

## Pupil Premium Impact Statement 2015/16 – a summary

NB. Please refer to the new Pupil Premium Strategy document for more detail

### Introduction

The Pupil Premium was introduced by the Government in April 2011. It is additional funding allocated to schools to support Pupil Premium eligible pupils (those who receive Free School Meals, those who have been in receipt of Free School Meals in the last six years, Looked After Children, service children and adopted children). The aim of the Pupil Premium is to close the historic attainment and progress gaps between this group of children and all other children.

### Glossary

**PP** – Pupil Premium

**DAP** - Disadvantaged students NB: does not include Service or adopted students

**PAG** - Prior attainment group

**EP** – expected progress

**MEP** – more than expected progress

**NA** – National Average

**ACEM** – percentage of students gaining 5 or more GCSEs

**ARB** – Area Resource Base for students with Special Educational Needs

**P8** and **VA**– measure of progress made across all subjects

**L3/4/5** – Students arriving from primary school on level 3/4/5

**Basics** – percentage of students gaining a grade C or above in maths and English

**TA** – Teaching Assistant

**EST** – Education Support Team

**NEETS** – the proportion of our leavers who did not enter some form of education, employment or training

### Use of Pupil Premium

Because we have a significant number of disadvantaged students, our strategy is to ensure funds touch all aspects of school life. This statement shows the distribution of PP children across the college, how funding has been spent and its impact. Whilst the gaps in achievement still exist, there is strong evidence to suggest these are closing, rapidly in some cases. Plans are in place to further narrow and eradicate these gaps.

### Pupil Premium Profile 2015/16

	FSM	E6	CLA	Service	Ever4	Adopted	Total Pupil Premium	% of year group
Year 7	16	37	1	2	4	4	64	30%
Year 8	22	22	1	1	2	0	48	23%
Year 9	15	32	1	3	1	2	54	26%
Year 10	16	38	0	4	0	0	58	28%
Year 11	21	19	2	3	0	0	45	21%

(See Financial Statement 2014/15 for details of anticipated and actual spend).



	TA and EST costing included above  £4000	targeted support from a Behavioural and Emotional Health consultant  EST and TA support for targeted students  Support for alternative educational provision	reduction from 151 days to 77 days (49% reduction) Repeat offenders who are Pupil Premium students fall from 13 to 6 (54% reduction).  9 Pupils who are PP reduced their Stage of Suspension throughout the year
<b>Whole school Needs</b>	£31950	Leadership of Pupil Premium agenda	Improved results in many areas as highlighted below
<b>Aspirations</b>	£45298  Second tutor included above  £4662	Transition and Stepping Stones  Parent workshops and Learning Events  Holiday programme and Saturday School  Second tutor funded for all tutor groups to allow targeted focus on PP students  WRL coordinators allocated to each house to work one to one with targeted PP students  Careers advice given to each individual PP student	All PP students received one to one or small group advice in 15/16  Work experience – All PP students with the exception of one PP student in our ARB did a week of work experience (the ARB student attended Camborne Coilege during this time to further develop his skills as a learner and prepare him for college  Post 16 – All students with the exception of 1 PP student (under CAMHs) are in post 16 education or training  NEETs: 1.5% (3 students) of students were NEETs in 2015 (2016 figure still tbc)
<b>Supporting family financial circumstances</b>	£6096	Financial. Support for uniform, study support and school trips	

## Appendix 1 – GCSE and other results in detail

### GCSE 2014/15:

#### Context:

#### Analysis of Prior Attainment for Disadvantaged Pupils (DAP) in 2014, 16 and 16:

The 2016 DAP cohort contained only 3 higher DAP on entry compared with 19 middle ability and 20 low ability. This must be taken into account when evaluating DAP Attainment.

Group	Total	H	M	L	DAP APS	Non DAP APS	APS Gap
2014 cohort	64	14 (22%)	33 (52%)	17 (26%)	26.62	28.4	1.78
2015 cohort	52	8 (15%)	26 (50%)	18 (35%)	24.9	27.5	2.6
2016 cohort	42	3 (7%)	19 (45%)	20 (48%)	23.72	27.65	3.93

#### Results

There is a strong argument that the gap is closing, even with a cohort who had a lower APS on entry, but there is still work to be done.

