

# Disadvantaged Students

2018-19



## Cohort Numbers 2018-19

	FSM/FSM6	LAC/Adopted from care	Service
Year 7	43	4	3
Year 8	46	5	8
Year 9	42	5	4
Year 10	31	6	4
Year 11	41	3	4
Sixth Form	4	1	1

Total Student population Y7 -11 = 917

Disadvantaged Students = 21% of student population

**FORECAST FUNDING for 2018-19 Academic Year = £190 082 approx.**

## Barriers to learning (Internal and External)

Students should be at the heart of any College, where passion and a relentless pursuit of excellence is encouraged from ALL pupils regardless of socio-economic background. Research from sources such as the Sutton Trust highlights the importance of 'quality first teaching' and that good teaching has a much bigger impact on students in receipt of the Pupil Premium funding. As a College we do not confuse eligibility for Pupil Premium with low prior ability, we understand the importance of ensuring that teaching is meeting the needs of each and every learner rather than relying on interventions to compensate for less than good teaching.

Students are increasing being tracked and monitored more rigorously so that we are aware of interventions that are working and can then be developed more widely or whether interventions are not proving effective and require adjustments.

When making decisions about Pupil Premium funding, it is important to consider the context of our College and the subsequent challenges faced. Common barriers for our disadvantaged learners can be, but are not restricted to:

- Engagement at home.
- Poorer language, communication and cognitive skills.
- Personal management of their own behaviour/emotional state.
- Lower aspirations on entry.
- Attendance and punctuality challenges.
- Social and family challenges.

There may also be complex home circumstances that prevent students from making sustained progress. Our key aim is to reduce the gap between vulnerable groups of students and other students. Through increased engagement of all stakeholders, targeted interventions and support

and with carefully allocated funding we are working to identify and eliminate as many as the barriers as possible so that learning and progress are not adversely affected due to socio-economic factors.

As a college we do not confuse eligibility for Pupil Premium funding with low prior attainment. When making decisions about the effective use of additional funding we understand the importance of contextual factors impacting on learning and progress. We are engaging all stakeholders to meet the needs of each and every learner and employ a range of interventions and support structures to maximise opportunities.

# Disadvantaged Students

## 2017-18 Impact Statement



### Cohort Numbers 2017-18

	FSM/FSM6	LAC/Adopted from care	Service
Year 7	48	4	8
Year 8	46	4	5
Year 9	34	6	4
Year 10	45	4	4
Year 11	28	5	3
Sixth Form	9	0	2

Total Student population Y7 -11 = 961

Disadvantaged Students = 19% of student population

FUNDING RECEIVED for 2017-18 Academic Year = £ 207 734 approx

### Prior Attainment

Year 11 GCSE 2018	All	Male	Female	Lower	Middle	Upper
Cohort	34	19	15	6	18	10
KS2 APS	4.55	4.48	4.63	3.33	4.57	5.24

### Progress and Attainment

\*Reformed L2 & GCSE's to the new 9-1 grading structure in majority of subjects.

	2017 A8	2017 A8 per grade	2018 A8	2018 A8 per grade
Disadvantaged	34.1	3.41	37.15	3.72
Disadvantaged English	7.8	3.90	8.17	4.09
Disadvantaged Maths	6.5	3.25	7.33	3.67
Disadvantaged EBacc*	8.9	2.97	10.72	3.57
Disadvantaged Open*	10.9	3.63	10.92	3.64

Improvements can be seen in all five areas of Attainment 8 (marginal in the Open pillar) with 3 of the 5 seeing an improvement of around half a grade.

These improvements are as a result of:

- whole college drive towards the improvement of teaching and learning with an increased focus on bespoke support within classrooms for disadvantaged students.
- Initiatives being centrally recorded to enable leadership to monitor and track non-behaviour related actions increased accountability.
- greater awareness of who were the disadvantaged students within the classroom
- All revision texts/workbooks/guides were provided free of charge to those requiring it.
- tailored support sessions daily for English and Mathematics as well as numerous revision sessions.
- Attendance to parents' evenings closely monitored with disengaged parents contacted to support with attendance or with overcoming barriers.

## Basics and EBacc

	2017 Basics	2017 EBacc	2018 Basics	2018 EBacc
% Entered	100%	19%	97%	17%
Disadvantaged Strong	21%	9%	22%	0%
Disadvantaged Standard	33%	9%	53%	3%

## Strengths

- 9 of the 36 students achieved excellent outcomes. These students are being profiled to ensure good practices are widely shared
- Both Strong and Standard Basics are an improvement on the 2017 outcomes. Standard Basics result for Disadvantaged students is well above the National figure for 2017 Disadvantaged students.
- All Disadvantaged students entered for a rigorous EBacc curriculum.
- Buy in with all staff and the majority of students with the 'got to be in it to win it' motto.
- All looked after children received regular 1-1 tuition for Mathematics
- Attendance and engagement with the additional registration slots that were introduced to focus on English and Mathematics (female engagement in particular) has contributed to better outcomes for this micro population.

## Disadvantaged Micro Populations

Initial micro population analysis shows that female disadvantaged students have improved the most. Lower ability students generally maintained a similar level of attainment. Middle ability students saw an improvement of on average three quarters of a grade. This proportion of student in the College is larger than the national proportion (Whole College) with a fall in the proportion of upper ability students on roll being seen in general.

