

Pupil Premium and Year 7 Catch-up Report 2016-2018

(last updated Feb 2018)

In the school year 2016-17 the school received the following sums of money:

Pupil Premium - £268,890

Year 7 Catch-up - £18,093

Pupil premium money is received by the school for any child who has been in receipt of free school meals, is a Council Looked After Child or is the child of a serving member of the armed forces. It is used to enhance these children's educational experiences as they are deemed to be disadvantaged by circumstances out of their control. We have approximately 300 PP students in the school, with approximately 60 in each year group. The vast majority of these are disadvantaged students; we have 0 forces children and less than 10CLA students across the school.

Year 7 catch up funding is provided for any child who has not reached the expected level in Maths and/or English at the end of Primary school and is used to boost their progress in their first year of Secondary school. We have approximately 30 students who qualify for this funding each year.

Following analysis conducted throughout 2015/16 and 2016/17 the main areas to address with this funding were the gaps between Pupil premium and non pupil premium students in terms of:

- Levels of progress in Maths and English – although reduced they were still apparent
- Attendance
- Persistent Absence
- Behaviour
- Destinations

Thomas Aveling have spent and are spending this money on the following :

Home School Support Worker

Pupil Premium Coordinator & Interventions Officer

Language and Literature Classes

X Form

One to one tuition/mentoring

One to one tuition – by Sixth Form

KS4 Curriculum support

Careers Advice and Guidance

Alternative Curriculum

Key Stage 3 Intervention

Breakfast/Afterschool/Holiday/Weekend Clubs

SEND interventions

Homework support

Further details on each of these are available in the following table:

Pupil Premium used for:	New or continued?	Summary	Intended outcomes	How monitored and by whom?	Impact
<p>Academic Interventions:</p> <ul style="list-style-type: none"> □ PP coordinator • One to one tutors <ul style="list-style-type: none"> • 6th Form tutors • KS4 curriculum <p>Support (resources in each dept)</p> <ul style="list-style-type: none"> • Brilliant Club • Music lessons • Subsidising subject trips and activities • FuNding staff CPD 	<p>Most continued but Brilliant Club and Pupil Premium Co-ordinator are new.</p>	<p>Students are identified by their teacher, prior data and SEND team if interventions are needed</p>	<p>Improved outcomes/faster progress in identified areas</p>	<p>PP coordinator measures impact termly and reports to SEND team/DHT (see Impact Report)</p>	<p>See below for evaluation of the last two years spend. This year's spend will contribute to the targets in the School Improvement Plan</p>
<p>Welfare Interventions:</p> <ul style="list-style-type: none"> • HSSW • Girls Group • Breakfast club • Alternative Curric • SEND • X Form • Careers & PSHE • Horizon • DDMS form group • IMAGO mental health support • CHATS counselling • PP co-ordinator – new role • Interventions officer new role • Uniform / equipment provided 	<p>Ongoing though Pupil Premium Co-ordinator role is new</p>	<p>A range of initiatives to ensure children attend regularly and cope well in school. Horizon is a group intervention conducted mainly off site (but by TA staff) aimed at socialisation skills.</p>	<p>All attendance figures to at least match national. Exclusions to reduce year on year and number of recidivists reduced. No group to be over represented in exclusion figures</p>	<p>Children's team/House team, Pupil Premium Co-ordinator and HT</p>	

<p>Literacy Interventions:</p> <ul style="list-style-type: none"> • Lang & Lit class • Accelerated Reader • Dyslexia advice and support provided • PIXL CODE intervention • 1:1 Literacy support in form time • Teaching Assistants to focus on all of this 	<p>Ongoing</p>	<p>Children are selected due to need identified by primary school, teachers or SEND team. Some students will take part in more than one of these activities</p>	<p>Reading age to improve faster than cohort. Reading age to match chronological age. Strategies created for those with dyslexia</p>	<p>SENCO & team, Dep HT (SIP)</p>
<p>Revision Interventions:</p> <ul style="list-style-type: none"> • Weekend Revision • Holiday Revision • Resource purchase 	<p>Ongoing</p>	<p>Targeted revision classes and improvement classes across nearly all subjects. Calculators, revision booklets and conferences paid for.</p>	<p>Exam grades to improve and stay close/match the whole cohort.</p>	<p>DoLs and Dep HT (Data)</p>

Impact:

Progress of Pupil Premium students was impressive in 2015/16 but slightly disappointing in 2016/17

Progress in English and Maths

In 2016 100% of Pupil Premium students made 3 Levels of Progress in English compared to the overall cohort result of 89%.

74% of Premium students made 3 Levels of Progress in Maths – exactly the same as the whole cohort.

We are extremely pleased and proud of these results.

