

## Pupil Premium Overview

### The action plan 2014-2015

In September 2014, a PP management group was set up to address the gap in attainment and progress between disadvantaged students and their non-disadvantaged peers. Although the KS4 results of our disadvantaged students has improved since 2011 in terms of attainment and value added progress, so much so that we narrowly missed qualifying for the Pupil Premium Awards in 2015, we are committed to ensuring that we do all we can to provide our disadvantaged students with the best preparation for their futures. With this in mind, the group was made up of a number of the LT, including the Headteacher, the SENCo and the Inclusion Manager.

A challenging action plan was drawn up based on best practice advice drawn from a number of documents, including the 2013 Ofsted document 'The Pupil Premium - how schools are spending the funding successfully to maximise achievement' and the 2014 Ofsted update. Based on these documents and with the context of our school in mind, the first year of the action plan included 10 key strands, each strand with its own specific objectives. The strands were:

1. QFT and feedback
2. Attendance
3. Mentoring
4. Intervention
5. Inclusion
6. Governance
7. Data
8. Engaging Parents
9. Enrichment and Opportunity
10. Transition

Each strand was evaluated termly and the impact was noted as part of the action plan.

### An overview of impact

The impact was seen across many of the specific objectives linked to the ten key strands and the detail of this can be found in the action plan. Moreover, the impact on the key objective, to close the gap by the end of KS4 to ensure that students eligible for the PP achieve as well as their peers has been promising in the first year of the plan:

- from 5 out of 6 starting points pupils making and exceeding expected progress in maths and English was at national average
  - *6 out of 6 starting points for English all/ 5 out of 6 for PP*
  - *3 out of 6 starting points for maths all/2 out of 6 for PP updated from Raise School's own data 2015.*
- from 5 out of 6 starting points pupils making more than expected progress in maths and English was at national average
  - *5 out of 6 starting points for English all/3 out of 6 for PP*
  - *3 out of 6 starting points for maths all/0 out of 6 for PP updated from Raise School's own data 2015.*
- more PP students achieved their 5A\*CEM targets in 2015 than in previous years<sup>1</sup>
- in English, a higher percentage of our PP students (76%) made expected progress than other pupils nationally (74%)
- the gap for English between PP and non PP students within the school remained narrow<sup>2</sup>
- in maths, PP students making expected progress is slightly below their disadvantaged peers nationally (49%)<sup>3</sup>

---

<sup>1</sup> Pupil Premium data pack

<sup>2</sup> In 2014 the gap for expected progress in English was closed. In 2015 it has widened slightly (76% PP, 90% nonPP). This is due to 10 PP students not achieving expected progress in English. Case studies for many of these students can be found in the Pupil Premium data pack.

<sup>3</sup> In 2015 the gap for expected progress in maths has closed by 3% (45%PP, 69% nonPP). This is due to 23 PP students not achieving expected progress in maths. Case studies for some of these students can be found in the Pupil Premium data pack.

## Pupil Premium Overview

- PP VA scores are similar to last year, with the Best 8 VA score of 1011.6 being significantly above the national average for the group
- the capped point score for our PP students is also significantly above national for the group
- Exclusions of PP students also reduced in 2014-15

However, there is clearly more to do:

- to close the APS and attainment gaps between our disadvantaged and national non-disadvantaged pupils
- to ensure better progress in maths and English
- to improve attendance

## Pupil Premium Overview

### The action plan 2015-2016

In September 2015, the group continue to meet with the addition of two further members of the LT, responsible for attendance and careers. When reviewing the 2014-2015 plan, many of the strategies and objectives linked to the ten strands are now part of our embedded practice. We have therefore reformulated the action plan to include the strands where further work is necessary for greater impact in key areas. The overall objective remains to close the gap by the end of KS4 to ensure that students eligible for PP achieve as well as their peers and the focused strands to achieve this are:

1. Maths
2. Attendance
3. Mentoring
4. Intervention
5. Engaging Parents
6. Enrichment and Opportunity

### An overview of impact

| Disadvantaged              | Overall | English | Maths      | EB    | Open  |
|----------------------------|---------|---------|------------|-------|-------|
| Progress 8                 | 0.15    | 0.55    | -0.12      | 0.16  | 0.05  |
| Attainment 8               | 43.93   | 10.43   | 7.83       | 11.46 | 14.22 |
| 46 students, 30% of cohort |         |         | % EM = 28% |       |       |

