

# ILKLEY GRAMMAR SCHOOL



## **Pupil Premium Annual Report 2019-20 and Priorities for 2020-21**

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## 1. Pupil Premium Cohorts by Year Group 2020-21

Please note that these numbers may fluctuate slightly over the course of an academic year. These figures are accurate as of 1/10/20.

Year Group	Total number of students in year group	Number of Pupil Premium students	As a % of total cohort
Year 7	314	24	8
Year 8	321	26	8
Year 9	300	37	12
Year 10	283	16	6
Year 11	273	24	9
<b>Total</b>	1491	127	8.5

\* These comprise PP students in receipt of PP for financial year 2019-20 and hence in Year 11 at date of qualifying (Jan 2020)

## 1. Pupil Premium Income 2016-21

Academic Year	Income and projected income	Based on:
2016-17	£134,959	Actual funding received
2017-18	£142,481	Actual funding received
2018-19	£139,484	Budgeted funding
2019-20	£137,442	Budgeted funding
2020-21	£133,000	Budgeted funding

## 2. Final Pupil Premium Expenditure for academic year 2019-20

Income	137,442
Staffing	104,030
Trips, visits and events	7,000
Music lessons	1,000
Student travel	3,000
Educational equipment and material	10,000
Uniform	1,000
Educational consultants' fees	6,500
Breakfast club	5,000
<b>Total expenditure</b>	<b>137,530</b>

### 3. Estimated Pupil Premium expenditure for academic year 2020-21

Income	133,000
Staffing	105,000
Trips, visits and events	3,000
Music lessons	1,000
Subsidised tutoring	3,500
Tutoring	3,000
Educational equipment and material	9,500
Uniform	1,000
Educational consultants' fees	4,000
Breakfast club	3,000
Total expenditure	133,000

### 4. Pupil Premium outcomes and evaluation 2016-20

#### a. 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 -0.22 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 in 2016-17 was to raise achievement in the core subjects. Whilst the progress of Pupil Premium students in maths at -0.23 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 +0.31. This placed achievement in the top quintile. Consequently, the in school achievement gap between PP students and their peers in English, reduced from -0.42 to -0.12.

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 (+0.18). As a result, this remained a priority for 2017-18.

## **b. 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 -0.24. 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 +0.07 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 -0.27 on 2017 to +0.21 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.

## **c. Evaluation of Impact 2018-19**

Improvements have been made with regards to the achievement of some of the Pupil Premium cohort. The new strategy in 2018-19 had an increased focus on students who were more likely to respond positively to support whilst still intervening with those who presented considerable behaviour and attendance challenges. The use of provision map allowed provisions to be mapped and costed for Pupil Premium students, leading to a sharper identification of gaps in provision.

Whilst the headline figure is not at the targeted 0, there are a number of positives within the cohort including outstanding achievement of disadvantaged higher attainers (+0.47) and disadvantaged females (+0.48), as well as overall positive achievement in the Ebacc bucket.

Priorities remain around the progress of males and the progress of disadvantaged students in the core subjects of Maths and English. The attendance of PP students has seen an improvement in the percentage of PA, with a reduction of almost 5 percentage points, however attendance overall will remain a priority into 2019-20.

#### **d. Evaluation of impact 2019-20**

The use of the CAG grades led to a P8 score of +0.15, this was the first time in 5 years that the school achieved a positive P8 score for the disadvantaged cohort. The progress of PP boys improved to -0.36. Female disadvantaged students continued to do very well (P8 +0.63) with HPA females achieving a P8 score of +0.79

Although the CAG process will have had some influence on the progress scores this year, there was considerable work in the 6 months before lockdown to try and improve the outcomes for these students. The focus on attendance and the weekly checking of this for students with poor attendance led to improved attendance for key Year 11 students with 60% of disadvantaged students with <90% attendance in week 4 of the school year improving their attendance by the lock down period. The uptake of English and Maths tutoring, following a proactive approach from the pastoral team and AHT, led to an increase in uptake of one to one tutoring from 37% to 50%, with 38% of disadvantaged students signing up to tuition in both English and Maths.

Priorities for 2020-21 are now focused on improving the progress of male disadvantaged students to be more in line with their non disadvantaged peers, alongside a more whole school approach to the achievement of disadvantaged students from Year 7 onwards.

### **5. Priorities for 2020-21**

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

- a. **Earlier intervention:** Tuition in the summer term for Year 9 and 10 in English and Maths. A closer strategic focus on the achievement of students from Year 7 onwards using PrExLs to analyse data at key points leading to an implementation and review of strategies
- b. **Quality first teaching:** Ensuring that disadvantaged students receive quality first teaching in all lessons through ongoing whole staff CPD and a new QA system focusing on QFT for all. Blended learning approaches will be evaluated to ensure that disadvantaged students are accessing lesson materials remotely.
- c. **Improved attendance:** The attendance of Pupil Premium students across the school is a key priority and is analysed every half term in full
- d. **Consideration of groups within the PP group:** Working on the provision and monitoring of PP+ students to ensure LAC and Post LAC students are supported as they progress through the school

#### **Year 11 Priorities for 2020-21 (in addition to the whole-school strategic priorities above)**

The overall aim for 2020-21 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, especially MPA
- b. The robustness of data tracking for Pupil Premium students
- c. The progress of Pupil Premium students in English and maths (Basics)
- d. The progress of the middle ability Pupil Premium cohort
- e. Improved monitoring and tracking of attendance of PP students, working with pastoral and attendance teams to improve attendance of those <92% before they become PA
- f. Improved communication whole school to ensure the everyday learning needs of PP student are met, regular liaising with tutors as to barriers to learning e.g equipment that can be resolved by provision of resources (revision guides, calculators etc.)
- g. Ensuring that disadvantaged students remain high on the agenda at all levels within the school