



## Impact of Pupil Premium 2017/18

### GCSE results - 2018 Cohort

20 Pupil Premium Students equating to 22% of the cohort

Indicator	Year	DA	Non-DA	Gap
P8	2017 National	-0.33	0.12	0.45
	2017 CE	-0.28	0.16	0.44
	2018 National	-0.40	0.13	0.53
	2018 MECE	-0.19	0.22	0.42

The progress made by pupils in receipt of the Pupil Premium (PP) in their GCSE exams has again improved and sits well above the national average for this group of students. Whilst the progress compares unfavourably to that of the non-PP cohort the gap that exists continues to shrink and, again, is significantly smaller than National Average. 2017-18s commitment to year-long additional Maths and English (and later Science) workshops on Saturday mornings and in the holidays played a significant role in the success of the students in these subjects. PP students who regularly attended made, on average, an improvement of a Grade compared to their peers. In 2018-19 Saturday / holiday school will have a more targeted approach at key times through the year to encourage attendance from all students and in particular Pupil Premium.

### Current Year 11 (2017-18 Year 10)

18 Pupil Premium students equating to 24% of the cohort.

	Y11 P8	Y11 P8 PP	GAP		Y11 A8	Y11 A8 PP	GAP
Spring 2018	-0.86	-1.37	0.51	Spring 2018	33.96	22.86	11.1
Sum 2018	-0.54	-0.96	0.42	Sum 2018	37.21	26.97	10.24
Aut 2018	-0.3	-0.65	0.35	Aut 2018	39.51	30.01	9.5

The school-wide focus on improving the quality of teaching in the classroom during last academic year through a comprehensive programme of CPD and coaching for Middle Leaders has had a significant impact on student outcomes, both PP and non-PP, seen from tracking data for this year's Y10 over the last year. Whilst PP students are lagging behind their non-PP counterparts the gap has been steadily closing in both attainment and progress measures. Sustaining this improvement through 2018-19 and working harder towards ensuring consistent exposure to excellent teaching from Year 7 to Year 11 will undoubtedly see this improvement continue further. Ensuring accurate identification of PP students and furthermore promoting their learning and sharing good practice amongst colleagues for sustaining success has been critical.

At Key Stage 3 the school's tracking system of progress in 2017-18 was much less sophisticated, in part, due to prioritisation of developing a system at KS4. Measurable impacts of interventions were at an individual teacher & student level rather than through data analysis. Alongside ongoing sharp improvements to the quality (and consistency) of teaching in the classroom the understanding and incorporation of meaningful assessments and the tracking thereof is a key focus for KS3 in 2018-19.



### **Attendance of Pupil Premium students**

Attendance continues to be a prime focus for the school. In 2017-18 the attendance of those students in receipt of the Pupil Premium was below that of the cohort (90.8% compared 94.2%)

The number of students who are deemed to be persistent absentees across the school sits at 92. Pupil Premium students account for 30 of these cases.

Attendance remains a focus for us in 2018/19; we have a designated team of staff whose focus is on challenging poor attendance and supporting students and families to improve. For students in receipt of the pupil premium this network of support is initiated much earlier than for non-PP students.

### **Behaviour of Pupil Premium students**

During 2017-18 number of students who received a fixed or permanent exclusion showed a spike compared to previous years as the school embedded and enforced higher expectations of the students within the classroom. Disappointingly, Pupil Premium students were disproportionately represented in both measures.

For 2018-19 the introduction of individual pupil passports will help for all staff to have a clearer understanding of the barriers our pupil premium students face. By mitigating, or removing, the barriers to learning it is hoped that extreme behaviours, that may have previously resulted in fixed term (or even permanent) exclusions will be significantly reduced.

### **CIAG Provision**

CIAG provision for students in Years 9-11 continues to be a huge success with students, parents and Colleges commenting on how prepared students are in researching, applying and interviewing for Post-16 courses. PP Y11 leavers (2018) have all enrolled on an appropriate Post-16 course or apprenticeship for September 2018, including at prestigious local A Level providers. Current Year 10 report being happy with their KS4 options choices and no students have changed courses since their initial selections which were supported 1-1 by the CIAG team.