

Pupil Premium Impact Report 2016 - 2017

What is Pupil Premium?

The Pupil Premium was introduced in April 2011, and is aimed at providing funding for Disadvantaged students from deprived backgrounds. Each school receives a fixed annual amount per student entitled to Pupil Premium (currently £935). The amount funded each year is set at the January census point for the next financial year. We will review our Pupil Premium Strategy annually in October. Research and national statistics show that students from deprived backgrounds often underachieve in comparison to 'Other' students, and the gap widens through the Key Stages of education. Additionally, Disadvantaged students are less likely to go on to Further or Higher Education. Nevertheless, it should not be assumed that all Pupil Premium students will underachieve; therefore, the funding should support and enhance the teaching and learning experience for Disadvantaged students to enable them to engage and accelerate their progress.

Pupil Premium (Disadvantaged) students include:

- Those currently on free school meals;
- Students who have been entitled to free school meals in the last 6 years (Ever 6 students);
- Looked After Children, defined as being in care under a Guardianship Order or Residence Order;
- Children whose parents are in the armed forces, or who have been in the last 5 years (Ever 5 students)

Barriers to Learning

All interventions were planned to support the overriding objective to close the gap in progress between Disadvantaged students at The MFG and 'Other' (non-Disadvantaged) students nationally. As well as specific academic interventions, other services were provided to remove barriers to learning. According to the DFE commissioned NFER report of 2015, the main barriers that Disadvantaged Students face nationally are:

- Financial barriers;
- Domestic issues which impact on the learning environment, as well as behaviour and attendance in school;
- Social, emotional and health issues;
- Poor literacy and / or numeracy skills;
- Low aspirations in relation to progression on to the next step of education, employment or training;
- Stereotyping and low expectations of disadvantaged students.

Additionally, in 2016 to 2017, students at The MFG who were eligible for Pupil Premium funding faced a number of specific barriers, including:

- Prior attainment of Disadvantaged Year 7 students, entering The MFG, is consistently below that of 'other' students (see below chart);
- The proportion of Year 9 students opting for perceived aspirational subjects e.g. triple science and EBacc suite of qualifications, was well below their non-disadvantaged counterparts;
- The academic progress of Disadvantaged students was improving, but not always at the rate of 'Other' learners;

- Although attendance of Disadvantaged students has risen over the last 2 years, it remains below that of 'Other' learners;
- Many students eligible for Pupil Premium have significant financial, domestic, social or emotional issues that impact on learning at home, as well as behaviour and attendance in school;
- The curriculum followed by the Year 11 Leavers group was a significant contributory factor to the low Progress 8 figures. A significant number of students had empty EBacc buckets which affected the progress score for individuals, and only 3 Disadvantaged students were eligible for the English Bacculaureate. Traditionally the curriculum was planned to ensure students secured post 16 pathways and used the expertise and successes of the Academy's Design Technology 'specialism'; the success of this is evidenced in the annual positive EET figures. However, the Academy has successfully been 'growing out' the historic curriculum to ensure that more students are taking English Bacculaureate (EBacc) subjects.

Overview Figures

Total PP Budget	£205,700
Number of students eligible for PP Funding 2016-2017	220 (18.9%)

APS on Entry

Although the overall intake to The MFG is significantly higher than national according to KS2 data, there is a significant difference between the APS on entry of Disadvantaged students in comparison to 'Other' students in the academy (see below table). Therefore, although Disadvantaged students can be compared to 'Other' students for progress data, this is not a fair comparison for attainment data.

N.B. The way APS on entry is shown changes for the Year 7 and 8 cohort due to the removal of KS2 levels.

	Disadvantaged APS on entry	'Other' APS on entry	APS Gap
Results 2017	26.7	30.2	-3.5
Year 11	28.0	30.5	-2.5
Year 10	27.8	30.1	-2.3
Year 9	28.7	30.3	-1.5
Year 8	100	105	-5
Year 7	101	106	-5

Impact - Year 11 Leavers 2017

It is inappropriate to make comparisons between 2016 and 2017 data due to specification changes in English and maths (the introduction of 1-9 in comparison to A*-G grades). However, for transparency we have included both data sets. Additionally, in line with DFE guidance we have published Disadvantaged figures in comparison to 'Other' students nationally and at The MFG; this is because we are aiming to close the gap between Disadvantaged and 'Other' students.

Progress Data

The curriculum followed by the Year 11 Leavers group was a significant contributory factor to the low Progress 8 figures. A high proportion of students had empty EBacc buckets which affected the progress score for individuals. Additionally, 8 out of the 35 Disadvantaged students did not complete Year 11 at The MFG and were at risk of permanent exclusion (7 were at the PUP). In the 2017 results, although there was a gap between Disadvantaged and 'Other' students both nationally and in relation to 'Other' students in the academy, and we were negative in terms of the progress scores, from 2016 to 2017 there have been improvements for Disadvantaged students at The MFG; this was in terms of the overall Progress 8 score (+0.34 difference), EBacc element (+0.41 difference) and Open element (+0.51 difference).

