Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Netherhall School
Number of pupils in school	887
Proportion (%) of pupil premium eligible pupils	25
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Governing body
Pupil premium lead	Tom Hunter
Governor / Trustee lead	To be replaced as current governor has had to step down.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,592
Recovery premium funding allocation this academic year	£32480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£203,072

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Access to curriculum
3	Parental Engagement

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
Pupil premium attendance to improve	Attendance for PP (pupil premium) students as a whole to be at least 93% (last year PP attendance was at 86%); reduction in PP students in PA category.
PP students to achieve in line with other students of a similar entry level	GCSE (General certificate of secondary education) results and anticipated grades of students at each reporting point shows PP students performing at least in line with other students of a similar academic ability.
Parents engage with PP students' learning as much as nPP parents engage with students' learning.	Attendance of parents of PP students at parents' evenings shows an improvement on previous year's attendance figures. Use of the parental online access system (measured by % sign up) improves on previous years

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: £ 121,530

Activity	Evidence that supports this approach				Challenge number
Star group: The 7* group is for a small number of students who will need some extra nurture and support as they make the transition from primary to secondary. Typically, they will display some (or possibly all) of the following: • low academic levels • benefit from the security of having a smaller number of teachers (7 or 8 as opposed to 12-15) • prefer learning in a smaller group (about 12 pupils as op-posed to 25-30) • social anxieties or weaknesses We ensure the pupils follow the same curriculum as the rest of year 7, thus allowing them to join other classes in year 8. In this way, 7* is to become a truly transitional group, providing a stepping-stone from primary to secondary. The establishment of a nurturing supportive group for weaker, vulnerable pupils (the "star group"), a majority of whom are in receipt of PP funding, ensures a smoother and more successful transition into secondary school.					2

student	initial assessment-tar	AP1 (assessment point 1) ant-tar	AP2
A	-0.5	0.2	0.3
B	-1.2	-0.2	-0.5
C	-0.2	0.5	0.4
D	-1	0.1	0
E	0	0.5	0.7
F	n/a	n/a	1.2
G	-0.5	0	0.2
H	-1	0.1	0.3
I	-1.3	0.1	0.1
J	-0.5	-1.5	-1.1
K	-2.4	-2	-1
average	-0.72	-0.22	0.6
cohort	na	0.02	0.13

As you can see the group made significantly accelerated progress compared to the cohort.

Foundation Learning course (KS4, Key stage 4): *This provides a more appropriate curriculum for a small number of students, including courses at CRC (Cambridge regional college) and targeted work experience placements. The links with CRC and work experience have built up confidence and ensured a smoother more successful transition post-16.* *Foundation Learning was incorporated into the options at Netherhall, with students invited to select this as an option for Key Stage 4. The Inclusion faculty undertake interviews and signpost those students who have been identified from Key Stage 3 data.* *The Foundation Learning tier has been developed over time, with a timetable commitment to 'blocking' lessons to enable outside visits. All students in the Foundation Learning tier study:* *BTEC Level 1 Vocational Studies – offering not only a recognised qualification but an introduction to many voca-tional areas.* *BTEC Jamie Oliver's Home Cooking (Level 1 or 2) – this gives the students a valuable life skill in be able to cook in the home, as well as a recog-nised qualification* *Units at Cambridge Regional College – students visit CRC for 2 hours per week in the spring term of Year 10 and un-dertake a word working project with the Foundation Learning team – they then visit for 2 hours per week for the whole of Year 11, again with the Foundation Learning team. This allows them to familiarise themselves with CRC.* *Study Support – students gain extra study support time to work*	The Foundation Learning course is a two year course which comprises of Level 1 Vocational Studies BTEC (Business and technology education council), Home Cooking Skills at either Level 1 or 2 and a morning at CRC in Year 11 to aid transition for post 16 study. For the 2019-2021 cohort of students it was difficult to deliver the usual offer of practical courses due to COVID 19. However we managed to achieve 7/7 Level 1 passes in the Basic Home Cooking Skills course. Also 6/7 students gained Level 1 passes in the Vocational BTEC course as the majority of the work was undertaken in Year 10 prior to the pandemic. Unfortunately we were unable to attend CRC as we have in previous years. Instead the students were taught an extra period of English, maths and science each week. The impact of this is difficult to assess as these students were difficult to engage in school never mind engaging with online learning during periods of lockdown. In general their attendance was poor after the return from lockdown. The qualifications gained above were credited from work achieved in Year 10. We also ran ASPIRE (after school lessons) for two students who had previously been school refusers with anxiety and /or mental health issues. Both students achieved GCSEs in English, maths and science. They	2

