**Pupil Premium**

Academic Year 2014-15

Allocation: £95370 (for 01 April 14 – 31 Mar 15)

Spending:

|  |  |  |
| --- | --- | --- |
| **Activity** | **Description** | **Cost** |
| 1 to 1 tutoring | Students receive intensive support is regular sessions over a fixed period of time. The programme is focussed on students in key stage 3 who made less progress than expected at primary school in English and mathematics | £8,000  (Note actual spend £9441) |
| Careers guidance | Following the withdrawal of the national Connexions provision, we are following Department for Education guidance in using pupil premium funding to buy in provision to meet statutory requirements. Whilst all students will receive a one-to-one interview, follow-up work will be targeted towards vulnerable students | £11,900 |
| Alternative Curriculum | In order to support engagement and hence progress and achievement at in Years 9 to 11, we offer targeted students alternative provision:   * Skillforce\* | Contribution towards cost £10,000 (of £31,100) |
| House system, including vertical tutoring | In order to provide all students, but particularly those who are disadvantaged and vulnerable, with regular and individual progress management, mentoring, advice and personal support, we have a six houses and six vertical tutor groups within each house. Each Head of House receives TLR1B and is supported by a house administrator. This intervention ensures we know our students and their needs well | £69624  (Cost of six TLR1Bs, including on-costs) |
| Small fund of £35 per disadvantaged student (equal to increase in value of PP for 2014-15) | In order to support each individual disadvantaged student’s needs (eg equipment, revision materials) | Approx £3500 |

\* SkillForce is an education charity working with 10,000 young people throughout 150 schools in Great Britain who are in danger of leaving school without the skills and qualifications they need to succeed in life

Academic Year 2013-14

Allocation: £95,400

Spending:

|  |  |  |
| --- | --- | --- |
| **Activity** | **Description** | **Cost** |
| 1 to 1 tutoring | Students receive intensive support is regular sessions over a fixed period of time. The programme is focussed on students in key stage 3 who made less progress than expected at primary school in English and mathematics | £8,000 |
| Careers guidance | Following the withdrawal of the national Connexions provision, we are following Department for Education guidance in using pupil premium funding to buy in provision to meet statutory requirements. Whilst all students will receive a one-to-one interview, follow-up work will be targeted towards vulnerable students | £11,000 |
| Alternative Curriculum | In order to support engagement and hence progress and achievement at in Years 9 to 11, we offer targeted students alternative provision:   * Skillforce\* | £10,000 |
| House system, including vertical tutoring | In order to provide all students, but particularly those who are disadvantaged and vulnerable, with regular and individual progress management, mentoring, advice and personal support, we have a six houses and six vertical tutor groups within each house. Each Head of House receives TLR1B and is supported by a house administrator. This intervention ensures we know our students and their needs well | £66,508  (Cost of six TLR1Bs, including on-costs) |

\* SkillForce is an education charity working with 10,000 young people throughout 150 schools in Great Britain who are in danger of leaving school without the skills and qualifications they need to succeed in life

Academic Year 2012-13

Allocation: £62,700

Spending:

|  |  |  |
| --- | --- | --- |
| **Activity** | **Description** | **Cost** |
| 1 to 1 tutoring | Students receive intensive support is regular sessions over a fixed period of time. The programme is focussed on students in key stage 3 who made less progress than expected at primary school in English and mathematics | £8,000 |
| Careers guidance | Following the withdrawal of the national Connexions provision, we are following Department for Education guidance in using pupil premium funding to buy in provision to meet statutory requirements. Whilst all students will receive a one-to-one interview, follow-up work will be targeted towards vulnerable students | £11,000 |
| Alternative Curriculum | In order to support engagement and hence progress and achievement at in Years 9 to 11, we offer targeted students alternative provision:   * BTEC Engineering (level 2) * Skillforce\* | £43,300 |

\* SkillForce is an education charity working with 10,000 young people throughout 150 schools in Great Britain who are in danger of leaving school without the skills and qualifications they need to succeed in life

Academic Year 2011-12

Allocation: £31,031

Spending:

|  |  |  |
| --- | --- | --- |
| **Activity** | **Description** | **Cost** |
| 1 to 1 tutoring | Students receive intensive support is regular sessions over a fixed period of time. The programme is focussed on students in key stage 3 who made less progress than expected at primary school in English and mathematics | £3,000 |
| Alternative Curriculum | In order to support engagement and hence progress and achievement at in Years 9 to 11, we offer targeted students alternative provision:   * BTEC Engineering (level 2) * Skillforce\* | £43,300 |

\* SkillForce is an education charity working with 10,000 young people throughout 150 schools in Great Britain who are in danger of leaving school without the skills and qualifications they need to succeed in life.

