National College for Teaching & Leadership

TSC Teaching Schools Council

Pupil premium strategy statement for Penryn College

Key:
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 Educatuional Needs
P8 and **VA**– measure of progress made across all subjects
L3/4/5 – Students arriving from primary school onlevel 3/4/5
Basics – percentage of students gaining a grade C or above in maths and English
TA – Teaching Assistant
EST – Education Support Team

1. Summary information					
School	Penryn College				
Academic Year	2016/17	**Total PP budget**	£238,130	**Date of most recent PP Review**	N/A
Total number of pupils	1090	**Number of pupils eligible for PP**	269	**Date for next internal review of this strategy**	None planned

2. Current attainment		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
% achieving 5A* - C incl. EM (2015/16 only)	35.7%	72.5%
% achieving expected progress in English / Maths (2015/16 only)	81% / 91%	45.2% / 82.5%
Progress 8 score average (from 2016/17)	-0.09 (0.18 excluding 4 students in the ARB)	0.36

Attainment 8 score average (from 2016/17)	39.64	55.74

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	PP students need additional mentoring and challenge from allocated progress monitors in the college
B.	Literacy skills for those entering Yr 7 are lower for PP students than for other students which prevents them from making good progress in English and Humanities in KS3
C.	PP students who enter Penryn College below expectation in Mathematics (L3 on entry up to Sept 2016) are making less progress than other low attaining students
C.	Behaviour issues for a small group of PP students in each year group are having a detrimental effect on their academic progress
D.	A high proportion of PP students with Special Educational Needs (SEN) in the current Yr 11 cohort are unlikely to take the full 8 qualifications and the gap in overall attainment and progress will therefore be affected
E.	High attaining students in current Yr 9 and 11 are making slightly less progress in Mathematics than other students
F.	High attaining students in current Yr 10 are making slightly less progress in English than other students
G.	Middle ability PP students in current Yr 11 are making less progress than other students.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
H.	Attendance rates for those students eligible for PP are 94.2% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
I.	Low aspirations of a number of PP students create a barrier to them reaching their full potential

4. Outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Targeted support for all PP students who are underachieving or at risk of underachievement (by tutors, Education Support Team (EST) or PP Champions)	Reduced gaps on all key performance measures between PP students and National Average for all other students
B.	High levels of progress in literacy for PP students in KS3 not on target to reach expected progress by the end of Yr 9	All PP students on track to make expected progress in English reading and writing by the end of Yr 9 Yr 7 -12 PP students not in target to achieve benchmark ('old' 6c) in reading and 11 in writing Year 8 - 3 PP students not in target to achieve benchmark ('old' 6c) in reading and 3 in writing Year 9 - 9 PP students not in target to achieve benchmark ('old' 6c) in reading and 11 in writing

C.	Improved rates of progress and GCSE results for those PP students who enter Penryn College below expectation in mathematics (L3 on entry) – especially current Yr 11 and 8	Ensure at least projected levels are reached for all students in current Year 11 cohort for 2016/17 and all L3 Maths PP students make at least 2LOP Yr 11 - PP L3 Maths cohort currently 1.4LOP on average compared with projection of 2.5LOP; non PP cohort currently 1.6LOP on average compared with projection of 2.6LOP Yr 8 - PP L3 Maths cohort currently 3.2SLOP on average compared with projection of 6SLOP by end of Yr 9; non PP cohort currently 3.7SLOP on average compared with projection of 6SLOP by end of Yr 9)
D.	Improved behaviour of those PP students highlighted as a cause for concern in July 2016	18 PP students (out of 24 highlighted across the school) whose behaviour is a big cause for concern are to either show significant improvements in terms of decreased BMs when compared to same time last year. Those whose behaviour deteriorates need to progress on the Stages of Suspension. 16 PP students (out of 44 highlighted across the school) whose behaviour could become a big cause for concern are to either show significant improvements in terms of decreased BMs when compared to same time last year. Those whose behaviour deteriorates need to progress on the Stages of Suspension.
E.	Current Yr 11 low ability and/or SEN students will study for as many qualifications as they are able	P8 for this cohort to be positive (projected to be 0.534 for PP compared with 0.596 for other students)
F.	Improved rates of progress for more able PP students in current Yrs 9 and 11 in Maths and current Yr 10 in English	Reduced or eliminated gap between high attaining PP and non PP students in Yr 9 Maths (current gap 0.6SLOP) and Yr 11 (current gap 0.6LOP) All high attaining PP students to achieve at least 4LOP in Mathematics at GCSE 17 Reduced or eliminated gap between high attaining PP and non PP students in Yr 9 English (current gap 2SLOP)
G.	Improved rates of progress for middle ability PP students in current Yr 11	Reduced gap in progress between PP and other students (currently 0.5LOP overall, 0.7LOP in English and 0.4LOP in Maths)
H.	Increased attendance rates for PP students	Improved PP and FSM attendance to at least 95% for both groups (PP attendance 15/16 was 94.2% compared with 96.2% for other students; FSM attendance 15/16 was 92.1% compared with 96.2% for other students)
I.	Raise aspirations of PP students from Yr 7 onwards	All PP students to receive one to one or small group careers advice in 2016/17 0% PP current Yr 11 students to end up NEETS in 2017/18