	were supported through the lockdown with daily wellbeing calls and both had significantly better attendance at school on return from lockdown when they realised they would not have to sit formal exams but needed to sit the assessments in order for teachers to assess their grades.	
Study Support Groups (KS4) run by HLTA (Higher level teaching assistants): *This provides extra support across all subject areas. Students have the time to consolidate and complete work from lessons.* *Study support is offered at KS4 as an alternative to a GCSE. Students are again supported in small groups, with a focus on developing key revision skills and supporting the learning in the core GCSE subjects. Approximately 50% of students in these groups are PP students.*	Within the small groups, students are supported by a Higher Level TA (HLTA). Year 10 are supported with the transition into studying for their GCSE courses and encouraging independent learning and key revision skills. Completing of coursework and literacy support is provided. Year 11 are supported with the transition into further education and college/apprenticeship applications. Independent learning is still encouraged and support around key revision skills and literacy support is provided. To address gaps in their literacy we use programs such as Wordshark. Again, progress is tracked using a series of pre- and post-tests for each unit. Published research: These interventions are supported by the research evidence by the EEF (education endowment fund) teaching and learning toolkit: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	2
Study support groups KS3 (key stage 3): *This provides extra English and Maths input for targeted students, many of whom are PP. Students gain more confidence with literacy and numeracy, thus enabling to access the curriculum better.* *Study support sessions at KS3 are groups of 4-6 students who receive*	Within the small groups, students are supported by an HLTA. Year 7s work through a Phonics program, consisting of 6 sub-sections, each with a pre- and post-test. Bespoke programs of literacy are designed for year 8s and 9s to address gaps in their literacy using programs such as Wordshark. Again, progress is tracked using a series of pre- and post-tests for each unit. We are examining ways of meaningfully	2

support with their literacy and numeracy during times when other students attend MFL(modern foreign languages). Students are selected based on reading and spelling scores. In year 7, 76.4% (13 students) of study support students were PP, 30% (of 16) in year 8 and 50% (of 9) in year 9.	quantifying the impact of this intervention for next year. This intervention is supported by the research evidence by the EEF teaching and learning toolkit: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ Lexonik and Lexonik Level 2 is being run with KS3 study groups. Each intervention has a pre and post test to track improvement. Lexonik Level 3/4 will run with these students when they move into KS4. Published research base: This intervention is supported by the research evidence by the EEF teaching and learning toolkit: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	
English interventions: 1. Curriculum changes with the review and development of KS3 schemes. 2. Entry level course delivered. 3. Contact home and targeting of PP students for revision sessions 4. Quadrant reflection mechanism for assessing areas to improve with students 5. C-19 (Covid 19) Intervention sessions resourced and targeted students in Yr 11 invited initially and then in the Spring/Summer term Yrs 7-10. C-19 groups monitored using bespoke English RAG (red, amber and green) grids for both KS4 and KS3. 6. Teacher leading ASPIRE sessions with 2 students, both previously at risk of receiving no English qualifications by the end of Yr 11. KS3 analysis completed during the 2nd school closure revealed a clear focus required to support Yr 9 progress after the impact of the 1st school closure. Summer data reveals that the gap narrowed following a	Literature: - In the top grade boundaries (9-7) all PP students excelled their target grades. - 9 – 1 targets for PP students were met overall. - Two PP students exceeded their target grades to get an 8 and a 9. Language: - In all grade boundary categories, PP students excelled against their target grades. - PP students have achieved a positive residual overall. For students identified for bespoke intervention during quadrant analysis all PP students achieved or exceeded their targets. Increased number of taught sessions including a greater focus on extended writing and key skills in response to previous year's result analysis proved popular with students. Further scheduling and promotion of the benefits of attending the practise paper sessions among staff, increased the attendance of these sessions in comparison with last year.	2

