

Impact of Pupil Premium Strategy 22-23

Below are the intended outcomes for the 3 years of the Pupil Premium Strategy at Crookhorn College. The outcomes are intended for the academic year 23/24. However, at the end of the second year of the strategy this is the progress towards the outcomes.

Intended outcome	Success criteria	Outcomes for 22-23
<i>To improve the APS (Attainment 8) score of disadvantaged students in Cohort 19 (23/24 exam year) which will narrow the gap with non-disadvantaged.</i>	Reduce A8 gap to below 10 points from that of Cohort 16 (gap of 12.5 points).	<p>The disadvantaged APS for the Year 11 Summer 2023 exam results is 34.86 compared with 35.29 in 2019 and 33.68 in 2018.</p> <p>The gap between disadvantaged and non-disadvantaged students in the Year 11 Summer 2023 exam results is -9.24. The gap continues to narrow compared with a gap of -10.68 in 2019, and -11.30 in 2018.</p>
<i>Teachers to be confident in delivering mixed attaining teaching effectively through the deployment of differentiation and quality plans on itslearning.</i>	Quality of mixed attaining teaching and planned differentiation to be highlighted as a strength of the College in HIAS yearly reviews.	<p>Low-attaining disadvantaged students achieved an APS in 2023 of 23.96 – an increase from both 2019 (23.65) and 2018 (22.35).</p> <hr/> <p>Middle-attaining disadvantaged students achieved an APS in 2023 of 37.97 – an increase from both 2019 (33.51) and 2018 (28.80).</p> <hr/> <p>High attaining disadvantaged students achieved an APS in 2023 of 58.70 - an increase from both 2019 (46.31) and 2018 (46.31).</p> <hr/> <p>Positive feedback from January 2023 HIAS report:</p> <p>“Leaders shared the sustained work in supporting students with SEND and those subject to disadvantage in Year 11”.</p> <p>“This focus on helping students to develop study skills is being introduced into Key Stage 3 and the Year 7 Study Club has high attendance by students subject to disadvantage”.</p>

		<p>“Teaching Assistants are now being deployed in subject areas...holding more knowledge of subject curriculums...(which) enables teachers to spend time when needed with students with SEND as the teacher is the curriculum expert in the room”.</p> <p>“The SENCo reported how through her learning walks she has observed increased levels of adaptive teaching and feedback”.</p> <p>The full report can be found on the website: https://www.crookhorn.hants.sch.uk/attachments/download.asp?file=786&type=pdf</p>												
<p>To improve the attendance of disadvantaged students, so that they are in College to engage with quality first teaching, which will help their progress.</p>	<p>Disadvantaged attendance to be 89%* or above for the academic year 23/24.</p> <p>Overall attendance for disadvantaged students:</p> <p>2020/21: 87.7%</p> <p>2019/20: 93.4%</p> <p><i>*The original target set for this 3 year strategy was 93.8%. However, due to the national crisis, we have now updated this to be more realistic and in line with national efforts to reengage students in education post-pandemic.</i></p>	<p>2022/23: 84.7% (National: 85.3%)</p> <p>(Overall for 2021/22: 87.1%)</p> <p><u>2022/23 cohort breakdown:</u></p> <p>Above national: Cohort 21 +1.5% Cohort 20 + 1.1%</p> <p>Below national: Cohort 22 -0.5% Cohort 19 -7.1%</p> <p>Attendance action plan prioritises early and ongoing intervention for Cohort 19 for 2023/24.</p>												
<p>To improve the average attitude to learning grade for disadvantaged students in Years 7 and 8.</p>	<p>Table to show success for disadvantaged students. These numbers are based on the average attitude to learning grades (1-5).</p> <table><tr><th>Cohort</th><th>A2L 21/22 data</th><th>A2L 22/23 target</th><th>A2L 22/23 data</th></tr><tr><td>22</td><td>N/A</td><td>3.75</td><td>3.53</td></tr><tr><td>21</td><td>3.65</td><td>3.71</td><td>3.32</td></tr></table>	Cohort	A2L 21/22 data	A2L 22/23 target	A2L 22/23 data	22	N/A	3.75	3.53	21	3.65	3.71	3.32	<p>Please see box in adjacent column.</p> <p>The overall targets were not met this year, however the average A2L grade for Cohort 22 was heading in the right direction, improving this year from 3.49 in the Autumn term to 3.53 in the Summer.</p> <p>To the contrary, there is clearly still work to be done with Cohort 21, where there was a drop from 3.35 in the Spring term to 3.27 in the Summer.</p>
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