

## BROAD OAK SPORTS COLLEGE – PUPIL PREMIUM STRATEGY REVIEW 2016/17

### Broad Oak Sports College School's Pupil Premium Profile 2016/17

|  |   |
|--|---|
| <b>Total number of pupils in the school</b>  | 580   |
| <b>Number of PP-eligible pupils:</b>   | 346   |
| <b>Total pupil premium budget:</b>   | £310385<br>+ £24,444 Literacy and Numeracy catch up premium.  |
| <b>Evidence of school performance</b>  |   |
| <b>Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:</b> | <p>OFSTED 2014</p> <p>The proportion of pupils eligible for the pupil premium is double that typically found nationally. This funding is available for students known to be eligible for free school meals and those in local authority care.</p> <p>Students who receive additional support through the pupil premium are making accelerated progress as a direct result of the extra funding, so that any gaps between their achievement and that of their peers are closing over time.</p> <p>The achievement of students who are supported by the pupil premium, including those known to be eligible for free school meals, is not currently as good as that of their peers. However, more effective use of this funding is helping to close the gaps between this group's attainment and progress and those of other students in the school. For example, school data and inspection evidence supports that the current Year 11 students are on track to make better progress in English than their peers and almost as good progress as their peers in mathematics. Students targeted for the Year 7 catch-up programme are making good progress and the funding is used well; for example, targeted support is provided through a nurture group in Year 7, and this resulted in these students making good progress in reading and writing. This improvement in their literacy skills enabled their full integration into the main school by Year 8, because they were able to access the learning materials in other subjects.</p> |

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## Summary of school's performance data 2015-17:

*Historically, the progress of disadvantaged students has been good (see internal reference sheet – Outcomes 2a)*

*2017 outcomes for GCSE showed a significant gap between PP and NPP student outcomes.*

*2016 outcomes for GCSE showed variability between disadvantaged students and 'all students' within school and between school and national data (see annotated RAISE Online 2016)*

*Key figures:*

|   | 2017   |        |        | 2016         |              |       | 2015         |              |       |
|---|--------|--------|--------|--------------|--------------|-------|--------------|--------------|-------|
| Measure                                       | PP     | NPP    | Gap    | PP           | Non PP       | Gap   | PP           | Non PP       | Gap   |
| Attainment 8 (point scores different in 2017) | 27.54  | 38.01  | -10.47 | 3.8          | 4.8          | -1    | 3.6          | 4.6          | -1    |
| Basics (EM)                                   | 6%     | 19%    | -13%   | 34%          | 60%          | -26%  | 33%          | 42%          | -9%   |
| EBacc (strong pass)                           | 5%     | 19%    | -14%   | 9%           | 21%          | -12%  | 16%          | 29%          | -13%  |
| 5ACEM   |        |        |        | 29%          | 57%          | -18%  | 25%          | 42%          | -17%  |
| 5A*A  |        |        |        | 2%           | 8%           | -6%   | 2%           | 8%           | -6%   |
| APS (best 8)                                  |        |        |        | 31           | 39           | -8    | 29           | 37           | -8    |
| Progress 8                                    | -1.438 | -0.518 | -0.92  | -0.83        | -0.57        | -0.26 | -0.66        | -0.27        | -0.39 |
| Proportion of cohort (National in brackets)   | 59%    | 41%    |        | 53%<br>(28%) | 47%<br>(72%) |       | 51%<br>(27%) | 49%<br>(73%) |       |

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|   |  |   |
|---|--|---|
| School's pupil premium strategy 2016/17 – Key barriers: | <b>1. Barriers to future attainment (for pupils eligible for PP including high ability)</b>              |   |
|   | <b>In-school barriers</b>  |   |
|   | <b>A.</b>  | Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from accessing curriculum at age appropriate levels and hinders good progress over time - KS2 outcomes 2016 – GPaS 99 (PP)/104 (nonPP); Reading 96 (PP) / 100 (Non PP). In other year groups, some 'stubbornly' low levels of literacy for PP students. |
|   | <b>B.</b>  | Numeracy skills entering Year 7 are lower for pupils eligible for PP than other pupils which impacts upon good progress over time – KS2 outcomes 2016 Maths 98 (PP) / 102 (Non PP). In other year groups, some 'stubbornly' low levels of numeracy for PP students.   |
|   | • <b>C.</b>  | High attaining pupils who are eligible for PP are making less progress than other high attaining pupils. (Eng 50% EP from L5 PA, cf 71% Non PP and 79% Non PP National; Maths 36% EP from L5 PA, 44% Non PP and 72% Non PP national). Gap is less wide in Yr11, but current Yr10, much wider **   |
|   | • <b>D</b>   | Attitude and Behaviour for learning issues for a small group of students in each year group impacting upon their own progress   |
|   | <b>External barriers (issues which also require action outside school, such as low attendance rates)</b> |   |
|   | <b>E.</b>  | Attendance rates for PP students were slightly below Non PP students (school) in 2015, although better than national rates for PP students  |
|   | <b>F.</b>  | Appropriate working environment / study support beyond school day   |