#### Results

(NB: Please note **attainment gaps were predicted to increase in 2016 due to nature of cohort with 48% of PP students being low ability (PAG Low) and 45% being middle ability (PAG middle)**)

	2016	2015	2014
What proportion of <b>All Pupils</b> attained 5A*-C English and Maths in 2015?	65.1% Higher than NA 15	55% (NA 56%)	59% (NA 55%)
What proportion of <b>PP eligible pupils</b> attained 5A*-C English and Maths in 2015?	35.7% (Gap 29.4%) (Gap higher than NA 15 due to large gap on entry)	39% (Gap=23%) (NA DAPs 36%)	38% (Gap=30%) (NA DAPs 36%)
What proportion of <b>non-PP eligible pupils</b> attained 5A*-C English and Maths in 2015?	72.5% Higher than NA 15	62% (NA Non DAPs 63%)	68% (NA Non DAPs 62%)
What gap is there between <b>FSM ever and non-FSM ever pupils</b> (using the measure above)?	35.7%/72.5% (Gap 36.8%) (Gap higher than NA 15 due to large gap on entry)	37% / 61% (Gap = 24%) (NA 36%/63%)	37% / 68% (Gap 31%) (NA 36%/62%)

What proportion of <b>All Pupils</b> achieved 3 levels progress (EP) in English / in mathematics?	E 88.9% / M 75% Both higher than NA 15	E 74% / M 71% (NA E 69% / M 66%)	E 64% /M 67% (NA E 70%/ M 65%)
What proportion of <b>PP eligible pupils</b> achieved 3 levels progress (EP) in English / in mathematics?	E 81% / M 45.2% (E significantly higher than NA 15, maths slightly lower than NA 15)	E 67% / M 61% (NA E 57%/ M 49%)	E 47% /M 45% (NA DAPs E 58%/ M 48%)
What proportion of <b>non-PP eligible pupils</b> achieved 3 levels progress (EP) in English / in mathematics?	E 91% / 82.5% (Gap 10% / 37.3%) (Gap higher than NA 15 due to large gap on entry)	E 77% / M 75% (Gap 10% / 14%) (NA Non DAPS E 74% / M 72%)	E 70% /M 74% (Gap 23%/29%) (NA Non DAPs E 75%/ M 71%)

Other Relevant information	2016 results	2015 results	2014 results
<p><b>PP pupils in 2015 made rapid improvement from a lower starting point at a faster rate than non DAP.</b></p> <p><b>All School VA Measures below are above 1000.</b></p> <p><b>All Pupils' VA increased by 36</b></p> <p><b>DAP pupils VA has increased by 53 points compared with non-DAP by 26</b></p>			
<b>All Pupils</b> Capped 8 including English and Mathematics Value Added	1027.94	1012.33 (NA 1000)	<b>988</b> (NA 1000)
<b>PP Pupils</b> Capped 8 including English and Mathematics Value Added	<b>1001.93PP / 998.66 DAP</b>	<b>1010.4PP / 997DAP</b> (NA 976.3)	<b>952</b> DAP (NA 977.6)
<b>Non-PP Pupils</b> Capped 8 including English and Mathematics Value Added	1035.34	1018.4 (Gap 26) (NA 1008.7)	1005 Non DAP (Gap 53) (NA 1008)
All Pupils, including PP pupils, P8 measures are above 0.			
All Pupils Average Total Progress 8	0.36	0.29	
PP Pupils Average Total Progress 8	-0.09	-0.01	
Non-PP pupils Average Total Progress 8	0.48	0.32	

#### Current Disadvantaged Pupil data (as of July 16)

- Yrs 8, 9 and 10 Maths and Science; Yr 9 English DAPs are on target/have achieved at least EP.
- Because of poor literacy skills, Yrs 8 and 10 English DAPs are making slower progress than in Maths and Science
- Yr 10 (DAP PAG 2.5 APS lower than Other) DAP VA current performance and predictions are higher than non DAP. 27% predicted Basics Gap
- Yr 11 progress and attainment predictions indicate above NA.