

IMPACT OF PUPIL PREMIUM FUNDING

2015-2016

Attendance

1. The attendance figures for 2015/16 are given below:

	2013/14	2014/15	2015/16
Total Attendance % (year 7-11)	96.12	95.52	96
Persistent Absentees % (National figure in brackets)	3.4 (5.8)	4.5% (5.6)	7.1 (12.4)

2. The absence data figures are as follows:

	% of sessions missed due to Overall Absence		% Persistent absentees for 15% or more sessions	
	School	National average for secondary schools	School	National average for secondary schools
2013-2014				
All pupils	3.9	5.1	3.4	5.8
FSM	6.0	7.3	7.9	11.5
Non FSM	3.2	4.1	1.7	3.4
2014-2015				
All pupils	4.6	5.2	4.5	5.6
FSM	8.2	7.5	12.8	10.9
Non FSM	3.7	4.3	2.6	3.3
			% Persistent absentees for 10% or more sessions*	
2015-2016				
All pupils	4.2	5.0	7.1	12.4
FSM	7.5	7.2	19.9	21.6
Non FSM	3.5	4.1	4.5	8.3

	% Sessions missed in-school gap			% Persistent absentees in-school gap	
2014	2.8		2014	6.2	
2015	4.5		2015	10.2	
2016	4.0		2016	15.5	

* New threshold measure for 2016

The figures from RaiseOnline show that overall attendance has slightly improved across the school from 2015 to 2016. The attendance of FSM students improved and the gap between the attendance of FSM and Non FSM students within school decreased.

Progress and Attainment (data extracted from Raise on-line 2016)

Progress 8 and Attainment 8 are key parts of the government’s accountability measures for 2016. They replace the previous headline measures of at least five grades A*-C including English and mathematics and expected progress.

The progress of disadvantaged students has been measured and differentiated by low, middle and high attainers (as identified by prior attainment measures at KS2).

KS4 summary overall and by low, middle and high prior attainment 2016 (4 pages)
For all and disadvantaged pupils (Dis)

Progress 8						
Overall						
Cohort	All		Dis			
	Score	CI +/-	Score	CI +/-	Rank	
	234	0.1	46	0.3	93	
Cohort	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Score	-0.11	-1.20	0.14	-0.33	0.30	-0.01
National	0.00	0.19	0.00	0.14	0.00	0.07
Difference	-0.11	-1.39	0.14	-0.47	0.30	-0.08
CI +/-	0.33	0.52	0.19	0.43	0.24	0.85
Rank	99				14	

National	All	Dis	1 or more grades above national
	Figure for national all	Figure for national other	
			0.5 to <1 grade above national
			0.5 to <1 grade below national
			1 or more grades below national

	Sig+ and top 10%
	Sig+ not top 10%
	Sig- not bottom 10%
	Sig- and bottom 10%

KS4 Progress 8 2016

Cohort	Progress 8	English element	Mathematics element	EBacc element	Open element	
						all pupils
all pupils	234	0.15	0.05	0.12	0.44	-0.04
male	126	-0.05	-0.26	0.12	0.31	-0.38
female	108	0.38	0.40	0.12	0.58	0.35
disadvantaged	46	-0.59	-0.67	-0.66	-0.29	-0.79
other	188	0.33	0.23	0.31	0.61	0.14

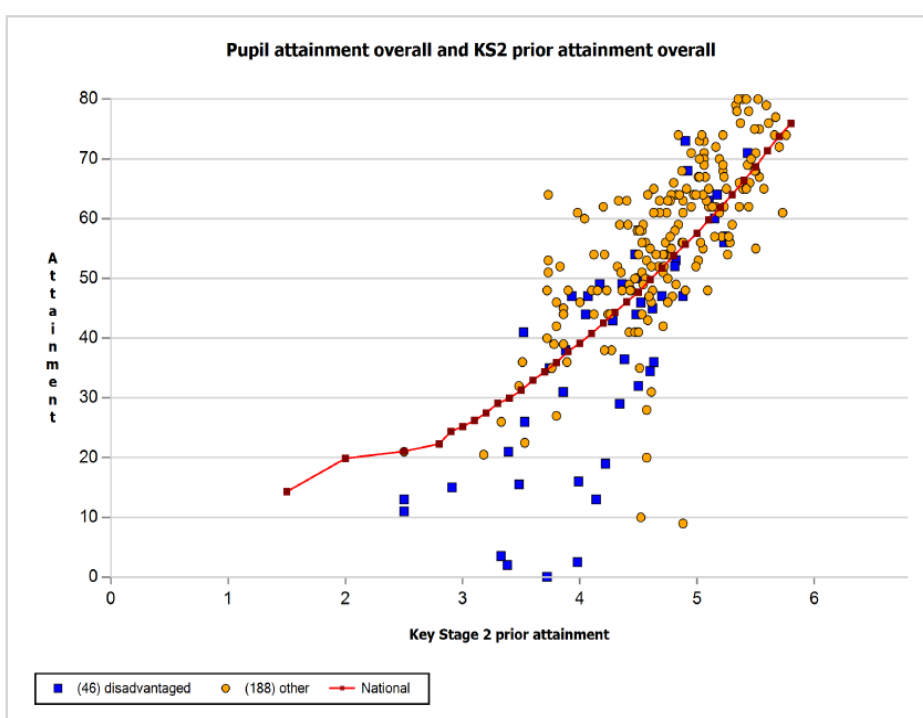
High achieving disadvantaged students achieved in-line with other top students nationally. However, the data demonstrates that significantly less progress was made by low and middle attaining disadvantaged students. Of the 46 disadvantaged students in Year 11, 15 of them were predicted to not achieve the qualifications requirements for Progress 8 as they did not have their third Ebacc subject, achieving 7 out of the 8 Progress 8 qualifications. This links to their low KS2 APS data.