Note that we use the Pupil Premium funding within the context of a coherent whole-school development plan and budget, identifying and implementing the most effective strategies in order to narrow the gap between advantaged and disadvantaged students within our intake. For example, effective feedback can produce a potential maximum gain in progress of additional nine months across an academic year for an average student (‘Toolkit of Strategies to Improve Learning’, Sutton Trust (May 2011)) and is therefore one of the most effective interventions a school can put in place. Reflecting its importance, we devoted one Thursday meeting each term in 2012-13 to marking as a team, and to the development of effective feedback. From 2013-14 onwards, one after school meeting each term has been devoted to work sampling. We also adopted, from September 2012, a standardised format for feedback which we call Triple Impact Marking. Developing feedback is just one strand of our work on embedding Assessment for Learning, which has already been the main focus of our School Development Plan for many years. Improving the effectiveness of feedback is not costly in terms of money, but it is costly in terms of time. Other more costly interventions are supported by the school budget. For example, at Key Stage 3, although we are a six-form entry school, we teach in seven groups, with the seventh group in Year 7 usually an intervention group to support those who join the school at below level 4, particularly in English. We also use funds provided by a local charity to provide counselling, at an annual cost of £12,000. This operates within our Gateway cottage, where many other programmes are in place to help students manage their motivation and emotional well-being, for example anger management, bereavement support and work on self esteem.

Success that we have in supporting vulnerable students to achieve is always the sum total of a wide range of effective strategies, which are carefully led and managed.

The tables below show which specific interventions each disadvantaged student accessed in the academic year 2015-16. In addition all accessed regular and individual progress management, mentoring, advice and personal support through the House system.

The impact of the expenditure on the educational attainment on pupils at the school:

**1 to 1 tutoring**

Academic Year 2014-15

Total budget: £8000

Total expenditure: £9441

The standard tutoring programme was ten individual one hour sessions. However the number of sessions was flexible dependent on need, and some tutoring was delivered in small groups of two or three students, rather than individually.

***English***

|  |  |
| --- | --- |
|  | Number of students receiving tutoring |
| Y7 | 2 |
| Y8 | 5 |
| Y9 | 6 |
| Y10 | 3 |
| Y11 | 4 |

Total Expenditure on English tutoring: £4268.40

***Maths***

|  |  |
| --- | --- |
|  | Number of students receiving tutoring |
| Y7 | 2 |
| Y8 | 11 |
| Y9 | 3 |
| Y10 | - |
| Y11 | 11 |

Total expenditure on maths tutoring: £5172.28

For each student who received tutoring, a referral form was completed by the subject teacher identifying specific areas of focus and progress was reviewed at the end of the programme.

**1 to 1 tutoring**

Academic Year 2013-14

Total budget: £8000

Total expenditure: £6626.26

*Note additional tutoring was also provided for 6 out of the 21 students eligible for the Year 7 catch-up premium who were also students eligible for pupil premium. The cost of their tutoring was £1960.57 which is not included in the figure above.*

The standard tutoring programme was ten individual one hour sessions. However the number of sessions was flexible dependent on need, and some tutoring was delivered in small groups of two or three students, rather than individually.

***English***

|  |  |
| --- | --- |
|  | Number of students receiving tutoring |
| Y7 | 4 |
| Y8 | 2 |
| Y9 | 0 |
| Y10 | 8 |
| Y11 | 1 |

Total Expenditure on English tutoring: £1489.91

***Maths***

|  |  |
| --- | --- |
|  | Number of students receiving tutoring |
| Y7 | 2 |
| Y8 | 7 |
| Y9 | 2 |
| Y10 | 4 |
| Y11 | 0 |

Total expenditure on maths tutoring: £4776.35

For each student who received tutoring, a referral form was completed by the subject teacher identifying specific areas of focus and progress was reviewed at the end of the programme.

Academic Year 2012-13

Total budget: £8000

Total expenditure: £8872.68

***English***

|  |  |
| --- | --- |
|  | Number of students receiving tutoring |
| Y7 | 6 |
| Y8 | 7 |
| Y9 | 6 |
| Y10 | 6 |
| Y11 | 0 |

Total Expenditure on English tutoring: £6977.26

***Maths***

|  |  |
| --- | --- |
|  | Number of students receiving tutoring |
| Y7 | 1 |
| Y8 | 0 |
| Y9 | 6 |
| Y10 | 1 |
| Y11 | 0 |

Total Expenditure on maths tutoring: £1895.42

Academic Year 2011-12

***English***

|  |  |
| --- | --- |
|  | Number of students receiving tutoring |
| Y7 | 1 |
| Y8 | 14 |
| Y9 | 6 |
| Y10 | 2 |
| Y11 | 0 |

Total Expenditure on English tutoring: £6840.37

***Maths***

|  |  |
| --- | --- |
|  | Number of students receiving tutoring |
| Y7 | 5 |
| Y8 | 10 |
| Y9 | 0 |
| Y10 | 0 |
| Y11 | 0 |

Total Expenditure on maths tutoring: £4053.25

*Feedback from tutors*

Feedback from the 3 tutors suggested that, as a result of 1-2-1 tuition in maths and English, 57% of students had made ‘lots of progress’, 29% of students had made ‘some progress’ and 14% of students had made ‘limited progress’.

