

Pupil Premium Statement, September 2018

Impact of the Pupil Premium in 2017-18

KS4 in 2017-18

Please note: The "greened" figures in the PP column represent improvements in attainment for PP students compared to the previous year. Although the gap between our own PP / non-PP has widened in some cases, the gap with respect to national non-PP (upon which we are measured) has narrowed in all cases

Year 11 Results, Summer 2018					
4+	Year	PP	Non-PP*	Gap	Gap Change
% achieving 4 and above in English and Maths	2015-16	30%	46%	-16	
	2016-17	35%	47%	-13	Narrowed by 3pts
	2017-18	42%	59%	-17	Widened by 5pts
% achieving 4 and above in English	2015-16	34%	36%	-2	
	2016-17	52%	59%	-7	Widened by 5pts
	2017-18	53%	73%	-20	Widened by 13pts
% achieving 4 and above in Maths	2015-16	33%	50%	-17	
	2016-17	45%	60%	-15	Narrowed by 2pts
	2017-18	51%	61%	-10	Widened by 3pts

Year 11 Results, Summer 2018					
5+	Year	PP	Non-PP*	Gap	Gap Change
% achieving 5 and above in English and Maths	2015-16	NA	NA	NA	
	2016-17	18%	26%	-8	
	2017-18	17%	29%	-12	Widened by 10pts
% achieving 5 and above in English	2015-16	NA	NA	NA	
	2016-17	27%	40%	-13	
	2017-18	35%	51%	-16	Widened by 4ts
% achieving 5 and above in Maths	2015-16	NA	NA	NA	
	2016-17	27%	34%	-7	
	2017-18	21%	32%	-11	Widened by 7pts

Year 11 Results, Summer 2018

7+	<i>Year</i>	<i>PP</i>	<i>Non-PP*</i>	<i>Gap</i>	<i>Gap Change</i>
% achieving 7 and above in English and Maths	2015-16	NA	NA	NA	
	2016-17	2	2	0	
	2017-18	3%	0%	+3	Narrowed by 3pts
% achieving 7 and above in English	2015-16	NA	NA	NA	
	2016-17	6%	6%	0	
	2017-18	4%	8%	-4	Widened by 3pts
% achieving 7 and above in Maths	2015-16	NA	NA	NA	
	2016-17	7%	4%	+3	
	2017-18	6%	7%	-1	Widened by 4pts

*Non-PP figure quoted here are in-school non-Disadvantaged students. The final national validated results are published in mid-October.

**Please note: national Pupil Premium to non-Pupil Premium gap has remained at greater than 25 points for more than 5 years.

Year 10 Forecasts, Data Collection 5 2017-18

4+	<i>Year</i>	<i>PP</i>	<i>Non-PP</i>	<i>Gap</i>	<i>Gap Change</i>
% forecast to achieve 4+ in English and Maths	2015-16	20%	37%	-17	
	2016-17	32%	58%	-26	Widened by -3
	2017-18	30%	54%	-24	Narrowed by 2pts
% forecast to achieve 4+ in English	2015-16	36%	50%	-14	
	2016-17	41%	64%	-23	Widened by -6
	2017-18	48%	70%	-22	Narrowed by 1pt
% forecast to achieve 4+ in Maths	2015-16	25%	46%	-21	
	2016-17	47%	63%	-16	Narrowed by +5
	2017-18	38%	60%	-22	Widened by 6pts

Year 10 Forecasts, Data Collection 5 2017-18

5+	<i>Year</i>	<i>PP</i>	<i>Non-PP</i>	<i>Gap</i>	<i>Gap Change</i>
% forecast to achieve 5+ in English and Maths	2015-16	NA	NA	NA	
	2016-17	18%	34%	-16	
	2017-18	12%	20%	-8	Narrowed by 8pts
% forecast to achieve 5+ in English	2015-16	NA	NA	NA	
	2016-17	23%	42%	-19	
	2017-18	25%	36%	-11	Narrowed by 8pts
% forecast to achieve 5+ in Maths	2015-16	25%	46%	-21	
	2016-17	31%	49%	-18	Narrowed by 3pts
	2017-18	17%	35%	-18	Same

Year 10 Forecasts, Data Collection 5 2017-18

7+	Year	PP	Non-PP	Gap	Gap Change
% forecast to achieve 7+ in English and Maths	2015-16				
	2016-17	2%	4%	-2	
	2017-18	1%	3%	-2	Same
% forecast to achieve 7+ in English	2015-16				
	2016-17	3%	6%	-3	
	2017-18	1%	6%	-5	Widened by 2pts
% forecast to achieve 7+ in Maths	2015-16				
	2016-17	11%	19%	-8	
	2017-18	4%	6%	-2	Narrowed by 6pts

