



Allocation = £249.645 for the year 2016.17

Our Academy had 891 students on roll in Year 7 to 13, 39.61% (353 students) of whom are eligible for Pupil Premium Funding (any student that has received free school meals in the past six years). The information that follows demonstrates the impact of our work with disadvantaged students in 2016.17.

Destinations for Disadvantaged students - Year 11 – Disadvantaged students in cohort = 64.

Destination	Number of students 2017	% of PP cohort 2017
Wednesfield High Sixth Form	11	19%
Apprenticeship	11	18%
College	30	53%
Other School Sixth Form	2	4%
NEET	3	5%

2016.17 Academy Destinations for disadvantaged students being in Education, Employment or Training is 95%

The last reported national data was 88%.

Year 13 FSM ever 6 /LAC student destinations - Year 13 FSM / LAC students = 12

Destination	Number of students 2017	% of PP cohort 2017
University	7	44%
Secured an Apprenticeship	2	13%
Seeking an Apprenticeship	0	
Gained employment	2	13%
Returning to Wednesfield High Sixth Form in Year 14	1	6%
Moving onto FE courses	2	13%
Destinations to be confirmed	2	13%

2016.17 Academy Destinations for disadvantaged students being in Education, Employment or Training is 87%

The last reported national data was 65%.



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Attendance summary for Y7 - 11

Disadvantaged (PP v NPP) students

	GAP 2015 - 2016	GAP 2016 - 2017	OCTOBER 2017 Current gaps
Overall attendance Y7 - 11	-3.34%		
Year 7	-2.98%	-4.1%	-0.34%
Year 8	-1.77%	-4.3%	-3.03%
Year 9	-2.25%	-4.1%	-2%
Year 10	-6.06%	-2.9%	-2.07%
Year 11	-4.97%	-9.9%	-2.55%



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Attainment Summary

Year 11 Results 2017

Disadvantaged (PP v NPP) students

Key Performance Indicator	Academy GAP 2016	Academy GAP 2017 <i>unvalidated internal gaps</i>	NATIONAL GAP 2016 Last reported
% A*-C in both E & M BASICs (2017 % Standard Pass 4+)	11%	13%	
% A*-C in both E & M BASICs (2017 % Strong Pass 5+)	na	16.36*	
Attainment 8	-7.78	-8.8	
Progress 8	-0.31	-0.59	-0.48

CAUTION!

*ALL 2017 data is
unvalidated and may
change when actual data is
released in January 2018.*

*Internal 2017 data
compares PP to All and will
change on full release of
data*



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IMPACT of Specific Priorities 2016.17

****Caution needs to be applied as SISRA has been used to calculate the data and it is unvalidated and does not use the 2017 DfE P8 and A8 methodology. It is merely a predictive tool that we can use****

<i>Desired outcomes and how they will be measured</i>	IMPACT of our work in 2016.17	
Low and middle attaining students who are eligible for PP are making less progress in Key Stage 3 than other low and middle attaining students. This will impact upon Key Stage 4 as it prevents continued achievement.	Year 11 Unvalidated 2017 Results	TBC
	Year 10 Internal Progress GAP	P8 gap for Lower = -0.26 P8 gap for Middle = -0.51
	Year 9 Internal Progress GAP	Progress gap for Lower = -0.06 Progress gap for Middle = -0.
	Year 8 Internal Progress GAP	Progress gap for Lower = -0.63 Progress gap for Middle = -0.04
	Year 7 Internal	Progress gap for Lower = -0.17 Progress gap for Middle = -0.48



