



*Creative
Education
Trust*

Annual Pupil Premium report – September 2019

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers.

The impact and spending strategy for pupil premium funding is reviewed at every Academy Council/ Rapid Improvement Board meeting. The annual review is published on the academy's website in September each year.

The main barriers to achievement for disadvantaged pupils in this academy are:

- There is an attendance gap for pupil premium pupils when compared to others nationally.
- Pupils' mental health and social behaviour.
- Pupil Premium pupils have low aspirations with lack of role models in higher education within the family unit.

Disadvantaged pupils by year group

Year group	Disadvantaged number	Disadvantaged percentage
7 (226)	65	29%
8 (206)	55	27%
9 (191)	59	31%
10 (213)	50	23%
11 (182)	47	26%
Total (1018)	276	27%

Total pupil premium funding for current year: **£297,028**

Pupil premium expenditure plan 2018/19

Strategy	Cost	Success criteria by August 2019	Evaluation																																												
<p>“Disadvantaged First”</p> <p>Teaching & Learning strategy/approach focusing on high engagement through personalised learning.</p>	<p>£103,959</p> <p>35%</p>	<p>The progress of Disadvantaged pupils within English and maths improves from 2018 outcomes and therefore diminishes the difference compared to others nationally.</p>	<p>2019 Overview – Performance of Disadvantaged Pupils</p> <table border="1"> <thead> <tr> <th>Year 11 Accountability Measures</th> <th>2018 Disadvantaged Results</th> <th>2019 Disadvantaged Results</th> <th>Impact compared to 2018 Results</th> </tr> </thead> <tbody> <tr> <td>4 + English</td> <td>37%</td> <td>52%</td> <td>↑ (15%)</td> </tr> <tr> <td>4 + Mathematics</td> <td>37%</td> <td>54%</td> <td>↑ (17%)</td> </tr> <tr> <td>4+ English and maths</td> <td>28%</td> <td>41%</td> <td>↑ (13%)</td> </tr> <tr> <td>5+ English</td> <td>16%</td> <td>22%</td> <td>↑ (6%)</td> </tr> <tr> <td>5+ Mathematics</td> <td>26%</td> <td>28%</td> <td>↑ (2%)</td> </tr> <tr> <td>5+ English and maths</td> <td>12%</td> <td>15%</td> <td>↑ (3%)</td> </tr> <tr> <td>7+ English</td> <td>5%</td> <td>7%</td> <td>↑ (2%)</td> </tr> <tr> <td>7+ Mathematics</td> <td>2%</td> <td>4%</td> <td>↑ (2%)</td> </tr> <tr> <td>7+ English and maths</td> <td>2%</td> <td>2%</td> <td>= (0%)</td> </tr> <tr> <td>Progress 8</td> <td>-0.47</td> <td>-0.26</td> <td>↑ (+0.21)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The Progress 8 score for Disadvantaged pupils has improved by +0.21 when compared to 2018 outcomes. The Attainment results for Disadvantaged pupils has improved significantly for 4+ in English and mathematics. There are also notable improvements in 5+ and 7+ attainment measures. 4+ Crossover has improved significantly by 13% including an increase of 3% in 5+ Crossover. 	Year 11 Accountability Measures	2018 Disadvantaged Results	2019 Disadvantaged Results	Impact compared to 2018 Results	4 + English	37%	52%	↑ (15%)	4 + Mathematics	37%	54%	↑ (17%)	4+ English and maths	28%	41%	↑ (13%)	5+ English	16%	22%	↑ (6%)	5+ Mathematics	26%	28%	↑ (2%)	5+ English and maths	12%	15%	↑ (3%)	7+ English	5%	7%	↑ (2%)	7+ Mathematics	2%	4%	↑ (2%)	7+ English and maths	2%	2%	= (0%)	Progress 8	-0.47	-0.26	↑ (+0.21)
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2019 Performance Gap – (Progress)

Gap to national ‘Others’ (non-disadvantaged)

- The 2019 performance gap for disadvantaged pupils has diminished when compared to national ‘others’.
- On average, disadvantaged pupils have improved by half a grade across all 8 subjects studied compared to 2018 Disadvantaged gap to national (0.47 improvement).

Comparing to National and In-school gap (P8)	2018 Outcomes	2019 Results	Difference +/-
Others (In-school)	-0.43	-0.07	+0.36
HART School Disadvantaged	-0.47	-0.26	+0.24
Gap (In-school)	-0.03	-0.19	-0.16
Others national	+0.13*	+0.13*	
Gap (Others national)	-0.6	-0.13	+0.47

In-school Gap

- The in-school gap for 2019 is -0.19, this has slightly widened due to ‘Others’ significantly improving when compared to 2018 outcomes (Just over one sixth of a grade - widened).

