**Standards and Performance Governor’s Committee May 2019**

**PP report:**

The Spring term has seen whole school focus on individual students via the Progress Boards. From a PP point of view, of the cohorts of 20 students on average in each year group failing to make expected progress and having below expectations of attitude to learning, 4 - 10 students have been PP.

This shows that the gap exists on entry to the school and remains. Also 3 -5 students in each year group have been both PP and SEND, so expecting these students to be achieving at the same level as non PP students does not make sense. However, we have made strides as a school in terms of investigating our curriculums and understanding that PP/SEND students also tend to have the greater deficit in reading, and as the whole school grasps this and applies it all children who have a gap in literacy, we will move forward again.

MHO and I have worked with each of these students individually and currently the data is as follows:

**Y7**

**Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| Group | Data retrieval | AtL | CG |
| Pupil Premium | Spring | 2.94 | 2.83 |
| Spring 2 | 2.88 | 2.88 |
| Summer |  |  |
| Non-Pupil Premium | Spring | 3.06 | 3.05 |
| Spring 2 | 3.06 | 3.09 |
| Summer |  |  |
| Pupil Premium Gap | Spring | -0.12 | -0.22 |
| Spring 2 | -0.18 | -0.21 |
| Summer |  |  |

**Progress Board interventions:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Round | Progress manager analysis | Number of PP students identified | Intervention baseline/impact (Av no. of subjects below for identified cohort | |
| 1 – January 19 | 17 students below expectations in both AtL and CG in 3 or more subjects | 10 | ATL:  4.9 | CG:  6.2 |
| 2 – March 19 | 17 students identified | 8 | ATL:  6.8 | CG:  6.7 |

**Interventions:**

Club 100 – catch up; closing the gap.

Spring term – Progress Board - Progress and Attitude to Learning

Uniform and equipment – inclusion

Curriculum trip – inclusion

Transport support – inclusion

One to one tuition – post looked after children – closing the gap.

**Y8**

**Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| Group | Data retreival | AtL | CG |
| Pupil Premium | Autumn | 2.85 | 2.57 |
| Spring | 2.80 | 2.73 |
| Spring 2 | 2.73 | 2.70 |
| Summer |  |  |
| Non-Pupil Premium | Autumn | 3.03 | 2.84 |
| Spring | 3.01 | 2.95 |
| Spring 2 | 2.98 | 2.91 |
| Summer |  |  |
| Pupil Premium Gap | Autumn | -0.18 | -0.27 |
| Spring | -0.20 | -0.22 |
| Spring 2 | -0.25 | -0.22 |
| Summer |  |  |

**Progress Board interventions:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Round | Progress manager analysis | Number of PP students identified | Intervention baseline/impact (Av no. of subjects below for identified cohort) | |
| 1 – January 19 | 18 | 4 | ATL: 8.2 | CG: 7 |
| 2 – March 19 | 20 | 6 | ATL: 9.3 | CG: 8 |

**Interventions:**

Spring term – Progress Board - Progress and Attitude to Learning – 5/ 21 students identified as PP

Spring term – infographic released to all staff – awareness raising.

Uniform and equipment – inclusion

Curriculum trip – inclusion

One to one tuition – (LAC) – closing the gap.

**Y9**

**Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| Group | Data retrieval | AtL | CG |
| Pupil Premium | Spring | 2.90 | 2.56 |
| Spring 2 | 2.86 | 2.51 |
| Summer |  |  |
| Non-Pupil Premium | Spring | 3.06 | 2.78 |
| Spring 2 | 3.07 | 2.76 |
| Summer |  |  |
| Pupil Premium Gap | Spring | -0.16 | -0.22 |
| Spring 2 | -0.20 | -0.25 |
| Summer |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Round | Progress manager analysis | Number of PP students identified | Intervention baseline/impact (Av no. of subjects below for identified cohort | |
| 1 – January 19 | 22 | 6 | ATL: 5.8 | CG: 7.6 |
| 2 – March 19 | 28 | 8 | ATL: 6.4 | CG: 7.0 |

**Interventions:**

Spring term – Progress Board - Progress and Attitude to Learning

Uniform and equipment – inclusion

Curriculum trip – inclusion

Transport support – inclusion

Music lessons - enrichment

**KS3:** The data evidences that those who are the most deeply entrenched in under achievement are the most difficult to shift.

Following this analysis, we are going to refine the approach with PP students, and instead of mentoring them individually (given that the time required and the impact is not value for the time given) – we are going to try group intervention, with activities designed to get each student the opportunity to reflect more honestly on their progress and to set targets within a quicker time frame. With staff acting in pairs and applying additional interventions such as PREP club or being given equipment.

Any shifts in progress are small and also tend to mirror what is going on in the non PP cohort. This says more about dealing with students who are not meeting expectations or who are not making expected progress than it does about PP students as a separate group.

**KS4**

**Y10**

**Data:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Round | Progress manager analysis | Number of PP students identified | Intervention baseline/impact (Av no. of subjects below for identified cohort | |
| 2 – March 19 | 28 | 5 | ATL: 6.3 | CG: not yet available |

**Interventions:**

Spring term Progress Board – Progress and Attitude to Learning

Revision books – attainment & progress

Small group tuition - achievement

Asdan - achievement

Curriculum trip – inclusion

Music lessons – enrichment

Transport support – inclusion

One to One tuition – LAC and Oasis students – closing the gap and catch up respectively

**Y11**

**Data: - based purely on May mock exam results of Maths and Science only – set against December mocks, which were for all subjects.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Measure** | **Non PP Dec** | **Non PP May** | **PP Dec** | **PP May** | **Gap Dec** | **Gap May** |
| **Attainment8** | 43.3 | 46.4 | 33.5 | 37.2 | -9.8 | -9.2 |
| **Progress8** | -0.51 | -0.2 | -0.88 | -0.58 | -0.37 | -0.38 |
| **%9-5EnMa** | 23 | 49 | 15 | 29 | -8 | -20 |
| **%9-4enMa** | 52 | 69 | 30 | 36 | -22 | -33 |

**Interventions:**

#beprepared – attainment & progress & motivation

VT tutors – One to one tuition – LAC, Oasis and PP students - catch up and closing the gap.

Revision books – attainment & progress

Transport support – inclusion

Music lessons – enrichment

Uniform and equipment – ( LAC) – inclusion

**KS4:**

The Y10 data continues to lag because the students have not yet completed enough of the course to complete overall assessment data. We can see how each individual is doing relative to expectations, but the first meaningful data in terms of our accountabilities will be available after their mock exams. However, their AtL scores are not dissimilar to the Y9 cohort, and the number of PP students identified by staff as not meeting expected progress is fewer that other year groups.

The Y11 data is also difficult to make meaningful comments about the gap because the current mock exams were based on maths and science only. However, there has been improvement in some of our accountabilities and as champion for the PP cohort, I am very pleased to say that PP students outperform non PP students in Maths 7 – 9 grades. In addition, this cohort has slightly increased in size – from 27 to 28 students out of 144, which makes a difference (albeit slight) to the percentage calculations.

The key understanding that we are exploring as a school – is that given that some of our students (mostly PP/SEND – but not all) have very low literacy baselines, our key job is to give them the boost to their literacy, so that they can access the curriculum diet that we determine, so that they can access the exams, so that they can perform as well as their peers.

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