

Pupil Premium Impact Statement

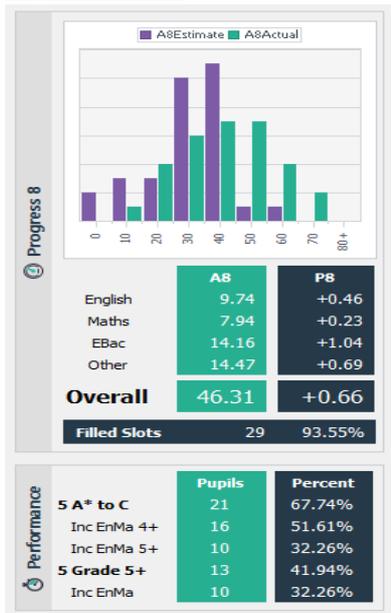
Review of 2018 2019

Updated October 2019

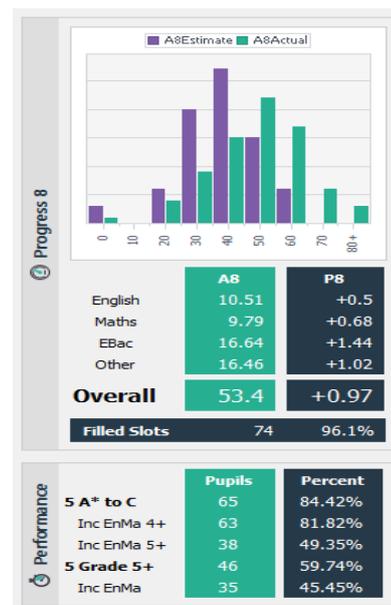
Pupil Premium Impact Statement – Review of 2018-19 Plan

In 2019 there were 31 students who qualified as Pupil Premium within Year 11. In 2018 the A8 / P8 scores for PP were 45.06 and 0.35 respectively, so 2019 results have seen a significant improvement on these measures. It's worth noting that for the past three years the Progress 8 score has been well above the national average for all students, which is a considerable achievement is given the national picture of -0.4 for PP students. That said the gap between PP and Non-PP remains 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 Yr 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:

Pupil Premium

English	Entries	9 to 7	9 to 5	9 to 4
	31	7	16	22
Pupils	100.00%	22.58%	51.61%	70.97%
Entries	-	22.58%	51.61%	70.97%

Maths	Entries	9 to 7	9 to 5	9 to 4
	31	3	11	19
Pupils	100.00%	9.68%	35.48%	61.29%
Entries	-	9.68%	35.48%	61.29%

Non Pupil Premium

English	Entries	9 to 7	9 to 5	9 to 4
	76	13	56	67
Pupils	98.70%	16.88%	72.73%	87.01%
Entries	-	17.11%	73.68%	88.16%

Maths	Entries	9 to 7	9 to 5	9 to 4
	76	14	46	66
Pupils	98.70%	18.18%	59.74%	85.71%
Entries	-	18.42%	60.53%	86.84%

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 selection process. Even so 2019 results are both above the NA in English and Mathematics at 4+ for both PP and Non-PP students, though there is approximately a 15% gap between these two cohorts so this is an increase on last year and the gap must be diminished further.

It is clear that the actions within the academy have made a considerable improvement on overall outcomes across the entire school with our P8 of 0.98 placing us within the top 1% of all schools nationally, including PP. To achieve a P8 score of 0.66 for PP is outstanding, though we recognise the gap must be diminished further. We believe that the strategies we have implemented, much of which is based on the EEF PP Toolkit and Guide, are fit for purpose and having the desired impact as outlined in our plan. As an academy we now need to ensure the most effective approaches, especially around feedback and high quality first wave teaching are targeted more consistently at PP students in the first instance. The L10/L20 tracking and monitoring process is ensuring this now happens at a faculty and subject level consistently following every data point within all GCSE cohorts.

There is also currently much national debate around how much influence schools have over their PP gap by such scholars as Professor Rebecca Allen and this is something that is reviewed by the academy at regular intervals in the relevant forums.