They based this assessment on: comparison against initial assessments; feedback from teachers; student feedback; ongoing assessment of student progress

It was noted that ‘different students have progressed at different rates – while some had made ‘terrific progress’, and their confidence had really improved, some had made slower progress and ‘were making the same mistakes.’.

Suggested reasons for this success included:

* Individual attention means that tutors can tailor teaching and learning to meet individual needs
* Fewer distractions from peers
* Helps to improve confidence as well as skills

Potential areas for improvement included:

* Reducing the number of sessions from 10 to 5-6 per student
* Increasing the number of students to 2-3 per session (depending on group)

(Note: some tutors would prefer the current arrangements to continue – flexibility is probably the best plan)

*Feedback from Heads of House*

Heads of House were asked to provide specific feedback from individual students about their experience of 1-2-1 tuition.

|  |  |
| --- | --- |
| House 1 | *One student*  Student gained more confidence in lessons and achieved a secure L5 in English at the end of KS3 |
| House 2 | *Two students*  Both found the tuition extremely useful, especially in preparing for tests |
| House 3 | *Two students*  Both found the sessions very helpful – they were able to provide specific examples of things they had learnt and they felt that they had gained a lot from it |
| House 4 | *Three students*  Student 1 – only had 2 sessions –as kept forgetting to attend – can join writing better and did find the sessions useful  Student 2 – attended all sessions and found them very useful – really liked having 1-2-1 tuition  Student 3 – attended all the sessions and found them very beneficial for his spelling and joining writing. Can write faster and get more done – really helped with his reading |
| House 5 | *Three students*  Student 1 – says she benefited from them in lots of different ways and feels much happier in her subject (English) now  Student 2 – finds that it has helped his writing to become neater and he can understand things better now – he has really benefited and wants it to continue  Student 3 – things are the same as before and not much improvement from her point of view |
| House 6 | *Three students*  Student 1 – found it extremely useful – helping to go over things she did not understand; learning easier methods to work things out (maths); helped with revision for tests – wants more sessions  Student 2 – found it extremely useful – helped with learning/ memorising things; how to write a good story; improved her handwriting; how to use punctuation better  Student 3 – found it extremely useful – learnt easy ways to solve maths problems; learnt how to avoid losing marks in tests; improved her algebra – would like 2 sessions per week! |

The impact of the expenditure on the educational attainment on pupils at the school:

**Alternative Curriculum**

Engineering

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Number of students** | **GCSE equivalence** | **Grades** | **Subject residual** |
| 2014-15 | 7 | 1 GCSE | 1 x Distinction (A\*)  1 x Merit (A)  3 x Pass (C) | tbc |
| 2013-14 | 7 | 1 GCSE | 1 x Distinction (A\*)  1 x Merit (A)  5 x Pass (C) | +5.44 |
| 2012-13 | 8 | 2 GCSEs | 8 x Pass (C) | +4.5 |
| 2011-12 | 2 | 2 GCSEs | 1 x Distinction (A\*)  1x Merit (A) | +12.5 |
| 2010-11 | 6 | 2 GCSEs | 3 x Merit (A)  3 x Pass (C) | +6.97 |
| 2009-10 | 3 | 2 GCSEs | 3 x Pass (C) | +4.3 |

Skillforce

| **Year** | **Number of students** | **GCSE equivalence** | **Grades** | **Subject residual** |
| --- | --- | --- | --- | --- |
| 2014-15 | 5 | None | All achieved:  ASDAN Level 2 Wider Key Skills and Level 2 COPE ('worth' 2 GCSE B grades to the students)  BTEC Workskills Level 2 - 13 credits  ('worth' 1 GCSE C grade to the students)  plus...ST John's Ambulance Young First Aider, DoE Bronze Award and DoD Navigation Award (Bronze) | - |
| 2013-14 | 0 | - | - | - |
| 2012-13 | 9 | 3 GCSEs | All achieved Bs | +10.07 |
| 2011-12 | 7 | 3 GCSEs | All achieved Bs | +13.26 |
| 2010-11 | 5 | 3 GCSEs | All achieved Bs | +15.53 |
| 2009-10 | 7 | 3 GCSEs | All achieved Bs | +10.65 |

