

Pupil Premium Report (2017)



Believe, Succeed, Together

September 2017

Contents

1.0 Definition of Disadvantaged Pupils	3
2.0 Academy Demographic of Disadvantaged Pupils	3
3.0 Barriers faced by Disadvantaged Pupils	4
4.0 Strategies used to improve the Achievement of Disadvantaged Pupils	4
5.0 Income and Expenditure	5
6.0 Impact of Funding	6
6.1 Year Group Breakdown	6
6.2 Year 11 2017 Cohort	6
6.21 Disadvantaged Pupils' Performance (2017 vs. NA) Standard Pass	6
6.22 Disadvantaged Pupils' Performance (2017 vs. NA) Strong Pass	7
6.23 Disadvantaged Pupils' Performance (Prior Attainment)	7
6.24 Disadvantaged Pupils' Performance (SEND)	8
6.25 Disadvantaged Pupils' Performance (Subjects)	9
6.26 Disadvantaged Pupils' Attendance	10
6.27 Disadvantaged Pupils' Persistent Absence	10
6.28 Disadvantaged Pupils' Fixed Term Exclusions	10
6.3 Other	11
6.31 Eastwood Scholars Programme – The Brilliant Club	11
6.32 NEETs	11
7.0 Pupil Premium Strategy 2017-18	12
7.1 Aim	12
7.2 Outcome	12
7.3 Funding	12
7.4 Review	12

1.0 Definition of Disadvantaged Pupils

'Disadvantaged pupils' refers to those pupils who attract government pupil premium funding i.e. those pupils claiming free school meals at any point in the last six years and those in care or who left care through adoption or another formal route e.g. Special Guardianship Order or Child Arrangement Order.

Pupil Premium pupils receive a grant of £935 per pupil.

Pupils in care or who have left care (CLA) receive a grant of £1900 per pupil.

Children of of service personnel receive a grant of £300 (although they are not technically classified as 'disadvantaged').

Full details on the funding arrangements can be found at: <http://www.education.gov.uk/schools/pupilsupport/premium>

2.0 Academy Demographic of Disadvantaged Pupils

In 2016-17, there were **223** Pupil Premium pupils on roll which constituted **25.5%** of the pupil population vs. NA of **28.9%**.

Year Group	Number of Pupils	Number of Disadvantaged Pupils	% of Year Group	% of Disadvantaged Pupils
7	201	51	25%	23%
8	195	48	25%	22%
9	171	50	29%	23%
10	146	37	25%	17%
11	161	37	23%	17%
Total	874	223	25.5%	100%

3.0 Barriers faced by Disadvantaged Pupils

The main barriers faced by disadvantaged pupils are considered to be:

- Low aspirations.
- Lack of confidence.
- Low self-esteem.
- Poor social and emotional support networks.
- Intergenerational underachievement.
- Poor attendance.
- Poor behaviour.

4.0 Strategies used to improve the Achievement of Disadvantaged Pupils

The main strategies that have been used and will continue to be used are:

- Promoting and reinforcing an ethos of high achievement for all.
- Appointing highly competent teaching staff in EBacc subjects.
- Assigning the best teaching practitioners to groups with disadvantaged pupils.
- Deploying specialist tutors to work with pupils in small groups and on a 1:1 basis.
- Creating smaller sets in KS4 English and Mathematics.
- Assigning a mentor to all Year 11 disadvantaged pupils.
- Prioritising CEIAG for disadvantaged pupils.
- Providing educational resources and access to trips and events.
- Regularly reviewing achievement data through Pupil Achievement Tracker (PAT).
- Incorporating pupil achievement objectives for disadvantaged pupils into performance management appraisals.
- Deploying the Local Authority Attendance Officer to specific cases to support improvements in attendance.
- Raising aspirations through university visits and guest speakers.
- Providing additional access to the in-house BACP Counselling Service and an option to access an external service.

5.0 Income and Expenditure

The Academy received £204, 765 for the academic year 2016-17. The breakdown of this expenditure is detailed below.

Code	Support	No of Pupil Premium Pupils	Cost	Summary
TS	Teaching staff	216	£134, 176	The Academy employed three highly competent members of staff in EBacc subjects (English, Maths and Science) to teach all pupils, including disadvantaged pupils.
TUT	Tuition	216	£10, 619	The Academy employed tutors on a part time basis in English and Mathematics. These tutors worked with disadvantaged pupils on a 1:1 basis and/or in small groups. All disadvantaged pupils received a minimum of 4 hours tuition throughout the year and the level of provision was determined by the rate of progression towards their Forecast Grade.
SCI	School Closure Intervention	32	£ 10, 882	The Academy paid teaching staff for KS4 subject specific intervention which took place during school closure periods. The intervention covered a range of activities including: completion of controlled assessments, preparation for examinations and booster sessions.
ER	Educational Resources	194	£ 38, 051	The Academy covered the cost of a range of resources including: general textbooks (£5, 865), Mathematics textbooks (£14, 355), English textbooks (£4, 410), licenses and subscriptions (£2, 119), Young Enterprise tickets (£1, 350), reading tests (£3, 180), noticeboards (£1, 003), planners (£4, 789) and sundries (£677).
ET	Educational trips and events e.g. PGL, Ypres, DofE.	10	£ 2, 708	The Academy covered the cost of external trips and educational visits for disadvantaged pupils.
CA	Careers Advice	67	£ 2, 250	The Academy provided additional external careers advice for KS4 disadvantaged pupils.
BACP	BACP Counselling Service	10	£ 3, 100	The Academy provided additional pastoral support for disadvantaged pupils through the internal BACP Counselling Service.
OTH	Other	61	£2, 979	The Academy covered the cost of a range of other activities including: home tutoring (£125), attendance rewards (£454) music tuition (£480) and Brilliant Club (£1920).
Total			£204, 765	

