

## Pupil Premium Impact Assessment

### Term 2 Assessment 2016/17

Year 11 Cycle report (term 1) had seen a negative shift on the Progress 8 score as the Academy moves to the worst case scenario using the 2017 Points score for GCSE grades (Grade C is 4 points compared to being 5 points in 2016) and the latest P8 conversion table from the Summer 2016 GCSE results (released on 28 Sept 2016). This drop in points will be deflating predicted P8 scores and so the Progress 8 value should increase when actual 2017 tables are released in September 2017. This ensures that intervention is put in place for all students who could underachieve.

Comparisons between T3 in Year 10 and T1 in Year 11 should be cautiously viewed due to the reasons highlighted above. The values in purple in the data table on page 3 for T2 (Yr 11) show the Academy P8 score using the new P8 methodology released by DFE in March matched to the 2017 points. Although this still indicates a gap between these students it is narrowing and indicates a more realistic and positive picture.

Year 11 Cycle report (term 2) has seen a positive shift on the Progress 8 score with over 60% of our Pupil Premium students improving on their overall P8 score from term 1. This is mainly due to the targeted intervention led by cluster leaders and HODs, involving a programmed after school sessions for most subjects running the length of Term 2 and holiday booster sessions to name but a few.

| Term 1 PBVA Score | Term 2 PBVA Score | CYCLE Effectiveness                            | Subject concern list            | CHANGE in Intervention Required                                | Term 3 PB | CYCLE Effectiveness |
|-------------------|-------------------|--|---------------------------------|--|-----------|---------------------|
| -0.44             | -0.05             | English, Maths                                 | English, Maths, Food/Text Te    | English, Maths   |           |                     |
| -0.27             | -0.43             | English, Maths, Geography                      | English, Maths, Science, Geog   | English, Maths, Geography                                      |           |                     |
| -0.50             | -0.94             | English, Maths, Science, Music                 | English, Maths, Science, Mod    | English, Maths, Science, Music                                 |           |                     |
| -0.75             | -0.77             | English, Maths, Business Studies               | English, Maths, Business Stud   | English, Maths, Business Studies                               |           |                     |
| -0.47             | -0.04             | Maths  | Maths, Mod Foreign Language     | Maths  |           |                     |
| -0.10             | -0.73             | English, Maths, Science, History, Sociology    | English, Maths, Science, Art, H | English, Maths, Science, History, Sociology                    |           |                     |
| -0.29             | -0.35             | English, Mod Foreign Language                  | English, Mod Foreign Language   | English, Mod Foreign Language                                  |           |                     |
| -0.48             | 0.73              | Food/Text Technology                           | Food/Text Technology            | Food/Text Technology   |           |                     |
| -0.33             | -0.89             | English  | English                         | English  |           |                     |
| -0.67             | -0.24             | English, Maths, Art                            | English, Maths, Art             | English, Maths, Art  |           |                     |
| 0.8               | 0.5               | English, Sociology                             | English, Sociology              | English, Sociology   |           |                     |
| -0.28             | -0.1              | English  | English                         | English  |           |                     |
| 1.28              | 1.09              | English, Maths, Science, Geography             | English, Maths, Science, Food   | English, Maths, Science, Geography                             |           |                     |
| -0.85             | -0.11             | English, Design Technology, Food/Text          | English, Maths, Science, Design | English, Science, Design Technology, Food/Text Technology, ICT |           |                     |
| -0.7              | -0.36             | English, Mod Foreign Language                  | English, Mod Foreign Language   | English, Mod Foreign Language                                  |           |                     |
| 1.28              | 1.89              | English, Maths, Art, Business Studies, History | English, Maths, Art, Business   | English, Maths, Art, Business Studies, History, ICT            |           |                     |
| 0.01              | -0.15             | Maths, Mod Foreign Language                    | Maths, Science, Mod Foreign     | Maths, Mod Foreign Language                                    |           |                     |
| 0.28              | 0.23              | English  | English, Food/Text Technology   | English  |           |                     |
| 0.77              | 1.28              | Food/Text Technology                           | Food/Text Technology            |  |           |                     |
| 0.8               | -0.06             | English, Maths                                 | English, Maths, Business Stud   | English, Maths   |           |                     |
| -0.6              | -0.36             | English  | English                         | English  |           |                     |
| -0.36             | -0.91             | English  | English                         | English  |           |                     |
| -0.67             | -2.24             | Maths, Science, Child Development              | English, Maths, Science, Child  | English, Maths, Science, Child Development, History            |           |                     |
| -0.67             | 0.32              |  |                                 |  |           |                     |
| -0.84             | -0.70             | English, Science, ICT                          | English, Science, Business Str  | English, Science, ICT  |           |                     |
| 0.57              | -2.06             | English, Maths, Science                        | English, Maths, Science         | English, Maths, Science  |           |                     |
| -0.57             | -1.75             | English, Science, ICT, Construction, Ma        | English, Science, ICT, Constru  | English, Science, ICT, Construction, Maths                     |           |                     |
| -0.63             | -0.12             | English, Maths, Art                            | English, Maths, Art             | English, Maths, Art  |           |                     |
| -0.94             | -0.95             | English  | English                         | English  |           |                     |
| -0.42             | -0.74             | English, Maths, Science, Business Stud         | English, Maths, Science, Busin  | English, Maths, Science, Business Studies                      |           |                     |
| -0.3              | -3.36             | English, Design Technology, History, PE, E     | Maths, Design Technology, Hi    | Maths, Design Technology, History, PE, English                 |           |                     |
| -0.99             | -0.61             | English, Food/Text Technology, PE              | English, Food/Text Technolo     | English, Food/Text Technology, PE                              |           |                     |
| -0.10             | 0.26              | English, Science, History                      | English, Maths, Science, Mod    | English, Science, History                                      |           |                     |
| -2.85             | -1.45             | Maths, Design Technology, History, S           | English, Maths, Science, Hist   | English, Maths, Design Technology, History, Sociology          |           |                     |
| 1.38              | 1.29              | Science, History, Sociology, Food/T            | English, Maths, Science, Hist   | English, Science, History, Sociology, Food/Text Technology     |           |                     |
| 0.78              | 0.14              | Food/Text Technology                           | Food/Text Technology            | Food/Text Technology   |           |                     |
| -0.62             | 0.02              | Art, English                                   | Art, English                    | Art, English   |           |                     |
| -0.67             | -0.08             | English, Design Technology                     | English, Maths, Design Techn    | English, Design Technology                                     |           |                     |
| -0.52             | -0.69             | English, Maths, Drama, Geography               | English, Maths, Drama, Geogr    | English, Maths, Drama, Geography                               |           |                     |

