

# ILKLEY GRAMMAR SCHOOL



## **Pupil Premium Annual Report 2017-18 and Priorities for 2018-19**

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## 1. Pupil Premium Cohorts by Year Group 2018-19

Please note that these numbers may fluctuate slightly over the course of an academic year. These figures are accurate as of 1/11/18.

| Year Group   | Total number of students in year group | Number of Pupil Premium students | As a % of total cohort |
|--------------|--|----------------------------------|------------------------|
| Year 7       | 299                                    | 38                               | 12.7                   |
| Year 8       | 286                                    | 25                               | 8.7                    |
| Year 9       | 275                                    | 34                               | 12.4                   |
| Year 10      | 244                                    | 30                               | 12.3                   |
| Year 11      | 245                                    | 21                               | 8.6                    |
| <b>Total</b> | <b>1349</b>                            | <b>148</b>                       | <b>11.0</b>            |

\* These comprise PP students in receipt of PP for financial year 2017-18 and hence in Year 11 at date of qualifying (Jan 2017)

## 1. Pupil Premium Income 2012-18

| Academic Year | Income and projected income | Based on:               |
|---------------|-----------------------------|-------------------------|
| 2012-13       | £55,182                     | Actual funding received |
| 2013-14       | £89,431                     | Actual funding received |
| 2014-15       | £116,497                    | Actual funding received |
| 2015-16       | £122,599                    | Actual funding received |
| 2016-17       | £134,959                    | Actual funding received |
| 2017-18       | £142,481                    | Actual funding received |
| 2018-19       | £139,484                    | Budgeted funding        |

## 2. Final Pupil Premium Expenditure for academic year 2017-18

| Activity                            | 2017-18         |
|-------------------------------------|-----------------|
| Staffing                            | £101,281        |
| Trips, visits and events            | £12,621         |
| Educational equipment and materials | £13,721         |
| Uniform                             | £276            |
| External provider fees              | £9,182          |
| <b>Total Expenditure</b>            | <b>£137,081</b> |
| Surplus to carry forward            | £5,400          |

### 3. Estimated Pupil Premium expenditure for academic year 2018-19

| Activity                            | 2018-19         |
|-------------------------------------|-----------------|
| Staffing                            | £80,000         |
| Trips, visits and events            | £22,000         |
| Educational equipment and materials | £19,000         |
| Uniform                             | £1,000          |
| Educational consultants' fees       | £17,000         |
| <b>Total expenditure</b>            | <b>£139,000</b> |
| Net end year position               | £484            |

### 4. Pupil Premium outcomes and evaluation 2014-18

#### a. Evaluation of Impact 2015-16

Whilst the quality of outcomes for Pupil Premium students has been variable over recent years, a more strategic approach to intervention and the use of funding is having clear impact.

In 2014-15, the Progress 8 score for this small cohort of 11 students was  $-.66$ ; this improved significantly in 2016 with a Progress 8 score of approximately  $-.17$  which, given the confidence interval shows progress to be broadly in line with students nationally with similar starting points. The progress of the more able within this cohort was also in line with other students with similar starting points with an estimate of  $-0.06$  (confidence interval  $\pm .62$ ). At 4LOP, only 3 subjects were below the nationally adjusted figure, two of which were only below by the equivalent of one student.

Having reduced in-school Pupil Premium gaps by almost every measure in 2015-16, and with the progress of Pupil Premium students now broadly in line with students with similar starting points nationally, the challenge will be to ensure that gaps continue to close year on year and that this momentum is sustained until the gaps have closed completely, particularly where students fall into more than one vulnerable grouping – PP, boys, SEN, lower prior attainment.

The introduction of **Assertive Mentoring** into Year 10 following a successful pilot in year 11, the launch of an in-house **Alternative Curriculum** in Year 9, and the introduction of a new **Pupil Premium Transition Project** to provide enhanced support to students arriving in Year 7, are three examples of how we intend to ensure that the advances made in 2016 are improved upon year on year.

#### b. Evaluation of Impact 2016-17

In 2016-17, we consolidated the significant gains made in 2015-16 for students in receipt of the Pupil Premium. The overall P8 score for Pupil Premium students in 2016-17 remained negative at  $-.22$  although given the confidence interval this is not significantly different to the national average based on prior attainment only. In addition, it is also above the national figure for Pupil Premium which was  $-0.4$ . Given the relatively small size of the Pupil Premium cohort it is also important to note that two Pupil Premium students with significant, complex and long-term needs did have a disproportionate effect on the overall Progress 8 score for this cohort. Detailed case studies were developed in order to demonstrate the support provided to these students.