rigorous focus on the needs of PP students.	Parental contact for targeted students and bulletin usage to promote attendance of revision sessions proved effective with increased attendance. Advantage to be taken of the Google classroom set up and range of resources for GCSE gained during lockdown to improve and form an even more robust bank of revision material for future cohorts.	
Mathematics interventions: • Curriculum review of KS3 and development of resources more in line with effective pedagogy (for instance embedding retrieval practice, example-problem pairs) and adopting a mastery style approach to learning – these all are intended to help all pupils make progress despite some having different starting points. • Two PP pupils who were not in regular timetabled lessons supported by a teacher in maths qualification. Prepared for both GCSE and Entry Level maths qualification, although entry level eventually cancelled. • Catch up sessions were run for all year groups, with PP pupils prioritised for invitations – personalised contact home was made and PP pupils encouraged to come. • Although books were not marked due to a Covid-related change of policy, pupils still received personalised feedback work after each unit skills check and assessment. PP pupils were prioritised as the first to have their work marked. • Pupils who struggled to access/complete work throughout lockdown received contact home and encouragement – PP pupils prioritised in this. • All Y11 pupils given personalised summer and Christmas	• The percentage of PP students achieving on or above their target increased from 53% in 2020 to 55% in 2021 • The percentage of PP students achieving a grade 4 or above increased from 58% last year to 67% in 2021 • However, the average progress score of PP pupils dropped from -0.09 in 2020 to -0.32 in 2021, due to a small number of pupils achieving several grades below their targets. These were largely pupils who had not attended catch up sessions. • Pupils responded positively to the use of retrieval practice in lessons and performance on earlier topics in the year in end of year assessments was (anecdotally) better than in previous years • Both pupils who were not in timetabled lessons achieved a grade 2 in GCSE mathematics using the same assessment system as the rest of the cohort, which was a very positive result given their individual circumstances. • Catch up sessions had good attendance and pupils reported an increase in confidence with mathematics in their RAG score. The effect on scores was also positive: for example, the pupils in the Year 9 catch up group saw their anticipated grades increase by an average of 0.84 of a grade from the end of lockdown to the end of the year (the period where the catch up group ran). SEND pupils in Y11 achieved similarly (but slightly worse) to the previous	2

work based on areas they had struggled with in previous assessments. Parental contact made where pupils had not completed this, and PP pupils prioritised for this as well. • Teachers were reminded of priorities arising from previous year's data, in particular the gap in progress between SEND (special educational need or disability) pupils and their peers at both KS3 and KS4. Strategies encouraged included: - Ensuring teachers have read their SEND documents and that recommendations from these are in place - Seating in a place where they can be checked on and make progress (where possible at KS4) - Contact home A large proportion of these students were also PP. • Competition organised on DrFrostMaths with Y11 pupils to help encourage independence with revision, and prizes offered for those who had engaged the most. KS3 groups taught in mixed attainment groupings.	academic year, with a progress score of -0.53. It is likely that the lack of TA support and Covid-related limitations in terms of individual support during lessons will have negatively affected this. Published evidence base: • Extensive evidence on the effectiveness of retrieval practice and low-stakes testing for long term recall exists: e.g. Karpicke et al, 2008. Approaches to example-problem pairs based on the work of John Sweller on cognitive load theory (e.g. Sweller et al 1998). Mastery learning is a strand of the EEF toolkit with an assigned score of +5 months of additional progress. • Catch up groups were small enough to allow for good elements of one-to-one tuition, which yields an additional 5 months of progress based on the EEF toolkit. • Substantial evidence exists for the positive impact of personalised feedback work, notably the work of Dylan Wiliam (amongst others). It is also the strand of the EEF toolkit with the largest effect size reported. Some (moderate) evidence exists of the negative impact of setting on lower attainment pupils (see EEF toolkit or Ireson et al, 2010) and some benefit to these pupils of being taught in mixed attainment groups.	

