

Fullbrook Analysis of the Progress of Disadvantaged Pupils

Pupil Premium Funding 2015-16

The pupil premium grant allocation for the academic year 2015-16 was £229,496 (down from £240,622 in 2014-15).

An evaluation of current provision to inform future provision planning & delivery

The purpose of this evaluation was not to find excuses for the poor progress of some disadvantaged students but to identify where strategies had worked and where we needed to change for small subgroups within the disadvantaged cohorts. The very different makeup of each year's disadvantaged cohorts has meant we have had to adapt our strategies to meet students' complex needs.

We were disappointed by the outcomes for our disadvantaged students as published although without the inclusion of remarks, and national benchmarks, this is unreliable information. The strategies we employed over the last five years for these students appear to be working and certainly attendance and the participation in enrichment activities has improved.

The outcomes show that overall the progress of PPI students is improving. As illustrated in the table below those disadvantaged students who attended regularly, thus being able to access the support we provide, and without other complex needs make progress that is better than whole school achievement.

We believe that our PPI cohort is not typical and, as such, a comparison with national progress data is not helpful. This analysis show that on the whole our strategies are working. However, for those PPI students with very complex needs or who are late starting at the school the outcomes are less successful. Improving the provision for these students is a subtle challenge as actions to safeguard their welfare is a priority and may not result in improved performance outcomes. The priority remains to work closely with social care and the health service to provide support for individuals and their families. In school we need to focus on this vulnerable cohort attending, making challenging but realistic post 16 plans and gaining the qualifications required to move forward. Case studies for these vulnerable students demonstrate the strategies employed and how they have been successful.

Two students in receipt of PP between Years 7 and 10 both gained positive Progress 8 figures although they are not included in the data.

Analysis of outcomes for disadvantaged students attending regularly 2014/15 and 2015/16

	Disadvantaged & attending regularly		Disadvantaged & attending No SEND, no CP concerns		Disadvantaged & attending FSM - True		Disadvantaged & attending FSM - False		Disadvantaged & attending SEN: K		Disadvantaged & attending SEN: ECHP		Disadvantaged & attending Known to Childrens' Services		Disadvantaged & attending Late joiner	
	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16
Students	42	34	31	17	18	14	24	20	10	5	1	0	10	15	7	5
EBACC %	24%	24%	32%	35%	17%	14%	29%	30%	0%	0%	0%	n/a	10%	13%	57%	20%
Progress 8	-0.14	-0.26	+0.08	+0.30	-0.05	-0.30	-0.21	-0.23	-0.65	-1.3	-1.97	n/a	-0.38	-0.75	+0.07	0.00
VA	990.35	993.39	1004.40	1024.62	993.89	990.48	987.31	995.43	953.87	936.27	911.03	n/a	971.32	967.78	994.82	1010.67
English A*-C	28/42	21/34	27/31	13/17	13/15	10/14	15/24	11/20	1/10	0/5	0/1	n/a	6/10	8/15	5/7	3/5
Maths A*-C	26/42	26/34	21/31	15/17	9/15	12/14	17/24	14/20	4/10	1/5	1/1	n/a	2/10	10/15	4/7	5/5

Analysis of outcomes for all disadvantaged students 2014/15 and 2015/16

	Disadvantaged		Disadvantaged Attending		Disadvantaged FSM - True		Disadvantaged FSM - False		Disadvantaged +K		Disadvantaged +ECHP		Disadvantaged Known to Childrens' Services		Disadvantaged Late joiner		Disadvantaged Alternative Provision	
	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16
Students	51	43	42	34	26	19	25	24	16	10	1	1	17	21	10	7	3	6
EBACC %	20%	19%	24%	24%	12%	11%	28%	25%	0%	0%	0%	0%	6%	10%	40%	14%	0%	0%
Progress 8	-0.61	-0.69	-0.14	-0.26	-0.8	-1.00	-0.37	-0.44	-1.43	-2.03	-1.97	-3.00	-1.37	-1.3	-0.98	-0.55	-3.02	-3.02
VA	952.29	961.35	990.35	993.39	933.15	934.25	974.90	983.75	890.82	872.47	911.03	735.37	888.51	921.15	921.84	974.97	743.50	774.41
English A*-C	29/51	21/43	28/42	21/34	14/26	10/19	15/25	11/24	2/16	0/10	0/1	0/1	6/17	8/21	5/10	3/7	0/3	0/6
Maths A*-C	28/51	27/43	26/42	26/34	11/26	13/19	17/25	14/24	5/16	1/10	1/1	0/1	3/17	10/21	4/10	5/7	0/3	0/6

