



DIMINISHING DIFFERENCES



IMPACT 2016/17

Diminishing Differences

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Diminishing Differences

Pupil Premium Impact Report 2016/17

Target 1. There will be no difference between the progress of PP students and non PP students in English and mathematics.

Students eligible for PP will make the same amount of progress in English and mathematics as non PP students across the school.

Progress Measures	Pupil		
	Premium	Total	Percent
Students making 3+ LOP in English	ALL	138	52.7
	Oth	105	57.4
	PP	33	41.8

Progress

Although we are predicting a 16 % difference between the progress of PP and non-PP students in the school, without the EOTAS, 11 students, the difference would have been 9%..

Students making 3+ LOP in Maths	ALL	88	33.6
	Oth	71	38.8
	PP	17	21.5

In mathematics, it seems that the impact has not been as expected as only 21.5% of our PP students reached appropriate levels of progress. Similarly, without the EOTAS the 3LOP for PP students would stand at 30%.

Target 2. There will be no difference in progress for high attaining PP students on entry and non PP high attaining students.

Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high ability.

Our HAPP students, 18 in total, will achieve a Progress 8 of -0.66, while other HAPs will achieve a Progress 8 of -0.17. Clearly, there is still a significant difference between the two groups and we need to improve both. However, without the EOTAS, the data is significantly better.

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Target 3. Learning behaviour will improve across the school for PP students.

Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). NR will monitor by production of weekly report.

FTES

	TERM 1		TERM 2		TERM 3		TERM 4		TERM 5	
	PP	NON PP	PP	NON PP	PP	NON PP	PP	NON PP	PP	NON PP
YEAR 7	2	1	4	0	2	3	3	3	1	3
YEAR 8	6	3	11	5	13	3	3	0	3	1
YEAR 9	14	12	21	15	12	11	6	5	7	12
YEAR 10	8	18	5	12	12	14	4	6	5	5
YEAR 11	10	1	4	7	8	3	2	0	2	0
	40	75	45	84	47	81	18	32	18	39

CALL-OUTS

	TERM 1		TERM 2		TERM 3		TERM 4		TERM 5	
	PP	NON PP	PP	NON PP	PP	NON PP	PP	NON PP	PP	NON PP
YEAR 7	4	0	6	3	3	0	2	5	1	3
YEAR 8	30	13	58	22	10	5	15	10	3	2
YEAR 9	37	22	46	25	20	13	11	14	4	3
YEAR 10	5	19	14	36	7	8	12	18	3	2
YEAR 11	13	2	8	9	8	3	2	3	3	0
	89	145	132	227	48	77	42	92	14	24

PARKINGS

	TERM 1		TERM 2		TERM 3		TERM 4		TERM 5		TERM 6		
	PP	NON PP	PP	NON PP	PP	NON PP	PP	NON PP	PP	NON PP	PP	NON PP	
YEAR 7									9	12	16	8	
YEAR 8									15	19	16	16	
YEAR 9									21	22	17	34	
YEAR 10									14	23	14	30	
YEAR 11									2	5	0	0	
			0		0		0		0	71	142	63	151

From the above data, we can see that behaviour is improving, especially for call outs and Fixed Term Exclusions. Our behaviour policy and systems are now robust and embedded culture for our students. We are very optimistic that behaviour will improve massively for the academic year 2017/18.

Parkings were a new system for Terms 5 and 6, thus, the lack of data for the previous terms.

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Target 4. Increased attendance rates for pupils eligible for PP.

Overall attendance among pupils eligible for PP improves from 92% to 95% in line with 'other' pupils nationally. TD will monitor by production of weekly report.

By the end of the academic year, the PP average attendance was 91.5% for all five year groups. At the same time last year, the overall attendance for PP students was 92.1%.

At first glance, it seems that attendance was deteriorated by 0.06% in comparison to last year. However, this year's data is a lot more accurate, consistent and real. Considering the school's issues last year, 2015/16, in terms of systems and attendance monitoring, we can confidently speculate that the attendance figures were inaccurate and probably a lot lower.

Furthermore, if we include the number of FTEs this year we can also speculate that as behaviour improve and the number of FTEs reduces, attendance will increase closer to the 95% school target.

Target 5. Closing the Gap in Year 11 results

Reduce the gap between PP students and non PP students nationally from 31.4% down to no gap.

Progress and Attainment 8

Average Total Attainment 8	ALL	44.04%
	Oth	47.85%
	PP	35.29%
Average Total Progress 8	ALL	-0.12
	Oth	-0.05
	PP	-0.61

Although there is still a significant difference between out PP and non-PP students, there has also been a significant improvement from last year's P8 -1.1 for PP students. Our outcomes have indicated a P8 of -0.61 for PP, which is a significant improvement from last year. In addition to this, our figure without the EOTAS is -0.35.

Furthermore, we had 22% of our PP students achieving 9-5 grades with English and maths, 36% for others, whereas 41% achieved 9-4, 63% for others.

Finally, without the EOTAS our data for PP could have increased by 8% for both figures.