**Careers Guidance**

2015 Leavers

|  |  |  |
| --- | --- | --- |
|  | **Whole cohort (171)** | **FSM6/CLA** |
| Education | 95% | 29 (97%) |
| Apprenticeship | 4% | 1 (3%) |
| Employment | 1% |  |
| NEET | - |  |
| Emigrated | 0% (1 student) |  |

Further analysis of the types of courses on which FSM6/LAC enrolled:

|  |  |
| --- | --- |
|  | **Number of students** |
| A levels (Level 3) | 12 |
| BTEC (Level 3) | 4 |
| BTEC (Level 2) | 7 |
| BTEC (Level 1) | 2 |
| BTEC (Level unknown) | 3 |
| Football academy | 1 |
| Apprenticeship (level 2) | 1 |

2014 Leavers

|  |  |  |
| --- | --- | --- |
|  | **Whole cohort (181)** | **FSM6/CLA** |
| Education | 95% | 13 (87%) |
| Apprenticeship | 2% | 1 (7%) |
| Employment | - |  |
| NEET | 2% |  |
| Emigrated | 1% |  |
| Deceased | 1% | 1 (7%) |

Further analysis of the types of courses on which FSM6/LAC enrolled:

|  |  |
| --- | --- |
|  | **Number of students** |
| A levels (Level 3) | 9 |
| BTEC (Level 3) | 4 |
| BTEC (Level 2) | 0 |
| Foundation | 0 |
| Apprenticeship (level 2) | 1 |
| Deceased | 1 |

2013 Leavers

|  |  |  |
| --- | --- | --- |
|  | **Whole cohort (171)** | **FSM6/CLA (24)** |
| Education | 96% | 23 (96%) |
| Apprenticeship | 1% |  |
| Employment | 1% | 1 (4%) |
| NEET (due to ill health) | 1% |  |
| Emigrated | 1% |  |

Further analysis of the types of courses on which FSM6/LAC enrolled:

|  |  |
| --- | --- |
|  | **Number of students** |
| A levels (Level 3) | 9 |
| BTEC (Level 3) | 7 |
| BTEC (Level 2) | 4 |
| Foundation | 3 |

The impact of the expenditure on the educational attainment on pupils at the school:

**Attainment by disadvantaged pupils**

*It should be noted that the number of students eligible for Pupil Premium each year is small and therefore group comparisons should be treated with care.*

Expected progress in English

The proportion making expected progress in English increased in 2014 and again in 2015, and the gap with other pupils nationally continues to narrow.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2013** |  |  |  | **2014** |  |  |  | **2015** |  |  |  |
| **KS2**  **level** | **Cohort** | **School %** | **National other pupils %** | **Diff%** | **Cohort** | **School %** | **National other pupils %** | **Diff%** | **Cohort** | **School %** | **National other pupils %** | **Diff%** |
| 2 | 1 | 0 | 54 | -54 | 0 |  |  |  | 2 | 100 | 59 | 41 |
| 3 | 4 | 50 | 61 | -11 | 1 | 100 | 66 | 34 | 3 | 33 | 68 | -35 |
| 4 | 13 | 46 | 75 | -29 | 8 | 63 | 75 | -12 | 17 | 59 | 74 | -15 |
| 5 | 4 | 75 | 81 | -6 | 3 | 33 | 80 | -47 | 6 | 67 | 79 | -12 |
| **Overall** | 22 | **52%** | 74 | -22 | 12 | **58%** | 75 | -17 | 28 | **61%** | 74 | -13 |