Year 9 Forecasts, Data Collection 5 2017-18

4+	Year	PP	Non-PP	Gap	Gap Change
% forecast to achieve 4+ in English and Maths	2015-16	20%	37%	-17	
	2016-17	35%	48%	-13	Narrowed by +3
	2017-18	37%	61%	-24	Widened by 11pts
% forecast to achieve 4+ in English	2015-16	36%	50%	-14	
	2016-17	44%	57%	-13	Narrowed +2
	2017-18	50%	66%	-16	Widened by 3pts
% forecast to achieve 4+ in Maths	2015-16	25%	46%	-21	
	2016-17	55%	69%	-14	Narrowed by +7
	2017-18	46%	71%	-25	Widened by 11pts

Year 9 Forecasts, Data Collection 5 2017-18

5+	Year	PP	Non-PP	Gap	Gap Change
% forecast to achieve 5+ in English and Maths	2015-16	NA	NA	NA	
	2016-17	14%	17%	-3	
	2017-18	21%	38%	-17	Widened by 14pts
% forecast to achieve 5+ in English	2015-16	NA	NA	NA	
	2016-17	19%	24%	-5	Narrowed +2
	2017-18	28%	46%	-18	Widened by 13pts
% forecast to achieve 5+ in Maths	2015-16	NA	NA	NA	
	2016-17	36%	47%	-11	
	2017-18	31%	51%	-20	Widened by 9pts

Year 9 Forecasts, Data Collection 5 2017-18

7+	Year	PP	Non-PP	Gap	Gap Change
% forecast to achieve 7+ in English and Maths	2015-16				
	2016-17	1%	3%	-2	
	2017-18	3%	3%	0	Narrowed by 2pts
% forecast to achieve 7+ in English	2015-16				
	2016-17	3%	5%	-2	
	2017-18	8%	5%	3	Narrowed by 5pts
% forecast to achieve 7+ in Maths	2015-16				
	2016-17	3%	7%	-4	
	2017-18	6%	10%	-4	Same

KS3 in 2017-18

Year 8, Data Collection 5 2017-18			
	PP	Non-PP	Gap
Average Key Stage* Band Growth English	+1.78	+1.98	-0.20
Average Key Stage Band Growth Maths	+2.73	+2.94	-0.21
Average Key Stage Band Growth Science	+1.79	+1.79	0

* ASA expectations are that average band growth by the end of year 8 should be +2.0

Year 7, Data Collection 5 2017-18			
	PP	Non-PP	Gap
Average Key Stage Band Growth English	+1.03	+1.33	-0.30
Average Key Stage Band Growth Maths	+0.75	+0.80	-0.05
Average Key Stage Band Growth Science	+1.04	+1.28	-0.24

* ASA expectations are that average band growth by the end of year 7 should be +1.0

Year 7 in 2018-19

This year our new intake year 7 students will arrive with a standardised score. The standardised score scale runs from 80 to 120, with 100 representing that score achieved by the average student (the student at the 50th centile).

61% in our new intake class are registered as being eligible for the Pupil Premium Grant.

This compares with 67% students in our new intake year 7 in 2017-18 who were registered as being eligible for the Pupil Premium Grant.

The KS2 data of our 2018-19 intake is shown below:

Standardised Score Category	Y7 in September 2016	Y7 in September 2017	Y7 in September 2018
<i>ALL STUDENTS</i>			
KS2 Reading SS of all students	99.9	102.5	102.8
KS2 Maths SS of all students:	100.8	102.4	102.6
KS2 Average SS of all students:	100.2	102.4	102.6
<i>PUPIL PREMIUM STUDENTS</i>			
KS2 Reading SS of PP students:	99.8	101.7	102.2
KS2 Maths SS of PP students:	100.0	101.3	101.5
KS2 Average SS of PP students:	99.8	101.4	101.8
<i>NON-PUPIL PREMIUM STUDENTS</i>			
KS2 Reading SS of non-PP students:	100.0	104.2	103.7
KS2 Maths SS of non-PP students:	101.9	104.5	104.4
KS2 Average SS of non-PP students:	100.9	104.3	104.0

The data presented above indicates that in 2018-19 there is an **average** Standardised Score gap in prior attainment between Pupil Premium-eligible students and non-Pupil Premium students of -2.2. In 2017, that gap was -3.9.

