

## Evaluation of our Outcomes for Disadvantaged Students

### Progress 8

Overall	Overall P8	English P8	Maths P8	Open P8
<b>2018 Predictions</b>	<b>0.00</b>	<b>-0.15</b>	<b>-0.10</b>	<b>0.03</b>
<i>National 2017 (Non Selective Schools in a Highly Selective Area)</i>	<b>-0.14</b>			
<b>2017</b>	0.03	-0.18	-0.07	0.05
<b>2016</b>	0.05	-0.20	0.18	-0.17

For students overall at St George's Academy, our progress has been in line with National overall in 2016 and 2017, and this is set to continue in 2018, despite lower starting points for students. The data shows that we are consistently above schools in similar contexts (non-selective school in highly selective area) with our 2017 P8 at 0.07, compared with -0.14 for other schools in similar contexts. Despite being in line with National figures for progress overall, in 2017 we were slightly below in Maths and English when compared with other schools nationally. We feel that given the changing landscape, the new GCSEs proved particularly challenging for some of our students given the increased emphasis on higher level skills and the skew in our cohort on entry. However, the data also shows the impact of our work with teachers and students to improve progress within the open basket, and this increased from 2016 to 2017 and looks to hold in 2018. This has been achieved through our broad and balanced curriculum at the Academy with a wide range of vocational and practical subjects to help students to achieve a range of qualifications.

Disadvantaged	Overall P8	English P8	Maths P8	Open P8
<b>2018 Predictions</b>	<b>-0.07</b>	<b>-0.19</b>	<b>-0.10</b>	<b>-0.07</b>
<i>National 2017 (Non Selective Schools in a Highly Selective Area)</i>	<b>-0.52</b>			
<b>2017</b>	-0.39	-0.51	-0.46	-0.49
<b>2016</b>	-0.23	-0.54	0.09	-0.52

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, but the outcomes for this group of students dipped in 2017 in Mathematics particularly, leading to an overall fall in terms of P8. The overall drop in performance was

heavily influenced by a small number of students who we worked tirelessly with over a long period of time to avoid permanent exclusion. Overall, despite the dip in 2017, our disadvantaged students still performed in line with those in similar contexts, and we have put a number of additional measures in place to ensure that the current predictions for 2018 remain strong. 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.

#### Ebacc Element breakdown

Overall	Ebacc P8	Science P8	Languages P8	Humanities P8
<b>2018 Predictions</b>	0.14	-0.11	0.28	0.43
<b>2017</b>	0.23	0.22	0.31	0.15
<b>2016</b>	0.37	0.13	-0.32	0.43

Disadvantaged	Ebacc P8	Science P8	Languages P8	Humanities P8
<b>2018 Predictions</b>	0.03	-0.25	0.02	0.52
<b>2017</b>	-0.17	-0.19	-0.19	-0.46
<b>2016</b>	0.06	-0.08	-0.54	-0.10

In terms of Ebacc, the progress for our students in 2017 was very positive across all subject areas, and predictions for our current Year 11 show that this is set to continue for 2018. However, we are aware that our disadvantaged students did not perform in line with their peers within the Ebacc subjects in 2017, despite achieving above National in 2016 with a P8 of 0.06. In response to this, we have recruited Learning Mentors to support students who are falling behind in Science and in Humanities, a strategy that has been successful in raising progress in Maths and English over previous years. This is already in place, and the predictions for 2018 are currently demonstrating strong progress for this particular group of students.