Expected progress in mathematics

The proportion making expected progress in mathematics increased in 2014 and again in 2015, and the gap with other pupils nationally has narrowed.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2013** |  |  |  | **2014** |  |  |  | **2015** |  |  |  |
| **KS2**  **level** | **Cohort** | **School %** | **National other pupils %** | **Diff%** | **Cohort** | **School %** | **National other pupils %** | **Diff%** | **Cohort** | **School %** | **National other pupils %** | **Diff%** |
| 2 | 1 | 0 | 20 | -20 | 0 |  |  |  | 2 | 0 | 23 | -23 |
| 3 | 5 | 20 | 50 | -30 | 2 | 100 | 46 | 54 | 7 | 57 | 50 | 7 |
| 4 | 11 | 55 | 81 | -26 | 5 | 60 | 74 | -14 | 15 | 80 | 74 | 6 |
| 5 | 5 | 60 | 84 | -24 | 5 | 60 | 80 | -20 | 4 | 75 | 82 | -7 |
| **Overall** | 22 | **45%** | 76 | -31 | 12 | **67%** | 71 | -4 | 28 | **68%** | 72 | -4 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Value Added** |  | **2013** | |  |  | **2014** | |  |  | **2015** | | | **Overall** |  | **Cohort** | **School** |  |  | **Cohort** | **School** |  |  | **Cohort** | **School** | | **Disadvantaged pupils** |  | **22** | **991.9** |  |  | **12** | **998.1** |  |  | [**28**](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VAPup&SchoolID=137921&DataYear=2015&SubjectID=-1&IsAmended=False&DataSetDesc=Unvalidated&Filtering=FSMorCLA%3D1&ViewPupilDataAllowed=false&Grouping=&rs%3AParameterLanguage=) | [**986.5**](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VASct&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&SubjectID=-1&Grouping=&Filtering=FSMorCLA%3D1&rs%3AParameterLanguage=) | | Other pupils |  | 135 | 1017.0 |  |  | 156 | 1037.7 |  |  | [125](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VAPup&SchoolID=137921&DataYear=2015&IsAmended=False&SubjectID=-1&DataSetDesc=Unvalidated&Filtering=FSMorCLA%3D0&ViewPupilDataAllowed=false&Grouping=&rs%3AParameterLanguage=) | [1025.7](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VASct&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&SubjectID=-1&Grouping=&Filtering=FSMorCLA%3D0&rs%3AParameterLanguage=) | |
| |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **English** | | | | | | | | | | | | | **Disadvantaged pupils** |  | **22** | **1000.4** |  |  | **12** | **999.4** |  |  | [**28**](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VAPup&SchoolID=137921&DataYear=2015&SubjectID=601&IsAmended=False&DataSetDesc=Unvalidated&Grouping=&Filtering=FSMorCLA%3D1&ViewPupilDataAllowed=False&rs%3AParameterLanguage=) | [**998.8**](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VASct&SchoolID=137921&DataYear=2015&IsAmended=False&SubjectID=601&DataSetDesc=Unvalidated&Grouping=&Filtering=FSMorCLA%3D1&rs%3AParameterLanguage=) | | Other pupils |  | 135 | 1002.7 |  |  | 156 | 1003.6 |  |  | [125](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VAPup&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&SubjectID=601&Filtering=FSMorCLA%3D0&Grouping=&ViewPupilDataAllowed=False&rs%3AParameterLanguage=) | [1001.3](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VASct&SchoolID=137921&DataYear=2015&IsAmended=False&SubjectID=601&DataSetDesc=Unvalidated&Grouping=&Filtering=FSMorCLA%3D0&rs%3AParameterLanguage=) | |
| |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Mathematics** | | | | | | | | | | | | | **Disadvantaged pupils** |  | **22** | **997.7** |  |  | **12** | **999.4** |  |  | [**28**](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VAPup&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&SubjectID=602&Filtering=FSMorCLA%3D1&Grouping=&ViewPupilDataAllowed=false&rs%3AParameterLanguage=) | [**999.4**](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VASct&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&SubjectID=602&Grouping=&Filtering=FSMorCLA%3D1&rs%3AParameterLanguage=) | | Other pupils |  | 135 | 1001.1 |  |  | 156 | 1002.5 |  |  | [125](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VAPup&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&SubjectID=602&Grouping=&Filtering=FSMorCLA%3D0&ViewPupilDataAllowed=False&rs%3AParameterLanguage=) | [1001.7](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VASct&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&SubjectID=602&Grouping=&Filtering=FSMorCLA%3D0&rs%3AParameterLanguage=) | |
| |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Science** | | | | | | | | | | | | | **Disadvantaged pupils** |  | **13** | **1000.2** |  |  | **10** | **1000.6** |  |  | [**24**](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VAPup&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&SubjectID=603&Filtering=FSMorCLA%3D1&Grouping=&ViewPupilDataAllowed=false&rs%3AParameterLanguage=) | [**999.9**](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VASct&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&SubjectID=603&Grouping=&Filtering=FSMorCLA%3D1&rs%3AParameterLanguage=) | | Other pupils |  | 118 | 1003.7 |  |  | 145 | 1003.7 |  |  | [118](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VAPup&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&SubjectID=603&Grouping=&Filtering=FSMorCLA%3D0&ViewPupilDataAllowed=False&rs%3AParameterLanguage=) | [1002.3](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VASct&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&SubjectID=603&Grouping=&Filtering=FSMorCLA%3D0&rs%3AParameterLanguage=) | |
| |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Languages** | | | | | | | | | | | | | **Disadvantaged pupils** |  | **9** | **1001.0** |  |  | **3** | **998.7** |  |  | [**12**](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VAPup&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&SubjectID=604&Filtering=FSMorCLA%3D1&Grouping=&ViewPupilDataAllowed=false&rs%3AParameterLanguage=) | [**1000.7**](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VASct&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&SubjectID=604&Grouping=&Filtering=FSMorCLA%3D1&rs%3AParameterLanguage=) | | Other pupils |  | 100 | 1004.7 |  |  | 127 | 1004.5 |  |  | [99](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VAPup&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&SubjectID=604&Grouping=&Filtering=FSMorCLA%3D0&ViewPupilDataAllowed=False&rs%3AParameterLanguage=) | [1000.7](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VASct&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&SubjectID=604&Grouping=&Filtering=FSMorCLA%3D0&rs%3AParameterLanguage=) | |
| |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Humanities** | | | | | | | | | | | | | **Disadvantaged pupils** |  | **8** | **999.6** |  |  | **7** | **996.2** |  |  | [**10**](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VAPup&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&SubjectID=605&Grouping=&Filtering=FSMorCLA%3D1&ViewPupilDataAllowed=False&rs%3AParameterLanguage=) | [**1002.9**](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VASct&SchoolID=137921&DataYear=2015&IsAmended=False&SubjectID=605&DataSetDesc=Unvalidated&Grouping=&Filtering=FSMorCLA%3D1&rs%3AParameterLanguage=) | | Other pupils |  | 110 | 1004.2 |  |  | 125 | 1004.9 |  |  | [101](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VAPup&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&SubjectID=605&Grouping=&Filtering=FSMorCLA%3D0&ViewPupilDataAllowed=FALSE&rs%3AParameterLanguage=) | [1004.5](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS24.VASct&SchoolID=137921&DataYear=2015&IsAmended=False&SubjectID=605&DataSetDesc=Unvalidated&Grouping=&Filtering=FSMorCLA%3D0&rs%3AParameterLanguage=) | |

