

Part B: Review of outcomes in the previous academic year- 2021-2022.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2019 to 2020, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend
<i>Teaching staff- allocation of additional staffing to English and literacy.</i>	<p>An increase in staffing in the English department to reduce class sizes at GCSE has improved PP achievement in English at Yr. 10 and 11.</p> <p>2019 PP 4+ 63%, 5+ 41% 2022 PP 4+ 66%, 5+ 40%.</p>	£ 35,840
<i>CPD- quality first teaching</i>	<p>Using the EEF Teaching and learning toolkit we have identified strategies with high impact on learning and progress (Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)).</p> <p>The T&L group, whilst working on academy wide strategies, will include a focus on Feedback, Metacognition and Self-regulation.</p> <p>The EEF research suggests that there is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils</p>	<p>£2672 towards costs of teacher CPD and work with the ATTI.</p> <p>Cost of staffing the PP strategy and monitoring the performance and wellbeing of PP students: £65,873.05</p>

	<p>and lower prior attainers than other pupils.</p> <p>This promotes clear and actionable feedback, using metacognitive strategies, to inform understanding of students' specific strengths and areas for improvement.</p> <p>Inclusive pedagogy including explaining, modelling and questioning (reserachscool.org.uk) were embedded in lessons.</p>	
<p><i>Purchase of diagnostic assessments in literacy, numeracy and reading.</i></p>	<p>CATs and reading assessments- PP students were tested in autumn 2 and spring 2 and their progress measured.</p> <p>At the start of the academic year, 51 of 137 Year 7 students had a reading age below their chronological age, 11 of these were PP. By the end of the academic year, 42 of 137 students had a reading age below their chronological age, 13 of these were PP.</p> <p>At the start of the academic year, 48 of 126 Year 8 students had a reading age below their chronological age, 16 of these were PP. By the end of the academic year, 35 of 126 students had a reading age below their chronological age, 14 of these were PP.</p> <p>At the start of the academic year, 50 of 120 Year 9 students had a reading age below their chronological age, 21 of these are PP. By the end of the academic year, 30 of 120 students had a reading age below their chronological age, 12 of these were PP.</p>	<p>£ 1721.22 cost of NGRT and CATS assessments.</p>

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

Activity	Impact of this approach	Actual Spend

<p><i>National Tutoring Programme</i></p> <p><i>Academic mentors</i> (Update January 2022: no academic mentors available)</p> <p>Tuition partners</p>	<p>NTP were unable to secure academic mentors for TNHA.</p> <p>Small group tuition was provided online by MyTutor. Focus on Year 9 and 10 students in Maths and English.</p> <p>In total 62 students were tutored in English and/ or maths for a total of 890 hours over the year. There was clearly some success in the Maths tutoring in Year 9 and 10, and in English in Year 10.</p> <p>In Yr 9- PP data English: -1.16 (Autumn 2), -1.72 (Summer 2) Maths: -1.33 (Autumn 2), -0.85 (Summer 2)</p> <p>In Yr 10- data English: -1.11 (Autumn 2), -0.92 (Summer 2) Maths: -0.41 (Autumn 2), -0.2 (Summer 2)</p>	<p>Total NTP spend £14400. Academy contribution £ 4320 + £300 equipment.</p>
<p><i>Breakfast/ afterschool club</i></p>	<p>Breakfast club provision. Planned and running in 2022/23. Beginning 5/1/23.</p> <p>Afterschool interventions enabled by transportation provided by academy. Some impact on Year 11 progress, access to catch up sessions following Covid.</p> <p>Most significantly there was a huge impact on the opportunities for students to join in with afterschool clubs in creative arts and PE.</p> <p>39% of PP students participated in at least one extra-curricular activity in CARTS and 61% of Pp students</p>	<p>Total cost of breakfast resources in 2021/22 £148.</p> <p>Contributions towards extra-curricular visits £11,854.13.</p>

	participated in at least 1 extra-curricular activity in PE.	
<i>Behaviour strategies</i>	<p>Behaviour of PP students has been a focus for the pastoral team. Using work by Tom Bennett and Sam Strickland, the pastoral team have put in place robust systems to support positive behaviours. As a result, there is some strong evidence to show it has started to work:</p> <p>126 FEX in 2020-21 71(56%) of these were PP</p> <p>74 FEX in 2021-22 - 17(23%) of these were PP</p> <p>1 PEX 20-21 Autumn Term 1 PP</p> <p>No PEX 21-22</p>	3 PP students, at risk of PEX due to behaviour issues have been placed in alternative provision. This came to a total of £13,468.
<i>Reading and Homework club</i>	As part of the literacy strategy at TNHA, the learning resource centre was opened for students to access library books. In this time, PP students were also able to access computers and printers to help with revision and homework.	Cost of opening and staffing the learning resource centre (proportional costs) £700