| CURRENT YEAR 11 Sept 2016               | Progress 8 Score<br>(new P8 methodology matched to 2017 points) |            |                  | Eng/Maths pair (%) |            |            |
|---|---|------------|------------------|--------------------|------------|------------|
|   | T 3 (Yr.10)   | T1 (Yr.11) | T2 (Yr.11)       | T 3 (Yr.10)        | T1 (Yr.11) | T2 (Yr.11) |
| <b>Overall (299 students)</b>           | -0.199  | -0.52      | -0.32<br>(0.08)  | 52.0               | 49.2       | 49.5       |
| <b>Non-Pupil Premium (253 students)</b> | -0.172  | -0.47      | -0.27<br>(0.12)  | 56.7               | 52.6       | 53.4       |
| <b>Pupil premium (46 students)</b>      | -0.352  | -0.75      | -0.57<br>(-0.16) | 26.1               | 30.4       | 28.3       |
| <b>PPI diff.(cycle)</b>                 | -0.180  | -0.28      | -0.30            | -30.6              | -22.2      | -25.1      |
| <b>Summer 2016 difference</b>           | -0.44   | -0.44      | -0.44            | -49.9              | -49.9      | -49.9      |
| <b>Non-PP HAP (129 students)</b>        |   | -0.18      | -0.29            |                    | 82.9       | 83.7       |
| <b>PP HAP (13 students)</b>             |   | -0.76      | -0.74            |                    | 84.6       | 84.6       |
| <b>HAP Difference</b>                   |   | -0.58      | -0.45            |                    | +1.7       | +0.9       |
| CURRENT YEAR 11 Sept 2016               | EBac (%)  |            |                  |                    |            |            |
|   | T 3 (Yr.10)   | T1 (Yr.11) | T2 (Yr.11)       |                    |            |            |
| <b>Overall (299 students)</b>           | 38.3  | 34.1       | 33.0             |                    |            |            |
| <b>Non-Pupil Premium (253 students)</b> | 41.7  | 37.5       | 36.3             |                    |            |            |
| <b>Pupil premium (46 students)</b>      | 19.6  | 15.2       | 15.2             |                    |            |            |
| <b>PPI difference (cycle)</b>           | -22.1   | -22.3      | -21.1            |                    |            |            |
| <b>Summer 2015 difference</b>           | -22   | -22        | -22              |                    |            |            |
| <b>Summer 2016 difference</b>           | -23   | -23        | -23              |                    |            |            |
| <b>Non-PP HAP (129 students)</b>        |   | 64.3       | 64.3             |                    |            |            |
| <b>PP HAP (13 students)</b>             |   | 46.1       | 41.7             |                    |            |            |
| <b>HAP Difference</b>                   |   | -18.2      | 22.6             |                    |            |            |