Additionally, (according to the Inspection Data Summary Report published January 2018) we have improved in terms of progress for Disadvantaged students in comparison to other schools nationally, including overall Progress 8, English element and EBacc element. For Disadvantaged students we are above national average for progress for the Open element, Science and Languages in 2017.

Overall Progress 8	2017	2016	Difference 2016-2017
All students (214*)	-0.06	-0.41	+0.35
Disadvantaged MFG (35)	-0.70	-1.04	+0.34
Other MFG (179)	+0.04	-0.28	+0.32
DS MFG to Other MFG Gap	-0.74	-0.76	-0.01 (gap closing)
Other National	+0.11	+0.10	+0.01
DS MFG to National Other Gap	-0.81	-1.14	-0.33 (gap closing)

*3 students did not have KS2 data and therefore have not counted on the progress figures.

Progress – English element	2017	2016	Difference 2016-2017
All students	0.01	-0.43	+0.42
Disadvantaged MFG	-0.83	-0.75	-0.08
Other MFG	+0.16	-0.36	+0.52
DS MFG to Other MFG Gap	-0.99	-0.39	+0.60
Other National	+0.10	No data available	No data available
DS MFG to National Other Gap	-0.93	No data available	No data available

Progress – maths element	2017	2016	Difference 2016-2017
All students	-0.17	-0.11	-0.06

Disadvantaged MFG	-1.01	-0.51	-0.50
Other MFG	-0.03	-0.02	-0.01
DS MFG to Other MFG Gap	-0.98	-0.49	-0.49
Other National	+0.11	No data available	No data available
DSMFG to National Other Gap	-1.12	No data available	No data available

Progress – Ebacc element	2017	2016	Difference 2016-2017
All students	-0.19	-0.61	+0.42
Disadvantaged MFG	-1.01	-1.53	+0.52
Other MFG	-0.04	-0.41	+0.36
DS MFG to Other MFG Gap	-0.97	-1.12	-0.15 (gap closing)
Other National	+0.13	No data available	No data available
DS MFG to National Other Gap	-1.14	No data available	No data available

Progress – Open element	2017	2016	Difference 2016-2017
All students	+0.10	-0.41	+0.51
Disadvantaged MFG	-0.11	-1.10	+0.99
Other MFG	+0.13	-0.26	+0.39
DS MFG to Other MFG Gap	-0.24	-0.84	-0.64 (gap closing)
Other National	+0.09	No data available	No data available
DS MFG to National Other Gap	-0.20	No data available	No data available

Attainment

Although Disadvantaged students can be compared to ‘Other’ students for progress data, this is not a fair comparison for attainment data as in 2017 Disadvantaged students came in to the academy with an APS score of 26.7 in comparison to ‘Other’ students APS of 30.2. We have published these figures for transparency and so that they can inform our strategic planning for 2017-2018.

Overall Attainment 8	2017	2016	Difference 2016-2017
All students (217)	49.73	50.20	-0.47
Disadvantaged MFG (36)	35.10	38.08	-2.98
Other MFG (181)	52.23	52.79	-0.56
DS MFG to Other MFG Gap	-17.13	-14.75	+2.56
Other National	49.51	49.50	+0.01
DS MFG to National Other Gap	-14.41	-11.42	+2.99

Attainment – English element	2017	2016	Difference 2016-2017
All students	10.76	10.46	+0.30
Disadvantaged MFG	7.53	8.86	-1.33
Other MFG	11.31	10.80	+0.51
DS MFG to Other MFG Gap	-3.78	-1.94	+1.84
Other National	10.51	10.98	-0.47
DS MFG to National Other Gap	-2.98	-2.21	+0.77

Attainment – maths element	2017	2016	Difference 2016-2017
All students	9.49	10.54	-1.12
Disadvantaged MFG	5.89	8.43	-2.54
Other MFG	10.12	10.99	-0.87
DS MFG to Other MFG Gap	-4.23	-2.56	+1.67
Other National	9.67	10.41	-0.74
DS MFG to National Other Gap	-3.78	-1.98	+1.80

Attainment – Ebacc element	2017	2016	Difference 2016-2017
All students	13.22	13.51	-0.29
Disadvantaged MFG	8.10	8.52	-0.42
Other MFG	14.15	14.57	-0.42
DS MFG to Other MFG Gap	-6.05	-6.05	-0.00
Other National	13.69	14.81	-1.12
DS MFG to National Other Gap	-5.59	-6.29	-0.70 (gap closing)