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	Progress GAP	
<p>Pupil Premium students in mathematics are making less progress than non- Pupil Premium students. Strategies to be implemented in all year groups to ensure that students can make good rates of progress in Key Stage 3 to improve their Progress 8 score in Key Stage 4.</p>	<p>Year 11 Unvalidated 2017 Results</p>	TBC
	<p>Year 10 Internal Progress GAP</p>	P8 gap for mathematics = -0.91 (PP -1.79/NPP-0.88)
	<p>Year 9 Internal Progress GAP</p>	<p>Average grade gap for mathematics = -0.7.</p> <p>The gap has remained stable throughout the academic year.</p>
	<p>Year 8 Internal Progress GAP</p>	<p>OE Gap for mathematics compared to DD6 Gap = -1.98.</p> <p>The gap has widened throughout the academic year by 0.72.</p>
	<p>Year 7 Internal Progress GAP</p>	<p>OE Gap for mathematics compared to DD6 Gap = -1.07.</p> <p>The gap has decreased and improved throughout the academic year by 0.1.</p>
<p>Literacy, numeracy, spellings and reading skills of PP students are lower than for other students, which prevents them from making good</p>	<p>Year 7</p>	<p>The initial Gap for English in September 2016 was -0.31. This has widened throughout the academic year to -0.44 by DD6.</p>



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<p>progress. This is not isolated to Year 7 students, however is a barrier for our low attainment PP students in all Year groups.</p>		
<p>Without good pastoral systems in place many students would become a potential NEET.</p>	<p>Year 11 Destinations 2017</p>	<p>95% of Year 11 went on to suitable destinations compared to 88% of students nationally.</p>
	<p>Year 13 Destinations 2017</p>	<p>87% of Year 13 went on to suitable destinations compared to 65% of students nationally.</p>
<p>High attaining students who are eligible for PP must be closely monitored to ensure that they are challenged to achieve their predicted rate of progress in Key Stage 3 and Key Stage 4 predictions with a view to encouraging them to broaden their horizons for Sixth Form and beyond.</p>	<p>Year 11 Unvalidated 2017 Results</p>	<p>TBC once validated data is released in January 2018.</p>
	<p>Year 10</p>	<p>P8 gap for Higher at DD1 was -0.07 and at DD6 is -0.28.</p>
	<p>Year 9</p>	<p>Progress Gap for Higher at DD1 was 0.09 and at DD6 is -0.20.</p>
	<p>Year 8</p>	<p>Progress Gap for Higher at DD1 was 0.33 and at DD6 is -0.43.</p>
<p>Year 7</p>	<p>Progress Gap for Higher at DD1 was 0.11 and at DD6 is +0.14.</p>	
<p>Attendance rates for pupils eligible for PP are 90.3% (2016) (below the target for all children of 95%). This reduces their school hours and causes them to fall behind.</p>	<p>Average attendance rate for PP students in 2016.17 academic year was 90%. However due to previous work we are starting to see more impact at the start of this Academic year. PP attendance is 92.3% in October.</p>	



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Students who are Pupil Premium to have the same life experiences as other students. The ethos of our academy is that all students will have access to the same opportunities regardless of family circumstances. This will be explored further by Academy staff and tracked for individual students.

A group of 8 PP Year 10 students participated on the 'Right Track' Programme in conjunction with the University of Wolverhampton to open their minds to the prospect that university is a real possibility for them post year 13. The impact if that the attendance of these students has improved and they are considering university as an option.

All PP students completed a work experience placement whilst in Year 10. A group of 10 PP students who expressed an interest in the health profession completed a specially sourced and funded health placement. All students were supported to find a placement.

All PP students in Year 11 were given revision guides and corresponding workbooks in mathematics either Higher or Foundation to support their learning at home.

Year 11 PP students were provided with USB sticks with exam papers saved onto them so that they had access to materials to revise from at home.

All PP students had access to a maths APP to support their learning at home.

The academy provided two Key Stage 4 PP students with laptops and a printer for them to use at home to enable them to continue with their learning at home and complete pieces of BTEC coursework.

A group of targeted grade 4 and 5 Year 11 mathematics students were taken to Wolverhampton University to provide a different environment for them to prepare and revise with their teachers for their forthcoming examinations. The impact of this visit was that as students came out of their maths exams in June 2017, they said that they were able to visualise the room at the University where they had revised a topic and



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that visualisation of being in a different learning environment assisted them to remember the topics that came up in the exam.

Two Year 11 Art PP students were provided with a set of their own art materials to use at home to enable them to continue with their coursework.

Disadvantaged Year 7 and 8 students had subsidised residential visits to the Towers Educational Centre during the Spring term 2017. The visit enabled students to experience being independent away from home, building self-esteem and confidence, development of communication and team building skills which are essential social skills.



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