



WEST GRANTHAM

Church of England Secondary Academy

PUPIL PREMIUM EVALUATION 2021/22

Teaching (for example CPD, recruitment and retention)

<p>Improve literacy in all subject areas</p>	<p>CPD continues to focus on reading strategies with KR delivering a 15-minute input at every CPD session during summer term 2. These sessions coincide with the writing of MTPs for the autumn term and are designed to support staff in planning effective reading activities as part of their curriculum offer.</p> <p>Reading for meaning activities in the autumn term will utilise subject specific periodicals. Staff from science, history and geography are currently working with KR to identify good quality academic journals from which texts can be sought for these activities. This will ensure that our disadvantaged students who are typically vocabulary-poor are exposed to academic reading and more varied vocabulary.</p> <p>A summary of the impact of the appointment of a librarian appears at the end of this report.</p>
<p>Improving the quality of the curriculum across all subjects</p>	<p>Significant work has been undertaken in order to improve our curriculum across all subjects.</p> <p>Training has been given to all subject leads in relation to the Ofsted subject research reviews and each have received feedback from KKf or Zarina Connolly about the quality and sequencing of LTPs. The result is a more coherent curriculum with carefully planned sequences of learning, spiral activities to ensure knowledge recall and cross-curricular links curated to support learners in broadening their experiences and their exposure to vocabulary and cultural capital.</p> <p>The teaching of the new curriculum will commence in the autumn term at which point QA learning walks will focus on the implementation of the curriculum and its impact.</p>
<p>Implementation of an instructional coaching programme to support all teaching staff in improving implementation of the curriculum.</p>	<p>Teaching and Learning priorities identified as a result of coaching feedback</p> <p>Feedback to all staff 6 June 2022:</p> <p>Have clear expectations related to the following</p> <ul style="list-style-type: none"> • Independent work • Time-bonding of tasks <p>Follow policy around rewards and consequences Pre-teach key words (tier 2/3 vocabulary) and assess during lesson Make appropriate use of additional adults in the room Have high expectations: Challenge vs. compliance</p> <p>Common themes and areas of strength as seen through coaching:</p>

	<ul style="list-style-type: none"> • Work on Learning Intentions and Success Criteria ‘the best’ that Paul Craven has seen (when compared to other schools he is currently working with) – November 2021 • Do Now activities – improvements and consistent application (more knowledge focused) • Adaptive teaching has improved with careful consideration of learners and needs – further work to support SEND in particular • Independent work now a feature of lessons, students are being held to account • Reading across the curriculum – all subject areas implementing reading opportunities and best practice embeds this within lessons rather than ‘add-on’ • Evidenced of personalised feedback and multiple feedback strategies • New assessment expectations on KS3 students allows staff and student to identify and articulate progress much clearer • Pockets of good questioning, staff identified to support others • Pace is a positive in the majority of lessons • Better learning environments and students ‘enjoying’ learning • Clear use of formative and summative assessment to support adaption and planning <p>See data at the end of this report.</p>
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Targeted

<p>Contribution towards Graduate Intern to provide a blend of structured small-group interventions and one-to-one tuition.</p>	<p>Graduate Intern has begun leading literacy lessons in year 7 and now teaches a year 7 English group. She has proven to be a very promising teacher and as such, has assumed a role as a cover supervisor in school when not timetabled. This has reduced our cover costs during staff absences. More importantly however, it ensures that in the absence of a class teacher, students are taught by a member of staff who knows them; understands the academy’s ‘minimum expectations’; is familiar with PPG students; and attends regular training about meeting PPG needs through, for example, the use of metacognitive strategies. Students are more productive with staff that they know well and the climate for learning in Letitia’s lessons is significantly better than with agency supply teachers. This is evidenced by a reduction in detentions across the academy.</p>
<p>Appointment of literacy coordinator</p>	<p>Literacy coordinator coordinates and monitors form time literacy activities.</p> <p>In addition, she coordinates and monitors small group reading interventions.</p> <p>The impact of these interventions is measured through reading age tests.</p>