Heads of Faculty have been notified of students under-performing in their subjects and have intervention in place to narrow the difference between PP and Non-PP students in future data captures.

HAP Progress 8 score is a concern with -0.74 (-0.69 new P8 methodology), however two students current score stands at -3.16 (-1.49) and -1.29 (-1.32). This has a major impact when dealing with a cohort size of 13 students. We are encouraged with the performance of HAP on the pair and the EBAC measure.

There is a smaller difference with our current Year 10 students as we are using the same point's scores. The difference for HAPs on the progress 8 score is slightly below the Non-PP HAPs cohort. The HAPs attainment on both the pair and EBAC measure compares favourably and we are encouraged with the predictions for our Year 10 students this term.

| CURRENT YEAR 10 Sept 2016        | Progress 8 Score |            |            | Eng/Maths pair (%) |            |            |
|----------------------------------|------------------|------------|------------|--------------------|------------|------------|
|                                  | T 3 (Yr.9)       | T1 (Yr.10) | T2 (Yr.10) | T 3 (Yr.9)         | T1 (Yr.10) | T2 (Yr.10) |
| Overall (306 students)           | -0.24            | -0.32      | -0.15      | 67                 | 55.5       | 66.0       |
| Non-Pupil Premium (254 students) | -0.24            | -0.30      | -0.11      | 70                 | 59.5       | 69.7       |
| Pupil premium (52 students)      | -0.24            | -0.43      | -0.32      | 51                 | 35.3       | 46.9       |
| PPI diff.Yr 10/11 (cycle)        | 0                | -0.13      | -0.21      | -19                | -24.2      | -22.8      |
| Summer 2016 difference           | -0.44            | -0.44      | -0.44      | -49.9              | -49.9      | -49.9      |
| Non-PP HAP (110 students)        |                  | -0.34      | -0.16      |                    | 96.4       | 95.4       |
| PP HAP (12 students)             |                  | -0.43      | -0.22      |                    | 100        | 100        |
| HAP Difference                   |                  | -0.09      | -0.06      |                    | +3.6       | +4.6       |
| CURRENT YEAR 10 Sept 2016        | Ebac             |            |            |                    |            |            |
|                                  | T 3 (Yr.9)       | T1 (Yr.10) | T2 (Yr.10) |                    |            |            |
| Overall (306 students)           | 45               | 34.4       | 44.6       |                    |            |            |
| Non-Pupil Premium (254 students) | 50               | 37.4       | 49.6       |                    |            |            |
| Pupil premium (52 students)      | 25               | 19.6       | 18.4       |                    |            |            |
| PPI difference Yr 10(cycle)      | -25              | -17.8      | -31.2      |                    |            |            |
| Summer 2015 difference           | -22              | -22        | -22        |                    |            |            |
| Summer 2016 difference           | -23              | -23        | -23        |                    |            |            |
| Non-PP HAP (110 students)        |                  | 75.5       | 82.6       |                    |            |            |
| PP HAP (12 students)             |                  | 66.7       | 58.3       |                    |            |            |
| HAP Difference                   |                  | -8.8       | -24.3      |                    |            |            |