Analysis of outcomes for disadvantaged students attending regularly 2014/15 and 2015/16

Upper Band

	Disadvantaged attending		Disadvantaged FSM - True		Disadvantaged FSM - False		Disadvantaged +K		Disadvantaged +ECHP		Disadvantaged Known to Childrens' Services		Disadvantaged Late Joiner	
	2014/15	2015/16 *	2014/15	2015/16 *	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16 *	2014/15	2015/16
Students	13	9	5	3	8	6	1	0	0	0	0	3	2	1
EBACC %	62%	67%	60%	33%	63%	83%	0%	n/a	n/a	n/a	n/a	33%	100%	100%
Progress 8	-0.18	-0.10	-0.29	-0.79	-0.11	+0.25	-1.33	n/a	n/a	n/a	n/a	-0.82	+0.25	+0.03
VA	989.30	999.48	979.59	957.78	995.36	1020.34	919.91	n/a	n/a	n/a	n/a	958.07	1002.26	1007.10
English A*-C	12/13	9/9	5/5	3/3	7/8	6/6	0/1	n/a	n/a	n/a	n/a	3/3	2/2	1/1
Maths A*-C	13/13	9/9	5/5	3/3	8/8	6/6	1/1	n/a	n/a	n/a	n/a	3/3	2/2	1/1

*These figures do not include WJ – see case study

Middle Band

	Disadvantaged attending		Disadvantaged FSM - True		Disadvantaged FSM - False		Disadvantaged +K		Disadvantaged +ECHP		Disadvantaged Known to Childrens' Services		Disadvantaged Late Joiner	
	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16
Students	15	19	5	8	10	11	3	4	1	0	5	8	2	3
EBACC %	7%	11%	0%	13%	10%	9%	0%	0%	0%	n/a	20%	13%	50%	0%
Progress 8	-0.35	-0.35	-0.19	-0.02	-0.43	-0.59	-1.26	-1.67	-1.97	n/a	-0.55	-0.78	-0.12	-0.01
VA	979.19	985.87	986.37	1006.63	975.60	970.78	921.29	905.93	911.03	n/a	972.96	961.65	987.39	1006.01
English A*-C	9/15	10/19	3/5	5/8	6/10	5/11	0/3	0/4	0/1	n/a	3/5	4/8	2/2	2/3
Maths A*-C	10/15	14/19	3/5	7/8	7/10	7/11	2/3	1/4	1/1	n/a	2/5	5/8	1/2	3/3

Lower Band

	Disadvantaged attending		Disadvantaged FSM - True		Disadvantaged FSM - False		Disadvantaged +K		Disadvantaged +ECHP		Disadvantaged Known to Childrens' Services*		Disadvantaged Late Joiner	
	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16
Students	11	5	8	2	3	3	5	1	0	0	5	3	0	1
EBACC %	0%	0%	0%	0%	0%	0%	0%	0%	n/a	n/a	0%	0%	n/a	0%
Progress 8	+0.19	+0.3	+0.18	+0.54	+0.22	+0.14	-0.14	+0.19	n/a	n/a	-0.21	+0.06	n/a	+0.01
VA	1006.81	1039.65	1007.53	1045.08	1004.88	1036.02	980.21	1057.63	n/a	n/a	969.68	1033.06	n/a	1028.22
English A*-C	6/11	1/5	5/8	1/2	1/3	0/3	1/5	0/0	n/a	n/a	3/5	0/3	n/a	0/1
Maths A*-C	2/11	2/5	1/8	1/2	1/3	1/3	1/5	0/0	n/a	n/a	0/5	1/3	n/a	1/1