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

Budgeted cost: £26,778

Activity	Evidence that supports this approach	Challenge number
Primary transition work: Ensure appropriate support for students who come from primary school with existing issues. All primary schools are visited by a member of the Inclusion team. (This year, because of COVID-19, it was done remotely.) They meet with the Year 6	• 89% found being in a vertical tutor group helpful (Yr 7 questionnaire, Dec 2019) • 91% agreed they were happy at school (Yr 7 questionnaire, Dec 2019) Published research:	1,2,3

teachers and the SENCo (Special educational needs coordinator) who share information on the most vulnerable children, many of whom are in receipt of PP funding. This information is collated onto a single spreadsheet and is used for setting and for sorting registration groups. Key information is shared with teachers, allowing them to prepare for and support the students in their classes. Registration groups are balanced so that each tutor has at least 1 and no more than 2 PP students joining their form. Other disadvantaged characteristics are also taken into account (eg SEND, safeguarding issues). This then ensures each tutor is able to devote an appropriate amount of time and support to disadvantaged students (eg – through formal/informal mentoring, making contact with home, etc). This summer we have contacted primary schools asking them to nominate pupils who would benefit from receiving a Raspberry Pi in September.	• Schools' Use of Data in Teaching and Learning, NFER (national foundation for educational research) report, 2005, https://nfer.ac.uk/publications/SUD01/SUD01.pdf • EEF social and emotional learning summary, February 2019, https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=146&t=Teaching%20and%20Learning%20Toolkit&e=146&s=	
Sound training: The programme is run over 6 weeks for one hour per week. There is a KS2, KS3 and KS4 Sound Training pack so we have offered this programme to a range of different learners and abilities. We have also now acquired a programme suitable for EAL (English as an additional language) learners	Having five trained HLTA's in Sound Training and an appointed Sound Training Co-ordinator really helps to offer this programme to a wide number of students. Having a Sound Training Co-ordinator means the groups can run smoothly as the admin part of the programme is already taken care of, in that they organise the sessions and groups, and conduct the pre and post-tests, and organise the session times and trainers timetables.	2

We have aimed Sound Training at Pupil Premium students in Key Stage 4 initially but have since used it across all year groups. The students selected do a pre and post WRAT (writing and reading aptitude test) test to assess their reading ages before and after the Sound Training programme. This is the way the programme assess' their progress made from completing Sound Training. We also as a school re-test those who have completed the programme after 6 months to see if the strategies and techniques taught from the programme have been retained or have improved.

Those who have participated in the Sound Training programme have significantly improved their reading ages and the results have been amazing. We also wanted to see the impact/change on those students who participated in the Sound Training programme after 6 months to see how much of the strategies and techniques etc. were still being used or were remembered by them. The results again were amazing as all students retested thus far have either kept the same reading age or improved! Sound Training has also had an impact on the initial cohort's GCSE results.

During 2020-2021, we had four year 10 groups complete the programme again after they did half before the national lockdown, 53% of which were pupil premium. We also had four year 9 groups complete the programme, partly remotely due to lockdown, but the results for this test group were again amazing, 53% of which were pupil premium. We had two year 8 students complete the Level 2 programme during their study periods. 1 of which was pupil premium.

This intervention is supported by the research evidence by the EEF teaching and learning toolkit:

https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/

https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/

		Year 10	Year 9	Year 8	
	Average Reading age gain (months)	40	59	52	

Student quotes:

"Sound Training was very educational"

"Sound Training is fun and I learnt a lot"

"I found Sound Training very informative"

"Sound Training has been very useful in my other subjects"

Additional careers advice: Recognising that students may require additional direction and support in making the transition to post 16, we provide additional support and guidance to them, with the aim of ensuring that all our PP students have the right pathways on from school. PP students are provided with extra sessions with our careers counsellor and provided with action plans which are made in partnership with the counsellor.	We have case studies about the work our careers adviser does with our PP students, these are very detailed and so to protect the identities of those concerned, these are available on request.	2,3
Music lessons: This allows student to participate in music GCSE, to develop their musical skills and to improve their engagement with the curriculum. The cost of private music lessons is covered subject to the student engaging with them.	3 students received pupil premium funding: 1 pianist and 2 singers. Case studies are available on request.	2

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

Budgeted cost: £ 54,763

Activity	Evidence that supports this approach	Challenge number(s) addressed
Texts home	*table below*	1,3

