



Impact of Pupil Premium 2016-17

2016-17 Expenditure

2016-17 allocation is £473,110

Description	Allocation
Quality First Teaching	£190,000
After hours Homework Facility	£15,000
Uniforms	£2,000
Educational Visits	£9,000
Awards Evening	£600
Special Project DoE	£4,500
Transition Centre	£1,000
Bus Service	£40,000
Alternative Curriculum	£100,000
Able Pupils	£3,000
Department initiatives (Teaching and Learning inc CPD)	£40,000
Intervention (KS3 & KS4)	£70,000

	All Pupils	PP - All
No. of Pupils	145	70
P8	-0.69 ↑ (-1.06)	-0.72 ↑ (-1.31)
A8	39.41 ↑ (36.2)	37.93 ↑ (33.1)
P8 En	-0.78 ↑ (-1.19)	-0.73 ↑ (-1.5)
P8 Ma	-0.44 ↑ (-0.82)	-0.52 ↑ (-0.93)
P8 EBACC	-0.93 ↑ (-1.1)	-0.96 ↑ (-1.34)
P8 Open	-0.57 ↑ (-1.1)	-0.59 ↑ (-1.41)
A8 En	8.40 ↑ (7.7)	8.24 ↑ (7.0)
A8 Ma	8.08 ↑ (7.4)	7.66 ↑ (7.0)
A8 EBACC	13.19 ↑ (9.2)	9.22 ↑ (8.3)
A8 Open	13.19 ↑ (11.9)	12.81 ↑ (10.8)
9-5 En & Ma	31%	24.29%
9-4 En & Ma	53.8% ↑ (29%)	48% ↑ (24.1%)
9-5 En	46.2%	36.6%
9-5 Ma	40.0%	32.4%
9-4 En	62.8% ↑ (35%)	57.7% ↑ (32.4%)
9-4 Ma	66.2% ↑ (48%)	60.6% ↑ (47.9%)

* Figures in brackets indicate comparable outcomes for 2016

Commentary

In 2017, there were 70 disadvantaged pupils, representing 48% of the year group. While the overall Progress 8 score remains below the floor standard. The outcomes for all pupils improved significantly compared to 2016, which was mirrored by the outcomes for disadvantaged pupils alone. This is true for all categories listed above that can be compared with benchmarks used in previous years. For example, the new grade 4 (standard pass) has been used as a comparison with the old grade C.

It is also notable that whilst the results for all pupils can be claimed as the best ever in the history of the school, this is also true for Disadvantaged Pupils when looked at in isolation.

It is notable that within school gaps have narrowed greatly, to the point that in most categories, results for Disadvantaged Pupils are not statistically significantly different to the outcomes for all pupils. In the English P8 element, the score for Disadvantaged Pupils is higher than that for all pupils.

The most significant negative difference is the average points score in the EBACC element, which

reinforces the school's ongoing concerns about outcomes in Combined Science, Computing, and History, taking all pupils into account.

The improvement in results for disadvantaged pupils in 2017 can be attributed to a number of different factors:-

- Whole school focus on Disadvantaged pupils, particularly boys, through the staff performance management targets
- Whole school focus on improving teaching & learning & assessment
- Whole school focus on improving behaviour & attendance
- Encouragement of staff to mark GCSE exams, to develop understanding of specifications & mark-schemes
- Year 11 focus on raising aspirations through weekly assembly programme, study skills lessons, visiting speakers and trips away from school & prom rewards programme
- Uncertainty of English & Maths grade boundaries countered by much higher expectations on all pupils to meet their target grade
- Increased expectations on pupils to study/revise - Programme of mock examinations, and Period 6 in place for extra English, Maths & Science lessons
- Increased focus on parental engagement through additional information events for targeted pupils
- Re-vamped intervention programme including withdrawals for identified pupils in need, and targeted intervention programmes which took place on Saturday mornings