



Pupil Premium Impact Statement 2018-2019

Overview:

The key priorities for disadvantaged pupils in 2018-2019 were:

1. To improve attendance of disadvantaged pupils so that they are moving towards being in line with or better than all pupils nationally.
2. To improve progress and attainment for disadvantaged pupils.
3. To improve the attitudes to learning with regards to disadvantaged pupils by focusing on resilience and developing a growth mind set.
4. To further improve teaching and learning in order to promote metacognition.
5. To ensure the curriculum provided to disadvantaged pupils is broad, balanced and accessible to all.

Data:

	Disadvantaged 2016-2017	Disadvantaged 2017-2018	Disadvantaged 2018-2019	Improvement
Progress 8	-0.80	-0.53	-0.77	No
Attainment 8	45.17	40.2	38.1	No
E & M 9-5	15%	28.9%	33%	Yes
E& M 9-4	46%	46%	58%	Yes
English P8	-1.27	-0.67	-1.10	No
Maths P8	-0.84	-0.42	-0.56	No
EBACC P8	-0.85	-0.59	-0.86	No
Open P8	-0.42	-0.47	-0.92	No
Absence	8.1%	7.5%	6.4%	Yes
PA	29.3%	22.8%	19.1%	Yes
Exclusions 1+ FTE	8.03%	1.46%	3.73%	No
Exclusions (Perm Ex)	0.55%	0.29%	0.80%	No
Retention (Yr 11-12)	26.1%	29.8%	28.1%	No
Destinations in EET	96.9%	98.2%	98.4%	Yes

National data for disadvantaged pupils' vs WDS:

	National Disadvantaged	National disadvantaged (boys only)	WDS disadvantaged
P8	-0.45		-0.77
A8	36.54		38.1
% 9-5 E&M	43%		33%
% 9-4 E&M	64%		58%
P8 English	-0.44		-1.10
P8 Maths	-0.39		-0.56
P8 EBACC	-0.50		-0.86
P8 Open	-0.48		-0.92



Disadvantaged Data Breakdown:

Prior Attainment	2019 COHORT	ALL P8			ENGLISH P8			MATHS P8			EBACC P8			OPEN P8		
		2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Lower Disadvantaged	3	0.18	-0.23	-0.73	-0.37	+0.05	-0.31	-0.50	-0.33	-0.62	-0.26	-0.55	-0.71	-0.24	-0.05	-0.33
Middle Disadvantaged	31	-0.88	-0.77	-0.81	-1.20	-1.00	-0.45	-1.08	-0.50	-0.71	-0.84	-0.83	-0.24	-0.56	-0.71	-0.51
Higher Disadvantaged	26	-1.23	-0.39	-0.73	-1.85	-0.51	-0.44	-1.24	-0.34	-0.78	-1.46	-0.28	-0.23	-0.58	-0.32	-0.42

Successes:

One of the successes in regard to our disadvantaged pupils, are the further improvements in attendance and the reduction of persistent absences. The absence figure for the end of 2018-19 is not only better than their national counterparts but now within 1% of the national all figure (WDS Disadvantaged: 6.4%, National Disadvantaged: 8.1%, National All: 5.5%). With regards to persistent absence, we have reduced the percentage of disadvantaged pupils who are 10%+ PA by 3.7% from 22.8% in 2017/18 to 19.1% in 2018/19. This is better than the national figure for disadvantaged pupils by 5.5% and we are closing the gap to the national all figure. Moving forward we will continue the drive to further reduce the percentage of PA for disadvantaged pupils so that we are further closing in on the national all figure.

Another area for success is the % of disadvantaged pupils achieving a grade 5+ in English and Maths. This has increased to 33% (increase of 4.1% from the 2018 figure of 28.9%). The % of disadvantaged pupils achieving a grade 4+ in English and Maths has also made considerable improvements in 2019, increasing by 12% to 58% (2018: 46%). Both of these achievements are better than the 2019 national averages for disadvantaged pupils achieving 5+, 4+ in both English and maths.

When comparing the P8 score from the previous year, we have had a decline in all areas. The key factor behind this dip has been that in 2018/19, 8 of our disadvantaged pupils were educated off site and did not sit a full suite of qualifications. Indeed if we calculated the progress 8 figures without the outcomes of these boys included, the progress figures are as follows.

P8 All: -0.43. P8 English: -0.73. P8 Math: -0.28. P8 EBAC: -0.46. P8 Open: -0.47, this would have resulted in improvements in P8 All, Maths, EBAC and Open.

The % of pupils being in education, employment or training post 16 has improved for the 2nd year in succession. We will continue to work with the 1 student who is currently NEET to offer support and guidance to help him secure a suitable placement.

Areas for Improvement

When analysing our data, we are aware that the progress 8 for disadvantaged pupils has been significantly below national for at least 2 years. We have highlighted in our Whole School Action Plan a key focus as being ‘to ensure that disadvantaged pupils make consistently good progress.’ So we can continue to demonstrate that the PP spend is being used effectively.

The % of permanent exclusions for disadvantaged pupils has increased in 2018/19 as has the % of 1+ Fixed Term Exclusion for disadvantaged pupils, but at 3.73% this is still below the national figure of Fixed Term Exclusions 1+ for disadvantaged pupils at 10.24% .



Future Work for 2019-2020

1. Continue to improve the progress of all disadvantaged pupils.
2. Further improve PA so that it is in line or better than **all** pupils nationally.
3. Further improve attendance so that it is in line with or better than **all** pupils nationally.
4. To continue to ensure the curriculum provided to disadvantaged pupils is broad, balanced and accessible to all.