

nuast

Pupil Premium Review

September 2019

Pupil Premium Funding Report:

Review of 2018/19 plan

Pupil Premium Impact Statement

In 2018/19 there were 31 students who qualified as Pupil Premium within Year 11. In 2018 the A8 / P8 scores for PP were 49.6 and -0.09 respectively, and in 2019 A8 / P8 scores were 47.8 and +0.02. 2019 results has seen an improvement in the progress students have made. It is worth noting that in both years A8 has been well above the national average for all students.

Progress 8 comparison by “basket”

PP		non-PP	
English P8	-0.54	English P8	-0.21
Maths P8	0.49	Maths P8	0.47
Ebacc P8	0.65	Ebacc P8	0.55
Open P8	-0.55	Open P8	-0.25
Overall	0.02	Overall	0.14

In both Mathematics and the Ebacc basket, PP closed the gap and exceeded the progress made by non-PP students. A significant gap remains within English and the Open basket, which will be addressed through a whole school focus on improving literacy, which is often a barrier to learning for PP students. Further support will be put in place to ensure students are learning effectively in subjects within the Open basket.

English and Mathematics performance

English	9 to 7	9 to 5	9 to 4
% achieved	21.2	58.6	80.8

Maths	9 to 7	9 to 5	9 to 4
% achieved	28.3	63.6	84.8

The two charts above show the performance of both PP and Non-PP students within English and Mathematics. 2019 results are above the national average in both English and Mathematics at 4+, and Mathematics at 5+ and 7+ for PP. There is a gap in attainment between the two subjects that must be diminished further.

It is clear that the actions we have taken have made an improvement in overall outcomes across the entire school, including PP. We believe that the strategies we have implemented, much of which is based on the Education Endowment Foundation’s PP Toolkit, are fit for purpose and having impact. As an academy we now need to ensure these approaches, especially around feedback and high quality first wave teaching are targeted more consistently at PP students in the first instance. A more sharply focused tracking and monitoring process will ensure that this now happens at a faculty, subject and teacher level. Strategies to improve outcomes for PP students with significant impact, for example in Mathematics at 5+ and 7+, will be shared further across the academy to embed best practice.