

## Disadvantaged Mid-Year review

Data sets are relevant to each aim outlined in the strategy

### Desired Outcome A

Desired outcome A	Attainment and progress for disadvantaged students improves and the gap is narrowed More disadvantaged students achieve basics measure at 4+ and 5+	PP P8 meets school target of -0.44 PP KS3 increased proportion of on track or above
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While the Academy has a relentless focus on improving life chances for students, the targets set by our Multi Academy Trust, Consilium reflect the current context of the Academy's position and the realistic and strategic targets are shared below:

Year	2021	2022	2023
P8 target	-0.47	-0.16	0.00

### Year to date comparison

When compared to the same point last year for the previous cohort, the gap between Disadvantaged and non-disadvantaged has narrowed, even when taking into account that the non-disadvantaged cohort has performed less well, there is still a narrowing of the disadvantaged gap. There has been a huge focus on the quality of Education students receive through ensuring each subject department has a clear curriculum intent that incorporates specific strategies to engage disadvantaged students.

There are four PP students in Year 13, each student is broadly in line to achieve their target grades. All four students have applied to University. Three students have several offers and the fourth only submitted their application on January 25<sup>th</sup> and is still waiting. The courses the four students have applied for include Sound engineering at Huddersfield, Psychology at Sunderland and Education studies at Stirling University.

### Desired Outcome B

The data below is from the Autumn term, however small group reading and 1-2-1 reading intervention is all still

Desired outcome b	Reading ages for disadvantaged students are at least at their chronological age. Students in KS4 have at least a reading age of 14. Supported by the Literacy strategy (extending two tier vocabulary, fluent writing, reading and orators) Reading age as measured by GL assessment NGRT	Reading ages for disadvantaged students show improvements
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in place during lockdown.

### Accelerated Reader

All students in Years 7, 8 and 9 take part in the Accelerated Reader scheme to improve chronological reading ages to allow access to the school curriculum. PP students in 7G5 and 8G4 have made the following progress

7G5	Number of PP	+	-	=	% improvement
Accelerated Reader	8	5	1	2	62.5%
Written Test	8	7	0	1	87.5%
8G4	Number of PP	+	-	=	% improvement
Accelerated Reader	13	7	2	4	53.8%

The two students that did not remain the same or improve had a decrease in attendance which resulted in a lack of consistency when reading.

### Year 7 students EAL Reading support

There are 15 selected students to receive EAL reading support. 14 of the students are PP (93%)

The students receive three additional sessions per week in addition to their library lesson. They complete 1:1 reading with a member of staff and have access to CORE 5 Reading programme.

Due to Covid restrictions the plan on testing was reduced, however the tests that have been carried out show:

Student 1 October Reading Age 6.02 – December Reading Age 7.04

Student 2 October Reading Age 6.00 – December Reading Age 6.08

Student 3 October Reading Age 7.09 – December Reading Age 9.00

Intervention will continue on students return. The PP EAL students, during lockdown, are accessing Flash Academy and Lexia CORE 5 Reading programme.

### Small Group Reading

There are 18 / 35 PP students in the reading groups. All students have been contacted since lockdown to organize 1:1 reading remotely.

Student 1 October RA 9.11 – December RA 12.08

Student 2 October RA 9.11 – December RA 12.23

### Lexia Reading Programme

43 Disadvantaged Year 7 students complete two extra sessions per week.

These students have all been contacted since the lock down and are being encouraged to engage with Lexia everyday, in conjunction with their live lesson timetable.

## Year 8 Reading Group

Five Year 8 students access group reading when in school, during COVID the students are continuing this provision during lockdown reading either 1:1 in school or remotely with a TA. The impact of this will be measured when students return.

### Desired Outcome C

Desired outcome C	Attendance of disadvantaged students moves towards national average Persistent absenteeism decreases towards national average	Disadvantaged attendance moves towards national averages PA for disadvantaged students moves towards national averages
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The attendance team have successfully reduced the percentage of students that are persistent absentees in several subgroups in all year groups and continue to focus on the Persistent absentees in Year 8 that are SEND students and the persistent absentees in Year 9 and 10.

### Spring term attendance in lockdown

The attendance, in particular to live lessons in the beginning of the Spring term can be seen summarized below

	Week commencing 4.1.21	Week commencing 11.1.21	Week commencing 18.1.21
Live lesson attendance All students	71.2%	70.1%	70.2
Live lesson attendance PP students	56.3%	56.3%	57.2%

There is a new attendance process that has been implemented for lockdown that is showing promising indicators of improving both attendance and remote learning engagement in lessons.

