

# ILKLEY GRAMMAR SCHOOL



## **Pupil Premium Annual Report 2020-21 and Priorities for 2021-22**

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## 1. Pupil Premium Cohorts by Year Group 2021-22

Please note that these numbers may fluctuate slightly over the course of an academic year. These figures are accurate as of 29/09/21.

| Year Group   | Total number of students in year group | Number of Pupil Premium students | As a % of total cohort |
|--------------|--|----------------------------------|------------------------|
| Year 7       | 314                                    | 20                               | 6.4                    |
| Year 8       | 315                                    | 27                               | 8.6                    |
| Year 9       | 322                                    | 26                               | 8                      |
| Year 10      | 298                                    | 34                               | 11.4                   |
| Year 11      | 284                                    | 16                               | 5.6                    |
| <b>Total</b> | 1533                                   | 123                              | 8                      |

## 2. Pupil Premium Income 2017-21

| Academic Year | Income and projected income | Based on:               |
|---------------|-----------------------------|-------------------------|
| 2017-18       | £142,481                    | Actual funding received |
| 2018-19       | £139,484                    | Budgeted funding        |
| 2019-20       | £137,442                    | Budgeted funding        |
| 2020-21       | £126,402                    | Budgeted funding        |

## 3. Final Pupil Premium Expenditure for academic year 2020-21

|  |                 |
|--|-----------------|
|  |                 |
| <b>Income PP and PP+</b>                       | <b>£126,402</b> |
| Staffing                                       | £119,246        |
| Trips, visits and events                       | £5,117          |
| Music lessons                                  | £1,000          |
| Student travel                                 | £18             |
| Educational equipment and material             | £2,204          |
| Uniform  | £723            |
| Educational Consultants' fees                  | £3,828          |
| PP+ additional staffing, meetings and training | £5,000          |
| Breakfast club                                 | £5,000          |
| <b>Total expenditure</b>                       | <b>£142,135</b> |

## **4. Pupil Premium outcomes and evaluation 2017-21**

### **a. 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.

### **b. 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.

### **c. 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 lead 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.

### **d. Evaluation of impact 2020-21**

PP students achieved a P8 score of +0.76, the highest seen for a PP cohort at IGS, within this the PP males achieved +0.22 which is the first time a positive P8 score has been reached for this group. Alongside this the P8 gender gap for disadvantaged students has nearly halved from the 1.5 gap seen in 2018-2019 to 0.76, PP females continue to do well year on year achieving a P8 score of +0.96 this year.

Work was done on ensuring that students were well prepared for their final assessments, especially in English and maths. One to one online maths tuition was offered to all PP students, 8/10 improved their grade from their term 2 current summary grade. 50% of the students who received tuition improved their term 2 summary grade by at least 1.5 grades. In house small group English tuition was also offered with an intense 6 week programme designed to boost the attainment of students. Of the students who engaged 82% improved from their term 2 current summary grade.

Priorities for 2021-22 will be to achieve a positive P8 score in English and Maths for MPA PP students and to continue to reduce the gap between PP and non PP students, as well as the gender gap within the cohort. A further priority will be to ensure the needs of groups within PP, such as PP+ students, have clear strategies in place to enable them to access their learning fully with trauma informed practice being developed over the coming year.

## **5. Priorities for 2021-22**

### **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. Students to be on monitoring reports in KS3 where needed, escalated to AHT if required.
- b. **Quality first teaching:** Quality first teaching and enabling all students to access to the curriculum: Ensuring that disadvantaged students receive quality first teaching in all lessons through further development of responsive teaching and strategies on cognitive science in both whole school and

curriculum area CPD, as well as through the renewed focus on curriculum impact in the 2021-22 QA system.

- 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 alongside trauma informed practice training.

### **Year 11 Priorities for 2021-22 (in addition to the whole-school strategic priorities above)**

The overall aim for 2021-22 for Year 11 will be for Pupil Premium students to achieve a positive Progress 8 score to continue the progress made in the CAG and TAG years.

- 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. 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
- e. 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.)
- f. Ensuring that disadvantaged students remain high on the agenda at all levels within the school