

Report on the impact of our work in 2017/18 to improve outcomes for disadvantaged students

LSATPAC is committed to a long term, 3 year plan to improve the outcomes of students. This impact report details the spending for the last academic year.

How our Pupil Premium Funding was used

PP Grant £270,190	Estimated costs in £s
<p>Barrier 1 - Low prior attainment in English and Maths.</p> <p>Employment of subject specialist Higher Level Teaching Assistants (HLTAs) and TAs. On English , Maths and Science utilised at the direction of the PP Leads in core subject areas to target under achievement early in PP Students school career. Homework and Breakfast clubs for PP in English and Maths</p>	<p>Contribution to salary costs: £194,475</p>
<p>Barrier 2a – Social and emotional barriers to learning for PP students LINC & BASE as areas to support students</p>	£11,740
<p>Barrier 2b - Practical barriers to learning for PP Students: To supplement the FSM rate to ensure pupils have a nourishing lunch and Hardship Fund to support our PP with uniform, transport, meals etc in order to be a full participant in our school.</p>	£12,700
<p>Barrier 3 – Lower parental engagement & lack of opportunities to engage in learning outside school/ in the home environment</p> <ul style="list-style-type: none"> • Parental Engagement • Departmental bids for supporting resources, attendance at events etc for PP • Easter School • Access to Beyond the Bell Homework Club, staffing and resources • Pupil Premium specific CEAlG and aspirational events 	£19, 812
<p>Barrier 4 – Access to Outstanding teaching Science – The development of a pilot Core Science Skills PP TLR Holder Staff Training with PP Focus</p>	£3500
<p>Barrier 5 – Poorer attendance at school</p> <ul style="list-style-type: none"> • Improving attendance strategies • Attendance Worker 	£10,979
<p>Leadership and management of the strategy Contribution to the salaries of:</p> <ul style="list-style-type: none"> • Inclusion/Intervention Leads in English and Maths • Inclusion Lead in Science TLR2a 	£16,984
PP Spend	£270,190.

The Impact of our work to improve outcomes for disadvantaged students in receipt of the Pupil Premium (PP) in Key Stage 3.

The aim of our work is to eradicate any variance between outcomes for our PP students and all others nationally. In KS3 where national comparisons are unavailable we measure the performance of our PP pupils against all other LSA students not in receipt of the pupil premium funding.

In 2017/18 expected standards at LSA were set using a progress 8 based calculation that is both aspirational and challenging. These expected standards for 2017/18 were around 4 levels progress, equivalent to previous 'more than expected progress'.

Table to show the impact of our work in Key Stage 3:

	Achieving expected standard or better English			Making expected standard or better Maths		
	PP	Non PP	Current Gap	PP	Non PP	Current Gap
Year 7	85.7% on target + <i>10 Pupils under target</i>	90.8% on target+	5.1%	94.3% on target + <i>4 pupils under target</i>	98.6% On target +	4.3%
Year 8	81.6% on target + <i>7 Pupils Under target</i>	95% on target +	13.4%	97.6% on target + <i>2 pupils under target</i>	98.6% on target + <i>3 pupils under target</i>	1%
Year 9 Now started GCSE	71.3% On target + <i>19 pupils under target</i>	82.8% on target +	11.5%	72% on target + <i>18 pupils under target</i>	83.3% on target +	11.3%

In 2017/18 all year groups across the KS3 curriculum sat end of year examinations which assessed the year's work in each subject. These were designed to build the skills demanded by the linear exam structure at GCSE. Preparing our PP students for future success at GCSE is a key part of our overall strategy. This progress data is based on rigorous and validated internal assessment.

Addressing the gap in year 9 was a priority in 2017/18 as they had been the only year group where there was a negative variance between PP and Non PP in 2016/17. This group continue to be a focus in 2018/19 although initial data in Autumn assessments shows a gap of only -0.11.

The Impact of our work to improve outcomes for disadvantaged students in receipt of the Pupil Premium (PP) by the end of KS4.