## Evaluation of the impact of strategies employed

### Literacy

#### ***Literacy skills – Quality First Teaching / Provision for all***

##### **Barriers to learning:**

Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from accessing curriculum at age appropriate levels and hinders good progress over time – KS2 outcomes 2016 – GpaS 99 (PP)/104 (nonPP); Reading 96 (PP) / 100 (Non PP). In other year groups, some ‘stubbornly’ low levels of literacy for PP students.

##### **Desired outcomes:**

High levels of progress in literacy for pupils eligible for PP.

##### **Success Criteria**

Significant reduction in percentage of PP students who fall into stanines 1-3 using GL Assessment progress tests and closing of gap to NON PP students. Mid-year assessment to be used as first analysis point, end of year assessment (June 2017) to analyse impact over academic year and GCSE outcomes (P8) to assess impact on Year 11 students

##### **Overall Impact**

For the 2016/17 examination cohort, the gap between disadvantaged and non-disadvantaged students, in relation to their English outcomes and overall outcomes, widened.

There is robust internal data that indicates that the average grade for each year group;

In Year 10 - for each group of students was a GCSE grade 4

In Year 9 - for each group of students was a grade 2 (Lancashire Assessment program)

In Year 8 – for each group of students was a grade 1 (Lancashire Assessment program)

In Year 7 – for each group of students was a grade 1 (Lancashire Assessment program)

GL Assessments show varying gaps between the two groups. In year 7, the gaps have remained statistically significant from start to end point. In Year 8 the gaps at start and end point are not statistically significant in terms of their difference. In year 9, the gap has moved from being statistically significant to not statistically significant. Detailed analysis below. Students in year 8 made the most progress in relation to the Progress Test in English (70% expected progress), followed by Year 7 (50% expected progress) and Year 9 (39% expected progress).

For Year 7, reading and spelling age improved from start to end point (Reading age by 2 years, spelling age by 1 year).

For year 8, reading and spelling age improved from start to end point (Reading age by 9 months and Spelling age by 6 months).

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Overall, there is evidence of progress in relation to literacy / English skills, for cohorts in school. There are key aspects of whole school provision and specific intervention that remain areas for continued development, which are identified in the commentary below and in the School Improvement Plan. *This area will be a continued focus in relation to Pupil Premium strategy for 2017/18*

NB:

Data sources;

- from GL Assessments, which are nationally standardised,
- Lancashire Assessment Program (internally and externally moderated across the Lancashire network of schools) and
- PiXL assessment processes (part of national network of participating schools)

### Numeracy

#### ***Numeracy skills - Quality First Teaching / Provision for all***

##### **Barriers to learning:**

Numeracy skills entering Year 7 are lower for pupils eligible for PP than other pupils which impacts upon good progress over time – KS2 outcomes 2016 Maths 98 (PP) / 102 (Non PP). In other year groups, some ‘stubbornly’ low levels of numeracy for PP students.

##### **Desired outcomes:**

High levels of progress in numeracy for pupils eligible for PP

##### **Success Criteria**

Significant reduction in percentage of PP students who are fall into stanines 1-3 using GL Assessment progress tests and closing of gap to NON PP students. Mid-year assessment to be used as first analysis point, end of year assessment (June 2017) to analyse impact over academic year and GCSE outcomes (P8) to assess impact on Year 11 students

##### **Overall Impact**

For the 2016/17 examination cohort, the gap between disadvantaged and non-disadvantaged closed (both groups securing an average GCSE Grade 3), in relation to their Math outcomes.

There is robust internal data that indicates that the average grade for each year group;

In Year 10 - for each group of students was a GCSE grade 2

In Year 9 - for non-disadvantaged students was a grade 3 and for disadvantaged students was a grade 2 (Lancashire Assessment program)

In Year 8 – for each group of students was a grade 1 (Lancashire Assessment program)

In Year 7 – for each non disadvantage students was a grade 1 and for disadvantaged students was a ‘Wa’ (1 sub level difference - Lancashire Assessment program)

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GL Assessments show varying gaps between the two groups. In year 7, the gap has come statistically significant from start to end point. In Year 8 the gaps at start and end point are not statistically significant in terms of their difference. In year 9, the gap has remained not statistically significant. Detailed analysis below. Students in year 7 made the most progress in relation to the Progress Test in Maths (89% expected progress) follow by Year 9 (74% expected progress), then Year 8 (68% expected progress).