Male disadvantaged students remain a high priority as attainment and progress for this micro population is not improving in line with females. The APS for males is lower but not enough to justify the differences being seen. This forms a key part of the PP action plan for 2018-19 (Initial analysis is based upon 2017 estimate and is subject to change when 2018 estimates are released)

## **Raising Aspirations**

All disadvantaged students received top priority to career interviews in Year 10 that were then followed up in Year 11 with additional interviews being scheduled where required.

All curriculum areas are aware of the importance of enrichment and fair access to subject specific resources or trips. Any College trips that are required as part of the course are funded for disadvantaged students if funding is a barrier to attending.

Aspiration is a difficult area to tackle given the challenging personal circumstances disadvantaged students face. Of the students submitted for disapplication in the 2018 exam season 33% of these were disadvantaged students. This is higher than the proportion of disadvantaged students within the College evidencing that challenging personal circumstances affect disadvantaged students more.

## **Resources**

In January all Year 11 students whose Progress 8 score was less than 0.1 had a meeting with the Assistant Principal to discuss the resources required for effective revision. These resources were provided by the College for free to ensure any monetary barriers were removed.

This cohort also had the GCSE English texts given to them in Year 10 for use across the 2 years to ensure access to the materials.

The Whole College approach to support the students become 'Exam Ready' was implemented (EEF research shows that the whole College strategies have greater impact on disadvantaged students) The structures implemented were:

- Core PE lessons became a menu of revision sessions or well being
- PSHE became revision structures and planning
- SOS room (stress out students room) for emotional support
- Reduced homework load so that past exam papers could be set.
- Study Café made available during lunchtimes and after school
- Mock results 'brown envelope day' then entry criteria for 6<sup>th</sup> form discussed
- Year 11 portal set up to enable effective communication between home and school
- Bespoke study leave for hard working, self-motivated students

## **Areas of Concern**

- Attendance - half of the cohort had an attendance figure of below 95%. Within College the negative impact of students (both PP and NPP) with attendance below 95% is vast with these students being the main cohort that affect the outcomes negatively. This issue is further pronounced within the PP cohort of students.
- Males – a significant gender gap is present.

- Upper ability students not performing as well as non-disadvantaged upper ability students (particularly pronounced within the males)
- SEND K students. (the categorisation of students into this 'K' bracket requires an audit)
- During 2017-18 there were numerous staffing changes as well as a high proportion of split groups. Given that quality first teaching has a greater impact on disadvantaged student conversely the impacts students felt when managing with split and supply classes may have had a greater detrimental effect on disadvantaged students. 2018-19 will see a vast reduction in split group (eradicated in many cases) alongside a fully staffed team following an incredibly successful and rigorous recruitment process that spanned January 2018 - July 2018.
- With the introduction of closer monitoring of attendance and behaviour in 2017-18 students have a clearer understanding of the standards expected by the College. However attendance remains **high priority** and a range of initiatives are being developed to ensure that there is no difference in attendance rates between those students who qualify for Pupil Premium and non-Pupil Premium students.

## Actions

- To seek recognised, evidenced external expertise to ensure an appropriate pupil premium plan for 2018-19 is set up and rigorously implemented to ensure the rapid improvement of outcomes for disadvantaged students.
- Increased focus on the attendance of Pupil Premium students.
- Continued development of the use and tracking of the Pupil Premium funding through improved strategic leadership
- Improved Curriculum provision that support quality first teaching for all students knowing that this has a greater impact on disadvantaged students
- EBACC curriculum decision for Disadvantaged students to be more closely monitored and guided through appropriate careers advice and guidance.

## Leadership Changes

Academic Years 2016-17 and 2017-18 saw the responsibility for disadvantaged students change through the hands of three different members of the Leadership Team. All of whom are no longer at the College. Since January 2018 there has been a consistent, permanent member of the Leadership Team leading on the effective use of Pupil Premium funding and the strategic Leadership of this vital aspect across the College.

During the latter part of 2017-18, under new strategic leadership, work was undertaken within the following areas to begin the process of rapidly improving outcomes for disadvantaged students.

- Timetable improvements to ensure consistency - Quality first teaching
- Plan drafted and commenced to improve the use and deployment of staff under the required teaching load
- Audit of CEIAG and pastoral staffing to enable the release of a staff member in each area to no longer have a registration group in the 2018-19 academic year. These staff will be deployed to work with disadvantaged students on a daily basis
- Audit of the current financial recording and deployment of funding
- Research into the external agencies providing support to drive improvement with outcomes for disadvantaged students
- Appointment of Achievement For All programme with initial 2018-19 meetings brought forward to June 2018 to ensure 2018-19 academic year starts with the plan and process underway to ensure rapidity of implementation

- English and Mathematics allocated time each day for a selected group of students (primarily disadvantaged) to receive additional tuition during morning registration
- Improved reprographics provision to ensure that in 2018-19 and beyond all disadvantaged students can easily access revision guides and resources as part of the Pupil Premium Promise fund
- Improved funding clarity to enable a Pupil Premium fund to be released for all students to draw down for resources/equipment/uniform.