### Desired Outcome D

Desired outcome D	Disadvantaged students prioritised for Lap tops and provided with revision guides	Personalised pathways in place for disadvantaged students, where necessary and appropriate %Disadvantaged students NEET decreases
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Currently in Year 11 there are 7 students that would have been at risk of being NEET, however the 7 students are accessing alternative placements on a part time basis, 5 of these are disadvantaged students (71%). The

students access accredited provisions of Wheels and New Leaf, and have progression routes onto apprenticeships, careers in Hair and the potentially the Army.

The average attendance of the five disadvantaged students accessing alternative provision, as of February 2021 is 96.2%, with 3 out of the 5 disadvantaged students having 100% attendance.

All 7 students have been prioritized for careers meetings with our internal careers guidance process and have had their first careers interviews.

Within the current Year 11 students, there are 17 disadvantaged students at risk of becoming NEET. These have also been prioritised for 1-2-1 careers interviews and are tracked and monitored for additional interviews.

Disadvantaged students have been involved in the following career engagement events:

- Y11 - Future Me, Apprenticeships Explained: 71 pp students
- Y10 - The Buzz: 55 pp students
- Y8 - Barclays Life Skills Session 1: 99 pp students
- Y8 - Barclays Life Skills Session 2: 66 pp students

## Desired Outcome E

Desired outcome F	Cultural capital deepens for disadvantaged students	Disadvantaged students meet passport requirements Disadvantaged students have had access to the Consilium Charter
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While Covid regulations has had an impact on the extra curricula activities that can be offered, we have endeavored to ensure disadvantaged students have access to all that was possible. In the Autumn term and still ongoing:

- 37 disadvantaged students out of 98 (38%) take part in peripatetic lessons
- 4 disadvantaged out of 11 (36%) are in the Opera North Project
- 10 disadvantaged students out of 20 (50%) are involved in the Modulo orchestra project
- 14 disadvantaged students out of 14 (100%) are involved in the Newcastle United Foundation engagement project
- 19 disadvantaged students in Year 9 out of 33 (58%) are studying towards the Arts Award.

Our personal development driver named “Passport to success” was launched in November 2020, this aims to develop cultural capital and a broad range of extra curricula activities for students. The following numbers of disadvantaged students that are engaged in the scheme:

- Y7: 130 pp students (91.5%)
- Y8: 104 pp student (90.4%)
- Y9: 86 pp students (88.7%)
- Y10: 76 pp students (86.4%)

Disadvantaged funds has also been used to secure a focus group of 15 disadvantaged females in Year 10 that will work with The Girls Network. The Girls' Network matches 14-19 year old girls with a female mentor over the course of a year, to develop skills and confidence, and to open up opportunities and experiences across sectors that the girls otherwise may not have access to. Their mission is to inspire and empower girls from the least advantaged communities by connecting them with a mentor and a network of professional female role models from a wide range of industry backgrounds. Girls receive one-to-one mentoring, access to high quality workshops and training, and work experience placements at a wide range of prestigious organisations.

## Disadvantaged End of Year Review

Data sets are relevant to each aim outlined in the strategy

### Desired Outcome A

Desired outcome A	Attainment and progress for disadvantaged students improves and the gap is narrowed More disadvantaged students achieve basics measure at 4+ and 5+	PP P8 meets school target of -0.44 PP KS3 increased proportion of on track or above
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While the Academy has a relentless focus on improving life chances for students, the targets set by our Multi Academy Trust, Consilium reflect the current context of the Academy's position and the realistic and strategic targets are shared below:

Year	2021	2022	2023
P8 target	-0.47	-0.16	0.00

### Year to date comparison

The progress scores from the TAG process improved for our DA students in most subject areas, except English and this will continue to be a priority going forward.

There are four PP students in Year 13, each student achieved their target grades. All four students successfully progressed to their next courses.

### Desired Outcome B

Desired outcome b	Reading ages for disadvantaged students are at least at their chronological age. Students in KS4 have at least a reading age of 14. Supported by the Literacy strategy (extending two tier vocabulary, fluent writing, reading and orators) Reading age as measured by GL assessment NGRT	Reading ages for disadvantaged students show improvements
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## Year 7

In Year 7 there are 122 disadvantaged students. Of these disadvantaged students, 42% were at chronological reading age in September. Throughout various reading programs such as Lexia, accelerate reader and small group reading on the second reading test 51% were at chronological reading age. 70% of the 122 disadvantaged students improved their reading age. This improvement happened despite a national lock down because part of the remote learning for students meant that small group reading was still carried out via teams. Of the 122 students that are disadvantaged, 28 also have an additional special education need, 19 of these students have improved their reading age closing the gap to their chronological reading age.