Attainment – Open element	2017	2016	Difference 2016-2017
All students	16.25	15.69	+0.44
Disadvantaged MFG	13.58	12.27	+1.31
Other MFG	16.65	16.42	+0.23
DS MFG to Other MFG Gap	-3.07	-4.15	-1.08 (gap closing)
Other National	15.64	16.52	-0.88
DS MFG to National Other Gap	-2.06	-4.25	-2.19 (gap closing)

A Key Strategy in improving students' attendance, progress and reducing Fixed Term Exclusions was the introduction of our 'Pop Up Provision' (PUP) at Easter of Year 11. There were 8 students in attendance; 7 were Disadvantaged. These students were at risk of permanent exclusion or had other significant issues and so were educated in an off-site provision. As a cohort they has a significant negative impact on our data. However, when they were in attendance at the PUP the effect on the students' motivation, self-esteem, behaviour, attendance and attainment was striking. See below as evidence:

PUP Students	Average Improvement
Attainment	+1.21 grades average from CF3 data (March) to results
Attendance	+9.5% average improvement as a cohort (summer term)
Fixed Term Exclusions	The cohort had 16 FTEs in total before entering the PUP. During the time in the PUP, there were a total of 2 FTEs.

Destinations

In 2015-2016, 94% of students at The MFG stayed in education or employment after KS4 (in line with the national average of 94%) according to the provisional data from the 'School Performance Summary 2016/2017'. However, in 2016-2017, according to our Think Futures internal data, 100% of our Disadvantaged students went on to full time education, employment or training.

Type of Post 16 Provision	Number of students
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A Levels	5
Level 3 BTEC	9
Level 2 BTEC	5
Vocational Courses	13
Apprenticeship	2
Employment with training	1
GCSE Program	1

Progress Data of Students Currently Attending The MFG

In 2016-2017, since the appointment of the new Principal (September 2016), a variety of interventions (both Wave 1 in the classroom and additional interventions) have been implemented across the academy. These appear to be having a significant impact on closing the gap between Disadvantaged and Other students in comparison to 2017 Leavers' cohort.

Current Year 11 students – 44 students eligible for PP Funding (Creating Futures Data – October)

	Progress 8	English	Maths	EBacc	Open
DS Gap to Other Students	-0.07	-0.02	+0.06	-0.09	-0.18

At Key Stage 3, in comparison to Year 11 leavers, significant progress has been made in closing the gap. The impact is more striking with Years 7 and 8, which indicates that the new strategies are taking effect as Disadvantaged students are outperforming Other students in many areas. A key action for the academy is to ensure strategic intervention and Quality Assurance procedures continue to take place with current Year 10 students (these students had 2 years in the academy before the appointment of the new Principal).

	Y7 2016-2017 (new Y8)		Y8 2016-2017 (new Y9)		Y9 2016-2017 (new Y10)
	CF3 Y7	CF1 Y8	CF3 Y8	CF1 Y9	CF3 Y9
English	+0.14	+0.51	-0.11	+0.22	-0.25
Maths	+0.08	+0.16	-0.26	-0.13	-0.38
Science	+0.38	+0.43	-0.05	-0.04	-0.45

Key objectives for 2017 – 2018

The Academy undertook a full external Pupil Premium review in February 2017. It was noted that, *“New appointments at senior level and middle leader management are solidifying the improvement agenda and providing fresh drive and impetus alongside the tenacious and brave leadership provided by the Head”*.

We have utilised the advice provided from the Pupil Premium review in order to write our Pupil Premium Strategy for 2017-2018.

Key Objectives for 2017 (see Disadvantaged Development Plan and Pupil Premium Strategy for further details of key gap closing strategies):

- To ensure that the progress of Disadvantaged students is at least in line with 'Other' students as all teachers and support staff are systematically and robustly driving and monitoring teaching and learning as well as other intervention strategies;
- To ensure that the curriculum enables all students to be able to access the full range of qualifications, and the EBacc bucket is filled as appropriate to each student's needs;
- To ensure that strategic intervention is in place for English and maths for Disadvantaged students, so that the gap is closed in the English and maths buckets and students' progress is positive;
- To ensure that the attendance of Disadvantaged students continues to improve and is at least in line with 'other' students;
- To continue to reduce the number of fixed term exclusions for Disadvantaged students;
- To reduce any barriers to learning through the Personalised Learning Provision procedures.

2016-17 Pupil Premium Spend:

	2016-17 Full Cost
Total Funding 2016-17	£194480
PP Leadership	£8500
Targeted support for English	£30000
Targeted support for Maths	£39000
Alternative Education Provision	£21500
High Quality Careers Guidance	£21000
Education Support	£7000
Attendance Support	£3500
Safeguarding	£22000
Literacy/Reading	£7000
Student Support	£20000
Learning Mentor	£5000