

## Impact of Pupil Premium spending 2014-15

To try to show the impact of spending of Pupil Premium we have set out data below comparing disadvantaged students (referred to as PP) with non-disadvantaged (referred to as non-PP). The intention is that any gaps between the two figures should be as small as possible – and reducing - given the interventions being undertaken.

### Review of Y11 (2014-2015)

\* There are 20 disadvantaged (PP) students in Year 11 (9%). This cohort has by far the biggest gap in KS2 APS compared to other year groups. The cohort is dominated by students of mid/low ability. This is also the year group that had teacher assessments at KS2. **It is important to remember these facts when considering the data, particularly attainment data.**

demographic	PP	Non-PP
<b>KS2 APS</b>	25.45	29.22
<b>On SEN register</b>	11%	4.3%
<b>Low ability (KS2)</b>	30%	5%
<b>Mid ability (KS2)</b>	45%	36%
<b>High ability (KS2)</b>	25%	59%

By the end of Y11...	PP	Non-PP
<b>Average house participation</b>	0.15 events	1.29 events
<b>Average merits</b>	73	72.6

\* Though there is some difference in interhouse participation, the relative parity in merits is encouraging; merits reward effort and this reflects that students are trying their hardest in lessons and the work done on embedding a 'growth mindset' is seeing results.

### Headlines (from final exam data – August 2015)

5 A*-C Measures	FSM Ever 6	Total	Percent
Students with 5 x A*-C inc English & Maths GCSE ONLY	ALL	153	71.2
	No	149	76.0 ↗
	Yes	4	21.1 ↘

(comparative gaps for Cheshire East and national will be added as data becomes available)

### English progress

Progress Measures	FSM Ever 6	Total	Percent
Students making 3+ LOP in English	ALL	180	83.7
	No	169	86.2 ↗
	Yes	11	57.9 ↘

This gap is smaller than predicted at the final data collection point.

\* During the year, the average attitude to work score in English for PP students improved slightly from 1.34 → 1.25. This was largely the same for non-PP (1.35 → 1.25).

## Maths

Progress Measures	FSM Ever 6	Total	Percent
Students making 3+ LDP in Maths	ALL	159	74.0
	No	152	77.6 ↓
	Yes	7	3.8 ↓

\* During the year, the average attitude to work score in maths for PP students improved slightly from 1.64 → 1.49. This was largely the same for non-PP (1.63 → 1.5).

\* **Our interventions over the academic year had positive impact.** Comparing data from the mock exams (in December) to final summer exams, 5A\* - C for PP students increased by 10%; the number of students making expected progress in English more than doubled; and the number of students making expected progress in maths increased by over 15%.

All but two students are in education, employment or training. These students are receiving support from Cheshire East.

## Review of Y10 (2014-2015)

\* There are 39 disadvantaged (PP) students in Year 10 (18%). The PP cohort has a high percentage of students on the SEN register and is dominated by mid-ability students.

demographic	PP	Non-PP
KS2 APS	26.2	28.9
On SEN register	21%	4.5%
Low ability (KS2)	24%	8%
Mid ability (KS2)	50%	39%
High ability (KS2)	26%	53%

By the end of Y10...	PP	Non-PP
Average house participation	2.45 events	2.35 events
Average merits	61	60.5

\* The relative parity in interhouse participation data and merits reflects the efforts that our Pupil Premium Champion, as well as progress tutors and class teachers, are putting in to ensuring that the wider school experience is as rich as possible for all students, but particularly those who are disadvantaged. Involvement in school life and effort in lessons are fundamental elements to success.

## Headlines (data collection 5: May 2015)

5 A*-C Measures	FSM Ever 6	Total	Percent
Students with 5 x A*-C inc English & Maths	ALL	<u>174</u>	80.9
	No	154	87.5 †
	Yes	20	51.3 ‡

\* This gap of 36.2% is higher than the national average (26% in 2014) but broadly in line with the Cheshire East average (34% in 2014). Clearly, we are not 'accepting' this gap but constantly working to reduce it.