In 2017 55% of Pupil Premium students made 3 Levels of Progress in English compared to the overall cohort score of 65% – a gap of 10%.

48% of Pupil Premium students made 3 Levels of Progress in Maths compared to the overall cohort score of 53%, a gap of 5%

We were disappointed with these results compared to the 2016 results but a lot of this is down to the new GCSE (no coursework, more exams, more challenging exams) which many students found significantly more challenging. We are working to improve these results in 2018.

Current Year 11 in 2017/18 shows a -1% gap between PP and the whole cohort which we are very pleased to see and shows how we have learned lessons from 2017. 56% of FSM students are predicted to make 3 Levels of Progress in English compared to 55% of the whole cohort.

In Maths the gap is much larger at 17% with 48% of PP students predicted to make 3 Levels of Progress compared to 65% of the whole cohort. We are working very hard in Maths to ensure this gap is narrowed before the final examinations.

Current Year 10 in 2017/18 shows a similar gap of -2% between PP and the whole cohort in English which again is pleasing. 55% of FSM students are predicted to make 3 Levels of Progress in English compared to 53% in the whole cohort.

In Maths the gap is very pleasingly 0% with 56% of PP students predicted to make 3 Levels of Progress, exactly the same as the whole cohort. This is pleasing and shows that Maths have worked really hard to ensure PP students in Years 9 and 10 and well prepared.

Progress 8

As of 2016, the main measure used to show progress is Progress 8. In 2016 the Progress 8 score of PP students was +0.21, above the national average for PP students. However this was below the overall score of +0.44 which is a gap we are seeking to close.

In 2017, the Progress 8 score of PP students was -0.2, better than the National Average of PP students of -0.32 but below the whole cohort result of 0% and a similar size gap to 2016

Again this gap is disappointing but given the introduction of the new GCSEs it would not be right to directly compare 2017 with 2016. Again we are closely analysing our approaches to improve this in 2018

In Dec 2017 the current Year 11 are doing similarly with a gap of -0.31 and we are hoping to close this further as the academic year progresses. Similarly though, the current Year 10 are doing better with a gap of only +0.1.

We are pleased that we seem to be narrowing this gap. The reasons is the impact of what is shown in the previous table, though our new appointment of a member of staff to concentrate solely on PP students we believe is a factor here.

Progress of Year 7s in receipt of Catch Up Funding is strong English

16 students joined the school in Sept 2015 at L3 in English. Of these 16, 8 were making below than average progress in the Autumn term. By the end of the year, this number had reduced to only one. All others were making either in line or good progress. The one student who wasn't is one with a range of difficulties which continue to hinder their progress.

16 students joined the school in Sep 2016 at a lower than expected score in English (Below 90 Average standardised score). Of these 16, 12 were making average progress by the Autumn term. By the end of the year, the overall number of those making in line or good progress was consistent. The four students that had not made expected progress had a range of specific difficulties that continue to hinder progress and each received more in-depth support. The main use of Catch Up Funding last academic year was to offer 1:1 and small group intervention to address basic literacy needs and offer strategies to support progress

11 students joined the school in Sep 2017 at a lower than expected score in English (Below 90 Average standardised score). Of these 11, 10 were making average progress by the Autumn term. The one student that had not made expected progress by Christmas has a range of specific difficulties that hinder progress and this student continues to receive more in-depth support. The main use of Catch Up Funding in the 2017/18 academic year so far has been to offer 1:1 and small group intervention to address basic literacy needs and offer strategies to support progress.

Maths

26 students joined the school in Sept 2015 who had L3 or less in Maths. Of these 26, 7 were making below than expected progress in Autumn but only 3 remained a concern later in the year. Additionally, the number of these students making Excellent progress rose from one in the Autumn term to 6 in the Summer.

In 2016, 13 students came to us with a standardised score of less than 90 in Maths. By the end of the Autumn term 2017, only 5 were not making in-line progress and by the end of the year only 3 were not making in-line progress, though these 3 have very specific and extreme needs. 7 out of these 13 were making excellent progress by the end of the year. The main use of the catch up funding is to fund an extra teaching group (Access Group) with a strong class teacher and TAs attached to the group. The TA in the lesson works with weakest students in groups of 3:1 maximum.

In 2017, 10 students came to us with a standardised score of less than 90 in Maths. The strategies adopted are the same as in 2016/17 and again are working well with only 2 out of these 10 making less than in-line progress as of Dec 2017.

The Year 7 catch up funding has played a large role in this progress being made.

Attainment of Pupil Premium students compared to non Pupil Premium students is also impressive

64% of pupil premium students in 2016 achieved 5A*-C inc English and Maths compared to the whole cohort result of 61%. The KS2 average points score of our Pupil Premium students was 23.9 and the average points score of all students was 25.5– which makes this result even more pleasing.

