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| **Impact Statement Report 2017-18****Focus: Disadvantaged Students (DS)** **Looked After Children (LAC)**  |
| ***Key Performance Indicator – Data Summary: KS4 (Year 11)*** **Prior Attainment Data** • There were 32 disadvantaged students in the current Y11 cohort. The average KS2 prior achievement of the DS cohort was 4.58, weaker than that of the non-DS cohort which was 4.74. ● 31% of the DS cohort were high prior attainment students, with 50% being Middle Prior Attainment and 19% being in the Low Prior Attainment band. ● This data represents the performance of all 32 disadvantaged students. However, one student was educated at the South Leicestershire Behaviour partnership for all of KS4 and one student was educated at the hospital school since November of year 10. Two students in the year 11 DS cohort had below 50% attendance due to significant external barriers.● **LAC – No LAC students in year 11****Impact Data Year 11**● 38% of the DS cohort achieved 5+ standard pass including both English and Maths compared to 29% predicted in the Autumn term of year 11. * 100% of students targeted to attend T7 sessions in English and Maths achieved a standard pass in both English and Maths
* 22% of DS students achieved 5+ strong passes at 5 or above including English and Maths
* 100% of DS students that attended Maths Easter revision school achieved a strong pass
* 63% of DS students achieved a 4+ in Maths with 31% of students achieving a strong pass at 5+

**Year 10*** More of a positive picture when comparing to year 11 2018 GCSE outcomes – Year 10 summer AP data: Average progress DS -0.41 non DS -0.06 gap -0.35. Departmental action plans explicitly show how HOD will close gaps in their subject area.
* Above LA for Average A8 projected (PP 3.86 LA: 3.42)
* FSM students in year 10 are above National and LA for average A8 projected (FSM: 4.08, National 3.90 and LA: 3.14) All FSM students are targeted for additional support beyond the school day.
* Year 10 DS students are performing better when compared to non-DS students in physics, computing and French
* As a result of strong links between the Pupil Premium achievement mentor and the more able coordinator 80% of our high attaining students are working at or above expected progress.

**Additional context** ● The performance of the year 11 DS cohort has been negatively affected by seven students. All seven had an attendance below 85%, with three students having an attendance of 50% or below. * One was educated full time off site and another was educated at a hospital school. All students apart from the students educated off site sat their GCSE examinations.
* Complex external barriers for a significant number of year 11 students
* Five students received targeted intervention to support emotional wellbeing. 100% of these students successfully sat their GCSE examinations
* Year 10 – KS4 females five of the students have a % attendance of below 85%. Action plans are in place to improve this situation and we are working with external agencies to address the issue.

**Findings from self-evaluation / Quality Assurance: KS4** * 100% of students who received in class support from Maths learning support achieved a standard pass in Maths
* Deployment of Pupil Premium achievement mentor to ensure students achieved a standard pass in English and Maths. 100% of students targeted achieved at least a standard pass in both.
* Tutor time interventions had a positive impact on the outcomes for Maths
* 100% of students who attended Easter revision school or Saturday walk and talk exam achieved at least a grade 4 in Maths
* Interventions for mental health intensified during the year to support year 11 students with anxiety issues. As a result of these interventions all students successfully completed all their examinations
* Pupil Premium Achievement mentor worked hard to engage our ‘hard to reach’ families. As a results attendance to year 11 parents evening increased to 82% compared to 50% the previous year.
* 100% of year 11 DS students had the opportunity to attend a raising aspirations event.

**Key Stage 3** |

**Year 9 (31)**

Y9 Prior Attainment Data: the current DS cohort left primary school with an attainment of 4.49, whereas the non-DS achieved 4.78. There is a slight in school progress gap of -0.07, however this gap is still below National and LA gaps

FSM (6) students are making more progress when compared to their non-DS peers

Subjects:

**Year 8 (26)**

Y8 Prior Attainment Data: the current DS cohort left primary school with an attainment of 4.42, whereas the non-DS achieved 4.74

DS students are performing better in all areas when compared to non-DS students

Average progress DS 0.30 compared to 0.19 non-DS

FSM (8) also performing better in all subjects compared to non FSM students.

**Year 7 (25)**

Year 7 students are making more progress compared to their non-DS peers (DS: 0.12 non DS: 0.04) however there is an in school attainment gap of -0.53

Subject:

***KS3 LAC***

There are two LAC students in year 9 and one in year 7. Both students in year 9 are exceeding targets in all areas of the curriculum. Year 7 students is achieving their minimum expected targets in all areas.

**Impact of leadership to address issues**

**●** Analysis of the data has been used to drive key interventions, especially in Maths, and mental health support.

* Pupil Premium team (Vice Principal – Removing Barriers, Pupil Premium Achievement Mentor and Pastoral/Mental Health school lead) have met weekly to discuss strategies and discuss students on an individual need

● PP achievement mentor has been highly successful in ensuring attendance to T7 sessions beyond the school day

● Sharing of best practice at the DS network meetings hosted by TELA has been very useful

● Targeted provision of additional revision materials and extra-curricular events to encourage an engagement with learning and foster ambitions has given students all the equipment and advice they need for effective revision

● Departmental Improvement Plans have been explicit about ways in which the needs of DS students will be catered for this year.

* Heads of department have been held to account to ensure interventions are rigorous and purposeful to drive standards of all DS students
* All year 11 DS students have secured a Post 16 provision or apprenticeship. The careers and guidance team have ensured no student has been left behind in ensuring a pathway beyond GCSE

***Next steps for further improvement – (see Strategy Statement 18-19 for detailed overview on spending)***

● To continue our relentless focus on improving the progress and attainment of the DS students so that the gap narrows

* To systematically analyse AP data which then drives the subject interventions

● To further develop our strategy for engaging our hard to reach parents

● To accelerate the progress of our high attaining students

● To improve the progress of our male DS so that the gap between their progress and the girls’ progress narrows

● To improve the attendance of some of the most vulnerable DS (KS4)

● To support the mental health and wellbeing of our disadvantaged students through the use of targeted intervention in the Wellbeing Zone

● To deploy the Pupil Premium Achievement mentor effectively

● To focus more explicitly on the Teaching and Learning strategies that best support the progress and attainment of DS through the use of the EEF toolkit –focus on Metacognition and Feedback

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