	<p>Jan 22 - May 22 - 75 students were part of the programme. 36 students PPG.</p> <p>May 22 - reduction in staff meant 20 students were removed - now 55 students on the intervention programme 26 of which as PPG.</p> <p>Overall, 83% showed an improvement in reading between December and March testing. Of these, 85% of PPG improved.</p> <p>44 students across the school are below functional reading age (9yr 5mth).</p> <p>We have identified the bottom 20% of students across the school and following their March testing and GL analysis, are being screened to see if phonics intervention is required. This is being done by Belinda and Emma.</p> <p>Testing for the summer term is due to commence next week for years 7 & 7 - and the week after for 9's and 10's.</p>																
Appointment of numeracy coordinator	<p><u>Numeracy Intervention – 2021/2022</u></p> <p><u>Year 7/8/9</u> – Numeracy Ninjas. A programme where students have 5 minutes to attempt to answer 30 questions. The first 10 questions are on multiplication tables, the next 10 are mental arithmetic questions and the final 10 are more involved questions that students may need to write down their workings to get their solutions. All students take part in this programme two mornings per week in tutor time. The results from week one to their current level are shown below.</p> <table border="1" data-bbox="612 1043 1386 1563"> <thead> <tr> <th>Tutor Group</th> <th>Results</th> </tr> </thead> <tbody> <tr> <td>7RA (25 students, 12 PPG)</td> <td>Average improvement of 8.2 marks</td> </tr> <tr> <td>7LJ (22 students, 12 PPG)</td> <td>Average improvement of 11.4 marks</td> </tr> <tr> <td>7TBR (19 students, 4 PPG)</td> <td></td> </tr> <tr> <td>8SS (18 students, 9 PPG)</td> <td>Average improvement of 9.3 marks</td> </tr> <tr> <td>8TBT (17 students, 6 PPG)</td> <td>Average improvement of 11.9 marks</td> </tr> <tr> <td>* 9CB (26 students, 13 PPG)</td> <td>Average improvement of 3.8 marks</td> </tr> <tr> <td>* 9KD (25 students, 15 PPG)</td> <td>Average improvement of 2.1 marks</td> </tr> </tbody> </table> <p>* Both year 9 classes quickly hit top scores with Numeracy Ninjas and so switched to another maths intervention programme after Christmas 2021. The improvement seen with these 2 classes was small due to high starting scores. They began the Corbett Maths 5-a-day questions in January 2022.</p> <p><u>Year 10 (71 students, 38 PPG)</u></p> <p>Year 10 began their numeracy intervention following the Corbett Maths 5-a-day in which they are given 5 unconnected maths questions to attempt based on their level of understanding. The questions are levelled as numeracy, numeracy plus, foundation, foundation plus and higher. Most students began by doing the foundation step and many have moved to foundation plus. There are currently 4 students in</p>	Tutor Group	Results	7RA (25 students, 12 PPG)	Average improvement of 8.2 marks	7LJ (22 students, 12 PPG)	Average improvement of 11.4 marks	7TBR (19 students, 4 PPG)		8SS (18 students, 9 PPG)	Average improvement of 9.3 marks	8TBT (17 students, 6 PPG)	Average improvement of 11.9 marks	* 9CB (26 students, 13 PPG)	Average improvement of 3.8 marks	* 9KD (25 students, 15 PPG)	Average improvement of 2.1 marks
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year 10 who are now ready to have a go with the higher questions and this improvement has been recognised also by their subject teacher in lessons.
 In January, Year 9 also began following this programme which has proved to be much more beneficial for them.

Year 11 (76 students, 44 PPG)

Year 11 had one numeracy tutor session per week focussing on exam technique and answering exam questions. This was a focus that many had requested as they felt, and the maths team agreed, that this was a weak area for them. Each tutor group had a specialist teacher delivering this session each week and the questions were either higher or foundation tier depending on which they were entered to sit in May/June. Many students also attended an extra 1-hour lesson once a week.

In the February mocks, we saw an improvement of, on average, 1.9 grades on the higher tier from November and 1.1 grades on the foundation tier. This improvement is obviously not just a result of intervention but also high-quality classroom teaching.

Small group intervention

There were 2 groups of students who received additional intervention during tutor times. These groups included 8 year 8 students who focussed on mathematical basics, including tables, number bonds, place value etc. They used the sumdog.com platform and as well as now having much firmer multiplication tables knowledge have improved their confidence to have a go at unfamiliar questions.

