

St Aidan's CE Academy

Pupil Premium Review

September 2018

2017/18 Pupil Premium Strategy Review

Desired Outcome:

- A. *Ensure that the support provided to PP students is appropriate and further closes the gap on national averages.*

Success Criteria:

Students recorded as below expected progress make at least expected progress by the end of the academic year

Review findings:

Attainment outcomes (2017 figures in brackets):

Measure:	68 Full Cohort:	Disadvantaged	Non-disadvantaged
9-4 in English and Maths	44% (41%)	41% (31%)	47% (48%)
9-4 in English only	68% (48%)	69% (44%)	66% (53%)
9-4 in Maths only	54% (53%)	44% (41%)	63% (61%)
9-5 in English and Maths	16% (15%)	19% (7%)	14% (21%)
9-5 in English only	41% (26%)	44% (19%)	41% (32%)
9-5 in Maths only	22% (25%)	22% (12%)	22% (36%)

Measure:	77 cohort	Disadvantaged	Non-disadvantaged
9-4 in English and Maths	39% (41%)	33% (31%)	44% (48%)
9-4 in English only	60% (48%)	56% (44%)	63% (53%)
9-4 in Maths only	48% (53%)	36% (41%)	60% (61%)
9-5 in English and Maths	14% (15%)	15% (7%)	13% (21%)
9-5 in English only	38% (26%)	36% (19%)	39% (32%)
9-5 in Maths only	20% (25%)	18% (12%)	21% (36%)

Progress outcomes (2017 figures in brackets):

Measure:	68 cohort	Disadvantaged	Non-disadvantaged
Progress 8 Score	-0.40 (-0.60)	-0.52 (-0.80)	-0.28 (-0.40)

Measure:	77 cohort	Disadvantaged	Non-disadvantaged
Progress 8 Score	-0.68 (-0.60)	-0.93 (-0.80)	-0.38 (-0.40)

Progress 8 Improvements since 2016 – 68 cohort

	2016	2018	Variance
Full cohort	-0.94	-0.40	+0.54
Disadvantaged	-1.32	-0.52	+0.80

Summary:

- The percentage of disadvantaged students achieving a grade 4 or above in both English and Maths in 2018 was 10% higher than in 2017.
- The percentage of disadvantaged students achieving a grade 5 or above in both English and Maths in 2018 was 12% higher than in 2017.
- The Progress 8 score of disadvantaged students in 2018 was +0.28 higher than in 2017 and was +0.80 higher than in 2016.

Although the gaps between the disadvantaged students and the national average still exist, they are closing and there has again been a significant improvement in both the attainment and progress of disadvantaged students educated at St Aidan's Church of England Academy in 2017/18.

The drive to raise the standards and expectations in teaching and learning with PAIR assessment books, journals and equipment has helped further reduce the gaps between disadvantaged and non-disadvantaged students.

Desired Outcome:

- B. Ensure the support provided to high ability pupils eligible for PP in Year 11 is appropriate and closes the gap on national average.

Success Criteria:

Pupils eligible for PP identified as high attaining from 2018 results (internal and external) show gaps in progress have narrowed with national average.

Review findings:

Higher Ability - attainment outcomes (2017 figures in brackets):

Measure:	68 Cohort (18):	Disadvantaged (8):	Non-disadvantaged (10):
9-4 in English and Maths	89% (70%)	88% (72%)	90% (69%)
9-4 in English only	100% (74%)	100% (82%)	100% (69%)
9-4 in Maths only	89% (88%)	88% (82%)	90% (94%)
9-5 in English and Maths	50% (33%)	50% (27%)	50% (38%)
9-5 in English only	83% (52%)	100% (45%)	70% (56%)
9-5 in Maths only	56% (56%)	50% (45%)	60% (62%)

Measure:	77 cohort (19):	Disadvantaged (8):	Non-disadvantaged (11):
9-4 in English and Maths	84% (70%)	88% (72%)	82% (69%)
9-4 in English only	95% (74%)	100% (82%)	91% (69%)
9-4 in Maths only	84% (88%)	88% (82%)	82% (94%)
9-5 in English and Maths	47% (33%)	50% (27%)	46% (38%)
9-5 in English only	79% (52%)	100% (45%)	64% (56%)
9-5 in Maths only	53% (56%)	50% (45%)	55% (62%)

Higher Ability - progress outcomes (2017 figures in brackets):

Measure:	68 cohort (18):	Disadvantaged (8):	Non-disadvantaged (10):
Progress 8 Score	-0.62 (-0.85)	-0.67 (-1.03)	-0.58 (-0.73)

Measure:	77 cohort (19):	Disadvantaged (8):	Non-disadvantaged (11):
Progress 8 Score	-0.78 (-0.85)	-0.67 (-1.03)	-0.86 (-0.73)

Summary:

- The percentage of higher ability disadvantaged students achieving a grade 4 or above in both English and Maths in 2018 was 19% higher than in 2017.
- The percentage of higher ability disadvantaged students achieving a grade 5 or above in both English and Maths in 2018 was 17% higher than in 2017.
- The Progress 8 score of higher ability disadvantaged students in 2018 was +0.36 higher than in 2017 and was +0.80 higher than in 2016.

Although the gaps between the higher ability disadvantaged students and the national average still exist, they are closing and there has again been a significant improvement in both the attainment and progress of this group of students in 2017/18.