Proposed Pupil Premium Spend in 2018-19

In devising the strategies listed below, we have consulted the following documents:

1. John Dunford's (former Pupil Premium Champion) 10 Point Plan to spend Pupil Premium Grant;
2. Sutton Trust EEF Toolkit
3. Pupil Premium Review Report by John Tomsett, July 2016
4. Ofsted's 'KS3: The Wasted Years' report, 2016

Strategy	Estimated Cost
<p>TEEP training for all teaching colleagues, focusing on:</p> <ol style="list-style-type: none"> 1. Effective planning 2. Effective assessment 3. Accelerating learning 4. Metacognitive strategies <p><i>Sutton Trust EEF Toolkit reports that students who receive effective feedback can gain up to 8 months additional progress.</i></p> <p><i>Sutton Trust EEF Toolkit reports that metacognitive strategies can have a positive impact on additional progress of up to 8 months</i></p> <p><i>Pupil Premium Review recommended introducing a rigorous programme of CPD focussing on improving the quality of feedback and building students' metacognitive skills</i></p>	18,500
<p>Appointment of AVP for Teaching and Learning, whose sole responsibility is improving the overall quality of teaching and learning.</p>	55,000
<p>Consultation on best practice from:</p> <ol style="list-style-type: none"> 1. Incyte, external school improvement partners; 2. Primary partner school Headteachers and Year 6 teachers 3. Local Outstanding secondary school <p>These consultations will be focused on the quality of teaching and learning (1); ensuring high levels of challenge in KS3 (2); and, improving the quality of feedback (3). These strategies have been chosen to enable the progress and attainment gap to be closed, and follow advice given by Ofsted in their 'KS3: The Wasted Years' report (2015). Strategy (3) follows Sir John Dunford's advice to seek out best practice from local better-performing schools.</p>	4,500
<p>Continued funding of five Assistant Progress Leaders (APL). Each year group now has a dedicated Progress Team, led by a member of the SLT, and supported by Directors of Learning. The APL is an entirely new post, with post-holders' focus being entirely on identifying and intervening for students in each year group who are most at risk of falling behind.</p>	125,000
<p>Continued funding of Assistant Vice Principal for Pupil Premium, responsible for devising and monitoring the Academy-wide closing the gaps strategies.</p>	63,000
<p>Appointment of a Raising Boys Achievement Coordinator: this is a senior member of teaching staff responsible for monitoring and supporting underachieving boys</p>	45,000
<p>Supervised Private Study: All students in year 11 to have up to 10 additional hours of small group tuition with subject specialist teachers, aimed at closing the gaps.</p> <p>Evidence from the EEF Toolkit suggests up to 4 months additional progress can be gained from small group tuition.</p>	50,000

Student Liaison Officers - one dedicated officer for each House. Role is to foster positive relationships between students and their peers, between students and staff, and between students and school. This team acts as an 'early warning system' on likely future underachievement.	125,000
Attendance Team, including Educational Welfare Officer, which role is to ensure that students whose attendance falls below 90% are identified, monitored and interventions put in place to improve. These students will also form the core caseload for the newly-introduced Assistant Progress Leaders in 2016-17. This strategy is informed by Sir John Dunford's recommendation that barriers to learning for specific students be identified and interventions put in place.	90,000
7 x Intervention Assistants: these are colleagues with specific specialist knowledge and understanding of a range of subjects, whose role is to mentor and support underachieving students in year 11, giving small group tuition (<i>EEF Toolkit</i> impact of +4 months progress).	150,000
6th Form Student Tutoring Scheme - employing 8 current 6th Form students as after-school tutors for underachieving students in KS3. The <i>EEF Toolkit</i> reports that up to 5 months' additional progress can be secured by pairing up underachieving students with older year peers who have recent experience of tackling the learning these underachieving younger students are currently struggling to master	4,000
Transition Assistant: this is a member of our staff who spends the entire academic year gathering information on our future intake of year 7 students, meeting with their primary teachers, discussing issues relating to barriers to learning, all designed to ensure smooth transition to our year 7 from September. Strengthening transition is identified as one of the key drivers of accelerated progress in KS3 in Ofsted's recent 'KS3: The Wasted Years' report.	18,000
Data analysis and support systems to enable swift identification and targeted support for underachieving students.	5,000
Breakfast Club: funding for breakfast for disadvantaged students every morning of school.	13,000
School blazers for every student. For PP students (c.700), this amounts to £47 per blazer	33,000
Total Estimated Cost 2018-19:	799,000

Part IV: How we will measure the impact of this provision

The main method we use to evaluate the success of our various Pupil Premium strategies is the collection and scrutiny of progress data for all year groups.

After each data collection, Year Progress Leaders will scrutinise the progress data for all students, and will pay particularly close attention to the extent to which the data shows we are succeeding in addressing the main barriers to learning highlighted for each year group above. We will also monitor attendance data for those Pupil Premium students whose attendance in the previous academic year was identified as a cause for concern. This task will be conducted by the Assistant Progress Leaders for each year group, 7 to 11.

Review Dates: KS4

This statement will be reviewed after each data collection. The dates for these are as follows:

Learning Cycle 1:	October 2018
Learning Cycle 2:	December 2018
Learning Cycle 3:	February 2019

Learning Cycle 4: May 2019

Learning Cycle 5: July 2019

Review Dates: KS4

This statement will be reviewed after each data collection. The dates for these are as follows:

Learning Cycle 1: December 2018

Learning Cycle 2: March 2019

Learning Cycle 3: July 2019