The other year group focus was Year 10. This intervention ran a little differently in that students were identified in class who were struggling with a concept or idea. These students were then taken out of tutor time for a minimum of 2 sessions and taught these ideas in groups of no more than 6. The feedback received from classroom teachers was that this was an effective way of ensuring that the students could continue to make progress in lessons as they weren't "stuck" at a crucial point.

Year	PPG
8 – 8 students	3
* 10 – 12 students	6

After the end of Term 3, I planned to run an intervention programme like the one with year 8, having students working on a bespoke intervention programme, TUTOR, where they had to complete an initial diagnostic evaluation of their current level which then identified areas of weakness. Students did not embrace this idea and it was shelved. I therefore went to tutor groups on their numeracy mornings and supported students directly with the Corbett Maths work that they were attempting. This seems to be working more successfully. I have been focussing on supporting 10 students currently, 6 of whom are PPG

Holiday revision sessions to support disadvantaged pupils in exam prep in a

During Easter, revision sessions took place for the following subjects. Attendance at those sessions was as follows:
 Creative Media (9) - 1 PPG (11%)

conducive environment for those most impacted by the pandemic.	<p>Hospitality (11) - 6 PPG (55%) Sport (1) - 0PPG (0%) Science (10) - 2PPG (20%)</p> <p>During May half-term, revision sessions took place for the following subjects. Attendance at those sessions was as follows: Science (26) - 9 PPG (35%) Maths (19) - 7 PPG (37%) English (14) - 4 PPG (29%)</p>
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Wider Strategies

Offer of an extended school day through the provision of an extracurricular timetable of clubs and activities.	<p>See data below for attendance of PPG students at period 6 interventions</p> <p>During mock exams, breakfast revision clubs ran for year 11 students to attend before school on the morning of each of their exams. In November, 20% of PPG students invited attended. In March, 14% attended. During exam season, breakfast club was well attended by all pupils. This may have been as a result of planned exam walkthroughs on the morning of each exam. 71% of the year 11 cohort attended Exam breakfast revision and of those, 51% were PPG students.</p>															
Contribution towards pastoral manager (non-teaching) who will work alongside the pastoral team to support pupils to improve their behaviour. Specific small group or one to one intervention will target those identified as at risk of exclusion	<p>Pastoral manager has initiated and tracked interventions across the pastoral team. The following represents numbers of students impacted by these interventions:</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Number of pupils</th> <th>Number of PPG pupils</th> </tr> </thead> <tbody> <tr> <td>Easing transition</td> <td>4</td> <td>3</td> </tr> <tr> <td>self esteem</td> <td>14</td> <td>11</td> </tr> <tr> <td>Anger-management</td> <td>11</td> <td>8</td> </tr> <tr> <td>TAC</td> <td>10</td> <td>8</td> </tr> </tbody> </table>	Intervention	Number of pupils	Number of PPG pupils	Easing transition	4	3	self esteem	14	11	Anger-management	11	8	TAC	10	8
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Attendance summary for period 6:

English:	Attendance %
Total (47)	66 (68) (61)
Pupil premium (27)	59 (61) (57)
Non pupil premium (20)	75 (78) (65)

Mathematics:	Attendance %
Total (44)	63.6 (64.2) (62)

Pupil premium (19)	52.6 (53.2) (46)
Non pupil premium (15)	66.0 (67) (63)

Science (trilogy and Chemistry):	Attendance %
Total (30)	63.3 (65.1) (52)
Pupil premium (12)	66.6 (67.2) (55)
Non pupil premium (18)	69 (70) (65)

History:	Attendance %
Total (28)	71.4 (72.1) (58)
Pupil premium (13)	69.2 (73.2) (46)
Non pupil premium (15)	66.6 (67) (53)

MFL:	Attendance %
Total (11)	81.8 (86.2) (86.2)
Pupil premium (2)	50.0 (75) (75)
Non pupil premium (9)	88.8 (88.8) (88.8)

Geography:	Attendance %
Total (16)	56.25 (62.1) (56)
Pupil premium (9)	33.3 (33.3) (33.3)
Non pupil premium (7)	85.7 (92.2) (65.7)