5. Planned expenditure					
Academic year	**2016/17**				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Attainment and progress: High levels of progress in literacy for PP students in KS3 not on target to reach expected progress in English and Humanities by the end of Yr 9	English and Humanities departments to work closer together to develop literacy techniques	Many students are coming to us in Yr 7 with underdeveloped literacy skills. This means progress in both English and Humanities is slower in Yr 7 than in maths and Science.	Learning walks Department health checks in Humanities and English	Heads of Department (HODs) English and Humanities and PP Champions (for targeted students)	Calendared data reviews 3 times annually
Attainment and progress:Improved rates of progress and GCSE results for those PP students who enter Penryn College below expectation in mathematics (L3 on entry) – especially current Yr 11 and 8	Embed Numeracy across the Curriculum across the college Revision resources	Disadvantaged low ability students historically do not perform well in the Mathematics GCSE. 2/12 made expected progress at Penryn College in 2015/16 matching the performance of PP students nationally	Learning walks Department health checks in Mathematics	HOD and PP lead for Mathematics and PP Champions (for targeted students)	Calendared data reviews 3 times annually
Improved behaviour of Behaviour: those PP students highlighted as a cause for concern in July 2016	All students selected for one to one regular mentoring and in lesson support where needed by a member of the Education Support Team (EST)	The behaviour of this cohort has meant that they are not on track to make expected progress across the board	Scheduled monitoring of EST, PP Champion and tutor support by Senior Leadership Team (SLT	Assistant Head (Behaviour)	Half termly behaviour reports

Attainment and progress:Current Yr 11 low ability SEN students will study for as many qualifications as they are able	Full audit of need to be carried out by the SENCO to ascertain what qualifications will be taken and where and when additional support will be provided, especially for core subjects Revision resources	These students need to gain as many qualifications as is possible in order to give them the best opportunities post 16. It is also important that their timetable allows support and consolidation time, especially for core subjects so they leave Penryn College with the Basic Skills for life.	Half termly review with SENCO	SENCO	Calendared data reviews 3 times annually
Attainment and progress: Improved rates of progress for more able PP students in current Yrs 9 and 11 in Maths and current Yr 10 in English	Resources and training to ensure stretch across all lessons	Historic underachievement of able DAP across the country	Learning walks Department health checks all subjects	Assistant Headteacher (AHT) Able	Calendared data reviews 3 times annually
Attainment and progress:Improved rates of progress for middle ability PP students in current Yr 11	Additional groups in English and Maths to ensure teaching can be targeted to need Revision resources	We need to sustain the improvement made, especially in English this year, for all students who came to us on level 4, especially boys, where there has been a significant improvement in 15/16	Learning walks Department health checks all subjects	Deputy Headteacher (DHT) PP and PP Champions (for targeted students)	Calendared data reviews 3 times annually
Attendance: Increased attendance rates for PP students	Expanded attendance team to allow targeted work with PP students Tutor/HOH to keep attendance high profile through regular competitions and prizes for good attendance	Students need to be here to learn. Research has shown that addressing attendance of PP students has been key to the success of many schools.	Weekly monitoring as in 15/16	DHT/School based Education Welfare Officer (EWO)	Attendance reviewed weekly at SLT
Aspirations: Raise aspirations of PP students from Yr 7 onwards	Departments to ensure some displays relate to subject related careers. Dept reps to attend SW Careers Fayre in Oct 16	Having a clear direction both post 16 and beyond helps to keep students motivated.	Student voice Analysis of 'take up' rates for PP students across all aspects of the school	DHT/PP Champions/ Work Related Learning coordinator	Half termly with WRL coordinator
				Total budgeted cost	£86,674

