

APENDIX A: EVALUATION OF PLANNING, IMPLEMENTATION AND IMPACT 2022/23



Each strand of support that we delivered in 2022/23 has been reviewed below to consider whether it was implemented in the way it was intended; the impact it had on improving outcomes for disadvantaged students, and whether it should continue.

Key to colour coding			
	Red	Amber	Green
Implementation	Did not happen	Partially attempted, but not how it was intended	Implemented as intended
Impact	No impact	Some impact	Good impact
Continue	Not continuing	Adapt and continue	Continue and embed

Strand 1: Teaching (including CPD, recruitment and retention)

Budgeted cost: £161,682.44

Actual Spend: £142,621.90

Intent	Implement	Impact	Continue
Additional teaching interventions in English and Maths			
Additional teaching interventions in other subjects			
Accelerated reader			
CPD focused on WalkThrus to improve quality of teaching and curriculum development			
PiXL subscription to improve quality of teaching.			
Drop Everything and Read provision			
Walking Talking Mocks			
Learning resources (textbooks, revision guides, course materials, etc.)			
Progress Leader focused on Disadvantaged students			

Despite intending to implement extra teaching in English and Maths, we were only able to appoint an extra English teacher to deliver these in the way we had intended, due to an inability to recruit. In Instead, we used employed an Academic mentor to deliver additional interventions in Maths and Science (referred to in the next section). The additional staffing was implemented as intended in English, providing an extra set in Year 11 English to focus on a number of borderline students, and implementing our 'disadvantaged first' school approach. English Language results at 7+/5+/4+ were higher than whole school comparison, but progress 8 was lower than for all students. Results for disadvantaged students were higher than predicted at 7+/5+ and actual results exceeded bronze targets at all boundaries. The overall internal residual for disadvantaged students was positive. For 2023's Year 11 cohort, we have created an additional set to focus on students who are at risk of not securing both English qualifications, again this will be implemented with the 'disadvantaged first' approach.

145 disadvantaged students benefited from accelerated reader intervention resulting in an average of +6 months increase from their starting points. However, 32% (46/145) of disadvantaged students saw a reduction in their reading age. On closer analysis, this reduction was most prevalent in boys who did not engage with the process. Most notably, engagement with the summer testing dipped most severely. This was evident by analysing the time each student spent on their test, with less experienced members of staff monitoring the tests. Of the 99 students who did engage with their tests, their average increase was +14 months. Upon reflection, the potential impact of accelerated reader is high. The implementation plan has been refined in terms of staffing and organisation for 2022/23.

70% of staff responded to our first staff well-being survey through Satchel One. They rated the professional development program as 7/10, demonstrating the school's focus on investing to develop and retain high quality staff. Our subscription to PiXL has also helped to develop staff both in a leadership and teaching capacity. Staff feedback on PiXL is good, so we have continued to purchase membership, but will organise

a more 'school-wide' approach to strategies used across key stages within school for 2022/23, which will improve consistency.

The impact of the Progress Leader for disadvantaged pupils has been excellent. 1-1 student 'check-ins' were trialled in the summer term of 2021/22 to get a baseline assessment for each pupil's well-being and to identify their barriers to learning. This diagnostic assessment enabled specific interventions to take place in the summer. We have evaluated the tasks the Progress Leader had started and refined a regular cycle of meetings with students after each recording window, to review progress and set targets to further improve. Having a pastoral lead focusing on the needs of our disadvantaged students is incredibly empowering and demonstrates our commitment to improving outcomes for all disadvantaged students. Due to the focus we have on improving the quality of education for disadvantaged students, we will review our staffing model to ensure we are providing the best support to improve outcomes. This continues to be effective and has been positively commented on by parents, staff and students and has been externally validated. We are keen to utilise what we have learnt with the impact our progress leaders have had on academic progress to closing the cultural gap between our disadvantaged and non-disadvantaged cohorts.

Strand 2: Targeted academic support (tutoring, one-to-one support structured interventions)

Budgeted cost: £53,894.15

Actual Spend: £29,013.00

Intent	Implement	Impact	Continue
Intense literacy interventions			
Intense numeracy interventions			
Booster reading			
Lexonic			
Leap			
Alternative curriculum pathways package (ASDAN)			
Tutoring			

We funded Lexonic training for two members of staff in 2021/22 as part of our literacy intervention to reduce gaps in knowledge and improve pupils' literacy skills. Lexonic Advanced was trialled with Year 9 and 11 students to improve their literacy and reading ages. In 2021/22 fourteen disadvantaged pupils completed Lexonic Advance over a three-month period, resulting in an average of 19.6 months gain. In 2022/23 nineteen disadvantaged students engaged well with Lexonic, resulting in an average of 39.5 months gain. In comparison, our non-disadvantaged students averaged a 34 month gain. In total eighteen students did not engage well with the program, 50% of whom were disadvantaged. Our focus in 2023/24 is how to engage the most disengaged students in the program, from both student cohorts.

In 2022/23 we increased by 6% to 30% of disadvantaged students being in receipt of our Booster reading intervention were disadvantaged students; their average gain was +6 months. We will use this intervention in 2023/24 but the approach needs refining to include a higher number of disadvantaged students. We will review the staffing of this intervention and recruit or retrain if needed.

