

# Pupil Premium Report (2018)



*Believe, Succeed, Together*

September 2018

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## 1.0 Definition of Disadvantaged Pupils

In 2011, the Government sought to address the inequality in attainment of disadvantaged pupils (compared to their non-disadvantaged counterparts) by allocating funds to schools.

'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 who are looked after by a local authority or who have ceased to be looked after by a local authority.

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

<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
Pupils in year groups reception to year 6 as recorded as Ever 6 FSM	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
<b>Service children</b>	<b>Pupil premium per pupil</b>
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence	£300

## 2.0 Academy Demographic of Disadvantaged Pupils

In 2017-18, there were **272** Pupil Premium pupils on roll which constituted **29.5%** of the pupil population vs. NA of **28.9%**.

The funding, which was based on the previous academic year, was for **232** pupils.

Year Group	Number of Pupils	Number of Disadvantaged Pupils
7	215	69
8	197	66
9	192	57
10	170	42
11	144	38
<b>Total</b>	<b>918</b>	<b>272</b>

## 3.0 Barriers faced by Disadvantaged Pupils

### 3.1 Generic Barriers

The main generic barriers faced by disadvantaged pupils are:

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

### 3.1 In-School Barriers

The main in-school barriers faced by disadvantaged pupils are:

- Attendance <NA for **all** pupils.
- Lack of parental engagement which diminishes further over time.
- Lack of CIEAG focus which leads to diminishing aspirations.
- Influence of negative social groups which contributes to poor attendance and 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 – academic and cultural capital.
- 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, guest speakers and ‘drop-down’ events.
- Providing additional access to the in-house BACP Counselling Service and an option to access an external service.
- Acting as a Lead School in the DfE Trio Partnership Programme – ‘Most Effective Strategies for Disadvantaged Pupils’.

## 5.0 Income and Expenditure

The Academy received £216, 920 for the academic year 2017-18. The breakdown of this expenditure is detailed below.

Code	Support	No of Pupil Premium Pupils	Cost	Summary
TS	Teaching staff	216	£114, 176	The Academy employed two highly competent members of staff in EBacc subjects – Maths (£62, 746) and MFL (£51, 430) to teach all pupils, including disadvantaged pupils.
TUT	Tuition	216	£37, 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	£ 16, 037	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	£ 36, 116	The Academy covered the cost of a range of resources including: online safety workshop (£1, 400), general textbooks (£4, 455), Mathematics textbooks (£6, 252), Science textbooks (£6, 177), English textbooks (£4, 410), licenses and subscriptions (£2, 119), Young Enterprise tickets (£1, 350), reading tests (£3, 180), noticeboards (£1, 306), 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	CEIAG	67	£ 2, 250	The Academy provided additional external careers advice for KS4 disadvantaged pupils.
BACP	BACP Counselling Service	10	£ 5, 035	The Academy provided additional pastoral support for disadvantaged pupils through the internal BACP Counselling Service (£3, 100) and child and family intervention (£1, 935).
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).
<b>Total</b>			<b>£216 920</b>	

When the above expenditure was reviewed, the most (cost) effective strategies were TS, TUT and SCI, the impact of which is covered in section 6.0.

## 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	67%	67%
8	67%	66%
9	67%	69%
10	69%	71%
11	70%	77%

### 6.2 Year 11

#### 6.21 Disadvantaged Pupils' Performance (Progress 8) (2016-2018)

	2016	2017	2018
Progress 8 (P8)	0.16	0.45	0.37

From 2016-2018, disadvantaged pupils recorded a positive P8 which was consistently >NA for **all** pupils.

#### 6.22 Disadvantaged Pupils' Performance (2018 vs. NA) - Standard Pass

	2018	National Average*	Performance Differential
9-4 in English	83%	70%	+13%
9-4 in Maths	93%	71%	+22%
9-4 in English and Maths	83%	67%	+16%
EBacc APS	3.87	-	-
Attainment 8 (A8)	43.76	46.02	-2.26
Progress 8 (P8)	0.37	0.0	+0.37

In 2018, all measures, with the exception of A8, recorded a positive differential when compared to the NA for **all** pupils. Although the A8 for disadvantaged pupils was lower than that of **all** pupils nationally, this was not an indication of underperformance, since disadvantaged pupils recorded a positive P8.