Analysis of outcomes for all disadvantaged students 14/15 and 15/16

Upper Band

	Disadvantaged		Disadvantaged Attending		Disadvantaged FSM - True		Disadvantaged FSM - False		Disadvantaged +K		Disadvantaged +ECHP		Disadvantaged Known to Childrens' Services		Disadvantaged Late joiner		Disadvantaged Alternative Provision	
	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16
Students	14	10	13	10	6	4	8	6	2	0	0	0	0	4	2	1	0	0
EBACC %	57%	60%	62%	60%	50%	25%	63%	83%	0%	n/a	n/a	n/a	n/a	25%	100%	100%	n/a	n/a
Progress 8	-0.27	-0.36	-0.18	-0.36	-0.5	-1.27	-0.11	+0.25	-1.43	n/a	n/a	n/a	n/a	-1.29	+0.25	+0.03	n/a	n/a
VA	983.48	984.55	989.30	984.55	967.65	930.87	995.36	1020.34	913.91	n/a	n/a	n/a	n/a	931.08	1002.26	1007.10	n/a	n/a
English A*-C	13/14	10/10	12/13	9/9	6/6	4/4	7/8	6/6	1/2	n/a	n/a	n/a	n/a	4/4	2/2	1/1	n/a	n/a
Maths A*-C	14/14	10/10	13/13	9/9	6/6	4/4	8/8	6/6	2/2	n/a	n/a	n/a	n/a	4/4	2/2	1/1	n/a	n/a

Middle Band

	Disadvantaged		Disadvantaged Attending		Disadvantaged FSM - True		Disadvantaged FSM - False		Disadvantaged +K		Disadvantaged +ECHP		Disadvantaged Known to Childrens' Services		Disadvantaged Late joiner		Disadvantaged Alternative Provision	
	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16
Students	20	26	15	19	9	12	11	14	6	8	1	0	10	12	4	4	1	4
EBACC %	5%	8%	7%	11%	0%	8%	9%	7%	0%	0%	0%	n/a	10%	8%	25%	0%	0%	0%
Progress 8	-1.02	-0.93	-0.35	-0.35	-1.38	-1.01	-0.72	-0.86	-2.29	-2.3	-1.97	n/a	-1.79	-1.5	-1.43	-0.83	-4.65	-3.03
VA	923.76	946.07	979.19	985.87	889.42	933.48	951.85	956.86	829.63	849.33	911.03	n/a	865.20	905.34	894.87	953.63	626.26	784.17
English A*-C	9/20	10/26	9/15	10/19	3/9	5/12	6/11	5/14	0/6	0/8	0/1	n/a	3/10	4/12	2/4	2/4	0/1	0/4
Maths A*-C	11/20	15/26	10/15	14/19	4/9	8/12	7/11	7/14	2/6	1/8	1/1	n/a	3/10	4/12	1/4	3/4	0/1	0/4

Lower Band

	Disadvantaged		Disadvantaged Attending		Disadvantaged FSM - True		Disadvantaged FSM - False		Disadvantaged +K		Disadvantaged +ECHP		Disadvantaged Known to Childrens' Services		Disadvantaged Late joiner		Disadvantaged Alternative Provision	
	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16
Students	14	6	11	5	11	3	3	3	7	1	0	1	7	4	1	1	2	1
EBACC %	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	n/a	0%	0%	0%	0%	0%	0%	0%
Progress 8	-0.34	-0.25	+0.19	+0.3	-0.5	-0.64	+0.22	+0.14	-0.7	+0.19	n/a	-3.00	-0.78	-0.71	-1.64	+0.01	-2.21	-3.00
VA	961.85	988.93	1006.81	1039.65	950.11	941.84	1004.88	1036.02	936.67	1057.63	n/a	735.37	921.81	958.64	868.86	1028.22	802.12	735.37
English A*-C	6/14	1/6	6/11	1/5	5/11	1/3	1/3	0/3	1/7	0/1	n/a	0/1	3/7	0/4	0/1	0/1	0/2	0/1
Maths A*-C	2/14	2/6	2/11	2/5	1/11	1/3	1/3	1/3	1/7	0/1	n/a	0/1	0/7	1/4	0/1	1/1	0/2	0/1