Creative Media:	Attendance %
Total (14)	64.2 (65.1) (72.2)
Pupil premium (8)	62.5 (63.2) (68.2)
Non pupil premium (6)	66.6 (67.2) (71)

Hospitality and catering	Attendance %
Total (22)	(64.2) (61)
Pupil premium (12)	(60.0) (42)
Non pupil premium (10)	(75.0) (62)

Data as of 14/3/22

Data as of 26/5/22

Library Activities Spring/Summer Term 2022:

Tutor Time Reading: The library engages with every student each week by supporting students with book selections for tutor time reading. Students come in form groups to pick up new reading each week. **Students reached: 315 per week**



The library also supports every teacher, identifying supporting reading material for their subject areas.

Word of the Week: We aim to support literacy development by providing competitions such as ‘Word of the Week’ enabling all students to participate in writing a sentence of their choice using the designated word of the week. We receive between 25 and 50 submissions per week and chose the top three sentences from each Key Stage as ‘winners’ who receive 5 reward points for their efforts. **Students reached: up to 50 per week**



The library has also run a Fantasy Flash Fiction Competition, the winner has been chosen and their story will be available soon!

We have focussed on engaging students in constructive literacy building activities during break and lunch times in the library. These activities engage up to 20 students at KS3 and 20 at KS4 at each break or lunch time in the library and reach up to 200 students a week. **Students reached: up to 200**

Day	Break	Lunch	Comments
Monday	<u>Vocabulary building:</u> NYT Wordl NYT Spelling Bee <u>General Knowledge:</u> <ul style="list-style-type: none"> Worldl (geography) UK online school chess 	Book Kahoots	Book Kahoots (online quizzes) are a super popular activity for students. We host up to 20 in the library for both KS3 and KS4 quizzes at both break and lunch every Monday.
Tuesday	<u>Vocabulary building:</u> NYT Wordl NYT Spelling Bee <u>General Knowledge:</u> <ul style="list-style-type: none"> Worldl (geography) UK online school chess 	Quiet Reading and Chess Club	We are now members of a national UK schools chess organisation. Students can access chess games against the computer, or against their fellow students. We aim to play online and face2face chess tournaments against other schools next academic year.

Wednesday	<u>Vocabulary building:</u> NYT Wordl NYT Spelling Bee <u>General Knowledge:</u> <ul style="list-style-type: none"> Worldl (geography) UK online school chess 	<u>Word Games</u> (vocabulary building) Includes: ThinkWords! Articulate, Boggle, Scrabble and P for Pizza (easy cheesy letter game)	We have expanded our literacy activities to encompass other subject areas like geography (NYT 'Worldl')
Thursday	<u>Vocabulary building:</u> NYT Wordl NYT Spelling Bee <u>General Knowledge:</u> <ul style="list-style-type: none"> Worldl (geography) UK online school chess 	Quiet Reading and Chess Club	Buzzwords Book Club our Buzzwords club are making 'The Library Show' a video talk show where readers present their favourite books in an interview format. Sample clips are available
Friday	<u>Vocabulary building:</u> NYT Wordl NYT Spelling Bee <u>General Knowledge:</u> <ul style="list-style-type: none"> Worldl (geography) UK online school chess	<u>Word Games</u> (vocabulary building) Includes: ThinkWords! Articulate, Boggle, Scrabble and P for Pizza (easy cheesy letter game)	We look to expand our word games selection every few weeks by adding new games – such as P is for Pizza - the easy cheesy letter game...



Some of our KS4 'Articulate' players. Articulate is an excellent game for vocabulary building and description skills – excellent verbal communication practice

Some of our KS3 Word! Players. Word! Is an excellent vocabulary practice and building game based around word recall using specific letters.



Chess! Our perennial favourite. Although chess is not specifically literacy building it is an excellent game for strategic thinking skills. We are now members of a national UK schools online chess organisation and hope to play online and face to face chess tournaments against other schools next academic year.



Hectic arrival for quick game of Articulate at lunchtime! It can get competitive!



