



## Pupil Premium: Briefing sheet for Governors

Summary – secondary update 2018-19

### Context:

- TGAR PP: Total number of students: 183: Number of PP students: 61
- Total allocation for PP 2018-19: £83,160

### Headline data 2018-19:

	Students	Overall Progress 8	English Basket	Maths Basket
PP students	22	-1.09	-1.06	-0.74
Non-PP	39	0.12	-0.02	0.48
PP boys	11	-1.42	-1.58	-0.44
PP girls	11	-0.75	-0.54	-1.03

- 2018-19 Provisional Progress 8 data indicate a declining trend. Similarly, overall attainment [Attainment 8] shows a declining trend overtime.
- Students known to be eligible for pupil premium made significantly less progress than non-pupil premium students in the following 2018-19 key indicators:
- Progress 8: -1.09. This indicates that Pupil Premium students perform less well than peers by almost 1 GCSE grade across the curriculum.
- Pupil premium perform less well than peers in GCSE English by almost 1 GCSE grade. In mathematics, PP students perform much better than English, however, the gap between non-pupil premium is almost 1 and ¼ GCSE grades.
- The performance of pupil premium and boys and girls are significantly below expectations and remain a concern. Overall, PP girls outperform PP boys by almost two thirds of a grade. In English, PP girls outperform PP boys by almost 1 GCSE grade. However, in mathematics PP boys outperformed girls by just over ½ GCSE grade.

SCHOOL INDICATORS	Pupils eligible for PP (your school)			Pupils not eligible for PP (national average)		
	2017	2018	2019	2017	2018	2019
Progress 8 score average	-0.72	-0.48	-1.09	0.10	0.13	-
Attainment 8 score average	28.20	29.60	22.92	49.80	50.10	-

SECONDARY SCHOOL INDICATORS	Pupils eligible for PP (your school)		Pupils eligible for FSM (national average)	
	2017-18	2018-19	2017-18	2018-19
Attendance rates for pupils eligible for PP	87%	91.3%	92.4%	-
% - Persistent absence rates for pupils eligible for PP	36%	28.8%	23.6%	-
FTE as percentage of the pupil PP group		81.7%	13.65%	-

- Overall attendance 92.78% [including statics] improved by 1.18%; boys – PP attendance improved by 2.4%
- Persistent absence, with statics, remains a concern. **Excluding statics:** Overall attendance 93.69% improved by 2.09%; PP attendance improved by 4.3%. Persistent absence overall [13.8%] is broadly in line with the National av. PP PA improved 7.6%



## Strengths 2018-19:

- Attendance rates for PP students improved and the proportion of PP students who are persistently absent reduced.
- Overall teaching quality which impacts on PP students was broken down into key levers and judged as:

• Challenge	87%
• Behaviour	87%
• Modelling	97%
• Feedback	79%
• Explanation	86%
• Questioning	90%
• Marking and feedback	84%
• Positive Learning Habits	74%
- Student voice Sept 19 indicates the majority of students feel supported with their learning. All Y11 PP students 2018/19 received 1:1 support. Learning conversations focused on targets and strategies to support revision in the run up to GCSE examinations.
- All PP students received revision guides and a calculator in preparation for their GCSE examinations. This approach will continue in 2019/20. PP students will be asked to attend a minimum number of P6 programmes.

## Areas for development:

- R Sutton review: Pupil Premium Strategy: *In my view, there is a pressing need to focus leaders and class teachers more on improving outcomes for disadvantaged students, particularly in the light of Y11 outcomes in 2019. The strategies which have been previously recommended appear to have somewhat lost momentum. The PP leader knows what needs to be done and the actions are linked to the recommendations made when this adviser conducted the external review of pupil premium in October 2018. He should ensure that the provision map contains information about whether students have met their targets or not so that leaders and governors can objectively evaluate value for money. In addition, importantly, teachers should be required to adopt positive discrimination in lessons using the strategies previously recommended.*
- Increase attendance for all PP students through '**20 Day Challenges**' and develop follow up strategies to improve the attendance of pupils identified with high percentage of sessions missed.
- Increase the quality and range of communication with parents and carers of PP children to impact positively upon pupil attainment and enrichment.
- Implement '**20 Day challenges**' in Year 11 and target middle prior attaining PP students. The aim is to ensure the attainment of MA PP students in all subjects is in line with that of MA not eligible for PP. Teachers will target gaps in learning which will be addressed consistently across Y11. Class teacher implement 3 PP pledges:
  - (1) Organisation, presentation, completion, fullness in student's work;
  - (2) DIRT tasks followed by personal comment;
  - (3) Actively engage PP pupils with Learning journeys
- Reduce FTE & FTE+1 through the implementation of the Positive Learning behaviour programme supported by THRIVE and Restorative Justice approaches
- Produce half termly operational action plans [college leader overviews], with measurable milestones. Ensure that plans are explicitly focused on improving the behaviour and attendance of disadvantaged pupils and that there are transparent lines of accountability at all levels. Build into plans appropriate checks and monitoring activities.
- Evaluate the impact of these plans after every half term period.
- Establish strategy group meeting with fixed agendas on PP outcomes. Create a culture of positive discrimination towards disadvantaged students

**Total Secondary budget 2019-20: £54,104.00**