- All Progress 8 measures show student progress to be in line with national averages given their starting points.
- Case Studies exist for students who did not make a positive Progress 8 score.
- Gaps exist in P8 between PP and non PP as follows:

| P8 GCSE 2016   |             |              |              |              |
|----------------|-------------|--------------|--------------|--------------|
| PP(Non PP)     | Low         | Middle       | High         | Overall      |
| English        | 1.2 (1.05)  | 0.4 (0.52)   | 0.1 (0.27)   | 0.55 (0.41)  |
| Maths          | 0.04 (0.28) | -0.07 (0.12) | 0.18 (0.09)  | -0.12 (0.13) |
| EBac           | 0.36 (0.87) | 0.28 (0.45)  | -0.16 (0.04) | 0.16 (0.26)  |
| Other          | 0.51 (1.18) | 0.06 (0.11)  | -0.2 (-0.06) | 0.04 (0.1)   |
| Overall        | 0.51 (0.88) | 0.17 (0.3)   | -0.05 (0.88) | 0.15 (0.21)  |
| Underachievers | 2 out of 12 | 11 out of 24 | 3 out of 7   | 19 out of 46 |

- Exclusions of PP students as a proportion of the overall exclusions are much too high.
- PP attendance has improved overall and the gap between PP and non PP has reduced.

## Pupil Premium Overview

### The action plan 2016-2017

In September 2016, a slimmed down group continue to meet consisting of the Headteacher, Deputy Headteacher (MCE) and Assistant Headteacher (NWD). When reviewing the 2015-2016 plan, many of the strategies and objectives linked to the ten strands are now part of our embedded practice. We have therefore reformulated the action plan in a new style to include the strands where further work is necessary for greater impact in key areas. The overall objective remains to close the gap by the end of KS4 to ensure that students eligible for PP achieve as well as their peers and the focused strands to achieve this are:

1. Improving Y7 numeracy progress
2. Improved progress for low attaining SEN K pupils
3. Improved progress of Y11 students
4. Increased attendance rates
5. Problem behaviour of boys addressed

### An overview of impact

| <b>Disadvantaged</b>       | Overall | English | Maths             | EB    | Open  |
|----------------------------|---------|---------|-------------------|-------|-------|
| Progress 8                 | -0.52   | -0.26   | -0.84             | -0.20 | 0.80  |
| Attainment 8               | 32.68   | 7.82    | 5.29              | 9.12  | 10.44 |
| 34 students, 20% of cohort |         |         | <b>% EM = 26%</b> |       |       |

- Overall P8 score is in the 60<sup>th</sup> percentile and is in line with the national progress of disadvantaged students (P8 = -0.40)
- Case Studies exist for students who did not make a positive Progress 8 score.
- Gaps exist in P8 between PP and non PP as follows:

| <b>P8 GCSE 2017</b> |              |               |               |                |
|---------------------|--------------|---------------|---------------|----------------|
| <b>PP(Non PP)</b>   | <b>Low</b>   | <b>Middle</b> | <b>High</b>   | <b>Overall</b> |
| English             | -0.21 (0.29) | -0.21 (0.14)  | 0.08 (-0.11)  | -0.26 (0.08)   |
| Maths               | -0.91 (0.19) | -0.68 (-0.05) | -0.79 (-0.5)  | -0.84 (-0.18)  |
| EBac                | -0.1 (0.88)  | -0.05 (0.27)  | -0.02 (-0.04) | -0.20 (0.27)   |
| Other               | -0.63 (0.25) | -0.65 (-0.19) | -0.18 (-0.27) | -0.76 (-0.06)  |
| Overall             | -0.44 (0.44) | -0.47 (0.04)  | -0.71 (-0.22) | -0.52 (0.04)   |
| Underachievers      | 9 out of 12  | 13 out of 19  | 2 out of 3    | 24 out of 34   |

- Exclusions of PP students as a proportion of the overall exclusions are much too high.
- PP attendance has improved overall and the gap between PP and non PP has reduced.

## Pupil Premium Overview

### The action plan 2017-2018

In September 2017, the grouped stopped meeting but the Assistant Headteacher (NWD) created the new plan and met with staff responsible for actions on a half termly basis for updates. When reviewing the 2016-2017 plan, many of the strategies and objectives needed to stay as this is work that we will see the impact of in GCSE results in the years to come. We have therefore reformulated the action plan in a similar style to include the strands where further work is necessary for greater impact in key areas. The overall objective remains to close the gap by the end of KS4 to ensure that students eligible for PP achieve as well as their peers and the focused strands to achieve this are:

1. Improving Y7 numeracy progress
2. Improved progress for low and middle attaining SEN K pupils
3. Improved progress of Y11 students
4. Increased attendance rates
5. Problem behaviour of boys addressed