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attainment and progress: Targeted support for all PP students who are underachieving or at risk of underachievement (by tutors, EST or PP Champions	All target students selected and allocated a progress monitor (using either EST, tutor or PP Champion) Breakfast club to target underachieving PP students	Improved results in 15 and 16 have proved that a more individualised approach to intervention and support have been successful in accelerating progress	SLT monitoring meetings	DHT PP	Calendared data reviews 3 times annually
Attainment and progress:High levels of progress in literacy for PP students in KS3 not on target to reach expected progress by the end of Yr 9	Phonics intervention	Phonics intervention in 15/16 was highly successful in significantly raising the reading ages of 20 yr 7 students	Routine meetings and learning walks with AHT Literacy	HOD and Intervention coordinator (English) and PP Champions (for targeted	Calendared data reviews 3 times annually
Attainment and progress:Improved rates of progress and GCSE results for those PP students who enter Penryn College below expectation in mathematics (L3 on entry) – especially current Yr 11 and 8	Targeted intervention either one to one or small group with Numeracy TA	Students need small group or individual support in addition to Maths lessons to consolidate the many concepts and skills needed to progress in mathematics.	Routine meetings with DHT Standards in Departments	HOD and intervention coordinator (Maths) and PP Champions (for targeted students)	Calendared data reviews 3 times annually
Behaviour: Improved behaviour of those PP students highlighted as a cause for concern in July 2016	Targeted workshops run by members of the Education Support Team One to one support with Behaviour Advisor	PP students come with a whole range of needs. Running a range of workshops has helped students work together with a member of staff to address each of their needs, leading to a reduced number of fixed term exclusions.	Routine meetings with AHT Behaviour	AHT behaviour	Half termly behaviour report

Attainment and progress:Current Yr 11 low ability and/or SEN students will study for as many qualifications as they are able	Additional targeted support from Numeracy and Literacy TA during timetabled lessons	These students need to gain as many qualifications as is possible in order to give them the best opportunities post 16. It is also important that their timetable allows support and consolidation time, especially for core subjects so they leave Penryn College with the Basic Skills for life.	Routine meetings with SENCO	SENCO	Calendared data reviews 3 times annually
Attainment and progress: Improved rates of progress for more able PP students in current Yrs 9 and 11 in Maths and current Yr 10 in English	Targeted support and intervention for underachieving able PP through PP Champions, EST, tutor, AHT Able and DHT PP Targeted intervention in tutor period from February 17 onwards for those not on target to reach 4LOP	20 PP able students identified as underachieving in one or more subject areas (9 in KS3 and 11 in KS4	Routine meetings with AHT Able	AHT Able	Calendared data reviews 3 times annually
Attainment and progress:Improved rates of progress for middle ability PP students in current Yr 11	Additional tutor group intervention post-Christmas Additional before and after school intervention post-Christmas. Structure revision sessions to be modelled by HODs and relevant resources to be issued by teachers	To sustain the significant improvement made by those PP students who arrived at the college with level 4 in English	Routine meetings with DHT Standards in departments	DHT PP	Calendared data reviews 3 times annually
Attendance: Increased attendance rates for PP students	Attendance clinics for individual or small groups of PP poor attending students.	Students need to be here to learn. Research has shown that addressing attendance of PP students has been key to the success of many schools. Clinics in 15/16 were successful in improving the attendance of several students	Routine meetings with school based EWO	EWO and Attendance Officer	Attendance reviewed weekly at SLT
Aspirations: Raise aspirations of PP students from Yr 7 onwards	Increased time purchased from Careers South West to ensure all PP students receive enhanced CIAEG in 16/17 WRL TAs now support PP students at tutor tijme with CIAEG activities	Analysis of all school data shows improvement in take up of EBACC across school as well as taking part in other school activities (extra curricular, prefects, change makers etc) by PP students but this still needs to improve further so take up of PP students matches that of other students	Routine meetings with WRL coordinator	DHT/PP Champions/ WRL team	Half termly meeting WRL coordinator
				Total budgeted cost	£183,924