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



#### 6.24 Disadvantaged Pupils' vs. Non-Disadvantaged Pupils' Performance (2018) – Standard Pass

	National Average*	Disadvantaged	Non-Disadvantaged	Gap
9-4 in English	70%	83%	90%	-7%
9-4 in Maths	71%	93%	96%	-3%
9-4 in English and Maths	67%	83%	89%	-6%
EBacc APS	-	3.90	4.99	-1.09
Attainment 8 (A8)	46.02	43.76	56.18	-12.42
Progress 8 (P8)	0.0	0.37	0.80	-0.43

With the exception of A8, both disadvantaged and non-disadvantaged pupils performed significantly above the NA for **all** pupils.

Whilst there is a performance gap (negative differential) between disadvantaged and non-disadvantaged pupils, this is not an indication of underperformance, given that the performance of both groups was in the upper quintile of **all** pupils nationally.

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

#### 6.25 Disadvantaged Pupils' Performance (2018 vs. NA) - Strong Pass

	2018	National Average*	Performance Differential
9-5 in English	70%	48%	+22%
9-5 in Maths	48%	48%	0%
9-5 in English and Maths	43%	39%	+4%
EBacc APS	3.90	-	-
Attainment 8 (A8)	43.76	46.02	-2.26
Progress 8 (P8)	0.37	0.0	+0.37

With the exception of A8, 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.

### 6.26 Disadvantaged Pupils' vs. Non-Disadvantaged Pupils' Performance (2018) – Strong Pass

	National Average*	Disadvantaged	Non-Disadvantaged	Gap
9-5 in English	48%	70%	76%	-6%
9-5 in Maths	48%	48%	83%	-35%
9-5 in English and Maths	39%	43%	69%	-26%
EBacc APS	-	3.90	4.99	-1.09
Attainment 8 (A8)	46.02	43.76	56.18	-12.42
Progress 8 (P8)	0.0	0.37	0.80	-0.43

With the exception of A8, both disadvantaged and non-disadvantaged pupils performed significantly above the NA for **all** pupils.

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

### 6.27 Disadvantaged Pupils' Performance (Prior Attainment)

	Low	National Average*	Performance Differential	Middle	National Average*	Performance Differential	High	National Average*	Performance Differential
9-4 in English	0%	70%	-70%	85%	70%	+15%	100%	70%	+30%
9-4 in Maths	100%	71%	+29%	90%	71%	+19%	100%	71%	+29%
9-4 in English and Maths	0%	67%	-67%	85%	67%	+18%	100%	67%	+33%
EBacc APS	-	-	-	-	-	-	-	-	-
Attainment 8 (A8)	34.50	46.02	-11.52	44.28	46.02	-1.74	52.70	46.02	+6.68
Progress 8 (P8)	1.39	0.0	+1.39	0.62	0.0	+0.68	-0.19	0.0	-0.19

For 'middle' and 'high' disadvantaged pupils, virtually all measures recorded a positive differential when compared to the NA for **all** pupils. The negative differential for the P8 of the 'high' group was the result of the persistent absence of one of the five pupils in this sub-group.

Although the A8 for 'low' and 'middle' disadvantaged pupils was lower than that of **all** pupils nationally, this is not an indication of underperformance, since both sub-groups recorded a high positive P8.

For 'low' disadvantaged pupils, some 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 those for **all** pupils nationally.

### 6.28 Disadvantaged Pupils' Performance (Subjects)

	2016		2017		2018	
	National	Academy*	National	Academy*	National	Academy*
Art	76%	38%	75%	75%	75%	84%
Business Studies	64%	40%	63%	67%	65%	83%
Citizenship	-	-	-	-	65%	83%
Computer Science	60%	0%	61%	100%	61%	50%
Drama	73%	25%	74%	50%	74%	57%
English Literature	75%	43%	72%	68%	74%	80%
English Language	60%	60%	65%	60%	70%	67%
French	70%	33%	69%	63%	70%	29%
Food Technology	58%	-	60%	-	63%	33%
Geography	66%	38%	64%	58%	65%	57%
Graphics	61%	67%	61%	61%	62%	20%
History	66%	50%	65%	71%	64%	71%
ICT	68%	100%	65%	67%	67%	80%
Mathematics	61%	80%	69%	84%	71%	93%
Music	75%	50%	74%	0%	75%	100%
Physical Education	68%	86%	68%	75%	70%	80%
Double Science	60%	81%	58%	100%	55%	69%
Double Science	53%	59%	48%	72%	55%	55%
Spanish	70%	-	70%	63%	70%	10%
Statistics	70%	100%	71%	100%	72%	100%
% subjects ~> national		44%		55%		60%

In terms of individual subjects, disadvantaged pupils' performance has improved year-on-year when compared to the NA for **all** pupils, culminating, in 2018, in ~> NA in 60% of subjects.