* Progress (VA) by disadvantagedpupils is above the national group mean in 2015 overall and for all subjects
* Progress by disadvantaged pupils has been above the national group mean in all of 2013, 2014 and 2015
* Overall value added for disadvantaged students increased from 2013 to 2104 but dropped back in 2015
* Value added for disadvantaged students in 2015 was above 1000 in Languages and Humanities
* The increase in mathematics VA for disadvantaged students has been maintained in 2015
* Value added in English and Science has decreased but remains above the national group mean in 2015

Because the group sizes are small, case studies are essential to understand the barriers to achievement, the interventions put in place, their impact, and the outcomes for the student. As can be seen below, in each year, between one and three students achieved significantly less well than expected.

2015



2014



2013



|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Average Point Score** |  | **2013** | | | |  |  | **2014** | | | |  |  | **2015** | | | | | **English APS** |  | **Cohort** | **School** | **National other pupils** | **Diff** |  |  | **Cohort** | **School** | **National other pupils** | **Diff** |  |  | **Cohort** | **School** | **National other pupils** | **Diff** | | **Disadvantaged pupils** |  | **25** | **38.6** | 40.5 | **-1.9** |  |  | **12** | **41.0** | 40.4 | **0.6** |  |  | [**28**](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS4.7A&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&Filtering=FSMorCLA%3D1&SubjectID=26&rs%3AParameterLanguage=) | **36.4** | 40.5 | **-4.1** | | Other pupils |  | 146 | 45.9 |  | 5.4 |  |  | 166 | 47.0 |  | 6.6 |  |  | [143](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS4.7A&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&SubjectID=26&Filtering=FSMorCLA%3D0&rs%3AParameterLanguage=) | 43.2 |  | 2.7 | | Within school gap |  |  | |  | | --- | | -7.3 | |  |  |  |  |  | |  | | --- | | -6.0 | |  |  |  |  |  | -6.8 |  |  | |  | | | | | | | | | | | | | | | | | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Mathematics APS** | | | | | | | | | | | | | | | | | | | **Disadvantaged pupils** |  | **25** | **35.9** | 40.9 | **-5.0** |  |  | **12** | **41.0** | 40.1 | **0.9** |  |  | [**28**](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS4.7A&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&Filtering=FSMorCLA%3D1&SubjectID=8&rs%3AParameterLanguage=) | **35.4** | 40.6 | **-5.2** | | Other pupils |  | 146 | 44.3 |  | 3.4 |  |  | 166 | 46.4 |  | 6.3 |  |  | [143](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS4.7A&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&SubjectID=8&Filtering=FSMorCLA%3D0&rs%3AParameterLanguage=) | 43.9 |  | 3.3 | | Within school gap |  |  | |  | | --- | | -8.4 | |  |  |  |  |  | |  | | --- | | -5.4 | |  |  |  |  |  | -8.5 |  |  | |  | | | | | | | | | | | | | | | | | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Capped APS** | | | | | | | | | | | | | | | | | | | **Disadvantaged pupils** |  | **25** | **328.8** | 350.9 | **-22.1** |  |  | **12** | **332.5** | 324.8 | **7.7** |  |  | [**28**](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS4.7A&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&Filtering=FSMorCLA%3D1&SubjectID=0&rs%3AParameterLanguage=) | **281.5** | 326.6 | **-45.1** | | Other pupils |  | 146 | 380.1 |  | 29.2 |  |  | 166 | 383.1 |  | 58.3 |  |  | [143](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS4.7A&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&SubjectID=0&Filtering=FSMorCLA%3D0&rs%3AParameterLanguage=) | 361.0 |  | 34.4 | | Within school gap |  |  | |  | | --- | | -51.3 | |  |  |  |  |  | |  | | --- | | -50.6 | |  |  |  |  |  | -79.5 |  |  | |

