

Pupil Premium Statement strategy Kelvin Hall School

School overview 2021 - 2024

Detail	Data
School name	Kelvin Hall School
Number of pupils in school September 13th 2021	1541
Proportion (%) of pupil premium eligible pupils September 2021	32.19%
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
Date on which it will be reviewed	August/September 2022
Statement authorised by	Pat Cavanagh Executive Headteacher
Pupil premium lead	Chris Leng Head of School
Governor / Trustee lead	Julie Lynch Chair of LGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£461,123
Recovery premium funding allocation this academic year	£66,488
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£461,123 plus £66488
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£527,611

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 and up to 2024 and the impact on outcomes for disadvantaged pupils in 20/21. 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 18 months and moving forward.

- This will involve 3 core approaches:
- Catch up for pupils following remote learning during national lockdown and any pupil group closures.
- Catch up for pupils from the wider school opening, including a blended approach in school and also on remote learning if appropriate.
- 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. 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 from remote learning:</p> <ul style="list-style-type: none"> a. Remote learning support and access to devices/equipment and environment to learn effectively. b. Passive participation in lessons – boys. c. The need for accelerating catch up for PPI/SEN students’ pre and post two national lockdowns in 2020 and 2021. d. Quality curriculum time missed - low levels of literacy and access to books, particularly in the lower year groups 2019-2021. e. Lack of consistent academic days in school to address catch up for PP/SEN students pre and post two national lockdowns in 2020 and 2021.
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> <ul style="list-style-type: none"> a. Absence due to health/social economic factors. b. Absence due to coronavirus pandemic 2020/2021. c. Lower levels of engagement with online learning for disadvantaged students. d. 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> <ul style="list-style-type: none"> a. Pupil personal development. b. Low levels of ambition 2020 onwards including access to L3 post 16 qualification. c. Limited parental engagement with some families in the community. d. Some disadvantaged students do not have the space, correct environment or attitude to work at home 2020 onwards.. e. Pupil engagement/disengagement years 10-11 boys and disadvantaged boys. f. Pupils engagement/progress SEN and vulnerable. g. Remote learning support and access to devices/equipment and environment to learn effectively. h. Lack of confidence and self esteem. i. Limited opportunities outside of school leading to a narrow range of experiences. j. Poor 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> <ul style="list-style-type: none"> a. Low expectations of learners and members of staff. b. Collaborative planning opportunity for staff including evidence based CPD. c. Consistently good teaching to promote progress whole school. d. Higher levels of challenge for all students, particularly high ability disadvantaged students (new GCSEs). e. Creating an ethos and attainment for all students. f. Maintain an unerring focus on progress. g. All staff buy in – high aspirations whole school staff and community; ‘best practice’ becomes the norm across school. h. Effectiveness of TA, SEN, Access support.
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> <ul style="list-style-type: none"> a. Lack of real effective and measurable impact support. b. Low value placed on education by some families' local context. c. 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 parental visits to the school during 20/21 Covid measures in place has impacted on disadvantaged students.</p> <ul style="list-style-type: none"> a. 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).

	<p>b. Not secondary ready.</p> <p>c. Lack of parental visits 2020/21.</p>
7. Curriculum	<p>Our outcomes data 2019-2021 has identified that gaps between all students and disadvantaged students that may occur with the challenge of:</p> <p>a. High EBacc offer and entry KS 4 GCSE.</p> <p>b. Literate and numerate learners capable of accessing highest tier grades and all curriculum opportunities offered.</p> <p>c. The need for the development of a broad, balanced appropriate age level curriculum being delivered to pupils in ASC.</p> <p>d. Insufficient progress for key cohorts including SEND.</p>
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> <p>a. Pupil behaviour affecting negatively upon delivery of high-quality lessons.</p> <p>b. Low level disruption affecting negatively on individual progress.</p> <p>c. Low expectations of learners.</p>
9. Pressure on pupil numbers	<p>Our parental/students surveys have indicated that the increased pupil numbers have identified the following</p> <p>a. Staff recruitment to support an increase in pupil numbers is a priority.</p> <p>b. Aspects of the building not fit for purpose - supervision.</p> <p>c. Restructure of support teams September 2021 a priority including attendance team.</p>