Progress Measures	FSM Ever 6	Total	Percent
Students making 3+ LOP in English	ALL	<u>193</u>	90.2
	No	164	93.7 †
	Yes	29	74.4 ‡
Students making 4+ LOP in English	ALL	<u>129</u>	60.3
	No	116	66.3 †
	Yes	13	33.3 ‡
Pupils included in English progress measure	ALL	<u>214</u>	99.5
	No	175	99.4 ‡
	Yes	39	100.0 †
Students making 3+ LOP in Maths	ALL	<u>187</u>	87.0
	No	163	92.6 †
	Yes	24	61.5 ‡
Students making 4+ LOP in Maths	ALL	<u>147</u>	68.4
	No	136	77.3 †
	Yes	11	28.2 ‡
Pupils included in Maths progress measure	ALL	<u>215</u>	100.0
	No	176	100.0
	Yes	39	100.0

\* Expected progress for English is showing a predicted 19.3% gap which is in-line with the national gap of 19% in 2014. Maths is showing a predicted 31.1% gap which is higher than the national gap of 25% in 2014.

\* Given the ability profile of the cohort, we recognise that progress figures are a fairer way of assessing gaps between PP and non-PP.

## English

Qualification Name	Eligible	FSM Ever 6	A <sup>+</sup> -A %	A <sup>+</sup> -C %	A <sup>+</sup> -G %	3+ LOP %	4+ LOP %	5+ LOP %	Stu Count	Entries	Residual	Avg Pts	Avg Grade
<a href="#">English Language</a>	★	All	34.4	86.8	100.0	92.3	61.7	14.8	212	212.0	0.8	45.46	B
English Language		No	39.2 ↗	89.8 ↗	100.0	93.7 ↗	66.1 ↗	16.1 ↗	176	176.0	0.7 ↘	46.51 ↗	B ↗
English Language		Yes	11.1 ↘	72.2 ↘	100.0	85.7 ↘	40.0 ↘	8.6 ↘	36	36.0	1.2 ↗	40.33 ↘	C ↘
<a href="#">English Literature</a>	★	All	34.6	90.0	100.0	94.2	63.5	14.9	211	211.0	1.0	45.74	B
English Literature		No	39.4 ↗	92.0 ↗	100.0	95.4 ↗	67.1 ↗	15.0 ↗	175	175.0	0.8 ↘	46.69 ↗	B ↗
English Literature		Yes	11.1 ↘	80.6 ↘	100.0	88.6 ↘	45.7 ↘	14.3 ↘	36	36.0	2.0 ↗	41.17 ↘	C+ ↘

\* During the year, the average attitude to work score in English for PP students worsened slightly from 1.37 → 1.41. This was largely the same for non-PP (1.37 → 1.42).

## Maths

Qualification Name	Eligible	FSM Ever 6	A <sup>+</sup> -A %	A <sup>+</sup> -C %	A <sup>+</sup> -G %	3+ LOP %	4+ LOP %	5+ LOP %	Stu Count	Entries	Residual	Avg Pts	Avg Grade
<a href="#">Maths</a>	★	All	49.1	86.4	100.0	87.7	68.9	35.8	214	214.0	2.8	47.29	B+
Maths		No	56.8 ↗	91.5 ↗	100.0	93.1 ↗	77.1 ↗	41.1 ↗	176	176.0	3.2 ↗	49.07 ↗	A- ↗
Maths		Yes	13.2 ↘	63.2 ↘	100.0	62.2 ↘	29.7 ↘	10.8 ↘	38	38.0	0.6 ↘	39.05 ↘	C ↘

\* During the year, the average attitude to work score in maths for PP students improved slightly from 1.5 → 1.46. This was largely the same for non-PP (1.5 → 1.47).