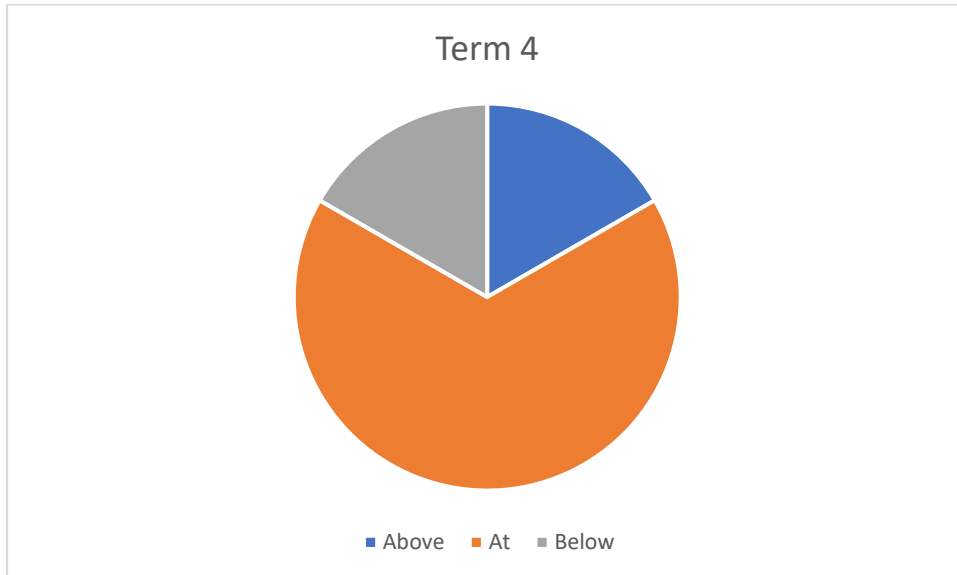
Quiet reading day in the library... and yes, we have some respite from our fun games and activities days by also providing a space for quiet reading.

Buzzwords Book Club: the KS3 Book Club opportunity was made available to all students in KS3. A select group of 4 chose to participate. We have discussed a range of books and are now making 'The Library Show' an interview-based television programme where students interview others on the books they have enjoyed most. A sample episode of The Library Show will be available soon.

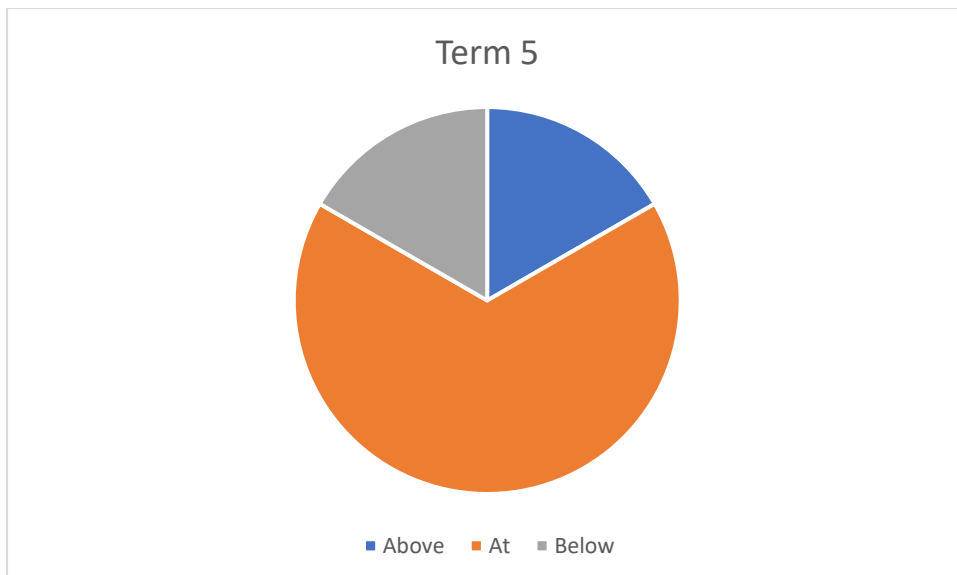
Summer Reading Challenge: To combat 'summer learning loss' we will be hosting a Summer Reading Challenge for our students, hopefully in conjunction with Grantham Library where students can achieve rewards points for each book read and reviewed over the summer. A selection of books will be chosen by the staff for this challenge.