### Other Supporting Evidence of Impact

- Year 7 cycle 2 data shows that in English 100% and in Maths 92% of PP students are expected to meet their end of year target grade. The figures for Non PPI students projected to make expected progress are 99% in English and 93% in Maths.
- Year 8 cycle 2 data shows that in English 89.7% and in Maths 55.2% of PP students are expected to meet their end of year target grade. Of those not projected to make expected progress in Maths, a further 14% are currently on -0.5 (expected to achieve 1+ with EOY target grade of 2). The figures for Non PPI students projected to make expected progress are 88% in English and 79% in Maths.
- Year 9 cycle 1 data showed that the difference on P8 score between PP (-1.00) and Non PP (-0.41) is -0.59 with an overall P8 score of -0.47 for the Academy. The English/Maths pair stands at PP (26%)/Non PP (54%) the difference is 28% with 51% expected to achieve both overall. The Ebac for PP (15%) Non PP (32%) difference currently stands at 17% with 31% of our students achieving the Ebac overall.

### **PUPIL PREMIUM EXPENDITURE - TERM 2 (2016/17)**

The Pupil Premium for 2016-17 was set by the government at £935 per eligible pupil; with a smaller amount of £300 paid to schools in respect of children whose parents are currently serving in the armed forces and £1900 for children living in care.

In the Financial Year 2016-17 Garforth Academy has 176 students eligible for the Pupil Premium which will generate a total income of £243,110.

The Academy is focused on closing both relative and absolute differences in student achievement. Decisions made on spending aim to address the complex and varied barriers to learning that can be faced by disadvantaged students to enable transformational change to take place in their educational outcomes. Spending commitments made are based on a detailed understanding of individual needs and aim to maximise the growing body of research and evidence on effective practice. The following key principals underpin our decision making.

1. Focused on outcomes. All pupil premium spending should lead to a quantifiable impact on student achievement and attainment, with a clear plan for impact measurement established before any intervention.
2. Evidence based. Interventions should take account of current research and evidence of best practice. Low effect size interventions should be avoided.
3. Needs based. Funding decisions, especially around expensive tier 3 funding, should be influenced by student need, based upon a thorough knowledge and understanding of individual students.
4. Data driven. Several sources of data should feed into an understanding of what issues disadvantaged pupils might face. Data might include: subject area reports, behaviour and attendance records and performance tracking cycle data.

All data presented in the table below is a summary of information collected from pastoral leaders and subject PP co-ordinators for the current academic year. Detailed breakdown per PP student is available on Excel spreadsheet.

| Plan of Pupil Premium Spending<br>(Term 2) 2016– 2017 |            |  |
|---|------------|--|
| Subject/Department                                    | Cost       | Summary  |
| Pastoral  | £51,244    | <b>Pastoral team supported PP students with the following:</b> Pastoral Support Programme, Referral to Attendance Improvement Officer, Behaviour Report, Homework Report, Target Report, Punctuality Report, Referral to Safer School's Officer, Referral to Family Support, Referral for Mentoring, Peer Support, Referral to Counselling, Alternative Provision (i.e Grafton, The Elland Academy), Referral to SENIT, Referred to GP, Referred to Mind Mate, Referred for Emotional Wellbeing Programme, Inclusion, Skills for Life, Social Care, <b>Career advice meetings, daily support, home visits, parental meetings, attendance support and weekly support.</b> |
| Maths& ICT  | £39,997    | <b>Both department supported PP students with the following: small set group, intervention programme, revision sessions, teaching assistant support in class, coursework support, additional tuition, 1 to 1 programmed intervention and provision of resources and equipment.</b>   |
| English   | £15,446.80 | <b>English department supported PP students with the following: intervention programme, additional tuition, homework support and 1 to 1 programmed intervention. (See Literacy Strategy for Year 7 intervention.</b>   |
| Science   | £5,198     | <b>Science department supported PP students with the following: small set group, intervention programme, revision sessions, homework support, homework club, teaching assistant support in class and provision of resources and equipment.</b>   |
| Humanities  | £16,537    | <b>Humanities department supported PP students with the following: intervention programme, revision sessions, homework support, homework club, 1 to 1 programmed intervention, teaching assistant support in class and provision of resources and equipment.</b>   |
|   |            |  |