## Review of Y9 (2014-2015)

\* There are 30 disadvantaged (PP) students in Year 9 (14%). This cohort has a high percentage of students in the mid-ability band.

demographic	PP	Year group as a whole
KS2 APS	28.2	29.6
On SEN register	7%	3%
Low ability (KS2)	10%	4%
Mid ability (KS2)	57%	49%
High ability (KS2)	33%	47%

By the end of Y9...	PP	Non-PP
Average house participation	3.5 events	3.4 events
Average merits	74	73

### English

Subject Name	FSM Ever 6	Level 5+ %	Level 4+ %	Level 3+ %	4+ Sub LOP %	5+ Sub LOP %	6+ Sub LOP %	Stu Count	Residual	Avg Pts	Avg Lvl
<a href="#">English</a>	All	98.6	100.0	100.0	89.4	69.1	40.6	212	1.5	39.51	6b
English	No	98.9 ↑	100.0	100.0	91.0 ↑	69.5 ↑	39.5 ↓	182	1.4 ↓	39.74 ↑	6b ↑
English	Yes	96.7 ↓	100.0	100.0	80.0 ↓	66.7 ↓	46.7 ↑	30	1.7 ↑	38.13 ↓	6b ↓

\* During the year, the average attitude to work score in English for PP students improved slightly from 1.32 → 1.29. Non-PP improved slightly from 1.34 → 1.29.

### Maths

Subject Name	FSM Ever 6	Level 5+ %	Level 4+ %	Level 3+ %	4+ Sub LOP %	5+ Sub LOP %	6+ Sub LOP %	Stu Count	Residual	Avg Pts	Avg Lvl
<a href="#">Maths</a>	All	93.4	98.1	100.0	83.3	71.3	49.8	212	2.2	40.26	6a
Maths	No	95.1 ↑	98.9 ↑	100.0	84.9 ↑	73.7 ↑	52.0 ↑	182	2.4 ↑	40.68 ↑	6a ↑
Maths	Yes	83.3 ↓	93.3 ↓	100.0	73.3 ↓	56.7 ↓	36.7 ↓	30	1.3 ↓	37.73 ↓	6c ↓

\* During the year, the average attitude to work score in maths for PP students improved slightly from 1.6 → 1.5. This was identical for non-PP.

## Review of Y8 (2014-2015)

\* There are 28 disadvantaged (PP) students in Year 8 (13%). The cohort has a high percentage of students on the SEN register and is dominated by students of mid and high ability.

demographic	PP	Non-PP
KS2 APS	27.7	29.7
On SEN register	14.3%	3.7%
Low ability (KS2)	14.3%	6.9%
Mid ability (KS2)	39.3%	34%
High ability (KS2)	42.9%	57.4%

By the end of Y8...	PP	Non-PP
Average house participation	3.2 events	3.2 events
Average merits	227	229

### English

Subject Name	FSM Ever 6	Level 4+ %	Level 3+ %	Level 2+ %	3+ Sub LOP %	4+ Sub LOP %	5+ Sub LOP %	Stu Count	Residual	Avg Pts	Avg Lvl
<a href="#">English</a>	All	99.5	100.0	100.0	79.7	49.5	19.3	215	1.5	36.12	6c
English	No	99.5 ↓	100.0	100.0	80.5 ↑	49.2 ↓	18.9 ↓	187	1.5 ↑	36.40 ↑	6c ↑
English	Yes	100.0 ↑	100.0	100.0	74.1 ↓	51.9 ↑	22.2 ↑	28	1.3 ↓	34.21 ↓	5a ↓

\* During the year, the average attitude to work score in English for PP students remained static at 1.2. This was the same for non-PP

### Maths

Subject Name	FSM Ever 6	Level 4+ %	Level 3+ %	Level 2+ %	3+ Sub LOP %	4+ Sub LOP %	5+ Sub LOP %	Stu Count	Residual	Avg Pts	Avg Lvl
<a href="#">Maths</a>	All	97.7	100.0	100.0	82.7	65.9	42.1	216	3.2	37.89	6c
Maths	No	98.4 ↑	100.0	100.0	85.6 ↑	69.5 ↑	44.9 ↑	188	3.6 ↑	38.52 ↑	6b ↑
Maths	Yes	92.9 ↓	100.0	100.0	63.0 ↓	40.7 ↓	22.2 ↓	28	0.7 ↓	33.64 ↓	5b ↓

\* During the year, the average attitude to work score in maths for PP students improved from 1.5 to 1.4. This was identical (1.5 → 1.4) for non-PP.