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>
<p>Reducing exclusions in Kelvin Hall School of the disadvantaged comparable regionally and nationally.</p> <p>Sustain and improve behaviour for learning to impact positively on progress and sustain and improve students leaving with eight qualifications including Maths and English at 4+, 5+ and 7+.</p>	<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> <ul style="list-style-type: none"> • Suspension rates for disadvantaged students both internally and externally are below local, regional and national 2021 onwards. • Class Charts 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.</p> <p>Ensure all PP students have a wide range of extra-curricular activities available to them to support</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>progress and enrich their education.</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 score for disadvantaged pupils in the top quartile for similar schools and to achieve 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 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. Class charts 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. All staff have confirmed by google receipt of reading of strategy/ Publication on 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>Aim for 90% of KS3 read at or above their chronological reading age.</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 averages</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 January 2022 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)

Budgeted cost: £ [tbc]

Activity	Evidence that supports this approach	Challenge number(s) addressed 1-9
<p>Whole School Teaching and Learning focus:</p> <p>CPD and appraisal 2021-22 including SSAT programme</p> <ul style="list-style-type: none"> - Classroom Culture - Precise planning - AfL, Questioning and Metacognition - Marking and feedback - Progress <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 learning 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 2020/2021.</p> <p>Progress of mastery programmes EEF 2020.</p> <p>Digital technology and progress EEF 2020.</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>(Including Physical and emotional health).</p> <p>Education staff wellbeing charter Policy development , implementation and measurable impact. Staff Menopause working party in place to develop, implement and make 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>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [tbc]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1-1 Support intervention -English intervention assistant: Part - time member of staff to support with reading, writing and communication. -Maths intervention assistant: Part time member of staff to support numeracy.</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 trained through Randstad)</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>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>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 2 3 4 5 6 7</p>
<p>- Year 11 mock day to enhance student outcomes including external revision skills projects. -Year 6 Vulnerable/SEND transition events to support secondary ready. -Additional allocated department funding to support PP learning. -Allocation of TLR 3 payments to support school-led tutoring. -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 2 3 4 5 6 7 8</p>

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

Budgeted cost: £ [tbc]

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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. • Targeted intervention for disadvantaged and Social Worker students September 2021. • Resumption of breakfast clubs –post Lockdown October 2021. • Appointment of additional Education Attendance officers November 2021 from a team of two to four. • Engagement with Service Level Agreement with Local Authority for Education Welfare support . • Sustain and improve system of rewards and incentives to motivate students and engage families 	<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>
<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. 	<p>Identified school based priorities both staff, student and stakeholder led feedback.</p>	<p>1 2 3 4 5 6 7</p>

<ul style="list-style-type: none"> ● 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 mapping through catch up premium 2020/21. Permanent budget 2021-2024. ● 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 increase for Years 7 to 11 2019-22 and Early Entry. ● GL assessment from catch up premium now budget 2021 onwards to aid all student progress 		8
<p>Summer School July 2022 targeting Disadvantaged, EHCP, SEN and Vulnerable</p>	<p>According to the DfE, anecdotal evidence has suggested that children and young people’s mental health suffered from lockdown and from periods of individual or class isolation, even after schools reopened fully in the Autumn Term 2021. Summer School provision with an academic focus has the potential to support attending pupils to make up for some of their missed education. Evidence also suggests a broader benefit for families and communities including support for vulnerable children and young people, pupil mental health and well-being and improved education engagement and transitions.</p>	1 2 3 5 6 7 8 9

Total budgeted cost: £ [tbc]

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 2020 to 2021 academic year.

