

## Disadvantaged Strategy 2021/22 Evaluation

### Teaching & Curriculum

Activity	Evidence that supports this approach	Evidence
<i>Curriculum recovery programme – provides staff with the opportunities to review their curriculum, to ensure disadvantaged students have the necessary knowledge and skills to bridge the gaps (lost learning COVID19).</i>	<i>Data collected during lockdown identified 315 families did not have a suitable device to allow students to fully engage with remote learning / live lessons – gaps identified on students return.</i>	Recovery curriculum in place – Curriculum Assessment meetings used to QA. English, Maths and Science meetings to analyse assessment and intervention cohorts.
<i>Reduce the gap between PP and non-PP students in English, Maths, Geography and RE (9-7 and 9-5 measures)</i>  <i>Maths – improve outcomes in the Foundation tier for Mathematics.</i>	<i>Data from summer 2021 and current Yr 11 PR data identifies significant gaps in attainment between PP and non-PP students.</i>  <i>Improve outcomes – trends over the last 3 years.</i>	PP Progress 8 scores of -0.3 in 2017, to 0.11 in 2018, -0.03 in 2019 and -0.16 in 2022 were achieved  PP Progress 8 scores of -0.82 in 2017, -0.93 in 2018, -0.92 in 2019 and -1.01 in 2022
<i>Improving whole school literacy – quality first teaching of literacy across all curriculum areas</i>	<i>EEF – Impact of school closures on the attainment gap.</i>	T&L inset delivered to support the development of oracy and literacy in all curriculum areas. Literacy/Reading focus for all years during form time. Literacy coordinator provides bespoke support to all curriculum areas. Literacy and reading part of teacher appraisal.

### Targeted academic support

Activity	Evidence that supports this approach	Evidence
<i>Bespoke CPD programme for all staff, to enhance subject pedagogy content knowledge across all curriculum areas.</i>	<i>Quality first teaching in the classroom is the most important factor in reducing the attainment gap between PP and non-PP students</i>	Drive across the school to invest in staff CPD, with key priorities identified and staff encouraged to attend training in these areas. Development of ASLs and ALEs in the school to support in/out of school Appraisal linked to professional development. 211 CPD events have been attended by teaching staff since September 2021-July 2022.

		with more to be attended as the academic year progresses.
Enhanced CEIAG / Citizenship programme that offers personalised career advice for all disadvantaged pupils (PP, SEND, LAC and PLAC). CEIAG Programme (Anthony Stagg) – individual student support, ensuring our disadvantaged students are given opportunities to access higher education.	At the end of KS4 in 2021, internal destinations data indicates that there are 0.55% NEET students. At KS5, approximately 98.5% of Year 13 leavers entered education, employment or training with 84% going on to university. Of those attending university, this includes one student who has gone to Oxford to study Law.	We have developed a highly effective careers education, information, advice and guidance programme which is valued by pupils and meets all 8 Gatsby Benchmarks. As a result, almost all pupils progressed to further or higher education, employment or training. Staff promote equality of opportunity in careers education; for example, in this school, pupils are taught not to let gender define their career choice. Links with universities provide a range of enhancement opportunities, for example the University of Liverpool Further Maths Programme, Pathways to Law, Aspire and the Realising Opportunity Programme which guarantee disadvantaged pupils an offer of a place.
One to one / small group tuition using SJB staff & external providers to bridge the gaps of disadvantaged students who have a negative progress 8 score (COVID lockdown restrictions / remote learning).	Evaluation of external tuition programmes 2020-2021	Intervention groups supported by our staff took place during school holidays / weekends. Tutor Right – used for Maths and Science intervention sessions

## Wider strategies

Activity	Evidence that supports this approach	Evidence
Reduce absence and PA figure for our disadvantaged and SEN cohort	School absence and PA figures for disadvantaged students and SEN	<b>2021/22</b> PP Attendance - 87.2% PP PA - 40.1% <b>2020/21</b> PP Attendance – 88.3% PP PA - 36.9%
Continue to engage with families of disadvantaged pupils and supporting families by providing care packages, electronic devices, improving internet connectivity in the home and free breakfast items.	High levels of social deprivation in the local area. As of September 2021 (SIMS), 53.2% of students are identified as being disadvantaged. The College has a deprivation indicator of 0.41 (IDSR 2020), more than double the national figure of 0.20 and sits in quintile 5.	Monthly welfare hampers issued last academic year. Laptops provided for any PP student without a suitable device at home. Magic breakfast (free breakfast for all students (8am – 8.25am))

<p><i>Continue to provide outstanding pastoral care for our students and their families including: a dedicated pastoral team linked to each year group, trained mental health leads, college chaplain and a safeguarding team (who meet on a regular basis).</i></p>	<p><i>Increase in CAMHS / YPAS referrals.</i></p>	<p><i>Recruited APPCs and a Safeguarding and Medical Officer to further support pastoral systems</i></p> <p><i>Safeguarding team – 12 members of staff (meetings calendared)</i></p>
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