2019 Performance Gap – (Attainment)

- Attainment in 4+ and 5+ English and mathematics has improved when compared to 2018 results.
- The in-school gap has diminished for 4+ in English and Mathematics.
- The In-school gap has widened 5+ in English and Mathematics.

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To increase attainment and improve progress outcomes for Disadvantaged pupils in English and maths.	£118,811 40%	The attainment of Disadvantaged pupils within English and maths improves from 2018 outcomes and therefore diminishes the difference compared to others nationally.	<p><u>2019 Performance Gap – (Attainment)</u></p> <ul style="list-style-type: none"> • Attainment in 4+ and 5+ English and mathematics has improved when compared to 2018 results. • The in-school gap has diminished for 4+ in English and Mathematics. • The In-school gap has widened 5+ in English and Mathematics. 																								

Attainment measures	2018 Dis Results	2018 Others Results	2018 In school Gap compared to 'Others'	2019 Dis Results	2019 Others Results	In school Gap compared to 'Others'
English 4+	37%	63%	-26%	52%	70%	-18%
Maths 4+	37%	61%	-24%	52%	72%	-20%
English 5+	16%	38%	-22%	22%	52%	-30%
Maths 5+	25%	45%	-19%	28%	53%	-25%

Y7 & Y8 English and Maths:

- Progress made in Year 7 for 2018/19 was strong in both English and Maths.
- Three quarters of pupils achieved their end of year aspirational target
- Many disadvantaged students exceeded their targets.
- The progress of disadvantaged pupils is continuing to improve
- Virtually all students in Year 8 were on track to achieve target and a quarter of pupils exceeded their aspirational targets.

Minimising barriers to achievement.

£44,554

15%

Attendance for Disadvantaged pupils continues to improve.

Persistent absence rates for PP pupils is in-line, or better, than national expectations.

This will support pupils in being ready to learn and will result in:

- improved attendance;
- reduced Total Fix Term
- reduced in Repeated Fix Term Exclusions

Disadvantaged Attendance - Full Year

The national figure for All pupils is 94.5% and 90.8% for Disadvantaged Pupils.

- **Full Year Attendance** for Disadvantaged Pupils was 92.1%, this is a significant improvement of 2.8% when compared to 2017/18 Full Year attendance (89.3%)
- **Full Year Persistent Absence** for Disadvantaged Pupils was 31.6% this has improved by 10.2% since the start of term.
- **Persistent Absence** continues to be an area for improvement.

Behaviour:

2018/19 End of year evaluation:

- 52 Students received a First FTE (19%) compared to 43 students in 2017/18 (15%).

		So that outcomes at least match and / or exceed those for all other pupils.	<ul style="list-style-type: none"> 21 Students received a Repeated FTE (7%) compared 20 students in 2017/18 (7%).
Raising aspirations and broadening experiences	£29,702 10%	<p>Increased opportunities for Disadvantaged pupils:</p> <ul style="list-style-type: none"> All PP pupils access careers education, information and guidance (CEIAG). Increase recruitment of Disadvantaged students into Sixth Form. Subsidise opportunities for pupils to take part cultural and social experiences. PP Pupils gain work experience in Y10 to raise aspirations and broaden their experiences. Visits to local and Russel Group Universities. 	<p>End of year evaluation</p> <ul style="list-style-type: none"> NEETS figures for 2019 is 2% this equates to one student. (National 2.7% - NEET Statistics Quarterly Brief October to December 2017, England). 28% of Disadvantaged pupils (13) now studying in year 12 compared to 13% in 2017 and 17% in 2018. 15 Disadvantaged pupils in Y10 have successfully completed a level 1 ICT qualification at a Pass and above externally delivered by PetXi . A variety of opportunities for disadvantaged pupils have taken place including at a subsidised rate: <ul style="list-style-type: none"> Kidzania Y7 Harry Potter Studios Y8 University visits in year 11 (14 HA) and year 12 Revision guides provided for all Y11 and 10 Ecuador sponsorship Y11 Theatre visits in Performing Arts Y7-11 Study Skills in Y11 delivered by Potentially Mad (effective revision techniques) Shakespeare Company – live performance in Y11 and 10 for English Literature Peripatetic lessons Y7-11 Y11 Residential – Whitemoor Lakes