43% of pupil premium students in 2017 achieved 5 grade 4s or higher inc English and Maths compared to 50% of all students. The KS2 average points score of our Pupil Premium students was 4.44 (new measure) and the average points score of all students was 4.47.

As of Dec 2018, Year 11 in 2017/18 shows a gap with 35% of PP students predicted to achieve a Grade 4 or higher in English and Maths compared to 44% of all students, a gap of 9%. The KS2 average point score of PP students in current Year 11 is 4.21 compared to 4.39 for all students .

Year 10 in 2017/18 again shows a much better picture with 43% of PP students predicted to achieve a grade 4 in English and Maths compared to 47% of all students, a gap of only 4%. The KS2 average points score of PP students in current Year 10 is 4.38 compared to 4.53 for all students. Again this reduced gap shows that we are working well with our PP students and narrowing gaps.

English Attainment

91% of pupil premium students in 2016 achieved A*-C in English compared to 81% of all students – again a very pleasing result

65% of pupil premium students in 2017 achieved 4 or higher in English compared to 71% of all students – a gap of 6%

As of Dec 2018, Year 11 in 2017/18 has a slight gap with 63% of PP students predicted to achieve 4 or higher in English compared to 65% all students, a gap of only 2% which we are pleased to see is much smaller than 2017 though we are still focussing in on this now to aim to get somewhere near to our result of 2016.

Year 10 in 2017/18 has a larger gap with 52% of PP students predicted to achieve 4 or higher in English compared to 61% non-PP students, a gap of 9%.

In KS4 English, we have spent pupil premium funding on small group and 1:1 intervention. In addition, we have purchased revision resources and guides for students to use independently. The main impact that this has had is to ensure students receive differentiated support in specific parts of the curriculum and increased support with revision skills.

Maths Attainment

64% of pupil premium students in 2016 achieved A*-C in Maths compared to 65% of all students – again a very pleasing outcome

52% of pupil premium students in 2017 achieved a 4 or higher in Maths compared to 56% of all students – a gap of 4% which is slightly less pleasing

As of Dec 2017, Year 11 in 2017/18 has a large gap with 44% PP students predicted to achieve a 4 or higher in Maths compared to 58% of all students, a gap of 14%

Year 10 in 2017/18 has a similar gap with 53% of PP students predicted to achieve a 4 or higher in Maths compared to 60% of all students, a gap of 7%.

In KS4 in Mathematics we have spent Pupil Premium funding on

- 1-2-1 intervention with borderline students – students have improved their scores by one grade by Mock assessment,
- buying calculators to ensure they have access to scientific calculators as two of the three papers are calculator papers and having correct calculator ensures additional marks
- revision guides and workbooks to support their revision

Science Attainment

55% of pupil premium students achieved 2 A*-C s in Double Science in 2016, compared to 52% of all students, similar to other results where PP students slightly outperformed the whole cohort.

50% of pupil premium students achieved 2 A*-C s in Double Science in 2017, the same as 50% of all students achieved this.

As of Dec 2017, Year 11 in 2017/18 has a larger gap in that 41% of PP students are predicted to achieve a 4 or higher in Double Science compared to 55% of all students, a gap of 14%. We are working hard at present to try to narrow this gap.

Year 10 in 2017/18 has a much smaller gap in that 69% of PP students are predicted to achieve a 4 or higher in Science compared to 70% of all students, a gap of only 1%

Pupil Premium monies are spent on GCSE revision guides for all PP students to use in the classroom as well t as purchasing workbooks for students to work in at home. Finally Tassomai (a very good online learning resource)for PP

students to use in science. This is new for us and expensive and if successful will be rolled out to other GCSE Year groups in future.

In all 3 subjects, it can be seen that as we have refined our work with the new GCSEs, the estimates for the current Year 10 look to be closer to our 2016 high compared to 2017 results.

ATTENDANCE

Overall attendance has improved to national average

RAISE 2016 AND RAISE 2017 shows that our overall attendance exactly matches the national average of 95% and 94.8% respectively.

RAISE also shows that the % of PA students (now defined as an attendance rate of 90% or less) in 2016 was 11.8% compared to a national average of 12.4%, though in 2017 RAISE shows that this was 13.9% compared to a national average of 12.8%. This is another factor that has led to our appointment of a member of staff to really focus in on PP students attendance.