Attainment by disadvantaged pupils is above the national group mean on all measures in 2014 and in 2015

Achievement has declined in English in 2015 and the within school gap is static

Achievement has declined in mathematics in 2015 and the within school gap has widened back to the 2013 value

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Threshold** |  | |  | | --- | | **2013** | | | | |  |  | |  | | --- | | **2014** | | | | |  |  | **2015** | | | | |  |  | **Cohort** | |  | | --- | | **School** | | **National other pupils** | |  | | --- | | **Diff** | |  |  | **Cohort** | |  | | --- | | **School** | | **National other pupils** | |  | | --- | | **Diff** | |  |  | **Cohort** | |  | | --- | | **School** | | **National other pupils** | |  | | --- | | **Diff** | | | **English Baccalaureate** |  |  | **%** | **%** | **%** |  |  |  | **%** | **%** | **%** |  |  |  | **%** | **%** | **%** | | |  | | --- | | **Disadvantaged pupils** | |  | **25** | |  | | --- | | **20** | | 27 | **-7** |  |  | |  | | --- | | **12** | | |  | | --- | | **17** | | 28 | |  | | --- | | **-11** | |  |  | [**28**](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS4.4A_FSM&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&ViewPupilDataAllowed=False&ViewPupilContext=False&Threshold=EBACC&Filtering=FSMorCLA%3D1&FSMCLA=True&rs%3AParameterLanguage=) | **18** | 28 | **-10** | | |  | | --- | | Other pupils | |  | 146 | |  | | --- | | 57 | |  | 30 |  |  | |  | | --- | | 166 | | |  | | --- | | 60 | |  | |  | | --- | | 32 | |  |  | [143](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS4.4A_FSM&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&ViewPupilDataAllowed=False&ViewPupilContext=False&Threshold=EBACC&Filtering=FSMorCLA%3D0&FSMCLA=False&rs%3AParameterLanguage=) | 49 |  | 21 | | |  | | --- | | Within school gap | |  |  | |  | | --- | | -37 | |  |  |  |  |  | |  | | --- | | -43 | |  |  |  |  |  | -31 |  |  | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **5 A\*-C including English and mathematics** | | | | | | | | | | | | | | | | | | | |  | | --- | | **Disadvantaged pupils** | |  | **25** | |  | | --- | | **40** | | 67 | **-27** |  |  | |  | | --- | | **12** | | |  | | --- | | **58** | | 62 | |  | | --- | | **-4** | |  |  | [**28**](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS4.4A_FSM&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&ViewPupilDataAllowed=False&ViewPupilContext=False&Threshold=5ACEM&Filtering=FSMorCLA%3D1&FSMCLA=True&rs%3AParameterLanguage=) | **50** | 63 | **-13** | | |  | | --- | | Other pupils | |  | 146 | |  | | --- | | 77 | |  | 10 |  |  | |  | | --- | | 166 | | |  | | --- | | 83 | |  | |  | | --- | | 21 | |  |  | [143](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS4.4A_FSM&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&ViewPupilDataAllowed=False&ViewPupilContext=False&Threshold=5ACEM&Filtering=FSMorCLA%3D0&FSMCLA=False&rs%3AParameterLanguage=) | 77 |  | 14 | | |  | | --- | | Within school gap | |  |  | |  | | --- | | -37 | |  |  |  |  |  | |  | | --- | | -25 | |  |  |  |  |  | -27 |  |  | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Basics** | | | | | | | | | | | | | | | | | | | |  | | --- | | **Disadvantaged pupils** | |  | **25** | |  | | --- | | **40** | | 67 | **-27** |  |  | |  | | --- | | **12** | | |  | | --- | | **58** | | 64 | |  | | --- | | **-6** | |  |  | [**28**](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS4.4A_FSM&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&ViewPupilDataAllowed=False&ViewPupilContext=False&Threshold=BASIC&Filtering=FSMorCLA%3D1&FSMCLA=True&rs%3AParameterLanguage=) | **50** | 