

# Disadvantaged grant expenditure:

(Including the Year 7 Catch-up Premium)

## Report to governors: 2017/18

Number of students, pupil premium grant and catch up premium expected 2018/19	
Total number of students on roll (11-16)	896
Total number of students eligible for Pupil Premium	178
Pupil premium grant	£166,430
Total number of students eligible for catch-up premium	175
Catch-up Premium grant	£11,453
<b>Total minimum amount expected:</b>	<b>£177,883</b>

Performance of disadvantaged pupils			
	2015/16 ( Disadvantaged pupils in Year 11)	2016/17 ( Disadvantaged pupils in Year 11)	2017/18 ( Disadvantaged pupils in Year 11)
Basics Measure (9 - 4 in English and Maths; <i>(National Disadvantaged 2016 = 43%, National non-Disadvantaged 2016 = 70%, gap = -27% 2017 – 71%)</i> )	Disadvantaged 23% Non Disadvantaged 61% Internal Gap 38% Gap to National Other 47%	Disadvantaged 46% Non Disadvantaged 63% Internal Gap 17% National Gap 25%	Disadvantaged 46% Non Disadvantaged 73% Internal Gap 27%
Progress 8 (National Disadvantaged 2016 = -0.32; National non-Disadvantaged = +0.12) National gap = -0.44	Disadvantaged -0.24 Non Disadvantaged 0.17 Internal Gap -0.41 Gap to National Other -0.2	Disadvantaged -0.4 Non Disadvantaged 0.13 Internal Gap -0.53 Gap to national other -0.51	Disadvantaged -0.69 Non Disadvantaged 0.30 Internal Gap -0.99
Attainment 8 (National Disadvantaged 2016 = 4.08; National non-Disadvantaged = 5.26) National gap = -1.18 National other 2017 4.95	Disadvantaged 4.27 Non disadvantaged 5.37 Internal Gap -1.1 Gap to National Other -0.99	Disadvantaged 4.05 Non Disadvantaged 4.78 Internal Gap -0.73 Gap to National other 0.9	Disadvantaged 3.58 Non Disadvantaged 4.99 Internal Gap -1.41
Progress in English (Year 11) <i>(National Disadvantaged 2016 = -0.25, National non-Disadvantaged 2016 = +0.09, gap = -0.34)</i>	Disadvantaged -0.01 Non Disadvantaged 0.02 Internal gap -0.03 Gap to National Other -0.12	Disadvantaged -0.37 Non Disadvantaged 0.3 Internal Gap -0.67 Gap to National Other -0.48	Disadvantaged -0.26 Non Disadvantaged 0.79 Internal Gap -1.05
Progress in Maths (Year 11) <i>(National Disadvantaged 2016 = -0.29, National non-Disadvantaged 2016 = +0.11,</i>	Disadvantaged -0.78 Non Disadvantaged -0.18 Internal Gap -0.6 Gap to National Other	Disadvantaged -0.72 Non Disadvantaged -0.33 Internal Gap -0.39 Gap to national Other -0.84	Disadvantaged -0.93 Non Disadvantaged -0.01 Internal Gap -0.92

gap = -0.40; National Non Disadvantaged 2017 = 0.12)	-0.89		
% of students gaining Ebacc (National Disadvantaged 2016 = 12%, National non-Disadvantaged 2016= 29%, gap = -17%; National other 2017 Grade 5/C = 25%)	Disadvantaged 3% Non Disadvantaged 10% Internal Gap -7% National Gap to other -26%	Disadvantaged 6% Non Disadvantaged 9% Internal Gap -3% Gap to National Other -19	Disadvantaged 12% Non Disadvantaged 30% Internal Gap -18%

Attendance of disadvantaged pupils			
	Disadvantaged	Non-Disadvantaged	Difference
2017/18			
2016/17 (National Disadvantaged 2016 = 92.8%, National non- Disadvantaged 2016= 95.9%, gap = -3.1%)	93.05	95.76	-2.71
2015/16	93.46	95.25	-1.79
2014/15	94.13	95.73	-1.63

Intake comparison			
		2017	2018
APS on Entry	Disadvantaged	27.78	
	Other	28.44	
Basics outcome	Disadvantaged	46%	
	Other	63%	
A8	Disadvantaged	-0.4	
	Other	0.13	
P8	Disadvantaged	-0.4	
	Other	0.13	

