

Part B: Review of the previous academic year (2021 2022)

Outcomes for disadvantaged pupils

Attainment

The outcomes of our disadvantaged students are improving over time but are not in line with our non disadvantaged students. Staff recruitment remains a priority for us to ensure that we recruit and retain those that have the biggest impact on the quality of teaching, support and intervention across the Academy..

| | | 2018 | | 2019 | | 2021 | | 2022 | | Nat 2019 |
|--------------------------|--------|------|-------|------|-------|------|-------|------|-------|----------|
| | | No. | A8 | No. | A8 | No. | A8 | No. | A8 | |
| Attainment | PP | 77 | 3.74 | 84 | 4.02 | 72 | 4.23 | 72 | 3.93 | 3.67 |
| <i>Y11 Disadvantaged</i> | Non PP | 110 | 4.70 | 120 | 4.80 | 136 | 5.10 | 155 | 5.20 | 5.03 |
| <i>Attainment 8</i> | Gap | | -0.95 | | -0.78 | | -0.87 | | -1.27 | -1.36 |
| Results | | | | | | | | | | |
| | | 2018 | | 2019 | | 2021 | | 2022 | | Nat 2019 |
| | | No. | P8 | No. | P8 | No. | P8 | No. | P8 | |
| Progress | PP | 67 | -0.08 | 80 | 0.05 | 66 | 0.18 | 70 | -0.15 | -0.45 |
| <i>Y11 Disadvantaged</i> | Non PP | 98 | 0.26 | 110 | 0.31 | 124 | 0.51 | 142 | 0.24 | 0.13 |
| <i>Progress 8</i> | Gap | | -0.34 | | -0.26 | | -0.33 | | -0.38 | -0.58 |

Curriculum / Teaching

The gap between pupil premium students and non-pupil premium students still exists with our PP students performing less well in their P8 and attainment scores. Much time has been dedicated to the training, moderation and standardisation of teaching and assessment both at KS3 and KS4 in order to ensure consistency across subjects and departments. Staff have heavily invested time in the design of our curriculum. Our staff recognise the importance of good quality feedback and marking to ensure that all students but particularly our PP students make better progress. To ensure that our compound PP students make better progress we have trained our staff using dyslexia strategies and assistive technology. Our 5 HLTA's are used to deliver interventions from Thrive, social skills, precision training, speech and language, Lexia and numeracy. These interventions are monitored at an individual student level and refined over time to ensure we use the most effective strategies based on student need.

Enrichment

As we have increased the leadership capacity to this area of the school community this has enabled us to increase the number of activities on offer and the number of students accessing the enrichment offer. As we know students from disadvantaged backgrounds are less likely to select after school clubs, activities and trips, we actively select on their behalf. Attendance at enrichment from our DA students has increased significantly this year, some of this is due to post covid increase in the offer.

Literacy / reading

Overall the SAS scores of our disadvantaged students are lower compared to non disadvantaged students. Analysis of our reading programme has demonstrated significant impact with 90% selected for intervention showing an increase of SAS scores, enabling greater access to the curriculum. See additional reading strategy evaluation document.

Careers Education

Our careers education information and guidance targets the most disadvantaged to ensure that these students receive the most time to ensure that they know what is available to them and that they progress onto their chosen next steps. Work starts in year 7 and stretches all the way through the years with a particular focus on year 11. The 2021/22 destinations for our yY11 cohort are currently 0% NEET.

| 21/22 | All | % | PP | PP % |
|-------------------------|------------|--------|-----------|---------------|
| Details | | | | |
| TOTAL | 232 | | 62 | 26.72% |
| Apprenticeship | 9 | 3.88% | 5 | 8.06% |
| City of Bristol College | 38 | 16.38% | 12 | 19.35% |
| Fe College - Other | 5 | 2.16% | 0 | 0.00% |
| Moved Away | 1 | 0.43% | 1 | 1.61% |
| P16 - CLF | 39 | 16.81% | 13 | 20.97% |
| P16 - Other | 23 | 9.91% | 6 | 9.68% |
| SGS College | 22 | 9.48% | 8 | 12.90% |
| St Brendans College | 83 | 35.78% | 15 | 24.19% |
| Training Provider | 2 | 0.86% | 0 | 0.00% |
| Other | 3 | 1.29% | 0 | 0.00% |
| Unknown | 0 | 0.00% | 0 | 0.00% |

Pastoral support

The work provided by the pastoral team includes attendance, safeguarding and behaviour support advice, guidance and counselling. A section of our community, including pupil premium students, have struggled post covid and their mental health, behaviour and general wellbeing has been significantly impacted. The use of pupil premium funding allocated across all year groups have enabled the PYL's and PSA's to run targeted interventions and home visits alongside our attendance officer. Our Fresh Start programme (SEMH provision) has had significant success with 80% of their cohort being successfully reintegrated into lessons, some of their students are still receiving support to be successful and attend school, more regularly, this year. Our counselling team are over subscribed and have a waiting list. All students are triaged within 2 weeks of a referral, as a result of which student engagement in the Academy has seen an improvement.

Attendance

Overall attendance has been lower than previous years with our disadvantaged students being impacted the most. The gap between pupil premium and non-pupil premium continued to increase, however together with the attendance officer, the year teams and the Fresh Start team targeted interventions are run specifically to address attendance. Parental engagement and home visits for our hard to reach PP students has significantly improved over the last year.

Suspension data demonstrates that more needs to be done with selected students however, the addition of our Targeted Youth Intervention worker has seen an improvement in engagement in school and lessons. We have also seen a reduction in the length of suspensions.