65 | **-15** | | |  | | --- | | Other pupils | |  | 146 | |  | | --- | | 78 | |  | 11 |  |  | |  | | --- | | 166 | | |  | | --- | | 85 | |  | |  | | --- | | 21 | |  |  | [143](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS4.4A_FSM&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&ViewPupilDataAllowed=False&ViewPupilContext=False&Threshold=BASIC&Filtering=FSMorCLA%3D0&FSMCLA=False&rs%3AParameterLanguage=) | 78 |  | 13 | | |  | | --- | | Within school gap | |  |  | |  | | --- | | -38 | |  |  |  |  |  | |  | | --- | | -27 | |  |  |  |  |  | -28 |  |  | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **English A\*-C** | | | | | | | | | | | | | | | | | | | |  | | --- | | **Disadvantaged pupils** | |  | **25** | |  | | --- | | **56** | | 74 | **-18** |  |  | |  | | --- | | **12** | | |  | | --- | | **67** | | 73 | |  | | --- | | **-6** | |  |  | **28** | **54** | 74 | **-20** | | |  | | --- | | Other pupils | |  | 146 | |  | | --- | | 87 | |  | 13 |  |  | |  | | --- | | 166 | | |  | | --- | | 92 | |  | |  | | --- | | 19 | |  |  | 143 | 81 |  | 7 | | |  | | --- | | Within school gap | |  |  | |  | | --- | | -31 | |  |  |  |  |  | |  | | --- | | -25 | |  |  |  |  |  | -27 |  |  | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Mathematics A\*-C** | | | | | | | | | | | | | | | | | | | |  | | --- | | **Disadvantaged pupils** | |  | **25** | |  | | --- | | **52** | | 77 | **-25** |  |  | |  | | --- | | **12** | | |  | | --- | | **75** | | 74 | |  | | --- | | **1** | |  |  | **28** | **57** | 74 | **-17** | | |  | | --- | | Other pupils | |  | 146 | |  | | --- | | 82 | |  | 5 |  |  | |  | | --- | | 166 | | |  | | --- | | 90 | |  | |  | | --- | | 16 | |  |  | 143 | 88 |  | 14 | | |  | | --- | | Within school gap | |  |  | |  | | --- | | -30 | |  |  |  |  |  | |  | | --- | | -15 | |  |  |  |  |  | -31 |  |  | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **5 A\*-G** | | | | | | | | | | | | | | | | | | | |  | | --- | | **Disadvantaged pupils** | |  | **25** | |  | | --- | | **96** | | 96 | **0** |  |  | |  | | --- | | **12** | | |  | | --- | | **100** | | 95 | |  | | --- | | **5** | |  |  | [**28**](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS4.4A_FSM&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&ViewPupilDataAllowed=False&ViewPupilContext=False&Threshold=5AGEM&Filtering=FSMorCLA%3D1&FSMCLA=True&rs%3AParameterLanguage=) | **96** | 96 | **0** | | |  | | --- | | Other pupils | |  | 146 | |  | | --- | | 99 | |  | 3 |  |  | |  | | --- | | 166 | | |  | | --- | | 100 | |  | |  | | --- | | 5 | |  |  | [143](http://172.18.43.25/ReportServer?%2FRAISEOnline%2FKS4.4A_FSM&SchoolID=137921&DataYear=2015&IsAmended=False&DataSetDesc=Unvalidated&ViewPupilDataAllowed=False&ViewPupilContext=False&Threshold=5AG&Filtering=FSMorCLA%3D0&FSMCLA=False&rs%3AParameterLanguage=) | 100 |  | 4 | | |  | | --- | | Within school gap | |  |  | |  | | --- | | -3 | |  |  |  |  |  | |  | | --- | | 0 | |  |  |  |  |  | -4 |  |  | |

Attainment by disadvantaged pupils is above the national group mean on all measures in 2014 and in 2015

A higher proportion of pupils achieved the English Baccalaureate in 2015 and the within school gap narrowed

The proportion of pupils achieving 5+A\*-C(EM) declined but the within school gap remained broadly the same

The proportion of pupils gaining A\*-C passes in both English and mathematics declined but the within school gap remained broadly the same

The A\*-C pass rate in English declined but the within school gap remained broadly the same

The A\*-C pass rate in mathematics declines and the within school gap widened to the 2013 value