Where national data is not available for comparison purposes, comparisons have been made between the performance of PP pupils and non PP pupils within school.

	PP Pupils 2017/18	Non PP Pupils 2017/18	Nationally	PP Pupils 2016/17	Non PP Pupils 2016/17
English					
Attainment 8	8.00	11.64	All 10.55	8.99	11.52 LSA
Progress 8	-0.62	+0.32	+0.11	-0.15	0.54 LSA
Mathematics					
Attainment 8	7.89	11.74	All 9.75	8.3	10.77 LSA
Progress 8	-0.12	+0.69	+0.12	-0.11	0.54 LSA
Overall					
Progress 8	-0.56 LSA	0.37 LSA	Non PP Nationally +0.13 Gap = -0.69	-0.27	(0.25 LSA) 0.09 National
Attainment 8	3.7 LSA	5.6 LSA	(4.9 2017/18 Nationally for All including PP)	4.0	4.9 National (5.2 LSA)

	Pupils eligible for PP at LSA
% of PP achieving > Grade 4 + in both En & Ma	46% LSA 84% Non PP LSA National Figure for ALL students 64%
% of PP achieving > Grade 5 + in both En/Ma	24% PP LSA 66% Non PP LSA
% of PP achieving > Grade 4 in En % of PP achieving > Grade 5 in En	57% PP (88% Non PP LSA) 39% PP (74% Non PP LSA)
% of PP achieving > Grade 4 in Ma % of PP achieving > Grade 5 in Ma	58% PP (93% Non PP LSA) 34% PP (78% Non PP LSA)

Attendance

	Persistent Absentees*			
	PP	Non PP	PP	Non PP
2017/18	93.5	95.66	20.3	9.6
2016/17	91%	96%	27%	8.5%

*Persistent Absentee is defined as a student with 10% absenteeism or more for whatever reason

Ensuring that PP students attend school regularly is vital to their success. Improving rates of PP attendance has been a significant success at LSA. The variance between the attendance of PP and Non PP has more than halved compared to last year. Persistent absenteeism of a small number of PP students continues to be a focus and significant support is allocated to this.

Conclusion

Achievement and Learning Gap

In 2017/18 the GCSE gap between PP and NPP was significant. Despite improvements in 2016/17, the unique nature of this cohort, aligned with the exceptional performance of NPP students created variance. The gap between our PP students and others nationally widened from - 0.36 to - 0.69 .

For current students in both KS3 and KS4, there is evidence that the impact of PP interventions and improved culture are improving the potential outcomes for students. The overall progress gap between our yr 11 PP and National Others is XXXX. The vast majority of subjects at KS3 show negligible achievement gaps.

A small number of our lowest ability disadvantaged students in 2016/17 followed a curriculum that, whilst appropriate for the individual student, did not count towards the attainment and progress measures used by the Government in performance tables. The success is measured in the fact that 100% of LA PP students enrolled successfully at post 16 provision.

Engagement and Support Gap

Late starting PP students in 2017/18 have become clearly identifiable as a group who do not benefit from our long term approach to raising the attainment of PP prove an issue for LSA. In 2017/18 they underachieved significantly and impacted our PP performance as a whole. We have been committed to long term solutions starting in Year 7 with bespoke interventions, tackling barriers to learning and prior under attainment in English, Maths and Science.

The improvements in attendance for PP students has been a real success. Attendance of PP has increased over a 3 year period with the variance in PP attendance in 2017/18 reduced from 5% (2016/17) to 2.16%. It continues to be a focus area for 2017/18, with even higher targets being set internally.. While overall attendance of PP pupils has improved, the persistent absenteeism of a small number of disadvantaged students is still a focus has considerable resources allocated to its improvement.

UPDATE: Attainment data update from Autumn 2018 - Gap narrowing significantly

At assessment 1 in November 2018 The gap between PP and Non PP attainment in year 10 is -0.11 in Year 11 the variance is -0.13