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

Activity	Impact of this approach	Actual Spend

<p><i>Purchasing uniform for students/ resources for lessons to include art materials, cookery ingredients, revision guides and reading books.</i></p>	<p>Parents of PP students have engaged well with the academy and have used the PP fund to request school uniform, learning resources and subsidies towards extra-curricular opportunities.</p> <p>Students have benefitted from the opportunities provided by PP funding, especially in areas like Music and Drama.</p> <p><i>Feedback from a Yr 9 PP student: "I have really enjoyed participating in music opportunities at TNHA. Music has been really beneficial for me, as it teaches you not just about the performing side, but also the theory side, which you didn't even know you need to learn! I have been given lots of opportunities to progress and build my confidence, and it helps grow your self-confidence as well."</i></p>	<p>Contributions to PP music lessons: £180</p> <p>Total uniform costs £688.99</p> <p>Cost of revision guides for PP students: £ £180</p> <p>PP sundries: £498</p>
<p><i>Extra curricular activities such as cultural visits, sports activities, STEM clubs, intervention and revision activities.</i></p>	<p>Arts participation, outdoor adventure learning and physical activity have all been identified by the EEF as low cost, moderate impact interventions.</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Making funding available to enable PP students to join cultural visits, sporting activities and trips will significantly improve student engagement and as a result their attendance and behaviour in the academy.</p>	<p>Cost of after-school interventions minibus: £1224.00</p>
<p><i>BFL/ self regulation of students.</i></p>	<p>#TNHA way: behaviour strategy included opportunities for an increased number of PP student to take part in student leadership roles. 5 student leaders (33%) were PP students.</p> <p>Behaviour data for the year (2021/22) shows a reduction in PEX and FEX of PP students.</p>	<p>£3221.66 towards rewards shop, leadership badges and rewards incentives.</p>

<p><i>Wellbeing/ mental health self-help to assist students during the exam period.</i></p>	<p>To encourage and motivate students, and provide well being advice and revision support in the run up to the examination period, Year 11 students too part in the Maximise programme.</p> <p>Feedback from a Year 11 PP student: “I really enjoyed the Maximise session- it made me realise how important it is to look after yourself during exams. It also helped me lots with how I should revise.”</p>	<p>£1000 contribution to Maximise.</p>
<p><i>Embedding good attendance in the academy and reducing persistent absence.</i></p>	<p>Attendance/ pastoral staff receive training and time to develop and implement new procedures. This will include increasing parental engagement of students with poor attendance/ PA, increasing home visits, and better communication of attendance issues.</p> <p>Our attendance data shows that the attendance of Pupil Premium students is below that of Non-Pupil Premium Students. Data has been taken from 19-20 Academic year, before the March 2020 lockdown. Attendance and Persistent Absence for Pupil Premium students are below National Average, compare with Non-Pupil Premium students.</p> <p>Attendance 2019/20: PP- 93.81% Non PP- 96.47%</p> <p>Persistent Absence 2019/20: PP- 19.19% Non PP- 10.94%</p> <p>Attendance 2021/22: PP- 86.5 Non PP- 88.05%</p> <p>Persistent Absence 2021/22: PP- 52% Non PP- 38%</p>	<p>Attendance rewards: £250- (plus also the rewards incentives listed previously)</p>

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
N/A	N/A

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?	Service PP grant used to fund afterschool minibus transportation to ensure students could access after school clubs and interventions. Shift patterns and lack of local transport links make this hard for students from the local RAF base. Monies towards academic mentoring (through MyTutor programme) and revision guides also made available.
What was the impact of that spending on service pupil premium eligible pupils?	Service students achieved well and make good progress. The P8 score for service students was +0.06. 55% of students achieved a grade 4 or more in English and Maths, 32% achieved a grade 5 or more.