iii. Other approaches					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Whole school needs: Continue to improve leadership of the Pupil Premium agenda	Continue to implement Penryn College Pupil Premium strategy	Strategy has had a positive impact on results to date with gaps closing between attainment and progress of PP students and other students nationally	Routine meetings between DHT PP and HT	DHT PP	Calendared data reviews 3 times annually
Aspirations: Raise aspirations of PP students from Yr 7 onwards	Implement Alumni Programme with Future First	Penryn College have secured funding and support for 2016/17 to implement this programme to raise aspirations across the school	Routine meetings with WRL coordinator	DHT PP and WRL coordinator	Half termly meeting WRL coordinator
Aspirations: Provide study support opportunities to reinforce learning and engage PP students	Comprehensive Study Support programme containing academic and otrher extra curricular opportunities	PP students do not always get these same opportunities to partake in these sessions outside of school as the other students do. Take up of PP students in our Study Support programme has always been around 80%	Routine meetings with Business Manager (line manager for Study Support Coordinator)		
Supporting Family Financial Circumstances	Support for parents for trips and uniform as requested	Penryn College will continue to support those parents who struggle to fund these aspects of school life	All requests agreed by DHT PP and Business Manager	TS	
				Total budgeted cost	£56,669

6. Review of expenditure				
Previous Academic Year		**2015/16**		
i. Quality of teaching for all				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Raise Attainment of PP students	Bespoke revision sessions and resources for PP students in each subject area Revision guides available free of charge to all PP students	Because 48% DAPs were PAG (Low) ACEM/Basics gaps increased, now at 22% below NA Other. EBacc increased from - 0.06 to 0.56 (0.62+).	Making sure pupils who are sufficiently able take 8 counting qualifications remains a priority because Open declined from 0.07 to -0.22,	£3320
Improve behaviour of PP students	Training in feedback and peer mentoring and targeted support from a Behavioural and Emotional Health consultant	When comparing repeat offenders Fixed Exclusions from 14-15 and 15-16, we can see a 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	Targeted intervention needed to continue to improve behaviour of PP students The year groups with the highest percentage of Serious Referrals (more than 2 x 3PT BMs are Year 8 (16-17) who contain 13/17 PP students, and Year 11 (16-17) 11/16 are PP	£4362
Improve attendance of PP students	Allocation of second tutor to tutor groups	Attendance of PP students improved by 1.7% (from 92.4% to 94.1%) Attendance of FSM students improved by 0.7% (from 91.4% to 92.1%) Attendance of all students improved by 1.4% (from 94.4% to 95.7%)	We need to further improve the attendance of FSM and PP students to meet the NA Other figure	£17400

Raise aspirations of PP students	Transition and Stepping Stones Parent workshops and Learning Events Holiday programme and Saturday School	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 Coillege 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)		£45298
ii. Targeted support				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Raise Attainment of PP students	Additional targeted support for PP students in English and Maths (tutor time and after school revision sessions) Targeted phonics and other literacy intervention	Because 48% DAPs were low ability (PAG Low) **ACEM/Basics gaps increased**, now at 22% below NA Other. **EBacc increased** from - 0.06 to 0.56 (0.62+).	Making sure pupils who are sufficiently able take 8 counting qualifications remains a priority because Open declined from 0.07 to -0.22,	Included in costing above

Improve progress of PP students	EST and TA support for targeted students Savvy education Breakfast club Pupil Premium Champions	**In** a Sig – cohort including 4 ARB pupils, VA improvement was maintained at 999. Without ARB pupils, it was 1006 and likely to be Sig +again P8: 0.1 (0.18 without ARB pupils - 0.11 increase). English P8 increased from -0.1 to 0.16 (0.26+). 84% English L4 DAP (16/19 pupils) achieved 3L compared with 74% 2015 Other NA; 37% (7/19) achieved 4L English compared to 31% NA Other in 2015.	More L3 PAG and ARB pupils should make 3 Levels of progress in Maths. Maths P8 reduced by 0.25 to -0.19 (4 pupils including ARB did not make 3L progress).	£132263
Improve behaviour of PP students	EST and TA support for targeted students Support for alternative educational provision	When comparing repeat offenders Fixed Exclusions from 14-15 and 15-16, we can see a 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	Targeted intervention needed to continue to improve behaviour of PP students The year groups with the highest percentage of Serious Referrals (more than 2 x 3PT BMs are Year 8 (16-17) who contain 13/17 PP students, and Year 11 (16-17) 11/16 are PP	TA and EST costing included above Support for alternative provision £4000
Improve attendance of PP students	Expanded attendance team to allow targeted work with PP individuals and small groups and improved data analysis to enhance proactive approach to improving attendance	Attendance of PP students improved by 1.7% (from 92.4% to 94.1%) Attendance of FSM students improved by 0.7% (from 91.4% to 92.1%) Attendance of all students improved by 1.4% (from 94.4% to 95.7%)	We need to further improve the attendance of FSM and PP students to meet the NA Other figure	£9999