Whole school

Groups	2018 - 2019 Pupil pre-mium stu-dents %	2018 - 2019 Pupil pre-mium students % Differ-ence from previous year	2019 - 2020 Pupil pre-mium stu-dents %	2019 - 2020 Pupil pre-mium students % Differ-ence from previous year	2020 - 2021 Pupil pre-mium stu-dents %	2020 - 2021 Pupil pre-mium students % Differ-ence from previous year
All Years	89.74	0.01	88.07	-1.67	81.4	-6.67
Year 7	93.43	1.36	89.75	-3.68	90.82	1.07
Year 8	91.38	-4.7	91.24	-0.14	84.36	-6.88
Year 9	89.96	4.34	87.21	-2.75	85.4	-1.81
Year 10	86.53	-2.87	87.58	1.05	81.88	-5.7
Year 11	87.41	1.91	84.58	-2.83	64.54	-20.04

Girls

Groups	2018 - 2019 Pupil pre-mium stu-dents %	2018 - 2019 Pupil pre-mium students % Differ-ence from previous year	2019 - 2020 Pupil pre-mium stu-dents %	2019 - 2020 Pupil pre-mium students % Differ-ence from previous year	2020 - 2021 Pupil pre-mium stu-dents %	2020 - 2021 Pupil pre-mium students % Differ-ence from previous year
All Years	90.15	2.06	87.47	-2.68	83.39	-4.08
Year 7	94.57	4.39	91.8	-2.77	91.26	-0.54
Year 8	94.49	-1.59	92.51	-1.98	84.51	-8
Year 9	92.98	9.04	88.02	-4.96	89.76	1.74
Year 10	82.38	-1.88	86.43	4.05	88.92	2.49
Year 11	86.31	0.35	78.58	-7.73	62.51	-16.07

Boys

Groups	2018 - 2019 Pupil pre-mium	2018 - 2019 Pupil pre-mium students	2019 - 2020 Pupil pre-mium	2019 - 2020 Pupil pre-mium students	2020 - 2021 Pupil pre-mium	2020 - 2021 Pupil pre-mium students

	students %	% Difference from previous year	students %	% Difference from previous year	students %	% Difference from previous year
All Years	90.02	0.98	89	-1.02	79.28	-9.72
Year 7	92.23	7.97	87.47	-4.76	90.2	2.73
Year 8	89.21	-5.73	89.55	0.34	84.23	-5.32
Year 9	86.65	-1.15	86.63	-0.02	77.97	-8.66
Year 10	93.6	0.17	88.91	-4.69	77.2	-11.71
Year 11	88.4	3.98	92.5	4.05	66.78	-25.72

We have found that this intervention was more effective pre-covid than during the pandemic.

Targeted Attendance interventions: Attendance officer to work with families of key PP students where attendance has been historically low. This will build positive relationships with the families and ensure strategies and interventions are applied more consistently to the family as a whole.	Case studies available on request.	1, 3
Bus tickets (for special cases): To allow students who live some distance away who struggle to get in a regular means of access to school. We will review these on a case by case basis and offer for a limited time. If the provision of a bus ticket is proving ineffectual we will stop the funding.	This proved effective in previous years for getting certain students into school at key times. Case studies available on request.	1
subsidising trips: Subsidising essential school trips (eg the GCSE Geography field trip and Art trips) ensures students are not disad-vantaged in their learning. This also helps enrich and broaden their experi-ences of life. We have also started to subsidise	Not possible in 2020-21 However, published evidence around the importance of cultural capital in determining outcomes can be found here (https://www.tandfonline.com/doi/abs/10.1080/02680939.2014.891762) in Davies et al. 2014.	2

trips that are not essential, but form an important part of our school life, such as the year 8 residential. Letters home about the trip offer subsidies to support payment. Clear procedure that trip leaders follow when applying for PP funding for trips.		
Parents evening booking system: Allows targeting of parents not planning on coming on evenings. The booking system is advertised to all parents through in touch, with PP parents given preferential booking slots. Those who do not sign up are called by tutors, attendance is tracked year on year and reported on.	During Covid we moved to completely online parents evenings. These allowed parents evenings to go ahead, but were less well attended than normal parents evenings. Despite this some parents thought they were wonderful and we had extensive positive feedback. These parents evenings were facilitated through the same online system as parents evening bookings had been. A clear focus for us this year is to raise overall parents evening attendance and especially PP parent's evening attendance. It is noticeable that the gap in PP/nPP attendance did not change over the lockdown and that the intervention that most made an impact was contacting PP parents in advance of the parents evening by phonecall, figures evidencing this can be found in the review below.	3
Pastoral support: This provides support for students with emotional and well-being issues. Vulnerable PP students with emotional and well-being issues in previous years have been supported back into education with improvements in attendance and attainment. Regular assessment points, pastoral meetings and safeguarding meetings ensure attendance, behaviour and progress is tracked and monitored and appropriate interventions applied.	To demonstrate impact we include some case studies, which are available on request. Our approach is grounded in evidence: https://www.tandfonline.com/doi/abs/10.1080/00220671.2014.993460?journalCode=vjer20	1,2,3
Computer provision during lockdown/quality and monitoring of remote provision. Students cannot access online/remote learning without access to the internet or a device to	All PP students were checked to ensure that they had a laptop. Over 200 devices were provided, the vast majority gong to PP students. Follow up was done to make sure that they were being used and that they continued to work. Replacements were put in place where they had ceased to work.	1,2