Another reason for the gap in progress and attainment is a relatively small number of students who have contributed significantly to the gap in –VA as they have significantly fewer qualifications in the progress 8 ‘bucket’. Alongside having very low KS2 APS scores, these students had other difficulties which significantly impacted on their ability to access the curriculum and relevant support available. It was necessary to alter and individualise their curriculum offering appropriate alternative external provision, so these students were able to attend more appropriate courses offered by other providers. However, a consequence of the external provision was that these students fall a long way short of filling their bucket with 8 recognised qualifications. Although this heavily impacted on the outcomes of the school, these students have achieved some success with their alternative provision.

KS4 Attainment 8 2016

	Cohort	National comparator type	Attainment 8		English element		Mathematics element		EBacc element		Open element		Open element			
			School	National	School	National	School	National	School	National	School	National	GCSE only		non-GCSE only	
													School	National	School	National
all pupils	247	all	52.93	49.34	10.95	10.41	10.40	9.71	15.54	13.61	16.04	15.61	14.79	12.79	1.25	2.81
male	133	same	49.62	47.11	10.15	9.77	10.05	9.60	14.67	13.03	14.76	14.71	13.74	11.67	1.02	3.03
female	114	same	56.79	51.67	11.88	11.08	10.81	9.83	16.56	14.22	17.54	16.54	16.02	13.96	1.52	2.58
disadvantaged	46	non	38.21	52.56	8.30	10.95	7.13	10.39	10.67	14.78	12.10	16.44	10.93	13.84	1.16	2.61
other	201	same	56.30	52.56	11.55	10.95	11.14	10.39	16.66	14.78	16.95	16.44	15.67	13.84	1.27	2.61

The scatter graph (from Raise Online) below indicates that overall disadvantaged students (blue dots) in school made less progress from KS2-KS4 as 'other' students (yellow dots).



Overall in 2015/16 disadvantaged students in year 11 made less progress than their peers. Analysis of the disadvantaged student results has demonstrated that performance in both English and Maths was lower than predicted for significant numbers of disadvantaged students (over 50% and 43% respectively). There was also significant underperformance in core, additional science and some optional subjects. Undoubtedly, these results have had an impact on the overall negative value added scores of the disadvantaged student cohort.

Summary of progress in other year groups

After year 11, year 10 are the least able year group with an APS on entry of 28.5. However this is similar to the cohort completing year 11 in 2014/15, who narrowed the gap to -20. In Year 10 at the end of learning cycle 3 the VA gap between disadvantaged and other pupils across all subject areas, although negative, was relatively narrow. The data indicated that the disadvantaged students have

made an overall improvement of +0.1 over three learning cycles. This is in line with the whole cohort improvement of +0.18VA across 3 learning cycles. With sustained and appropriate intervention this group should achieve a reduced gap from that achieved by the current year 11.

Disadvantaged student performance in year 9 is generally in-line with other students with a very small gap in VA of -0.06 at the end of learning cycle 3. Year 9 is also a very able year group with an APS on entry of 29.2. At the end of learning cycle 3 disadvantaged students in Year 9 have improved their performance with an overall VA of -0.21, improving +0.12 levels across 3 learning cycles.

In years 8 and 7, the cohort of disadvantaged students is proportionately smaller than in the other year groups. These year groups are generally more able with a higher APS on entry with year 8 achieving 29.7 APS and year 7 at 29.7 APS. Both year 8 and year 7 are performing above target with an overall VA of 0.34 and 0.16 respectively. Based on current faculty performance data and trends, if progress and relevant interventions are maintained, these year groups should demonstrate a significantly reduced in school gap to the gap for the current year 11.