## Review of Y7 (2014-2015)

\* There are 32 disadvantaged (PP) students in Year 7 (14.4%). The cohort is dominated by students of low/mid ability (on KS2 scores)

demographic	PP	Non-PP
KS2 APS	27.3	30.6
On SEN register	19%	8.4%
Low ability (KS2)	25%	5%
Mid ability (KS2)	44%	28%
High ability (KS2)	31%	67%

By the end of Y7...	PP	Non-PP
Average house participation	2.32 events	2.32 events
Average merits	185	185

### English

Subject Name	FSM Ever 6	Level 3+ %	Level 2+ %	Level 1+ %	2+ Sub LOP %	3+ Sub LOP %	4+ Sub LOP %	Stu Count	Residual	Avg Pts	Avg Lvl
English	All	99.5	100.0	100.0	44.6	10.4	0.9	222	2.7	32.32	5b
English	No	99.5 ↓	100.0	100.0	45.3 ↑	11.1 ↑	0.5 ↓	190	2.9 ↑	32.85 ↑	5b ↑
English	Yes	100.0 ↑	100.0	100.0	40.6 ↓	6.3 ↓	3.1 ↑	32	1.5 ↓	29.19 ↓	4b ↓

\* During the year, the average attitude to work score in English for PP students fell marginally from 1.16 to 1.4. For non-PP students this fell from 1.6 to 1.37.

### Maths

Subject Name	FSM Ever 6	Level 3+ %	Level 2+ %	Level 1+ %	2+ Sub LOP %	3+ Sub LOP %	4+ Sub LOP %	Stu Count	Residual	Avg Pts	Avg Lvl
Maths	All	100.0	100.0	100.0	65.3	40.1	14.9	222	5.1	34.67	5a
Maths	No	100.0	100.0	100.0	66.8 ↑	41.1 ↑	15.8 ↑	190	5.4 ↑	35.29 ↑	5a ↑
Maths	Yes	100.0	100.0	100.0	56.3 ↓	34.4 ↓	9.4 ↓	32	3.2 ↓	30.94 ↓	5c ↓

\* During the year, the average attitude to work score in maths for PP students improved from 1.4 to 1.3. For non-PP students this also improved from 1.4 to 1.3.

### **KS3 evaluative comment**

House participation figures reflect the work that progress tutors and Pupil Premium Champion have done in encouraging extra-curricular participation. PP students either match or exceed the average number of house events to non-PP. In addition, the average number is increasing from Y7 – Y9, which shows that efforts from progress tutors and PPC are embedded and effective.

Similarly, merits for PP students match averages for non-PP (give or take 2 merits). Although the average number reduces in Y9, this is reflective of the pattern across the school as a whole as older children tend to be less motivated by the rewards of merits.

Also encouragingly, the average attitude-to-work scores have either remained static or improved slightly for English and maths (with the exception of a 0.02 reduction in Y7 English). This is again reflective of efforts by class teachers to forge positive relationships with PP students and deliver engaging lessons and purposeful homework, to which students are 'buying in'.

Although PP students do underperform non-PP in progress for English and maths through KS3, the APS for both subjects shows that the average gap is decreasing from Y7 → Y9. Clearly, these are referring to different cohorts of children so a direct comparison has its limitations, but nevertheless, the picture improves the more time the students spend at Brine Leas.

	<b>English average points (gap)</b>	<b>Maths average points (gap)</b>
<b>Y7</b>	3.66	4.35
<b>Y9</b>	1.6	2.9

This data is encouraging as it reflects the efforts to close gaps at KS3 so that they are manageable at KS4. It shows that the progress made by PP students is more rapid at KS3 than that of KS4, which research confirms is reflective of effective teaching<sup>1</sup>.

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<sup>1</sup> *Improving the impact of teachers on pupil achievement in the UK – interim findings*, Sutton Trust, 2011