



Tudor Grange Samworth Academy

PUPIL PREMIUM ANALYSIS

SCHOOL CONTEXT

- The schools average attainment on entry indicates 'below average' starting points for all students in all year groups. Starting points for students in Year 11 2016 are securely below average, with significance (-1.12) and by $\frac{1}{3}$ grade.
- The proportion of students eligible for Free School Meals (66%) is significant in comparison to the national picture of 28.7%. The schools deprivation indicator places Tudor Grange Samworth Academy in the bottom quartile nationally at 0.51 compared to 0.22 nationally.
- A large proportion of this cohort are low attaining students [28%] compared to national picture [17%]. The proportion of middle attaining students are broadly in line with national [55%]. The proportion of high attaining students on entry was significantly below the national picture [17% cf. 31%].
- SEN support significantly above national picture [33% cf. 12.4%]. SEND action + and statement/EHC – higher than national. In Year 11 2016 43% where SEN support, 3 x CLA
- The % stability [% of students on roll who joined the school before 1st October in the usual join year] is significantly lower than the national picture at 72% cf. 92% nationally.

ATTAINMENT Incl PUPIL PREMIUM

- 5ACEM attainment has decreased by 4% since the previous year with 24% achieving these outcomes. 5ACEM attainment for disadvantaged cohorts had wider margins in-school at 26% cf. margins with 2015 national, which indicates that historical inadequacies across the curriculum for groups and subgroups remains a priority and needs addressing urgently through a more robust teaching, learning and assessment agenda. The proportion of high attaining students attaining 5ACEM fell by 34% in 2016 indicating a 3-year falling trend. The proportion of middle attaining students achieving 5ACEM fell by 8% in 2016. High attaining and middle attaining cohorts, remains a key priority for the school in these performance measures.
- Attainment in English and mathematics remains a major priority for the school.

ENGLISH

- By the end of 2016, 51% and 9% of **Year 11** students had made at least 3 levels and 4 levels progress respectively in English across KS2-4. The expected progress national figure in 2015 was 69% and more than expected 30%. Figures over time, represent an improving trend for proportions making expected progress, nevertheless, below the schools expectations. High and middle attainers achieved less well, but outcomes show a significant improvement by low attainers in English. By the end of 2016, 53% and 8% of **Year 11** disadvantaged students had made at least 3 levels and 4 levels progress respectively in English across KS2-4, slightly above 2015 outcomes and showing a positive picture overtime. Margins between disadvantaged and peers are closing over time.

MATHEMATICS

- By the end of 2016, 31% and 10% of **Year 11** students had made at least 3 levels and 4 levels progress respectively in mathematics across KS2-4. Analysis of 3-year trends shows generally negative progress by most cohorts. By the end of 2016, 23% and 7% of **Year 11** disadvantaged students had made at least 3 levels and 4 levels progress respectively in mathematics across KS2-4. High and middle attainers achieved below expectations and less well than similar outcomes in English. Margins between disadvantaged and peers remain wide and below the schools expectations.

Disadvantaged students: 3-year trends against in-school progress and national comparison 2015							
	2015	Gap: Nat 2015	2016 Actual	2-yr + / -	2017 Prediction	3-yr + / -	School Target
5A*-C EM %	24%	-39%	26%	+2%	25%	+1%	40%
% English	38%	-29%	38%	-	29%	-9%	
% Maths	47%	-20%	28%	-19%	42%	-5%	
% 3LPs English	45%	-29%	46%	+1%	31%	-14%	60%
% 4LPs English	14%	-20%	15%	+1%	10%	-4%	
% 3LPs Maths	46%	-26%	32%	-14%	45%	-1%	60%
% 4LPs Maths	14%	-21%	13%	-1%	30%	+17%	
% achieving Ebacc	2%	-22%	2%	-	13%	+11%	

PUPIL PREMIUM – 3-YEAR TREND

- The current performance data indicates and negative 3-year trend with key performance measures still below national expectations with significance.
- Expected and better than expected progress rates in English are set to decrease year-on-year with a 3-year gap of -14% [significantly below national standards]
- Expected progress in maths is set to fall on average by -1% over 3-years with better than expected set to rise by 17%; in line with the national average
- The attainment gap in English and mathematics is set to widen by 9% and 5% respectively over 3-years; still below national expectations with significance.

The table below indicates that margins between school disadvantaged and national non-disadvantaged have widened significantly in English and mathematics and the threshold for the 5ACEM measure. It also indicates current gaps in Y11 for PP v Non PP student's in-school cf. national 2015.

Year 11 April 2016 (based on estimates)

Closing the Gap	2016 Estimates	2016 Gap in School	Gap to 2015 National
% 5A*-CEM	26% / 52%	↓ -26%	-30%
% Pupil Premium v Non Pupil Premium English 3LP	46% / 70%	↓ -24%	-28%
% Pupil Premium v Non Pupil Premium English A*-C	38% / 74%	↓ -36%	-29%
% Pupil Premium v Non Pupil Premium Maths 3LP	32% / 63%	↓ -31%	-40%
% Pupil Premium v Non Pupil Premium Maths A*-C	28% / 59%	↓ -31%	-39%

The table below indicates that margins are widening further for the 2017 cohort apart from expected rates of progress in mathematics. It also shows Current gaps in Y10 for PP v Non PP student's in-school cf. national 2015.

Year 10 2017 estimates [non-PP on predicted to achieve less well than 2016 non-PP]

Closing the Gap	2017 Estimates	2017 Gap in School	Gap to 2015 National
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% 5A*-CEM	25% / 29%	↓ -4%	-31%
% Pupil Premium v Non Pupil Premium English 3LP	31% / 35%	↓ -4%	-43%
% Pupil Premium v Non Pupil Premium English A*-C	29% / 39%	↓ -10%	-38%
% Pupil Premium v Non Pupil Premium Maths 3LP	45% / 44%	↓ +1%	-27%
% Pupil Premium v Non Pupil Premium Maths A*-C	42% / 50%	↓ -8%	-25%

National % achieving expected progress 2015:

English – HA 80/40; MA 70/30; LA 60/30

Mathematics – HA 80/50; MA 70/30; LA 40/20

Accountability questions:

1. How reliable and comprehensive are assessments?
2. In subjects where PP students underperform what are the type, methods and frequency of assessment? Have assessments for PP students been standardized internally/externally?
3. How much of an impact is PP attendance having on progress and attainment?
4. What impact is the school attendance strategy having on reducing margins between critical PP students and school target?
5. What impact is the school's behavior/reward system and structure (including isolation) having on the SEB needs of PP students?
6. What monitoring has taken place to measure the quality of English and mathematics?
7. What impact are EM interventions having on PP performance?
8. What impact is the additional EM teacher having on PP performance?
9. How are alternative provision students performing? What are the likely outcomes at this stage? What are their attendance figures like?
10. How effective does the school curriculum meet the needs of PP students?