## Year 8

In Year 8 there are 115 disadvantaged students. At the first reading test in September, only 19% of the disadvantaged students were at chronological reading age. On the second reading test there were 46% of 115 students at chronological reading age, meaning 53 students had narrowed the reading gap towards their expected reading age. 61% of the disadvantaged students showed improvements in their reading ages. There are 31 students who are disadvantaged and have a special educational need, two students at chronological reading age at the beginning of the academic year increased to five students, with 12 students showing an improvement in their reading age.

At key stage 4 targeted reading intervention is being planned into the academic year of 2021-2022.

## Desired Outcome C

Desired outcome C	Attendance of disadvantaged students moves towards national average Persistent absenteeism decreases towards national average	Disadvantaged attendance moves towards national averages PA for disadvantaged students moves towards national averages
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## Summer term attendance

Students were welcomed back on March 8<sup>th</sup> following the national closing of schools. The attendance gap between disadvantaged students and their non- disadvantaged peers significantly reduced over half term 3. At the beginning of the final full terms the attendance gap between disadvantaged and non-disadvantaged students was 11.30%. Through attendance strategies that focused on disadvantaged students, this steadily

decreased and by the end of the Summer terms the gap was narrowed to 8.8%, narrowing the gap by almost 3%.

### Desired Outcome D

Desired outcome D	Disadvantaged students prioritised for Lap tops and provided with revision guides	Personalised pathways in place for disadvantaged students, where necessary and appropriate %Disadvantaged students NEET decreases
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### AP Students accessing PP

Five disadvantaged students successfully finished their alternative placement, and have progression routes onto apprenticeships, college placements and careers in Hair and the Army.

The average attendance of the 5 disadvantaged students accessing alternative provision, as of May 2021 was 96.2%. All 5 disadvantaged students have improved attendance and had no exclusions since engaging with AP further consolidating their post 16 options and pathways

Our NEET figure is estimated at 3.9% and will be confirmed by the local authority in November 2021. The careers advice and guidance that’s was implemented, prioritizing disadvantaged students means that the NEET figure is significantly below the North East average.

The North East has the highest rates of NEET for ages 16-24 since 2014 and the current regional figure stands at 16.8% (2019). This is due to increased long term/short term sickness, looking after family members, unemployment and mental health conditions.

*(Ref: DfE NEET Statistics annual brief: 2019)*

### Desired Outcome E

Desired outcome F	Cultural capital deepens for disadvantaged students	Disadvantaged students meet passport requirements Disadvantaged students have had access to the Consilium Charter
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We were delighted to reestablish our co-curricula offer in the Summer term. The clubs had an overall average attendance of 49% from disadvantaged students. This is the same as our whole school DA cohort and therefore showing an equal proportional attendance to the after-school clubs as Non-DA students. The percentage of DA students attending each club can be seen below:

- Art and crafts club – 52% of students were DA
- Baking club – 65% for Year 7 and 74% for Year 8
- Debate club – 33%
- Games club – 50%

- Gardening club – 50%
- Languages club – 43%
- Pride club – 45%
- Science club – 55%
- Theatre Production club – 33%

In addition to this, disadvantaged students have had access to performing Arts extra curricula activities:

- 37 disadvantaged students out of 96 (39%) take part in peripatetic lessons
- 4 disadvantaged out of 11 (36%) took part in the Opera North Project which has now finished
- 10 disadvantaged students out of 20 (50%) are involved in the Modulo orchestra project
- 14 disadvantaged students out of 14 (100%) are involved in the Newcastle United Foundation engagement project

Our personal development driver named “Passport to success” was launched in November 2020, this aims to develop cultural capital and a broad range of extra curricula activities for students. By the end of the academic year 100% of students were engaged in the scheme.

Disadvantaged funds have also been used to secure a focus group of 15 disadvantaged females in Year 10 that will work with The Girls Network. The Girls’ Network matches 14-19 year old girls with a female mentor over the course of a year, to develop skills and confidence, and to open up opportunities and experiences across sectors that the girls otherwise may not have access to. Their mission is to inspire and empower girls from the least advantaged communities by connecting them with a mentor and a network of professional female role models from a wide range of industry backgrounds. Girls receive one-to-one mentoring, access to high quality workshops and training, and work experience placements at a wide range of prestigious organisations. **This is still ongoing as the girls have continued into Year 11. The aim is to expand this and offer to more girls in the next academic year.**