## Summary of planned spending 2016/17

### Objectives in spending PPG:

- To reduce the gap in progress between Disadvantaged and non-disadvantaged students
  - To increase the percentage of Disadvantaged students making at least expected progress in English and Maths
  - To increase the percentage of Disadvantaged students attaining 9-4 in Basics and to reduce the gap in performance both internally and nationally
  - To remove barriers to learning which are :-  
Attendance, emotional and social wellbeing, behaviour and exclusions
  - To improve literacy to enable full access to the curriculum
  - To increase the progress of year 7 Catch-up premium students to that of their peers
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### Outcomes to date:

The Progress 8 score for Disadvantaged students was -0.69. The gap, both internal and national, has significantly increased for the year 11 cohort. However, the cohort consisted of 32 students, 3 of whom had no KS2 data and so did not contribute to this figure (positively or negatively); 1 student failed to attend exams due to parents arranging a holiday despite our substantial intervention; 1 student in foster care was moved to an inappropriate placement just prior to the examinations and significantly disengaged at that point; 1 was a young carer and was unable, at a critical point in exam preparations, engage in intervention or revision work; 4 further students were exceptional in their challenges and needs. This was an exceptionally challenging cohort from a welfare point of view and not representative of the progress of PP students as a whole at the school.

Progress 8 for y10 Mock exams showed PP students achieving -0.46 less than non PP students. Assuming we maintain whole school progress rates this would project a P8 for PP students of -0.24 which is significantly stronger than previous years and more indicative of whole school trends.

The attainment 8 score for Disadvantaged was 3.58. In 2017 it was 4.05 but a direct comparison cannot be made because of the change in grade values for most subjects.

The percentage of Disadvantaged students who gained a 9-4 grade in Maths and either English language or English Literature was 46%. This maintained the basics measure from 2017 and represents a significantly improved performance given the significantly lower starting points and expected progress. The internal gap Disadvantaged to other students

increased but this should be expected given the profile of students. This cohort of disadvantaged students had a lower APS on entry than the 2017 cohort.

The individual progress 8 score for Disadvantaged students in English was -0.26. Despite the challenges faced, the English team managed to improve the progress of PP students overall.

The individual Progress score for Disadvantaged students in Maths was -0.93; this was 0.21 lower than in 2017. This too represents an 'opening' of the gap with year 11 performance

The percentage of Disadvantaged students that achieved the EBACC measure doubled, moving from 6% to 12%. Whilst this represents a significant increase, the internal gap continues to grow as a result of significant improvement across the board.

The attendance of disadvantaged students was 93.20. This is a modest improvement on the previous year and better than national disadvantaged attendance for 2017. The internal gap has closed by 0.27%, which whilst modest, represents a significant change in the right direction.

Fixed Term Exclusions for Disadvantaged students were 15% in 2017 – a mild increase on the previous year but in line with a change of whole school approach to behaviour management and exclusions at the start of the year.

The Disadvantaged fund also provided music tuition for numerous students across all years to increase their social capital. Resources purchased included revision guides and materials for technology such as food ingredients, fabric for textiles and materials for product design and resistant materials.

Item/project	Cost	Objective
<b>Faculty support:</b>	£31,104	To increase the % of students making at least expected progress in English and Maths
<b>Additional groups – Maths English</b>	£31,506	
<b>Maths and English small group support/intervention provided by subject specific TAs</b>	£14742	To increase the percentage of Disadvantaged students attaining 9-4 in Basics and to reduce the gap in performance both internally and nationally
	£19331	
<b>Maths intervention and revision classes by Trust Lead Practitioner</b>	£7502	To increase the progress of year 7 Catch-up premium students to that of their peers

<b>Literacy support resources for KS3</b>	£2865	
<b>Pastoral Intervention:</b>		
<b>Inclusion manager (% salary related to disadvantaged)</b>	£21,512	To improve social and emotional well being;
<b>Behaviour Manager (% salary related to disadvantaged)</b>	£24422	To monitor and intervene to improve attendance
<b>Attendance officer (% salary related to disadvantaged)</b>	£6823	To monitor and support behaviour
		To improve attendance
<b>Pupil Premium Fund</b>		
<b>Music Tuition</b>	£8702	To facilitate Disadvantaged students' participation in curriculum enrichment activities and remove barriers to learning/involvement in the curriculum.
<b>Learning resources</b>	£5563	
<b>Uniform/sports kit</b>	£1927	
<b>Bus passes</b>	£378	

<b>Total expected</b>	£172,075
<b>Total planned expenditure</b>	£176,377
<b>Variance</b>	£4302 (funded by school)