do this. This continues for 21/22 and includes planning for a partial and total lockdown, specifically focussing on the speed of high quality provision being available with the intention that any transition is seamless to continue to engage with our students. We run regular checks to ensure that students have a device and access to the internet from home.	15	

Total budgeted cost: £203,072

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 (please see in evidence above detailed descriptions of outcomes by intervention).

Outcomes of Attendance challenge:

PP attendance is 86.4%, nPP (non pupil premium) attendance is 94.6%. This is lower than last year. However the gap between PP and nPP is closing (slightly) over the course of the year.

Outcomes of Curriculum challenge:

PP/nPP gap Nov 2018	PP/nPP gap Nov 2019	PP/nPP gap Nov 2020
-0.3	-0.2	-0.4

PP outcomes in years 7,8,9 and 10 are comparable to previous years, but the gap is not closing.

GCSE

Of note here is the mechanism for comparison between this year and previous years is extremely tricky. Historically we have used P8, which allows comparison based on ability, but this was not even released last year and neither where the tools to calculate a nominal progress 8 per child and hence for groups. FFT (Fischer family trust) have calculated a value called VA, which is broadly analogous and I have used this.

We know that there has always been a substantial gap between the p8 of PP and nPP students, we can see that there is a substantial gap in attainment for PP and SEN, it is interesting to note that these are smaller gaps than they have been historically and that also the gaps that existed for boys and (going back several years) high attainers seem to have been removed by teacher assessed grades.

progress' Gap versus all students for key groups

	FFT VA (2021)	FFT VA (2020)	p8 gap 2019	p8 gap 2018
PP	-0.2	-0.4	-0.78	-0.5
nPP	0.1	0.2	0.2	0.15
SEN	-0.4	-0.8	-1	-0.3
male	0.1	0.1	-0.2	-0.2
female	-0.1	0	0.2	0.2
high attainers	0	0.5	0.3	0

An important question is what about the system over the last few years appeared to benefit PP and SEN students in terms of their outcomes. Possible suggestions are that no student got a U because they did not attend exams, students were less likely to drop off and become discouraged

as each piece of work contributed to their end outcome. A smaller total amount of material was studied, which may have benefitted those who had not previously engaged with learning. Ultimately, this is a product of the circumstance, but lessons can be learned, primarily about the diet of qualifications that students sit, non-terminally assessed ones being better for many of these students.

Outcomes of Parental engagement challenge:

Parents evening

Size of gap between pp and nPP (non pupil premium) parents evening attendance with Covid analysis and with phone call home analysis. Video conferencing makes little difference (particularly if you exclude the one with year 11 in the teeth of another lockdown). Phone calls home, especially if tracked, makes a big difference.

	20-21	19-20	18-19	17-18	16-17
11	39.4	26	30		26
10	28	19	22	21	
9			18		
8	23	14			

average of covid	25
average of non-covid	24

	20-21	19-20	18-19	17-18	16-17
11	39.4	26	30		26
10	28	19	22	21	
9			18		
8	23	14			

phone call	22
no phone calls	31

PRA (parental remote access) usage

Y11

Y11 2018 0 PRA	Y11 2019 0 PRA	Y11 2020 0 PRA	Y11 2021 0 PRA
12/39	9/34	1/36	1/24

Overall

2019/20 0 PRA	2020/21 0 PRA
45/190	28/207

PRA usage is climbing sharply and by year 11 almost all students have at least one parent registered.