeted national programmes Leadership training trust wide for staff. ● Curriculum subject start up budgets and support budgets eg new supporting with resources Food ingredients and hardships support: Curriculum changes to accommodate personalised curriculum for all when and where appropriate. ● % of staff allocation for: <ul style="list-style-type: none"> a. Assistant Head Inclusion. b. Additional data assistant appointed January 2021. c. Deputy Headteacher RSL ● Three year pupil tracking systems - class charts with SEND provision (Arbor 22 onwards) mapping through catch up premium 2020/21. Permanent budget 2021-2024. ● Introduction of Arbor MIS 2022 ● Key revision guides/support discs/parental evening lessons for all PPI students. ● Local authority support SLA – improvement support with particular support on progress of groups: SLA data intervention. ● Additional careers support for post 16 (including work placement /extended placements/careers days/college and university visits and regional conferences conferences, including targeted post 16 activities for all Key Stage 4 PPI students. ● Whole school web based resources: To support pupil progress at home. ● Business / Enterprise support extended to all Year 9 and 10 students to ensure PPI students/all groups supported in preparing for life outside of the classroom ● Additional teaching Support for increased English Curriculum capacity and teaching 2023 onwards. ● GL assessment from catch up premium now budget 2021 onwards to aid all student progress 	<p>Identified school based priorities both staff, student and stakeholder led feedback.</p>	<p>1 2 3 4 5 6 7 8</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2023 academic year.

Context 2023/24

Kelvin Hall School is a much larger than average secondary mixed comprehensive school with 1621 pupils on roll. The school is situated on Bricknell Avenue, West Hull and has an intake from a varied range of areas including some areas of relative affluence for the city and larger areas of relative deprivation. The English Indices of Multiple Deprivation (2019) placed Hull amongst the 2% most deprived local authority areas in the country (fourth out of 317 local authority areas) and according to End Child Poverty more than a third of children (38%) live in poverty. Based on the May 2021 school census and using the Index of Multiple Deprivation 2010:

Super Output Areas

11% of pupils reside in the most deprived 5%; 17% in the most deprived 10%; 26% in the most deprived 20% and 37% in the most deprived 25%.

Wards:

10% of pupils reside in the most deprived 5% of wards nationally; 26% in the most deprived 10%; 44% in the most deprived 20% and 62% in the most deprived 25%;

The vast majority of pupils on roll are from white, working-class British backgrounds but in recent years there has been a steady increase in pupils joining the school from different ethnic backgrounds.

The school is oversubscribed in all year groups and, as such, has a reasonably stable cohort of students (except for leavers for 14-19 provision in year 10). For admission into Year 7 in September 2023, the school received 835 requests for 320 places. There were 381 first-choice preferences of which 291 were allocated a place according to the Published Admission Code Criteria Information. The remaining 27 places were allocated to second and third-choice preferences. To date, 57 parents/carers have taken up their right to appeal against the decision not to allocate their child a place at Kelvin Hall School. Despite the increase in the number of places allocated, these figures for appeals remain very similar to previous years. The furthest distance a child offered a place for September 2023 under the distance criterion was 1.376 miles. This places KHS clearly as the second highest secondary school preferences for parents in the 12 secondary schools in Hull and the 18 secondary schools in the neighbouring East Riding for the fourth year running.

As of Sept 23

Characteristic	Whole School Numbers	Whole school %	City average 2022-23 Numbers	City average 2022-23 %
Pupils on roll	1621	100%	1185	100%
Male	850	52.4%	658	51.2%
Female	771	47.6%	578	48.9%
Disadvantaged	467	29%	380	32%
EAL	137	8.5%	TBC	TBC
SEN	277	14%	TBC	TBC
EHCP	64	4%	25	2.1%
Looked after	12	0.74%	8.4	0.71%
Children in Need	33	2%	28.6	2.4%
Children with Social Worker	91	5.6%	41.7	3.5%

Attendance and suspension data

We have seen significant improvement in attendance in 2022/23 and our investment in the support teams has demonstrated impact. Similarly as is our behaviour data compared with local and national context

	Whole School 2022-23	Local Authority Average - 2022-23	National 2021/22	National 2022/23
Suspensions	9.56%	28.5%	13.65%	Not available
Permanent Exclusions	0.18 (3 pupils)	0.3%	0.16%	Not available
Persistent Absence	28%	31%		28%
Severe absence	4.1%	5.3%		TBC
Attendance	90.6%	89.9%		90.7%
Attendance Disadvantaged	86.8%	Not available		85.3%

Destinations Data Provisional October 2023

Summer leavers 2023 - provisional as of 3/10/23

-**Level 3** qualifications progression 63.1% - this mainly consists of L3 post 16+ College providers (Wyke 6th form, St Mary's 6th form and Ron Dearing UTC, higher level apprenticeships.

-**Level 2** qualifications progression 21.3%- this includes a number of students who have gone to Hull College, East Riding College and Bishop Burton College on more specialist courses that are required to start on L2 before L3 progression (a number of these students GCSE outcomes indicate they could have started Level 3 courses- our careers team provide full advice and support where this is appropriate or necessary. For Example Bishop Burton specialises in Land based and animal courses , therefore, students have no prior learning or experience.

Outcome Data Summer 2023 (note 2023 data is comparable with 2019, as outcomes return more in line to normal)

Headline Measures	All Students 2023	Disadvantaged Students 2023 External exam cohort	Disadvantaged Students 2022 External exam cohort	Disadvantaged students 2019 External exam cohort
Average attainment 8 Grade	4.68	3.72	3.71	3.47
Grade 9 - 7 Maths	15.4%	9.1%	9.4%	6.6%
Grade 9-7 English	17.6%	9.8%	17.6%	7.75%
Grade 9-5 Eng and Maths	46.3%	27.3%	27.1%	25.3%
Grade 9-4 Eng and Maths	65.8%	48.5%	43.5	41.8%
EBcaa Entry	62.5%	47%	51.8%	38.5%
EBacc APS	4.26	3.27	3.34	3.19

From our school improvement plan/School three year development journey we have addressed some key issues below to close the gap:

1. Achieved all set attainment headline targets and steadily seen an increase in the disadvantaged GCSE grade in comparison with 2019. The school has developed a CPD programme that addresses needs identified by SLT and staff ensuring all Progress Leaders drive impact.

2. Achieved destination target data with a high level number of students going into further education and apprenticeships
3. Maintained disadvantaged EBacc entry significantly above national.
4. Reviewed KS3 & KS4 curriculum ensuring that it continues to address the needs of all pupils and that there is consistency across the curriculum in the development of skills and knowledge.
5. Achieved target of 100% of all students having had at least one or more guided Post 16 pathways interviews at the school.
6. Ensured increase in curriculum time for English and Literacy is impacting upon outcomes and embedded in the English Mastery programme.
7. Reviewed teaching and Learning priorities looking at the 'Kelvin Standard' and embedding SSAT programme of CPD, Walkthrough's CPD and Every teacher a teacher of Send CPD in lessons including teacher appraisal objectives.
8. Ensure a broad, balanced appropriate age level curriculum being delivered to pupils in ASC and EHCP mainstream
9. Ensure contingency plans in place supporting access to devices and Internet for disadvantaged students.
10. Ensured catch up premium and pupil premium has been used to support the wider strategies in school including expansion of the student support teams where appropriate to provide additional provision for vulnerable disadvantaged students, including ACCESS support.
11. Developed the school transition process from previous years which reflect a high number of Year 6 parental choices.

NB this is to be read in line with our School Development Journey 2023-26

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths Year 10/11 Maths Intervention	PETXi

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.