|  |                   |  |
|--|-------------------|--|
| <b>MFL</b>                             | £897              | <b>MFL department supported PP students with the following: small set group, homework support, intervention programme, coursework support.</b>   |
| <b>PE</b>                              | £2,898            | <b>PE department supported PP students with the following: intervention programme and provision of resources and equipment.</b>  |
| <b>Applied Faculty</b>                 | £10,925           | <b>AL departments supported PP students with the following: small set group, intervention programme, revision sessions, teaching assistant support in class, coursework support, additional tuition, 1 to 1 programmed intervention, weekly support and provision of resources and equipment.</b>  |
| <b>Social Science</b>                  | £1,426            | <b>Social Science department supported PP students with the following: intervention programme and revision sessions.</b>   |
| <b>Performing Arts</b>                 | £7,141.50         | <b>Performing Arts departments supported PP students with the following: intervention programme, revision sessions and 1 to 1 programmed intervention.</b>   |
| <b>WRL</b>                             | £24,955           | <b>WRL department supported PP students with the following: small set group, teaching assistant support in class, 1 to 1 programmed intervention and weekly support.</b>   |
| <b>Attendance and Pupil Engagement</b> | Refer to Pastoral | <b>The academy provides pupils with specialist support staff to work with pupils and families on relationships and attendance. Our dedicated Inclusion team will continue to work with local agencies to engage students in</b><br><br><b>attendance at the academy, any PP students with attendance issues will be provided with specialist support and modification on timetables to integrate them back into the academy.</b> |
| <b>Literacy Strategy</b>               | Refer to English  | <b>Currently, the Year 7 PP students have extra reading or (PFRP) Premier Football Reading Programme for selected students with a reading below actual age. The weakest students attend English nurture groups (small set groups). One to one support with reading working with the ILC manager. Purchased software programmes 'Cogned' and 'Word shark' to improve working memory and support with Dyslexia.</b>                |

|   |            |   |              |
|---|------------|---|--------------|
| <p><b>Careers, Information and Guidance</b></p> | <p>N/A</p> | <p><b>Careers Club - a series of after school speakers from a variety of different backgrounds and professions.</b></p> <p><b>Year 11 Guidance Process - a series of 4 one-to-one meetings with a designated member of the Guidance Team to explore Post 16 progression and support applications.</b></p> <p><b>Careers Drop Down Days as part of PSHCE - sessions delivered by universities, apprenticeship and employment providers, internal careers staff and other organisations such as Prospects and GAP Year companies.</b></p> <p><b>Skills Yorkshire and the Humber event - The UK's largest series of careers, jobs and skills events where exhibitors from HE and FE institutions, Apprenticeship providers, the Army, the Navy and other careers organisations attend and speak to students.</b></p> | <p>Total</p> |
| <p><b>Enrichment Development MAAT</b></p>       | <p>N/A</p> | <p><b>Comprehensive programme (MAAT) of enrichment including Junior Maths Challenge, Living History Day, the M&amp;S Chocolate Pudding Challenge, Guest Authors/Lecturers, attending regional conference for Religious Studies and attending Science Live event. For further information refer to Sean Nesbitt.</b></p>   |              |

Expenditure Term 1 (2016/17) = £176,665

Strategies to be used next term include:

- Lr to work with departments on raising the profile of PPI students and working towards the positive discrimination policy used by changing the parameters.
- Half termly update on progress of PP students – Allowing for earlier intervention.
- To further develop the current tracking and monitoring system to allow for the detailed collection of progress data and intervention/support data of the PPI students which is subject specific.
- Revising intervention strategy with PP co-ordinators when limited impact is being demonstrated.
- Detailed data is presented every term to SLT and revised information is uploaded on to the Academy website.
- Termly analysis of the data will be made and a report written to identify the effectiveness and cost links of PPI strategies as well as individualised analysis of which methods are effective and should continue and which need to be amended/cease.
- General evaluation of PPI strategies utilised in terms of cost versus success to identify the most cost effective methods.
- Focus work with HAP students to diminish differences.