The key focus 2-16-17 was to raise achievement in the core subjects. Whilst the progress of Pupil Premium students in maths at  $-.23$  was broadly in line with the national average once the CI is taken into account, the progress of Pupil Premium students in English improved rapidly with a positive score of  $+.31$ . This placed achievement in the top quintile. Consequently, the in school achievement gap between PP students and their peers in English, reduced from  $-.42$  to  $-.12$ .

However, although there were significant improvements in English and in the overall progress across the curriculum of PP students with low prior attainment, this was not the case for Pupil Premium students with high prior attainment. With a negative progress score, this cohort did not sustain the positive progress made by the 2016 cohort (+.18). As a result, this remained a priority for 2017-18.

### c. Evaluation of Impact 2017-18

The progress of disadvantaged students in 2017-18 was above the average progress of the Pupil Premium cohort nationally, with an overall P8 score of -.24. Again, when the confidence interval is applied, achievement was also broadly in line with similar ability students nationally.

There were a number of improvements to the achievement of PP students across the curriculum as indicated by an improving percentile rank with achievement of the cohort now in the second quintile (3<sup>rd</sup> quintile in 2017 and 2016). In addition, achievement in:

- Maths – improved from 3<sup>rd</sup> quintile to the 2<sup>nd</sup> quintile
- Open Bucket – improved from the 4<sup>th</sup> quintile to the 3<sup>rd</sup> quintile
- EBACC – continued to be in the 2<sup>nd</sup> quintile for the 3<sup>rd</sup> consecutive year
- Science – improved from the second to the 1<sup>st</sup> quintile
- English declined slightly from the top quintile in 2017 but remains in the 2<sup>nd</sup> quintile

The underachievement of a small number of students in the middle ability cohort had a significant impact on the cohort overall. Indeed, when the results of these 4 students are removed, the progress score of the remaining cohort is +.07 which suggests that the strategies in place are having a positive impact on the majority.

One sub-cohort where there were noticeable improvements is the higher ability disadvantaged cohort whose progress score improved from -.27 on 2017 to +.21 in 2018. This cohort was a key strategic priority for 2017-18

The long term impact of significant investment in a Behaviour, Attendance and Outreach (BAO) officer, mental health provision and provision mapping software should start to be evident in Pupil Premium outcomes from 2018-19 onwards.

## 5. Priorities for 2018-19

### Whole school strategic priorities (priorities will vary slightly according to year group.)

- Systematic data analysis and review:** The strategic focus for 2018-19 is to ensure that the Assess-Plan-Do-review model to data analysis and intervention is rolled out systematically from Year 7-11 in order to try to address the longer term contextual issues facing students within the PP cohort.
- Effective recording, costing and mapping of provision:** The rolling out of Provision Map software from September 2018 will enable us to map and cost provision in place for students in all vulnerable groups including Pupil Premium leading to a sharper identification of gaps in provision.
- Improved attendance:** The attendance of Pupil Premium students across the school is a key priority.
- Improved levels of engagement:** Pastoral teams will be working alongside teaching staff to improve engagement levels amongst the relatively small number of disengaged students at IGS and to foster in them a sense of pride and belonging in order to reduce incidences of exclusion, isolation and detention for Pupil Premium students. In practical terms a priority area will be to ensure that higher numbers of Pupil Premium students are involved in extra-curricular activity as leaders or participants.

## **Year 11 Priorities for 2018-19 (in addition to the whole-school strategic priorities above)**

The overall aim for 2018-19 for Year 11 will be for Pupil Premium students to achieve a positive Progress 8 score at least in line with that achieved by students with similar starting points nationally. In order to achieve this we will focus on:

- a. The overall progress of Pupil Premium boys
- b. The accuracy of predictions for Pupil Premium students
- c. The progress of Pupil Premium students in English and maths (Basics)
- d. The progress of Pupil Premium students in business, geography, history, ICT, Food and Nutrition and DT Resistant Materials
- e. The progress of the middle ability Pupil Premium cohort (or another identified vulnerable sub-group relevant to the 2018-19 cohort)