As of Dec 2016, our attendance rate was at 95% and the % of PA students (attendance rate of 90% or less) was 15% By year group this was:

Group	% Attend
7	95.9
8	95.2
9	94.3
10	94.2
11	93.7
12	96.5
13	94.4

As of Dec 2017, our attendance rate so far for 2017/18 is now at 95.8% and the % of PA students (attendance rate of 90% or less) so far is 13.2%. **Both measures have improved on last year.** By year group the attendance currently is:

Group	% PA	% Attendance
7	6.2	96.8
8	14.5	95.5
9	17.2	95.2
10	16.5	95.3
11	13.3	95.6
12	9.7	97
13	12.8	95.8

Pupil premium Absences lower than national average

Due to our Pupil Premium spending, this gap has also closed. RAISE 2016 shows that FSM students at Thomas Aveling had an average attendance of 93.5% which compares favourably to a national average of 92.8% for PP students, though is below the overall school figure of 95%

In 2016/17 the attendance of Pupil Premium students compared to non-pupil premium students and to the whole school was:

Year 8	Pupils in group	Attendances
Pupil Premium	64	93.3
Not Pupil Premium	135	95.88
WHOLE YEAR GROUP	197	95
Year 9	Pupils in group	Attendances
Pupil Premium	61	93.7
Not Pupil Premium	139	95.2
WHOLE YEAR GROUP	189	94.8
year 10	Pupils in group	Attendances
Pupil Premium	65	92.23
Not Pupil Premium	127	95.3
WHOLE YEAR GROUP	193	94.3
Year 11	Pupils in group	Attendances
Pupil Premium	61	93.5
Not Pupil Premium	128	96
WHOLE YEAR GROUP	189	95.2

As of Dec 2017, the % attendance of our PP students for 2017/18 is again at 93.97 % - details in table below

Year 8	Pupils in group	Attendances
Pupil Premium	64	92.5
Not Pupil Premium	132	95.31
WHOLE YEAR GROUP	195	94.4
Year 9	Pupils in group	Attendances
Pupil Premium	56	91.41
Not Pupil Premium	141	95.38
WHOLE YEAR GROUP	196	94.2
year 10	Pupils in group	Attendances
Pupil Premium	44	94.3
Not Pupil Premium	148	94.35
WHOLE YEAR GROUP	187	94.3
Year 11	Pupils in group	Attendances
Pupil Premium	57	91.96
Not Pupil Premium	125	95.84
WHOLE YEAR GROUP	178	94.6

Pupil premium Persistent Absences less than National average

RAISE also shows that 19.7% of Thomas Aveling FSM students were PA (attendance rate of 90% or less) compared to a national average for FSM students of 21.6%. However compared to all students this is still too large as 11.8% of the whole school was PA in 2016.

As of Dec 2016, the % of FSM students who were PA (less than 90%) was 18% - better than last year's overall and again below the national average. RAISE did not report on the overall figure in 2017

Exclusions of Pupil premium children lower than non PP national average for secondary schools

RAISE 2016 shows that 15.04% FSM students at Thomas Aveling were excluded in 2015/16 compared to 18.77% nationwide. However this is high compared to our exclusion rate for all students which was 7.6%

In 2016-17 , **11.5%** of FSM students (13 in total) were excluded for 1 day or more, again below the national average and much lower than the previous year. **1** FSM student was permanently excluded, again well below the national

average. This is clear evidence of progress in this area – fewer FSM students were excluded as a % in 2016-17 compared to 2015-16.

For 2017-18, As of Nov 2017, 4.5% of FSM students (5 in total) have been excluded for 1 day or more, again below the national average. 0 FSM students have been permanently excluded, again well below the national average. Our new PP Co-ordinator is doing lots of work with our most vulnerable students here.

Exclusions of SEND children lower than non SEND

RAISE 2016 shows that at Thomas Aveling, 11.91% of SEN students were excluded compared to 22.76% nationwide and that 0% of students with statements were excluded compared to 23.85% nationwide. However compared to all students this is slightly higher as 7.6% of all students were excluded

RAISE also shows that % of SEN pupils with 1 or more FTEs and the % of SEN pupils with Permanent Exclusions is also below the national average

In 2016-17, **14.4%** of SEN students (41 in total) were excluded, and 1 SEN student permanently excluded, again well below the national average. This represents a slight rise from the previous year but is still below national averages

For 2017-18, as of Nov 2017, 4.1% of SEN students (12 in total) had been excluded, and 0 SEN students had been permanently excluded, again well below the national average.

Conclusion and summary

We have made progress in that:

- Although 2017 results were not as strong as 2016, we are working very hard to better prepare all of our students but especially our PP students for the new style GCSEs and the estimates, in particular for the new Year 10s, are encouraging
- Our attendance rates are improving and the % PA students is falling.
- Exclusion rates of PP students have fallen from 2016
- Our new PP coordinator is doing fantastic work to provide personalised, tailored support to our most vulnerable students

BUT There is still work to do, particularly in:

Our current Year 11 in terms of attainment and progress in Eng and Ma

Destinations for PP/SEN students

Attainment of high ability PP students

PA remains relatively high for PP students – lower than national average but high compared to other groups in the school.