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Target 6 – Literacy and Reading To improve literacy and the reading ages for PP students.

Intervention groups started October 2016 Entry RA 8:00 or below											
Reading age progress			Fresh Start phonics /299			Reading ages			Reading age progress		
scale	DYX	EAL	PP	Oct-16	Jan-17	####	Sep-16	Jan-17	Jun-17	since Sept16 with 8m FS interv.	Reading age accelerated progress since Sept16 with 8months intervention
87			y	260	273	294	07:10	08:09	09:11	02:01	01:04
89			y	257	274	290	07:01	08:00	09:04	02:03	01:06
89			y	250	268	290	07:08	08:06	09:02	01:06	00:09
86			y	237	276	288	below 5:00	07:07	07:07	at least 1:07	00:10
89	y		y	136	258	288	07:01	08:06	09:08	02:07	01:10
87			y	256	265	273	07:06	07:10	09:02	01:08	00:11
85			y	270	264	290	06:10	07:08	07:10	01:00	00:03
89			y	262	273	286	07:07	08:03	08:04	00:09	00:00
no data	y		y	159	229	255	06:02	07:07	07:03	01:01	00:04
intervention in January 17										3m interv.	Sept16-Jan17
101			y	262			07:07	10:08		03:01	02:09

Fresh Start data, July 2017

Through the use of Catch Up funding, Fresh Start, and Accelerated Reader, PP funding, we have managed to add value to the reading ages of most of our Year 7 students.

Our AR data has shown that our “above benchmark” PP readers have gone up from 51% to 63%. Equally important, our urgent intervention category has gone down from 9% to 3%. As the system goes through to its second year we expect to see a lot more progress.

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Year 7 Catch up Impact Report 2017

Going in to Y8

- All made progress on phonics assessments (Tyler R dipped 2nd half of the year though)
- 25 students made accelerated reading progress
- 2 students kept up with their chronological age
- The reading age of 4 students did not keep up with the increase in chronological age
- 8 students still have a reading age below 8:00 (they would make good candidates to continue Fresh Start in Y8)
- 20 students are between 8:00 and functional 9:10 (but this year, students above 8:00 were not selected for FS - do we need an additional intervention for this layer of students? - there will be more students than just the ones flagged here in the year group with a RA 8:00-9:9 - there are plenty of modules we haven't covered in FS or we could explore a different type of intervention)
- 1 student hit functional reading age in June and has completed reading intervention (Lilly Bragg)

Going in to Y9

- all made progress on phonics assessments
- 8 students made accelerated reading progress
- 1 student's reading age didn't keep up with increased chronological age
- 2 students are still below 8:00

Year 7	Reading	DYK	EAL	PP	Fresh Start phonics /299	Reading ages	Reading age progress since Sept16 with 8m FS interv.	Reading age accelerated progress since Sept16 with 8months intervention
					Oct16-Jan17	Jan17-Jun17		
1					201	265	07.00 08.04	07.11 00.11
2					260	275	07.10 08.09	09.11 02.01
3					245	264	08.00 08.03	09.04 01.04
4					237	274	07.01 08.00	09.04 02.03
5					266	253	07.01 07.10	08.02 01.01
6					246	258	07.02 09.04	09.06 02.04
7					192	251	07.08 08.02	09.08 02.00
8					230	288	07.08 08.06	09.02 01.06
9					259	238	below 6:00	07.05 07.01
10					237	276	below 5:00	07.07 07.07
11					235	257	06.09 07.03	08.06 01.11
12					208	281	07.03 07.05	07.07 00.04
13					213	251	07.03 06.08	08.03 01.00
14					238	260	07.03 07.11	08.08 01.05
15					136	258	07.01 08.06	09.08 02.07
16					218	273	07.06 08.08	09.06 02.00
17					256	285	07.06 07.10	09.02 01.08
18					270	264	06.10 07.08	07.10 01.00
19					177	176	below 5:00	06.10 06.10
20					209	285	07.11 08.02	08.06 00.07
21					262	248	06.10 07.07	08.06 01.06
22					151	173	below 6:00	below 6.7
23					190	251	06.10 08.06	09.02 02.04
24					262	275	07.07 08.03	08.04 00.09
25					221	250	07.11 08.09	08.08 00.09
26					249	266	07.08 08.09	09.06 01.10
27					139	229	06.02 07.07	07.08 01.01
28					259	283	07.06 08.08	08.09 01.03
29					276	289	07.10 07.08	08.03 00.05
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This is the data from the Fresh Start, where green shows a significant improvement in reading age.

Clearly, this has taken place for a significant number of students.

Diminishing Differences

Tutor Time Sessions

The Catch Up funding has given us the opportunity to create small group and 1:1 sessions for literacy and numeracy workshops during tutor time. Up to 40 students have benefitted from either; Maths, reading or social skills group work once-twice a week. We have also provided 1-1 mentoring for students struggling emotionally.

So far, the outcomes have shown:

- Increased reading ages
- Better understanding of times tables and arithmetic
- Greater emotional intelligence shown from a reduction in behaviour incidents and friendship issues.