

Part B: Review of outcomes in the previous academic year 2022-23

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

As evidenced in schools across the country, school closure during 2020 and 2021 was most detrimental to our disadvantaged pupils, the impact of which was evident in the results of 2022 and 2023 nationally. National results in 2023 also saw a return in England to 2019 measure and outcomes that equated to pre-pandemic 2019 measures and as a result, all performance judgements have been made in comparison to 2019 school and national outcomes.

During COVID any impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of school closure and maximise the use of all available funding to target intervention, support and help to close gaps. In 2022-23 the school continued to prioritise the schools most vulnerable and underperforming students for additional support, guidance and personalised intervention to maximise success.

Our disadvantaged cohort of 2023 represented 15.5% of the Year 11 cohort and attainment outcomes by comparison to 2019 have improved. AT8 has improved from 35.43 in 2019 to 36.17 in 2023. In English, 73% of disadvantaged students achieved Grades 9-4 and increase of 26.9% from 2019 and 60% achieved at least a strong pass in English a 20% increase on 2019. In Maths 50% of disadvantaged students achieved Grades 9-4 in Maths an increase of 10% from 2019 and at Grade 5+ (strong pass) this was also up 10.3% on 2019.

Furthermore, 50% of disadvantaged students attained a standard pass in both English and Maths up 16.7% on 2109 outcomes and 43% of disadvantaged students attained a Grade 5-9 in both English and Maths up 16.3% on the schools 2019 outcomes.

In addition, these figures are comparable to National All outcomes for non-disadvantaged students in which 73% of all non-disadvantaged students nationally attained a GCSE grade 4+ in English and maths compared to 78% of non-disadvantaged students at Kinver and 50% of disadvantaged students at Kinver, equating to an internal gap of 28%. However, our internal gap between disadvantaged and non-disadvantaged students has narrowed by 7.3% since 2019, when 68.6% of non-disadvantaged students attained a Grade 4+ in both English and maths compared to 33.3% of non-disadvantaged students, a gap of 35.3%.

However, overall progress by disadvantaged students has seen a decline from -0.40 to -0.65 in 2023. This predominantly is linked to performance by disadvantaged students in one subject area and can also be attributed to a small number of students where attendance to school and access and or engagement with the additional support and interventions available were contributing factors. Attendance by certain individuals within this cohort also did not recover to pre-pandemic levels.

Although overall attendance by all students in 2022/23 (92.45%) has still not returned to pre-pandemic levels 94.51% 2019), it remained higher than the national average. Attendance by Pupil Premium 89.79% and FSM students at 89.14% (whilst also both still being above the National average for ALL students) were lower and have not returned to the schools pre-pandemic levels of 2019 (92.8% PP and 91.90% FSM). Therefore, continuing to improve attendance remains a focus of our current plan.

We continued to use our pupil premium and catch-up funding to provide wellbeing support, increase students access to extra-curricular and enrichment as a result of stakeholder feedback. Student and parental voice demonstrated a concern for the mental health and well-being of their children as a result of the COVID-19 pandemic and National Lockdowns. Students felt strongly that they most missed the additional sporting and wider curriculum and enrichment activities. We put in place specific targeted interventions where required. We continue to build upon that approach.