

Evaluation of Outcomes – Disadvantaged Students 2017-2018

Characteristic Strengths - Achievement of pupils																																																											
Details		How do we know?																																																									
<p><u>Disadvantaged Students</u></p> <p>We continue to be relentless in our strive to ensure that the outcomes for our disadvantaged students are in line with those of their strongest performing peers. We have seen a strong improving picture in terms of the progress of our disadvantaged students over time, with our P8 for our disadvantaged Year 11 cohort in 2018 being -0.23 overall. This is much higher than national overall in 2018 (-0.38) and also considerably higher than schools in a similar context (-0.53). In terms of overall progress, we have a strong programme of support for our disadvantaged students from their arrival in year 7, and closely monitor the needs of the students individually, and as a cohort and respond to these accordingly.</p> <p>Having suffered a dip in 2017 in Mathematics particularly, leading to an overall fall in terms of P8, we have managed to lift the progress of our disadvantaged students in Mathematics again in 2018, with a P8 score of -0.22. Our Mathematics team are aware that the new GCSE has proved particularly challenging for our disadvantaged students given the additional resilience required in terms of the level of problem solving, and have worked hard to develop this through a variety of methods this year. This has included working closely with our Primary colleagues and developing a mastery approach to learning. We have also carefully reviewed and refined the use of additional support for students within this area and have replaced our learning mentor approach with an experienced intervention teacher in order to create smaller teaching groups where a more personalised approach is most needed to maximise achievement.</p> <p>Across EBacc subjects, the overall progress of our disadvantaged students is -0.08 (broadly in line with all students nationally), and for our open basket our P8 in 2018 was -0.23. Despite a strong emphasis on ensuring our disadvantaged students have access to materials and ingredients that they need for practical lessons, we remain focused on improving our outcomes within the open basket. Progress is strong within some of our performance subjects (Music P8 was +1.71 for 16 disadvantaged students), but we continue to work towards our</p>		<p>See Full Data Appendix for supporting information.</p> <p>Progress 8</p> <table border="1"> <thead> <tr> <th>Disadvantaged</th> <th>Overall P8</th> <th>English P8</th> <th>Maths P8</th> <th>Open P8</th> </tr> </thead> <tbody> <tr> <td>National 2018</td> <td>-0.38</td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>National 2018 (Non Selective Schools in a Highly Selective Area)</i></td> <td>-0.53</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2018</td> <td>-0.23</td> <td>-0.51</td> <td>-0.22</td> <td>-0.23</td> </tr> <tr> <td>2017</td> <td>-0.39</td> <td>-0.51</td> <td>-0.46</td> <td>-0.49</td> </tr> <tr> <td>2016</td> <td>-0.23</td> <td>-0.54</td> <td>0.09</td> <td>-0.52</td> </tr> </tbody> </table> <p>Ebacc Element breakdown</p> <table border="1"> <thead> <tr> <th>Disadvantaged</th> <th>Ebacc P8</th> <th>Science P8</th> <th>Languages P8</th> <th>Humanities P8</th> </tr> </thead> <tbody> <tr> <td>National 2018</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2018</td> <td>-0.08</td> <td>0.0</td> <td>0.4</td> <td>-0.1</td> </tr> <tr> <td>2017</td> <td>-0.17</td> <td>-0.19</td> <td>-0.19</td> <td>-0.46</td> </tr> <tr> <td>2016</td> <td>0.06</td> <td>-0.08</td> <td>-0.54</td> <td>-0.10</td> </tr> </tbody> </table>			Disadvantaged	Overall P8	English P8	Maths P8	Open P8	National 2018	-0.38				<i>National 2018 (Non Selective Schools in a Highly Selective Area)</i>	-0.53				2018	-0.23	-0.51	-0.22	-0.23	2017	-0.39	-0.51	-0.46	-0.49	2016	-0.23	-0.54	0.09	-0.52	Disadvantaged	Ebacc P8	Science P8	Languages P8	Humanities P8	National 2018					2018	-0.08	0.0	0.4	-0.1	2017	-0.17	-0.19	-0.19	-0.46	2016	0.06	-0.08	-0.54	-0.10
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disadvantaged students' progress being in line with their peers across all of their subjects.

In terms of priorities moving forwards, English remains the main focus for us for our disadvantaged cohort, with P8 at -0.51 in 2018. We have put a range of additional strategies in place from Year 7 to support our students to close the gap in terms of spoken and written language, including a peer-reading scheme, oracy coaching with an external specialist and continued use of Accelerated Reader. In addition, we have recently recruited a qualified and experienced intervention teacher who will be able to work with small groups of students at KS4 to further personalise learning and close gaps in achievement.

Pupils Achieving Grade 4+ and 5+ in English and Maths

		National 2018	<i>National 2018 (Non Selective Schools in a Highly Selective Area)</i>	School 2018	School 2017
Disadvantaged (2017)	Grade 4+	44.3%		48%	33%
	Grade 5+	24.5%		23%	17%

Pupils Achieving Grade 4+ and 5+ in Maths

		National 2018	School 2018	School 2017
Disadvantaged (2017)	Grade 4+		56%	47%
	Grade 5+		30%	24%

Pupils Achieving Grade 4+ and 5+ in Best English

		National % (Lang/Lit)	School 2018	School 2017
Disadvantaged	Grade 4+		69%	50%
	Grade 5+		36%	32%