We recognise the need to plan a flexible curriculum to meet the varied needs of our pupils and help them succeed. During 2022/23 we selected six students who worked towards achieving a Bronze Award Pass in the ASDAN Personal Development Programme. Five out of six of these pupils were disadvantaged. This qualification enabled students to develop their personal, social and employability skills and achieve a recognised qualification. The types of ASDAN qualifications are varied, targeting different students. As part of our 2022/23 plan, we will review our offering of ASDAN qualifications as part of a wider curriculum review to ensure our curriculum is constantly evolving, ambitious and purposeful.

The Academic mentors were employed for Maths and Science and focused on closing gaps in knowledge for Key Stage 4 students in this area. We employed the PiXL methodology of diagnose, therapy, testing and were able to successfully close gaps in many of the topic areas identified. Within school, the residual of our disadvantaged students was 0.32 compared to our overall performance residual of 0.3 suggesting our disadvantaged students achieved slightly better than our non-disadvantaged and whole cohort when

compared to other subjects. These students were prioritised for intervention with our academic mentor, this appears to have made a big difference to the students involved. The success in Maths was not mirrored in Science, so we have created opportunities this year for the Heads of Department to share good practice in how best to implement the Academic mentor.

Strand 3: Wider Strategies (relating to attendance, behaviour and wellbeing)

Budgeted cost: £89,823.58

Actual Spend: £189,330.49

Intent	Implement	Impact	Continue
One-to-one interviews			
Reactive pastoral spend (trips, uniform, etc.)			
Emotional and mental health support			
Outside agencies to improve behaviour in school			
Enhanced careers provision			
Year 6 Summer School			
Attendance interventions			

10% of this strand's budget funded extra-curricular opportunities for disadvantaged students in all year groups to address low levels of engagement by providing opportunities to place their wider learning and experiences in new contexts and environments. Funding uniform, bus passes and other more functional costs, supported our disadvantaged students by enabling them to get to school; improving punctuality and strengthening their sense of belonging and identity as part of the school community.

All categories of absence among disadvantaged pupils in Year 11 was higher than non-disadvantaged; however improved starkly (by 8%) in the final term before GCSE exams. On average, across Years 7 to 11, absence among disadvantaged pupils was 4.35% higher than non-disadvantaged, but only 2.35% lower than our internal target. Investment in our pastoral staffing at Key Stage 3 and 4 and a whole school progress leader focusing on disadvantaged pupils has contributed to more targeted work with the EWO to improve attendance. We are still experiencing an increase of students struggling with the academic, social and emotional aspects of school and our disadvantaged cohort are adversely affected. Investing more heavily in in-school interventions, due to the EWO role not existing at local authority level, is an important focus for 23/24. Despite some improvement in attendance, raising all students' attendance, specifically raising disadvantaged students' attendance is still at the forefront of our 23/24 plan.

Our internal data for Years 7-11 demonstrates the average engagement with learning scores of disadvantaged students was lower than non-disadvantaged. Despite tutoring opportunities for all year groups and enhanced provision for Year 11 disadvantaged students through further tutoring and holiday revision sessions, there was still lower engagement with learning from our disadvantaged students. To support some of our disadvantaged students who were vulnerable to exclusion, we invested in outside agencies to improve their behaviour and engagement in school. On reflection, this provision would have been more effective had it been accessed before students were in Year 10 or 11, but this was more difficult due to the pandemic. Reflecting on our approach in 23/24, we are now co-ordinating a more targeted, yet creative, range of interventions and incentives to suit individual students to overcome the challenges of engagement with learning that many of our disadvantaged learners experience.

Our internal tracking, provided in part by our regular student wellbeing surveys, enabled us to identify challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. Having identified the increased difficulty that many of our disadvantaged students faced in this area, we invested in extra ELSA support and interventions delivered by an Educational Psychologist which were effective in supporting students when 'coping with worries' and building resilience. We ensured disadvantaged pupils had priority access to the school counsellor throughout the year. The impact of this personalised spend was monitored and subsequently measured through pupil responses. It has successfully enabled us to focus on each student's individual circumstances so we are developing this more consistently during 2023/24.

To build on parental engagement from 2021/22, we purchased extra aspects of Satchel One to enable more interaction between home and school which has been well-received. We did not organise any formal parental feedback during 2022/23, making it more difficult to accurately reflect the impact of some of these interventions beyond the context of school. We recognise the importance of strengthening relationships between school and the families of our disadvantaged pupils, so have ensured this is a central part of our plan for 2023/24.

We have implemented year 1 of our three-year strategy and are beginning to see success, particularly in closing the academic attainment and progress gap between our disadvantaged and non-disadvantaged cohort. We recognise we must focus our efforts on improving our reading strategy to ensure we are engaging as many weaker readers, particularly from our disadvantaged cohort as the link between reading and academic success is paramount. We have maintained a data-focused approach and analysis throughout the first year and will continue this throughout 2022/23. We are committed to implementing and in turn measuring outcomes and improvements clearly, showing how we are determined to improve outcomes for all of our students, with particular focus on our disadvantaged students.