\*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.

### 6.29 Disadvantaged Pupils' Attendance

Pupil Group	2015-16			2016-17			2017-18		
	Academy	National	Difference	Academy	National	Difference	Academy	National	Difference
All Pupils	95.7	95.0	+0.7	96.2	95.0	+1.2	96.1	94.6	+1.5
Disadvantaged	93.8	92.8	+1.0	94.6	92.8	+1.8	94.2	92.2	+2.0

The attendance of disadvantaged pupils against the NA has increased year-on-year. Further, in 2018, it was broadly in line with the NA for **all** pupils.

### 6.30 Disadvantaged Pupils' Persistent Absence

Pupil Group	2015-16			2016-17			2017-18		
	Academy	National	Difference	Academy	National	Difference	Academy	National	Difference
All Pupils	8.4	12.4	-4.0	7.9	12.4	-4.5	8.4	13.6	-5.2
Disadvantaged	17.8	21.6	-3.8	17.1	21.6	-4.5	16.4	24.1	-7.7

Persistent absence among disadvantaged pupils has decreased year-on-year. Further, when compared against the NA for this particular group, the difference has increased year-on-year.

### 6.31 Disadvantaged Pupils' Fixed Term Exclusions

Pupil Group	2015-16			2016-17			2017-18		
	Academy	National	Difference	Academy	National	Difference	Academy	National	Difference
All Pupils	6.6	7.6	-1.0	6.3	7.6	-1.3	6.2	8.6	-2.4
Disadvantaged	13.5	18.8	-5.3	7.8	18.8	-11.0	12.8	21.1	-8.3

Fixed term exclusions among disadvantaged pupils has been consistently below the NA for this particular group.

### 6.3 Other

#### 6.32 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

#### 6.33 NEETs

In the Sumer Term of Year 11, pupils completed an e-survey of their **intended** destination. All 30 disadvantaged pupils in the 2018 cohort were recorded as being in employment, education or training. This will be checked in October 2018 and March 2019.

## 7.0 Pupil Premium Strategy 2018-19

### 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 Objectives

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

To continue to improve outcomes so disadvantaged pupils achieve >NA +sig in the key performance measures – Basics, EBacc APS, 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.

To ensure attendance at parent consultation evenings and other key events for disadvantaged pupils is 90%+.

### 7.3 Funding and Planned Expenditure

The Academy will receive **£220,660** the academic year 2018-19. Refer to the table overleaf.

The impact and effect of the expenditure will be assessed against the objectives delineated in section 7.2.

Code	Support	No of Pupil Premium Pupils	Cost	Rationale
TS	Teaching staff	236	£120,000	To achieve the attainment and progress objectives in section 7.2.
TUT	Tuition	150	£35,000	To achieve the attainment and progress objectives in section 7.2.
SCI	School Closure Intervention	41	£12,000	To achieve the attainment and progress objectives in section 7.2.
ER	Educational Resources	180	£30,000	To facilitate achieving the attainment and progress objectives in section 7.2.
ET	Educational Trips and Events	30	£8,000	To increase extracurricular participation and cultural experiences. The principal aim is encourage a sustained separation from negative social groups/associations outside of school, with a positive effect on attendance and behaviour.
CA	CIEAG	80	£5,000	To improve aspirations and motivation. Targeted (and more frequent) CIEAG will be prioritised for all disadvantaged pupils and begin earlier i.e. Year 7.
BACP	BACP Counselling Service	15	£4,000	To improve self-esteem, self-confidence and emotional support networks, with a positive effect on attendance and behaviour.
ATS	Attendance Service	25	£3,000	To improve attendance, particularly in regard to persistent absenteeism.
OTH	Other	61	£3,660	To improve parental engagement. There will be an increased focus e.g. 1:1 meetings, small group meetings, pupil-parent bonding activities and events to encourage sustained positive engagement, which will also begin earlier i.e. Year 7.
<b>Total</b>			<b>£220,660</b>	

#### 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.

An annual review will occur in June 2019.