The Academy had a large number of students that required readers and scribes in 2017/18 which resulted in Teaching Assistants being directed to work more with SEN students as the year progressed. The impact of this is discussed later in the review.

However, some of this budget was subsequently used to pay for external partners and consultants in English to support an inexperienced team in delivering higher level GCSE content to the more able. This resulted in a 55% increase in the numbers of higher ability disadvantaged students achieving a grade 5 or above in English compared to 2017.

Desired Outcome:

- C. *Ensure the support provided to pupils eligible for PP in Year 11 English, Maths and Humanities is appropriate and closes the gap on national average.*

Success Criteria:

Disadvantaged students in English, Maths and Humanities identified 2018 results (internal and external) show gaps in progress have narrowed with national average.

Review findings:

English, Maths and Ebacc subjects - progress

Subject Area	All (68 cohort)	Disadvantaged	Non-disadvantaged
English	-0.42 (-1.16)	-0.29 (-1.29)	-0.56 (-1.02)
Maths	-0.55 (-0.79)	-0.71 (-1.00)	-0.39 (-0.56)
EBacc	-0.68 (-0.89)	-0.86 (-1.04)	-0.50 (-0.73)

Summary

- The rate of progress for disadvantaged students in English was rapid and significant with an increase of 1.00 when compared to 2017

The rate of progress of disadvantaged students in Maths and Humanities both increased compared to 2017, although not at a comparable rate to English. Humanities is still an area of weakness across the academy.

Desired Outcome:

D. Literacy skills for students eligible for PP are lower than that of other students, which prevents them from making good progress in KS3.

Success Criteria:

Pupils eligible for PP in Year 7&8 make progress in line with 'other' pupils so that all meet expected targets. This will be evidenced using Lexia assessments and English assessments 3 times throughout the year.

Review Findings:

2017/18 Year 7 Progress

	AP1 P8 score	AP3 P8 score	Progress made	On, above or below track
Full cohort	-3.32	-2.78	+0.54	Above track
Disadvantaged	-3.22	-2.74	+0.48	Above track
Non-disadvantaged	-3.39	-2.80	+0.59	Above track

2017/18 Year 7 English Progress

	AP1 P8 score	AP3 P8 score	Progress made	On, above or below track
Full cohort	-3.24	-2.58	+0.66	Above track
Disadvantaged	-3.18	-2.63	+0.55	Above track
Non-disadvantaged	-3.28	-2.55	+0.73	Above track

2017/18 Year 8 Progress

	AP1 P8 score	AP3 P8 score	Progress made	On, above or below track
Full cohort	-2.50	-1.79	+0.71	Above track
Disadvantaged	-2.60	-1.90	+0.70	Above track
Non-disadvantaged	-2.38	-1.65	+0.73	Above track

2017/18 Year 8 English Progress

	AP1 P8 score	AP3 P8 score	Progress made	On, above or below track
Full cohort	-2.57	-1.81	+0.76	Above track
Disadvantaged	-2.65	-1.83	+0.82	Above track
Non-disadvantaged	-2.46	-1.79	+0.67	Above track

Summary:

- Year 7 disadvantaged students made the same rate of progress in English compared to non-disadvantaged students and were above track at the end of the academic year.
- Year 8 disadvantaged students made a faster rate of progress in English compared to non-disadvantaged students and were above track at the end of the academic year.

Although rates of progress in English for Year 7 and 8 disadvantaged students were above expected progress, some lower ability students on the Lexia reading programme did not see significant increases in their reading ages. In light of this, Literacy across the curriculum has been overhauled and DEAR (Drop Everything and Read) initiative introduced in Years 7 to 9.

Desired Outcome:

E. Progress gaps between SEN disadvantaged and non-SEN disadvantaged students

Success Criteria:

2018 results (internal and external) show the gaps in progress are closing

Review Findings:

Student Group:	P8 Score
All SEND	-0.28 (-1.03)
All non-SEND	-0.43 (-0.54)
PP SEND	-0.12 (-1.24)
Non-PP and non-SEND	-0.24 (-0.37)

Summary:

- Disadvantaged SEND students are one of the best performing groups in the Academy. They are also the student group that have made the most progress compared to 2017 with a Progress 8 increase of +1.12.

The identification, targeted intervention and the bespoke use of teaching assistants has helped significantly improve the progress of disadvantaged SEND students. This approach has been the key driver in improving the progress of one of the most vulnerable student groups.

Desired Outcome:

F. Improved attendance for pupils eligible for PP.

Success Criteria:

Overall attendance for students eligible for PP increases in line with non-PP students

Review Findings:

Disadvantaged and non-disadvantaged Attendance Figures 2017/18

Student group:	Whole School (%)	Year 7 (%)	Year 8 (%)	Year 9 (%)	Year 10 (%)	Year 11 (%)
All	94.32	95.37	94.13	95.02	93.59	93.75
Disadvantaged	93.06	93.78	95.53	94.00	93.48	89.93
Non-disadvantaged	95.71	96.41	97.24	96.21	93.74	97.03

Summary:

- The attendance of disadvantaged students improved by 2.44% in 2017/18 (93.06%) when compared to 2016/17 (90.62%)

However, this is still below national average for all students and the academy still has work to do to ensure this upward trajectory continues to improve to ensure that disadvantaged students attend at least in line with the national average.