When the above expenditure was reviewed, the most effective strategies were TS, TUT and SCI.

6.0 Impact of Funding

6.1 Year Group Breakdown

Year Group	% Meeting or Exceeding Forecast Grade (English)	% Meeting or Exceeding Forecast Grade (Maths)
7	65%	67%
8	66%	66%
9	67%	62%
10	65%	68%
11	68%	70%

*The Forecast Grade is derived from FFT Type D Rank 20.

6.2 Year 11 2017 Cohort

6.21 Disadvantaged Pupils' Performance (2017 vs. NA) Standard Pass

	2017	National Average*	Performance Differential
9-4 in English	74%	68%	+4%
9-4 in Maths	84%	68%	+16%
9-4 in English and Maths	74%	63%	+11%
EBacc	26%	24%	+2%
Attainment 8 (A8)	48.72	44.20	+4.52
Progress 8 (P8)	0.47	0.0	+0.47

In 2017, all measures recorded a positive differential when compared to the NA for **all** pupils.

*The national average figures provided are those for **all** pupils nationally.

6.22 Disadvantaged Pupils' Performance (2017 vs. NA) Strong Pass

	2017	National Average*	Performance Differential
9-5 in English	59%	48%	+11%
9-5 in Maths	68%	48%	+20%
9-5 in English and Maths	59%	39%	+20%
EBacc	26%	20%	+6%
Attainment 8 (A8)	48.72	44.20	+4.52
Progress 8 (P8)	0.47	0.0	+0.47

In 2017, all measures recorded a positive differential when compared to the NA for **all** pupils.

*The national average figures provided are for **all** pupils nationally as opposed to the specific pupil group.

6.23 Disadvantaged Pupils' Performance (Prior Attainment)

	Low	National Average*	Performance Differential	Middle	National Average	Performance Differential	High	National Average	Performance Differential
9-4 in English	25%	68%	-43%	71%	68%	+3%	100%	68%	+32%
9-4 in Maths	25%	68%	-43%	93%	68%	+25%	100%	68%	+32%
9-4 in English and Maths	25%	63%	-38%	71%	63%	+8%	100%	63%	+37%
9-5 in English	0%	48%	-48%	50%	48%	+2%	100%	48%	+52%
9-5 in Maths	25%	48%	-23%	64%	48%	+16%	100%	48%	+52%
9-5 in English and Maths	0%	39%	-39%	50%	39%	+11%	100%	39%	+61%
EBacc	0%	20%	-20%	29%	20%	+9%	67%	20%	+47%
Attainment 8	26.75	44.20	-17.45	47.57	44.20	+3.37	64.50	44.20	+20.30
Progress 8	-0.01	0.00	-0.01	0.48	0.00	+0.48	0.64	0.00	+0.64

For 'middle' and 'high' disadvantaged pupils, all measures recorded a positive differential when compared to the NA for **all** pupils.

For 'low' disadvantaged pupils, all measures recorded a negative differential, however, it is likely that these will revert to positive differentials when compared to the NA for this particular pupil group.

*The national average figures provided are for **all** pupils nationally as opposed to the specific pupil group.

6.24 Disadvantaged Pupils' Performance (SEND)

	2017	National Average*	Performance Differential
9-4 in English	33%	68%	-35%
9-5 in English	33%	48%	-15%
9-4 in Maths	33%	68%	-35%
9-5 in Maths	33%	48%	-15%
EBacc	0%	24%	-24%
Attainment 8	31.00	44.20	-13.20
Progress 8	0.21	0.00	+0.21

For 'SEND' disadvantaged pupils, virtually all measures recorded a negative differential, however, it is likely that these will revert to positive differentials when compared to NA for this particular pupil group. Further, this group recorded a positive P8.

*The national average figures provided are for **all** pupils nationally as opposed to the specific pupil group.

