

The purpose of the pupil premium is to narrow the achievement gap (attainment and progress) between students from low income families and their peers by ensuring that this funding reaches the students who need it most. Schools have the freedom to spend this funding as they see fit based upon their knowledge of student needs

Pupil Premium for 2015-16

Year	Number of Students	Total Amount
2 September 2015-31 August 2016	238	£222,530

Number by year group (EOY total 239)

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
36	59	41	41	41	17	4

The achievement and progress figures below are higher than national averages for pupil premium students but not yet above the overall national average for pupils not eligible for the pupil premium.

Progress measure value added in 2016 (unvalidated) is as follows:			
Disadvantaged- Overall VA score is-	991.19	Other students score is-	1002.54
Percentage achieving expected progress in 2016 (unvalidated) is as follows:			
Disadvantaged in English	84.85		
Other students in English	80.52	<i>National others-</i>	<i>75.8</i>
Disadvantaged in Maths	65.71		
Other students in Maths	74.71	<i>National others-</i>	<i>73.4</i>
Percentage achieving more than expected progress in 2016 (unvalidated) is as follows			
Disadvantaged in English	33.33		
Other students in English	44.16		
Disadvantaged in Maths	22.86		
Other students in Maths	31.03		
Percentage achieving threshold 5A*-C including English and Mathematics in 2016 (unvalidated)			
Disadvantaged	48.7		
Other students	57.9	<i>National others</i>	<i>64.7</i>

As can be seen from the results above, gaps in expected progress in English closed this year with our disadvantaged cohort outperforming their advantaged peers, this figure is also well above the national figure for other students which we are very proud of. In Maths the gap has closed further at Bulmershe as can be seen from the 3 year trends below.

Pupil premium Impact statement

Measure	2013/14			2014/15			2015/16		
	Non PP	PP	GAP	Non PP	PP	GAP	Non PP	PP	GAP
5A*-C inc E&M	65	47	-18	69	47	-22	57.9	48.7	-9.2
Expected progress in English	84.9	65.9	-19.0	87.9	75.6	-12.3	80.5	84.8	+3.7
Expected progress in Maths	70.1	51.2	-18.9	79.5	65.9	-13.6	74.7	65.7	-9.0

The headline figure of 5 A*-C with English and Maths GAP has decreased considerably to below 10% for the first time in the schools history. Our aim is however to ensure that disadvantaged students at Bulmershe achieve as well as other students nationally. Below is our progress towards that aim over the past 3 years.

Measure	2013/14			2014/15			2015/16		
	PP	National others	GAP	PP	National others	GAP	Non PP	National others	GAP
5A*-C inc E&M	47	64	-17	47	65	-18	49	65	-16
Expected progress in English	65.9	76	-10.1	75.6	76	-0.4	84.8	75.8	+9.0
Expected progress in Maths	51.2	72	-20.8	65.9	73	-7.1	65.7	73.4	-7.7

Our outcomes for English expected progress are significantly better than national others and our aim is for our maths outcomes to match this, as can be seen we are making progress towards this with the gap in expected progress for our disadvantaged students being only slightly below at present.

Our deeper analysis of results by department has shown that in the majority of subjects progress differences between disadvantaged and non disadvantaged are the lowest they have been and in several subjects disadvantaged progress is significantly above national averages of others. Clearly we use this data year on year to illicit the best strategies and share good practise between the departments. All strategies used are considered best practice from EEF toolkit, NFER briefing to schools leaders and associated research.

Many subjects have removed or certainly narrowed the expected progress gap between disadvantaged students and their peers. There remains a number of subjects for whom the removal of this gap is a target and as such will be in their department improvement plans.

Pupil premium Impact statement

Key stage 5 (yr 13)

Measure	2013/14			2014/15			2015/16		
	Non PP	PP	GAP	Non PP	PP	GAP	Non PP	PP	GAP
<u>Average points per student</u>	193.7	194.6	0.9	196.7	183.1	-13.6	210.2	212.5	2.3

We are delighted that our PP outcomes for year 13 are better than those for non PP in 2015/16

Wider impact measures comparison to "other" students in school

Attendance and attitudes to learning

	Autumn		Spring		Summer		Total for Year	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
7	94.7	95.1	93.8	94.2	91.6	94.2	93.5	94.5
8	92.3	94.8	90.8	92.7	89.1	92.6	90.8	93.2
9	91.3	93.9	88.8	89.6	82.8	89.6	87.7	92.1
10	88.4	92.7	90.9	94.0	88.0	91.9	89.0	92.7
11	91	92.5	89.4	91.4	83.5	92.3	90.1	91.9

Attendance remains a development point for the whole school as well as the disadvantaged strategy as a whole. The gap in attendance has closed this year.

ATL average all subjects	PP						Non PP					
	AT1	AT2	SpT1	SpT2	SuT1	SuT2	AT1	AT2	SpT1	SpT2	SuT1	SuT2
Year 7	1.57	1.58	1.81	1.62	1.75	1.67	1.45	1.47	1.56	1.41	1.44	1.46
Year 8	1.65	1.79	1.72	1.76	1.77	1.79	1.60	1.64	1.56	1.56	1.57	1.61
Year 9	1.82	1.88	1.93	1.87	1.93	1.96	1.68	1.70	1.73	1.71	1.72	1.73
Year 10	1.73	1.73	1.75	1.76	1.73	1.76	1.61	1.60	1.60	1.59	1.57	1.56
Year 11	2.04	2.10	2.14	2.09	2.01	2.01	1.71	1.68	1.71	1.73	1.67	1.67

As can be seen from the data above average Attitude to learning scores from teachers suggest that disadvantaged students are displaying positive attitudes, however these are not as positive as their non disadvantaged peers, whose average suggests that they are closer to excellent attitudes. In year 11 for 2015/16 it can be seen that disadvantaged students were on average still positive but over a value of 2 which suggests that there was inconsistency in some disadvantaged students attitude to learning.

The current strategy will increase parental engagement and support for students to build a more positive attitude to learning

End of Year 15/16 ATL average all subjects	PP	Non PP	Diff
Year 7	1.67	1.46	0.21
Year 8	1.79	1.61	0.18
Year 9	1.96	1.73	0.23
Year 10	1.76	1.56	0.2
Year 11	2.01	1.67	0.34