We are currently in the planning process for some very exciting library activities for next academic year from September 2022. We have some excellent author visits arranged (Emily Kenny and Tom Palmer) as well as lots of ideas for supporting students with their reading and learning!

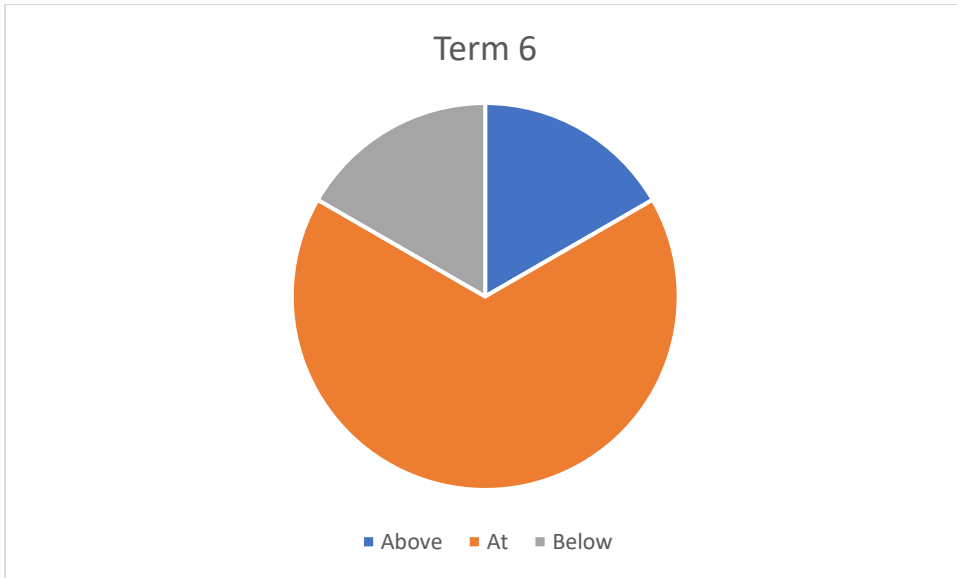
Impact of coaching



Above	0
At	13
Below	3

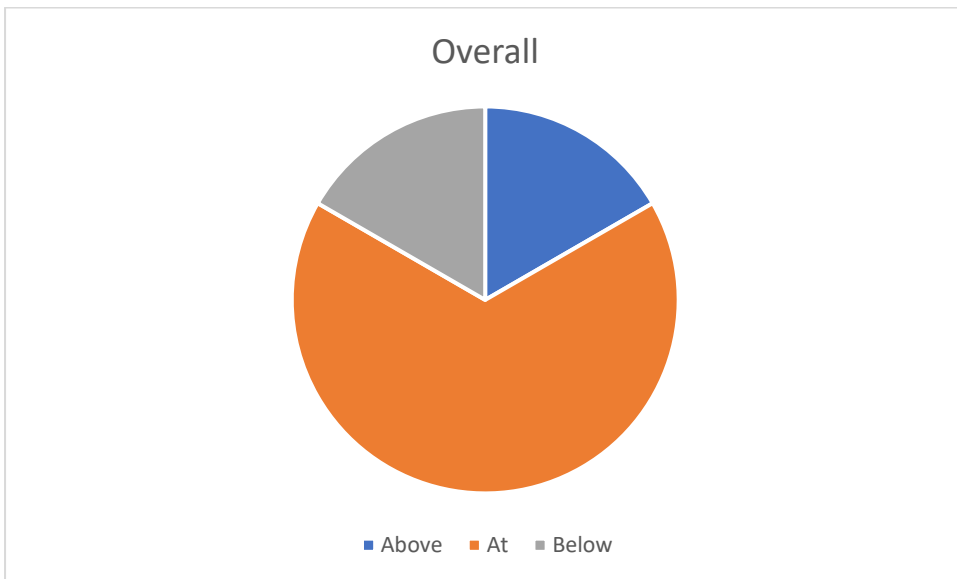


Above	5
At	13
Below	3



As of 17/06

Above	2
At	2
Below	1



Above	7
At	28
Below	7