Context 2020/21

Kelvin Hall School is a much larger than average secondary school. It is one of two secondary schools within the Yorkshire and the Humber Cooperative Learning Trust. The school serves a mixed neighbourhood to the west of Hull with higher than average stability. The school is currently under a period of expansion and will reach 1615 - pupils on roll by September 2023, including the addition of a designated provision for 15 ASC pupils which opened in September 2020. The school has larger than average cohorts of male, disadvantaged and SEN students. There is a lower than national average cohort of EAL students. The school's deprivation indicator in 2020 was in the higher quintile (0.26) compared to the national average indicator of 0.20. The school is very popular with parents and in September 2020 there were 843 applications for 320 places in year 7. As of the 23rd September 2020 there were 1504 pupils on roll. Of 791 boys and 713 girls. This is 104 pupils above the PAN of 1400. In year 7 there were 336 students; 184/152 boy girl split; In year 8 325 students; 160/165 boy girl split ; In Year 9 294 students; 154/140 boy girl split ; In year 10 10278 students; 154/124 boy girl split; In year 11 271 students 139/132 boy girl split. There was a slightly increased proportion of free school meal students in the lower years. There were 33.13% (498 children) disadvantaged children in September 2020. Of these, 15 service students and 15 children looked after. Disadvantaged students are broadly evenly distributed across the year groups with the exception of Year 10 which has 37.4% disadvantaged; 104 students.

Teaching staff:

This has very much remained stable in the academic Year 2020/21. Having had significant staff turnover in 2016 - 2019 particularly in high demand subjects, the staffing has remained stable in the previous two/three years which certainly reflects the progress faculty areas have made. In September 2020 to August 2021 only one member of the Maths department left for a new post and relocation out of the area and one member of the Science department took early retirement.

Suspension data 9th September 2020 to 23rd July 2021

6.05%

Permanent Exclusion data 9th September 2020 to 23rd July 2021

0.13% (2 students) - not disadvantaged or SEN students.

This has seen a slight increase on previous years which can be explained in part due to the lack of school internal exclusion offer and detention offer for a period of over 12 months due to vulnerable staffing absences, physical space availability caused by Covid safe distancing measures and cross bubble limitations. Attitudes to learning remains a principal priority over the next three years with a restructure of student support teams and a significant increase in staffing in the student support teams in September 2021. The school has faced particular challenges to attendance and attitudes to learning post lockdown return in March 2021. Our observations and referrals indicate that pupil behaviour, wellbeing and mental health were significantly impacted last year , primarily due to Covid related issues. This has clearly impacted disadvantaged, SEN and EHCP students particularly.

School attendance summary September 2020 to July 2021

Our attendance in 2020/21 was lower than in preceding years. However this academic year has been a very difficult year to monitor attendance through national lockdowns and the Covid measures in place. The gaps in disadvantaged attendance were higher than in previous years and this remains a priority over the next three years. The school is undergoing a restructure of the attendance team in September 2021 - December 2021 and will also see a 100% increase in the school staff to support improved attendance of disadvantaged students from January 2022 onwards.

Destinations Data Provisional October 2021.

Provider Sept 2021	Percentage September 2021
Wyke 6th Form College	42%
Hull College (Further Education)	29%
Apprenticeship / Traineeship	10%
St Mary's College 6th Form	6%
Bishop Burton College (Further Education)	4%
Wilberforce 6th Form College	4%
East Riding College	2%

Ron Dearing UTC	1%
Out of County College	1%
Armed Forces	1%

Outcome Data Summer 2021

Headline Measures	All Students 2021	Disadvantaged students 2021	Disadvantaged students 2020	Disadvantaged students 2019
Average attainment 8 Grade	4.98	4.45	3.91	3.47
Grade 9 - 7 Maths	25.7%	24.2%	6.0%	6.6%
Grade 9-7 English	25.7%	19.8%	8.4%	7.75
Grade 9-5 Eng and Maths	45.1%	34.1%	19.3%	25.3%
Grade 9-4 Eng and Maths	68.3%	54.9%	43.45	41.8%
EBcaa Entry	61.9%	50.5%	39.8%	38.5%
EBacc APS	4.63	4.03	3.51	3.19

As with 2020 there will be no national publication of results or progress comparisons, which reflects how difficult it is to compare schools in this academic year or to previous academic years as there were no national public examinations or assessments that would give a possible comparison.

From our school improvement plan 2020/21 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 over the last three years. 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 in lessons including teacher appraisal objectives.
8. Ensure a broad, balanced appropriate age level curriculum being delivered to pupils in ASC.
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 online transition process from previous years which reflect a high number of Year 6 parental choices.

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

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.