

Demonstrating Impact of pupil premium spending

- **Attainment trend**

Best 8 Subjects

Indicator/Year	2014	2015 (unvalidated)
Best 8 APS (FSM6)	300.0	307.4
Best 8 APS (Non FSM6)	341.3	343.1

Comparisons prior to 2014 would result in inaccurate conclusions as comparisons are not like for like. The overall attainment gap has closed between 2014 and 2015. Disadvantaged students performed on average just over 2/3 of a grade better (across the best 8 subjects) in 2015.

English

Indicator/Year	2013	2014	2015 (unvalidated)
English APS (FSM6)	34.1	39.0	39.1
English APS (Non FSM6)	40.1	42.9	42.1

For English (EBACC) there is a 3 year trend of attainment gaps closing between disadvantaged pupils and others. The gaps has closed from 1 whole grade in 2013 to ½ grade in 2015.

Maths

Indicator/Year	2013	2014	2015 (unvalidated)
Maths APS (FSM6)	32.7	34.6	37.1
Maths APS (Non FSM6)	40.7	39.8	41.1

For Maths (EBACC) there is a 3 year trend of attainment gaps closing between disadvantaged pupils and others. The gaps has closed from 1.3 grades in 2013 to 2/3 grades in 2015.

- **Achievement trend across the best 8 subjects**

Indicator/Year	2013	2014	2015 (unvalidated)
Value added	993.9	1000.2	1016.7

The progress (value added) that disadvantaged pupils make across their best 8 subjects has consistently improved over the last three years of results. The value added improved from 993.9 (**below national average overall but above for disadvantaged pupils**) in 2013 to an unvalidated 1016.7 (**above (Sig+) national average for disadvantaged pupils and overall**) in 2015. The progress gap between disadvantaged pupils and others has closed over the last 3 years from -24.8 in 2013 to -14.6 in 2015.

- **Expected Progress trend**

Indicator/Year	2013	2014	2015 (Unvalidated)
English	60%	75%	74%
Maths	61%	56%	58%

A pleasing improvement in the proportion of disadvantaged pupils making expected progress in English 2014 compared to the previous year. In 2015 the percentage of pupils making expected progress is broadly similar to that in 2014.

Overall mathematics did not perform as well as expected in 2014 which is why a dip is seen in the proportion of pupils making expected progress in 2014. In 2015 the proportion of disadvantaged pupils achieving expected progress has improved compared to the previous year.

The gap between the proportion of disadvantaged and non disadvantaged students making expected progress in English and maths has closed over the last 3 years. In English from -25% in 2013 to -11% in 2015 and in maths from -27% in 2013 to -16% in 2015. The achievement gap at the academy for disadvantaged pupils is narrower than that found nationally.

- **More than Expected Progress trend**

Indicator/Year	2013	2014	2015 (Unvalidated)
English	20%	35%	28%
Maths	26%	21%	24%

A similar pattern to that seen in the proportion of pupils making expected progress is also seen for the proportion making more than expected progress. There was a more pronounced dip in 2015 English which correlates with the dip in the percentage of A*/A grades in English.

The achievement gap for disadvantaged pupils making more than expected progress in English has closed over the last 3 years from -10% in 2013 to -6% in 2015. In maths the gap for disadvantaged pupils make more than expected progress closed from -11% in 2014 to -6% in 2015.

- **Key Stage 3**

	Year 7		Year 8	
	English	Maths	English	Maths
Disadvantaged	2.9	3.8	6.9	7.0
Non Disadvantaged	3.9	5.1	7.7	9.1
Gap	-1.0	-1.3	-0.8	-2.0

For English in year 7 -8 there is a gap of approximately 1 point this equates to ½ sub level difference. In maths there is a gap of just over ½ a sublevel in Year 7. The gap is wider in year 8 (1 sub level) although disadvantaged pupils are making good progress in this year group. The gap between the proportions of disadvantaged pupils and others making both expected and more than expected progress is small.

- **In school gap**

The academy recognises that there is a gap in the performance of disadvantaged pupils compared with others. Although progress has been made in closing performance gaps (see table below) the academy is fully committed (both morally and professionally) to close this gap further.

- **Most effective strategies to date**

1:1 tuition.

Reducing class sizes in Maths and English.

Saturday and holiday schools.

Resources (revision resources, text books and other revision materials).

Pastoral support officers (targeted work to ensure that pupils are attending school and after school revision sessions).

Better use of inclusions officers resulted in almost all pupils achieving 8 subjects.

Pupil premium revision conferences

Our most effective practitioners in English, maths and Science will teach a series of booster classes for KS3 classes.

- **Strategies to embed in 2015**

Our most effective practitioners in English, maths and Science will teach a series of booster classes for KS3 classes.

A designated pupil premium champion in each small school.

Peer Mentoring.

Pupil premium learning walks and learning conversations.