A Summary of Interventions and Strategies

Interventions and Strategies	Cost	Impact Evidence
<p>Small group literacy tuition & 1:1 English and Maths tuition</p> <p>Both for disadvantaged students making less than expected progress and to encourage those already making expected progress to make more than expected progress</p>	<p>Salary / Responsibility payments:</p> <p>Literacy: £61,860</p> <p>1-to-1: £21,770</p>	<p>Literacy Intervention 2015/16:</p> <ul style="list-style-type: none"> • Yr7 – 28 students, at least 82% of whom made progress in line with, or exceeding, their chronological reading age. • Yr8 – 10 students, at least 80% of whom made progress in line with, or exceeding, their chronological reading age. • Yr9 – 12 students, at least 73% of whom made progress in line with, or exceeding, their chronological reading age. <p>1:1 English Tuition 31 students from KS3 and KS4 participated 26 of whom made progress against their starting NC level or towards their target GCSE grade.</p> <p>1:1 Maths Tuition 32 students from KS3 and KS4 participated 26 of whom made progress against their starting NC level or towards their target GCSE grade.</p>
Supporting the attendance of disadvantaged students	£6,500 (share of EWO's salary cost)	2015/16: 241 disadvantaged pupils' average attendance was 93.66%
Financial support for uniform, travel costs, specialist equipment and support to ensure disadvantaged students can access the full range of enrichment activities including DofE, peripatetic music lessons, extracurricular trips & visits.	£35,451	See table on Page 6 for a 2015/16 breakdown of non-staffing costs
Staff training to raise awareness of disadvantaged students and the support available	Part of whole school CPD & Training	2016/17 – Three sessions on maximising the progress of disadvantaged students over the course of the year for all staff. Trainees, NQTs and RQTs also have additional twilight sessions in the Autumn term.
<p>All areas/teachers and leaders have appraisal targets linked to the progress of disadvantaged students.</p> <p>All areas/teachers and leaders have access to detailed and up to date data through 4Matrix. Individual student progress can be tracked and analysed thus informing future intervention planning.</p>		<p>KS3 Top 3 Subjects LOP for disadvantaged students:</p> <ul style="list-style-type: none"> • Yr7: Maths 0.86, Science 0.67, English 0.39 • Yr8: Drama 1.33, Science 1.23, Maths 1.10 • Yr9: PE 1.47, Drama 1.46, English 1.36 <p>Yr10 English & Maths LOP for disadvantaged students:</p> <ul style="list-style-type: none"> • English Lang 3.27, English Lit 3.25, Maths 2.94
<p>At KS4 bonus groups are created in core subjects to provide smaller group sizes and to enable the provision of bespoke interventions for all disadvantaged students. This requires the provision of an extra 60 teacher periods per 6-day cycle.</p> <p>Focussed interventions at KS4 to ensure all disadvantaged students have access to additional school based support; particularly holiday revision and additional careers advice, information & guidance.</p>	<p>KS4 bonus groups: £110,000</p> <p>Easter revision: £2,930</p>	<p>81% of Yr11 students were in specialist pastoral tutor groups; Russell Group, Maths, English, Attendance.</p> <p>49% of PPI students attended the 2016 Easter revisions sessions</p> <p>11 students received specialist careers support targeting potential NEETS</p> <p>4 students participated in the Cambridge University open day and have gone onto relevant A Level courses</p>
Year 7 disadvantaged students' behaviour, attendance, & conduct support programme.	Included in TLR structure	37 Year 7s participated throughout the year. 86% showed improved attendance, with 40% meeting the school target of 96%. Students made 0.39 LOP in English and 0.86 LOP in Maths
	Total: £238,511	