Improve aspirations of PP students	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 Coillege 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		Second tutor allocation included above £4662
iii. Other approaches				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Pupil Premium agenda kept high profile across the life of the college	Leadership of Pupil Premium agenda	Improved results in many areas as highlighted below	The ongoing analysis of what worked and what didn't work will be carried out termly and amended to suit individuals' needs.	£31950
Supporting family financial circumstances	Financial. Support for uniform, study support and school trips			£6096

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above

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%

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

GCSE analysis 2013-16

DISADVANTAGED GAP (DAP) Attainment/Progress have both improved and remains highest priority.
We have always spent more on DAPs than we receive, which, before 14, resulted in good attainment and progress. Following 14 GCSE attainment Gap, we **changed strategic direction**, focusing sharply on **raising individual performance** rather than supporting whole school structures. Work begins much earlier on entry to College. **We are confident we have the capacity to improve given our previous performance and expertise.**

- **In 13**, even though there was a -20 ACEM Gap between in school DAP and non DAP, English 3L DAPs were Sig+, 5% above than Other NA; Maths EP was Sig+, 17% above DAPS NA and only 5% below Other Pupils NA.
- **In 14,** even though 27% DAPs were Low PA, they performed at DAP NA for ACEM. The in-school attainment gap narrowed slightly and was 6% smaller than the national Gap but still too wide at -32.
- **In 15,** a Sig – Cohort, **VA** improved by 45 points **and was Sig+.**
  - 30% DAPs PAG was Low PA, indicating a likely ACEM Gap which we correctly anticipated would reduce by 6% to -26. **This means that on average each DAP has made better progress in that they gained one grade better in over 7 subjects than DAPs did in 14**.
  - Even though DAPs cohort was weaker than 14 DAPs by 0.82 APS, English EP Gap reduced by 11%; English MEP Gap reduced by 5%; Maths EP reduced by 9%.
- **In 16**, a Sig – cohort including 4 ARB pupils, VA improvement was maintained at 999. Without ARB pupils, it was 1006 and likely to be Sig +again
  - Because 48% DAPs were PAG (Low) **ACEM/Basics gaps increased**, now at 22% below NA Other.
  - **Middle + High DAPs Basics increased significantly** by 18%, from 55% in 15 to 73%.
  - **P8: 0.1 (0.18 without ARB pupils - 0.11 increase).** English P8 increased from -0.1 to 0.16 (0.26+).
  - **EBacc increased** from - 0.06 to 0.56 (0.62+).
  - We need to sustain the significant English improvement for L4 PAG EP and MEP.

84% English L4 DAP (16/19 pupils) achieved EP compared with 74% 2015 Other NA;
37% (7/19) achieved MEP English compared to 31% NA Other in 2015.

- More L3 PAG and ARB pupils should make EP in Maths. Maths P8 reduced by 0.25 to -0.19 (4 pupils including ARB did not make EP).
- Making sure pupils who are sufficiently able take 8 counting qualifications remains a priority

Current Disadvantaged Pupil data (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.

In detail GCSE 16

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 **All Pupils** attained 5A*-C English and Maths in 2015?	65.1% Higher than NA 15	55% (NA 56%)	59% (NA 55%)
What proportion of **PP eligible pupils** 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 **non-PP eligible pupils** 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 **FSM ever and non-FSM ever pupils** (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 **All Pupils** 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 **PP eligible pupils** 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 **non-PP eligible pupils** 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
PP pupils in 2015 made rapid improvement from a lower starting point at a faster rate than non DAP. **All School VA Measures below are above 1000.** **All Pupils' VA increased by 36** **DAP pupils VA has increased by 53 points compared with non-DAP by 26**			
All Pupils Capped 8 including English and Mathematics Value Added	1027.94	1012.33 (NA 1000)	988 (NA 1000)
PP Pupils Capped 8 including English and Mathematics Value Added	1001.93PP / 998.66 DAP	1010.4PP / 997DAP (NA 976.3)	952 DAP (NA 977.6)
Non-PP Pupils 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	