*This area will be a continued focus in relation to Pupil Premium strategy for 2017/18*

### Attainment and progress of students with higher prior attainment

#### **Attainment and Progress for HA pupils – Quality first teaching / Provision for all**

##### **Barriers to learning:**

High attaining pupils who are eligible for PP are making less progress than other high attaining pupils. (Eng 50% EP from L5 PA, cf 71% Non PP and 79% Non PP National; Maths 36% EP from L5 PA, 44% Non PP and 72% Non PP national). Gap is less wide in Yr11, but current Yr10, much wider \*\*

##### **Desired outcomes:**

Improved rates of progress across KS3 and 4 for high attaining pupils eligible for PP.

##### **Success Criteria**

Using GL Assessment progress tests alongside CAT and KS2 data, SISRA and SMID analysis, see a reduction in gap to non PP higher ability students, greater rates of progress towards higher outcomes and improved progress 8 estimates and GCSE outcomes (P8) to assess impact on Year 11 students

##### **Overall Impact**

*Analysis of data clearly shows that, overall, higher ability student outcomes and progress has not shown improvement in 2016/17.*

*Clear actions relating to the strategies identified below are planned for as part of the school's SIP for 2017/18 and are referenced in the school's SEF document also. **This area will be a continued focus in relation to Pupil Premium strategy for 2017/18, as part of wider SIP.***

### Attitude and behaviour for learning

#### **Attitude and behaviour for learning – Quality First Teaching / Provision for all**

##### **Barriers to learning:**

Attitude and Behaviour for learning issues for a small group of students in each year group impacting upon their own progress

##### **Desired outcomes:**

Attitude for learning and behaviour for learning is improved, reduction in FT exclusions and internal behaviour management interventions.

##### **Success Criteria**

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Number of students with repeat incidents for AFL/BFL are reduced, and for the number of individual students who are placed in inclusion room as part of the remove process to be reduced as an overall percentage of school cohort. In school gap relating to exclusion to continue to close, maintain lower than national average outcomes for FT exclusions and reduce PEx as % of group compared to national

### **Overall Impact**

Provision within school adjusted to change the purpose of provision and development of 'Nurture Group' facility occurred. This provision was implemented in Summer 2017 in response to growing need for some students to have alternate provision within the building, to support in their learning and the development of the social/emotional aspects of behaviour that impacted upon learning (for themselves and others). AFL and BFL information, alongside other key behavioural data (removals, exclusions, qualitative data gathered by pastoral managers) used to identify students. Engagement with parents to secure support for the process of inclusive practice to minimise the risk of exclusion for their child. (Reference sheet 11).

Awaiting exclusions data compared to national.

PASS Survey data shows very narrow (negligible / not statistically different) between FSM and NFSM student in relation to the key attitudinal factors that affect success at school.

***This area will be a continued focus in relation to Pupil Premium strategy for 2017/18 and part of the SIP 2017/18 onwards. This is also part of an LA wide focus on reducing and managing exclusions.***

### **Attendance**

#### **Attendance – Quality first teaching / provision for all**

##### **Barriers to learning:**

Attendance rates for PP students were slightly below Non PP students (school) in 2015, although better than national rates for PP students

##### **Desired outcomes:**

Further increase attendance rates for PP students in order to minimise 'in school gap' between PP and Non PP students

##### **Success Criteria**

In school gap (3.2% Persistent absence, 2014 data in 2015 validated RAISE; 1.5% % Sessions missed, 2015 validated RAISE) is reduced further.

### **Overall Impact**

Attendance in 2016/17 was lower than in previous years. Increased numbers of parents received penalty warning notices and fines for the poor attendance / unauthorised holidays. Education Welfare Officer involvement has included pursuance of 1 prosecution and 2 further parenting contracts.

Awaiting attendance data compared to national outcomes.

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### Appropriate working environment / study support opportunities beyond the school day

#### **Appropriate working environment / study support – Quality first teaching / Provision for all**

##### **Focus**

Appropriate working environment / study support opportunities beyond the school day

##### **Barriers to learning:**

Lack of appropriate environment for study in the home environment.

##### **Desired outcomes:**

Attendance at range of study support opportunities is maximised for PP students

##### **Success Criteria**

Further improve the attendance of PP students at morning 'grade up' study sessions (16/39 regularly attending students in 2015/16) and to extended hours access to The Hub.

##### **Overall Impact**

Attendance at additional study sessions remained fairly stable with 2/3 of the year group participating (69% in 15/16 to 70% in 16/17).

Attendance at Grade up class was 61% (voluntary) compared to 69% in 2015-16. An 8% decline.

The impact of The Hub as an additional study space was not measurable as the offer had to be withdrawn due to poor pupil take up and attitude.