6.25 Disadvantaged Pupils' Performance (Subjects)

	2015		2016		2017		Performance Differential (2016-2017)
	National*	Academy	National*	Academy	National*	Academy	
Art	76%	25%	76%	38%	75%	75%	+37%
Business Studies	65%	50%	64%	40%	63%	67%	+27%
Computer Science	65%	100%	60%	0%	61%	100%	+100%
Dance	67%	60%	68%	-	70%	0%	-70%
Drama	73%	63%	73%	25%	74%	50%	+25%
English Literature	76%	55%	75%	43%	72%	68%	+25%
English Language	65%	58%	60%	60%	65%	60%	0%
French	70%	53%	70%	33%	69%	63%	+30%
Food Technology	58%	-	58%	-	60%	-	-
Geography	69%	30%	66%	38%	64%	58%	+20%
Graphics	60%	40%	61%	67%	61%	61%	-6%
History	69%	52%	66%	50%	65%	71%	+21%
ICT	69%	67%	68%	100%	65%	67%	-33%
Mathematics	63%	83%	61%	80%	69%	84%	+4%
Music	76%	25%	75%	50%	74%	0%	-50%
Physical Education	70%	56%	68%	86%	68%	75%	-11%
Religious Education	72%	66%	72%	54%	71%	60%	+6%
Additional Science	63%	100%	60%	81%	58%	100%	+19%
Core Science	57%	63%	53%	59%	48%	72%	+13%
Spanish	70%	-	70%	-	70%	63%	-
Statistics	71%	86%	70%	100%	71%	100%	0%
% subjects ~> national		21%		44%		55%	

*A statistical significance test could not be applied to the data above. In this instance, green indicates that the data was equivalent to or greater than (~>) the national average for **all** pupils.

In terms of individual subjects, disadvantaged pupils' performance has improved year-on-year when compared to the NA for **all** pupils, culminating, in 2017, in ~> NA in 55% of subjects. Further, in 2017, disadvantaged pupils recorded a positive performance differential in 73% of subjects when compared to 2016.

6.26 Disadvantaged Pupils' Attendance

Pupil Group	2014-15			2015-16			2016-17		
	Academy	National	Difference	Academy	National	Difference	Academy	National	Difference
All Pupils	95.5	94.7	+0.8	95.7	95.0	+0.7	96.2	95.0	+1.2
Disadvantaged	93.6	91.5	+2.1	93.8	92.8	+1.0	94.6	92.8	+1.8

The attendance of disadvantaged pupils has increased year-on-year. Further, in 2017, it was 1.8% higher than the NA for this particular group of pupils and broadly in line with the NA for all pupils.

6.27 Disadvantaged Pupils' Persistent Absence

Pupil Group	2014-15			2015-16			2016-17		
	Academy	National	Difference	Academy	National	Difference	Academy	National	Difference
All Pupils	5.0	5.6	-0.6	8.4	12.4	-4.0	7.9	12.4	-4.5
Disadvantaged	9.0	10.9	-1.9	17.8	21.6	-3.8	17.1	21.6	-4.5

Persistent absence among disadvantaged pupils has decreased year-on-year. Further, in 2017, it was -4.5% lower than the NA for this particular group of pupils.

6.28 Disadvantaged Pupils' Fixed Term Exclusions

Pupil Group	2014-15			2015-16			2016-17		
	Academy	National	Difference	Academy	National	Difference	Academy	National	Difference
All Pupils	21.2	6.7	+14.5	6.6	7.6	-1.0	6.3	7.6	-1.3
Disadvantaged	29.2	16.5	+12.7	13.5	18.8	-5.3	7.8	18.8	-11.0

Fixed term exclusions among disadvantaged pupils has decreased year –on-year. Further, in 2017, it was -11.0% lower than the NA for this particular group of pupils and broadly in line with the NA for all pupils.

6.3 Other

6.31 Eastwood Scholars Programme – The Brilliant Club

Of the 12 pupils who partook in the Eastwood Scholars Programme, as part of The Brilliant Club, 4 pupils were disadvantaged pupils. The results from their final dissertation of 2,500 words is provided below.

Pupil	Final Mark	Final Grade
A	60	2.1
B	66	2.1
C	66	2.1
D	57	2.2

6.32 NEETs

In the Sumer Term of Year 11, pupils completed an e-survey of their **intended** destination. All 25 disadvantaged pupils in the 2017 cohort were recorded as being in employment, education or training. This will be checked in October 2017 and March 2018.

7.0 Pupil Premium Strategy 2017-18

7.1 Aim

To ensure pupil premium funds are spent in a targeted way, ensuring that pupils receive the opportunity for additional support and access to all learning opportunities within the Academy.

7.2 Outcome

To increase the % of disadvantaged pupils meeting or exceeding their FFT Forecast Grade to ~>70%.

To achieve >NA +sig in the key performance measures – Basics, Ebacc, A8 and P8.

To continue to improve the attendance of disadvantaged pupils so it is ~> the NA for **all** pupils.

To continue to reduce the persistence absence of disadvantaged pupils so it is ~< the NA for **all** pupils.

To continue to reduce the number of fixed term exclusions as a % of disadvantaged pupils so it is ~< below the NA for **all** pupils.

To ensure that disadvantaged pupils are prioritised in terms of CIAEG and 100% are in education, employment or training when they leave the Academy.

7.3 Funding

The Academy will receive **£217,855** for the academic year 2017-18. The foundation for a continuous drive for improvement in this area will be based around a core of well embedded (proven) strategies. These will be supported by taking new (additional) opportunities to further improve progress.

7.4 Review

The strategy will be reviewed on a half-termly basis by the Assistant Principal, Mr. M. Cartlidge who will report directly to the Principal.