

# **PUPIL PREMIUM IMPACT STATEMENT**

**Review of 2017-18 Plan**

**Walton**

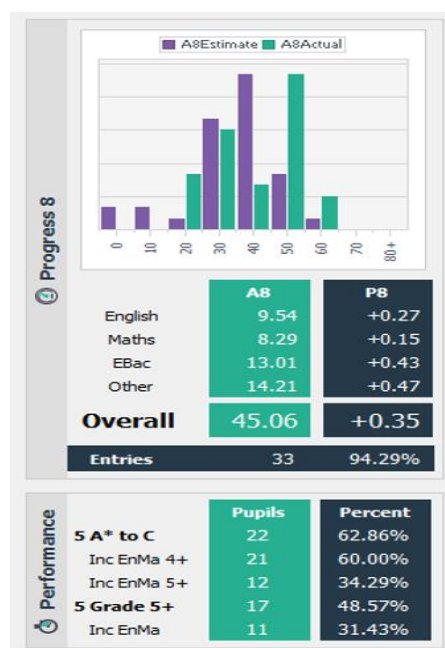


*everyone achieving their full potential*

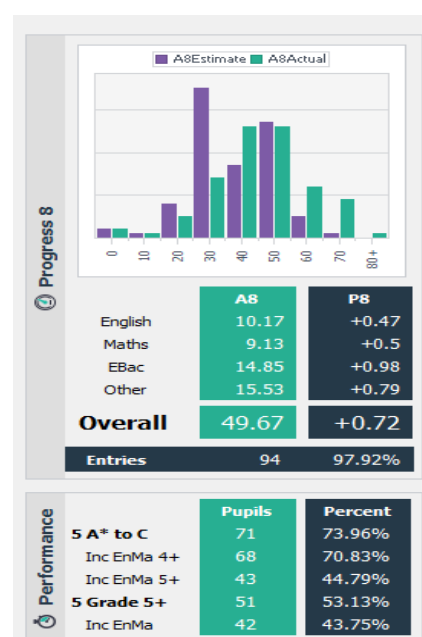
## Pupil Premium Impact Statement

In 2018 there were 35 students who qualified as Pupil Premium within Year 11. In 2017 the A8 / P8 scores for PP were 45.6 and 0.14 respectively, so 2018 results have seen a significant improvement on these measures. It's worth noting that in both years the P8 has been well above the national average for all students, which is a considerable achievement given the national picture of -0.4 for PP students nationally. That said the gap between PP and Non-PP is evident as shown below, especially within the Ebacc Bucket.

### Pupil Premium



### Non Pupil Premium



Some of the gap above can be explained by the prior attainment of the PP cohort, that had only 4 HPA compared to 23 in the Non-PP cohort, national data shows that HPA make greater progress than their peers and attainment is higher too, some of this can be seen within the results above. Furthermore of the 26 SEND students within the Year 11 cohort 12 were within the PP cohort, the greater demands on literacy particularly within the new reformed GCSE's we believe has also contributed toward the gap. Ebacc Progress was down as proportionally fewer LPA students chose this pathway, of which a significant number were PP.

### English and Maths Performance:

	Entries	9 to 7	9 to 5	9 to 4
<b>English</b>	35	4	18	28
<b>Pupils</b>	100.00%	11.43%	51.43%	80.00%
<b>Entries</b>	-	11.43%	51.43%	80.00%

	Entries	9 to 7	9 to 5	9 to 4
<b>Maths</b>	35	2	15	23
<b>Pupils</b>	100.00%	5.71%	42.86%	65.71%
<b>Entries</b>	-	5.71%	42.86%	65.71%

	Entries	9 to 7	9 to 5	9 to 4
<b>English</b>	93	18	62	83
<b>Pupils</b>	96.88%	18.75%	64.58%	86.46%
<b>Entries</b>	-	19.35%	66.67%	89.25%

	Entries	9 to 7	9 to 5	9 to 4
<b>Maths</b>	95	14	51	73
<b>Pupils</b>	98.96%	14.58%	53.13%	76.04%
<b>Entries</b>	-	14.74%	53.68%	76.84%

The two charts above show the performance of both PP and Non-PP students within English and Mathematics. As a school our local context makes achieving the 5+ with the basics measure NA a challenge as our HPA are disproportionately low compared to the NA as a result of the local Grammar school. Even so 2018 results

are both above the NA in English and Mathematics at 4+ for both PP and Non-PP, though there is approximately a 10% gap between the two cohorts that must be diminished further.

It is clear that the actions we have taken have made a considerable improvement on overall outcomes across the entire school, including PP. To achieve a P8 score of 0.35 for PP is outstanding but the gap must be diminished further. We believe that the strategies we have implemented, much of which is based on the EEF PP Toolkit, are fit for purpose and having impact. As a school we now need to ensure these approaches, especially around feedback and high quality 1<sup>st</sup> wave teaching are targeted more consistently at PP students in the 1<sup>st</sup> instance. The L10/L20 tracking and monitoring process is ensuring this now happens at a faculty and subject level.