



## Impact Statement Report 2018-19

### Focus: Disadvantaged Students (DS) Looked After Children (LAC)

#### *Key Performance Indicator – Data Summary: KS4 (Year 11)*

##### **Prior Attainment Data**

- There were 21 disadvantaged students in the current Y11 cohort. The average KS2 prior achievement of the DS cohort was 4.63, weaker than that of the non-DS cohort which was 4.81.
- 2% of the DS cohort were high prior attainment students, with 67% being Middle Prior Attainment and 9.5% being in the Low Prior Attainment band.
- This data represents the performance of all 21 disadvantaged students. However, two students were educated at the South Leicestershire Behaviour partnership for all of KS4, one student was educated at the hospital school since May 2017 and one student was on a reduced timetable.
- LAC – No LAC students in year 11

##### **Impact Data Year 11 Leavers**

- When students that were educated offsite are removed from the overall data the progress gap narrows by 0.2 (25%) when comparing to the summer 2018 GCSE results (2018 progress gap: --- 0.8, 2019 progress gap -0.6)
- 38.9% of the DS cohort achieved grade 4 in both English and Maths
- 17% of DS students achieved a grade 5 or above in English and Maths
- 33.3% of DS students achieved a grade 5+ in Maths and 29% grade 5+ in English
- FSM students average attainment 8 is better than local at 3.45 compared to LA at 3.14
- % of students achieving EBACC at grade 5 or above has improved when comparing to 2018 – 2018: 3.1% compared to 9.5% in 2019
- When the data of students educated off site is removed, the progress gap of DS (when comparing to non-DS) in English language, Maths and Double Science has improved as a result of targeted intervention within departments.

2018: Eng Lang: -0.7, Maths: -0.7, Double Science: -0.8

2019: Eng Lang: -0.3, Maths: -0.2, Double Science: -0.5

##### **Additional context**

- The three students who were educated off site had an average percentage attendance of 50%
- Significant attendance intervention was in place through-out year 11 and shows a positive picture when comparing to year 10. By the end of the academic year the percentage attendance of disadvantaged students was in line with non-disadvantaged: Pupil Premium attendance: 95.96% non-pupil premium: 95.64%. This shows an improvement of 7% when

comparing to 2017-18. This is as a result of robust tracking attendance systems to monitor interventions by the pupil premium mentor and the attendance officer.

- Five students received targeted intervention to support emotional wellbeing. 100% of these students successfully sat their GCSE examinations

## Year 10

- More of a positive picture when comparing to year 11 2019 GCSE outcomes
- Year 10 summer AP data: Average progress **DS: 0.34 non DS: 0.57 gap -0.23.**
- -0.23 gap using 2018 validated data is better than local by 1.11 of a grade and 0.99 of a grade to national.
- FSM students in year 10 are making more progress when compared to non FSM (Average progress FSM: 0.62 Non FSM 0.53)
- FSM students are above National and LA for average A8 projected (FSM: 4.44, National 3.90 and LA: 3.14) All FSM students are targeted for additional support beyond the school day.
- As a result of strong links between the Pupil Premium achievement mentor and the more able coordinator 54% of our high attaining students are working at or above expected progress.

## Findings from self-evaluation / Quality Assurance: KS4

- 91% of teaching is at least good or better
- 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 and Science
- 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. One student with extreme complex barriers successfully sat all her GCSE examinations and has secured a Post 16 provision
- Pupil Premium Achievement mentor worked hard to engage our 'hard to reach' families. As a result 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.
- 100% of year 7-9 involved in the Prince William Award received full accreditation in recognition of their resilience and leadership qualities
- Two positive mentor mentors are having a positive impact on students and as a result the number of removal from lessons has reduced by 50%.

## Key Stage 3

### Year 9 (27)

Y9 Prior Attainment Data: the current DS cohort left primary school with an attainment of 4.13, whereas the non-DS achieved 4.59. Year 9 disadvantaged students are making more progress than their non-disadvantaged peers. DS: 1.19 non DS: 1.10

FSM (10) students are making more progress when compared to their non-DS peers (FSM: 1.57 non FSM: 1.08)

### **Year 8 (27)**

Y8 Prior Attainment Data: the current DS cohort left primary school with an attainment of 4.40, whereas the non-DS achieved 4.88

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

Average progress DS 1.19 compared to 0.85 for non-DS

FSM (6) also making more progress when compared to their non FSM peers (FSM: 1.20 non FSM: 0.89)

### **Year 7 (20)**

Year 7 students are making more progress compared to their non-DS peers (DS: 0.96 non DS: 0.84)

There are five FSM students and they are making more progress than their non FSM peers, FSM: 1.22, non FSM: 0.84.

### **KS3 LAC**

There are two LAC students in year 10 and one in year 8. Both students in year 10 are exceeding targets in all areas of the curriculum. The year 8 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, English and Science. and mental
- 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
- Pupil Premium 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 proved beneficial in sharing and developing practice
- 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
- Student on a page documents have informed staff and provided useful information to inform teaching and learning
- It is expected that all year 11 DS students will 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 19-20 for detailed overview on spending)***

- To continue our relentless drive on improving the progress and attainment of all DS students so that the gap continues to narrow in all areas and to eliminate subject variation

- To ensure that Key Stage 3 students receive targeted intervention to ensure maximum progress in all subjects
- Key Stage 3 and 4 pupil premium mentors to be deployed in lessons to work with targeted students who are underachieving as failing to meet expected progress following data analysis at each assessment point
- 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 closes rapidly
- To improve the PA attendance percentage of some of the most vulnerable disadvantaged students in Key Stage 4
- To support the mental health and wellbeing of our disadvantaged students through the use of targeted intervention in the Wellbeing Zone
- 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

C Cornelius September 2019