Pupil Premium Spending 2015/16

Not including staffing costs

Yellow bus fares	£1595.50
Taxi fares	£1451.80
Other travel costs	£36.20
Uniform	£242.24
Music lessons	£1840.50
Trips	£894.50
Technology costs	£338.71
Books, revision guides and other supplies	£238.87
Attendance awards	£59.50
Alternative provision	£28752.70
TOTAL	£35450.52

Review of spending and projected expenditure in 2016/17

The evidence shows that our careful and strategic approach to the PP budget has impacted positively on student welfare, engagement and outcomes. Ensuring our students with the most complex needs can access appropriate and effective alternative provision is a priority and we focus on ensuring these young people will be able to work towards their own personal, academic and social goals.

Each cohort presents a different set of complex needs and our finance model is flexible enough to accommodate these although non staffing costs are expected to be broadly similar in 2016/17.

Analysis of the disadvantaged cohorts from 2014/15 & 2015/16 - Highlighting the complex but unique needs of each cohort.

	2014/15	2015/16
Total Disadvantaged Cohort	51	43
Social care involvement/Known to Childrens' Services	25	21
Persistent absentees	10	3
<ul style="list-style-type: none"> • PA Medical CAHMS not fit to attend • PA Medical not fit to attend • PA Supported young carers 	3 4 3	1 2 0
From IYFA crossed PEX threshold at other schools	2	0
Crossed PEX threshold but kept in school with additional support by social care	1	5
On SEND register	17	11
Previously on SEND register	11	5
SEND plus social care involvement	13	9
In alternative provision	3	6
GRT left area before exams	1	1

PPI students in each year are not equally disadvantaged; and the needs of each cohort are disparate and complex.

Conclusions

In order that future efforts would focus on the niche groups within the disadvantaged population we carried out an analysis of where strategies were working and where they were less successful.

Category	Evidence	Conclusions/Actions
Disadvantaged, attending regularly without SEND or CP concerns	Progress 8 2014/15 of +0.08 Progress 8 2015/16 of +0.30	Strategies continue to work well for disadvantaged students who attend regularly and are without other complex needs. Special focus will this year be on those disadvantaged students in the middle prior attainment band.
Upper band disadvantaged students attending regularly	9 students achieved a Progress 8 score of -0.1, in line with national averages.	Strategies continue to work well for disadvantaged students who attend regularly and are without other complex needs although we continue to look for ways to maximise the progress of these students.
English and Maths GCSE outcomes for disadvantaged students attending regularly	62% A*-C in English and 76% A*-C in Maths; both comfortably exceed national averages and floor standards	Gaining English and Maths GCSEs is a vital to unlocking appropriate local post-16 provision for many of our disadvantaged students. Strategies here are working well and inform disadvantaged provision for all year groups.
Disadvantaged claiming FSM and attending	Progress 8 14/15 in school gap of -0.05 Progress 8 15/16 in school gap of -0.30	If those claiming FSM attend then strategies are working
Disadvantaged but not attending & disadvantaged, known to social care and not attending	In school difference is reducing however outcomes for these students are still significantly lower than for other FSM and Ever6 students	If the students are not in school for medical or other reasons the focus needs to be on maximising attendance. School support and appropriate alternative provision focus on facilitating GCSEs and securing post 16 provision. Ongoing close liaison with social care. 100% of the cohort are in post 16 provision.
Disadvantaged with SEND	This group represents students with some of the most complex needs; outcomes are not as good as non-disadvantaged SEN students	Whole school "quality first teaching strategy" is beginning to improve SEND whole school progress including for PPI.
ALL disadvantaged students are currently successful in their post 16 provision		