

Pupil Premium Impact Report 2014 to 16

In 2015/16 we received £198 595 and the funding was allocated in the way described in the plan. The impact of this funding is described below for Year 11 Outcomes year on year

% 5A*-C GCSEs				% A*-C in English				% A*-C in Maths			
	2014	2015	2016		2014	2015	2016		2014	2015	2016
Disadvantaged	30.8	33	52.9	Disadvantaged	42.3	53.5	52.9	Disadvantaged	42.3	60.5	67.6
Other	62.8	62	69.7	Other	74.5	75	77.8	Other	74.5	78.2	84.8
National	62	63	63	National	73	74	74	National	74	74	74
Gap	-31.2	-30	-10.1	Gap	-30.7	-20.5	-21.1	Gap	-31.7	-13.5	-6.4
The Gold standard of the Percentage achieving 5A*-C is used to make historical comparisons. The school has narrowed the gap significantly over the past three years. The disadvantaged group has improved more rapidly than other groups in the school over this period.				The A*-C pass rate in English for disadvantaged students has improved by 10% over this period and is a more rapid improvement than for other students in the school. The gap to national has also narrowed in this time.				The A*-C pass rate in Maths for disadvantaged students has improved at more than twice the rate of other students in the school. The gap to national has also been reduced significantly.			

Value added				Expected Progress in English				Expected Progress in Maths			
	2014	2015	2016		2014	2015	2016		2014	2015	2016
Disadvantaged	954.6	946.4	955.1	Disadvantaged	45.8	42	47.1	Disadvantaged	41.7	49	52.9
Other	994.3	1005.6	1010	Other	76.4	72	76.7	Other	69.9	70	76.1
National	1008	1008.7	1008.8	National	75	74	74	National	71	72	72
Gap	-53.4	-62.3	-53.7	Gap	-29.2	-32	-26.9	Gap	-29.3	-23	-19.1
There has been no reduction in the VA gap over three years, but this measure is now being phased out in favour of Progress 8. Students at Longcroft start their GCSEs a year earlier (Year 9) than most schools nationally. Our students were already committed to their GCSE studies when the DFE introduced this new measure. Only about 50% of our disadvantaged students had chosen subjects which would be included in this measure. For the 44% of students who had a Progress 8 compliant curriculum their P8 score was 0.09. This has been addressed by changes to curriculum provision at KS4.				There has only been a small improvement in the progress of disadvantaged students in English. This is being addressed with planned intervention in Y11.				There has been a steady decrease in the progress gap in Maths. The rate of progress for disadvantaged students is improving more rapidly than for other students, due to planned intervention.			

In-School Gaps		2014	2015	2016
Cohort		259	232	212
% 5+ A*-A		-13.9	-13.7	-17.1
% 5+ A*-C		-27	-23	-18.8
% 5+ A*-G		-11	-9	-8.
% achieving EBacc		-21	-24	-18.4
APS Best 8		-77.1	-66.4	-70.16
APS English		-7.9	-7.9	-5.04
APS Maths		-8.3	-6.2	-4.59
VA Best 8	All	312.8	315.1	319.91
	Low	198.4	192.8	214.33
	Mid	288.9	310.8	306.9
	High	388.2	370.8	371.26

Attendance (to May Half term)			
	2014	2015	2016
Year 11	92.9%	92.6%	94%
FSM	91.3%	85.6%	85.5%
Not FSM	93.1%	93.9%	95.7%
In Care	N/A	N/A	N/A
Not in Care	92.9%	92.6%	94%