

Disadvantaged Students – 2017-18 Commentary

2018 Results (unvalidated data)

Year 11: Actuals 2018	Overall Progress 8		Attainment 8		Attendance	
	RSA	Nat	RSA	Nat	RSA	National (2017)
All Pupils	-0.87		39.69		93.7%	94.8%
Disadvantaged	-0.71		36.85		91.8%	91.5%
Non DS	-0.97		41.65		95.1%	95.3%
DS HPA	-1.30		44.74		92.0%	
DS MPA	-0.41		35.53		93.5%	
DS LPA	-0.30		21.28		94.6%	

DS – Disadvantaged students PA – prior attainment based on KS2 results (L – lower, M - middle, H – high)

3 Year trends

		Progress 8		Attainment 8		Attendance	
		RSA	Nat	RSA	Nat	RSA	National 2017
Year 11: 2018	All Pupils	-0.87		39.69		93.7%	94.8%
	Disadvantaged	-0.71		36.85		91.8%	91.5%
	Non DS	-0.97		41.65		95.1%	95.3%
Year 11: 2017	All Pupils	-0.45	-0.03	45.3	46.3	94.6%	94.8%
	Disadvantaged	-0.73	-0.40	40.0	37.0	93.4%	91.5%
	Non DS	-0.26	0.11	49.0	49.8	95.1%	95.3%
Year 11: 2016	All Pupils	-0.87	0	42.2	45.1	95.4%	94.8%
	Disadvantaged	-0.88	-0.38	38.9	41.1	93.2%	91.5%
	Non DS	-0.87	0.10	44.2	53.3	96.1%	95.3%

Commentary:

- The gap in attainment has narrowed, however attainment for all groups is less than 2017 (unvalidated data currently) Non disadvantaged students attainment is still higher than all others, however progress of the disadvantages pupils is better than all other pupils. The gap between disadvantaged HPA students and all others is wider than that between MPA and LPA and will be a key target for 2018-19.
- In the English, Maths, Ebacc and Other elements, there is a significant gap between disadvantaged and all other, with disadvantaged making better progress.
- Attendance for DS students is lower than non-DS students, and mirrors national patterns, however our PP students have better attendance than PP students nationally, whilst other groups have lower than average attendance.

Disadvantaged Students 2017-18 Commentary

The Disadvantaged Students is additional Government funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding for 2017/18 for 399 pupils (42%) was £359,287

This report documents how RSA Tipton used this funding and how the eligible pupils have performed in comparison to the rest of the school pupils as well as in comparison to local and national data.

The academy has used the funding to employ and part fund members of staff to provide support to Pupil Premium students and also to implement a variety of initiatives aimed at raising the attainment of eligible pupils and reducing the achievement gap.

Addressing Individual Needs

Educational support staff are equally important in closing the gap for Disadvantaged Students youngsters. Mentoring, Safeguarding and Behaviour specialists are all employed to deal with issues within students' lives, as does support from the school nurse service and attendance officer. The school has created a supportive learning environment to aid students who are falling behind on their studies.

A large portion of the funding goes to supporting students' equality of opportunity. This included, but is not exclusive to, free resources such as: revision guides, stationery, peripatetic music tuition, trips and after school activities with no charge.

Key Principles

Disadvantaged Students funding was used to support a raft of interventions around the 38% of students with Disadvantaged Students status in Year 11 and the students with this status throughout the other year groups. The key principles of the use of our Disadvantaged Students funding are addressing individual need where there are difficult circumstances and providing strong additional academic support for our Disadvantaged Students with the allocated funding.

PP Financial Spend 2017-18

Item of Expenditure	Spend		Funded by DS Allocation (usually pro rata on the basis of % DS students supported)	
Revision Guides - Yr 10 and 11	£	3,800.43	£	1,444.16
FSM	£	53,326.71	£	53,326.71
School Uniform - Support	£	9,039.01	£	3,434.82
Enrichment Activities	£	1,359.92	£	516.77
Accelerated Reader	£	12,390.47	£	4,708.38
Maths Wizz	£	8,438.82	£	3,206.75
Lexia	£	309.33	£	117.55
Counselling	£	5,500.00	£	2,090.00
Connexions	£	4,896.00	£	2,741.76
Alternative provision	£	109,854.76	£	41,744.81
GL Assessments	£	24,178.44	£	15,499.00
external PP review			£	1,200.00
SEN resources	£	558.44	£	212.21
Trips			£	1,359.92
Disadvantaged support			£	9039.01
Staff Support Initiatives			£	-
mandatory session 6 staffing for Y7	£	108,296.00	£	49,816.16
Student support	£	143,629.00	£	54,579.02
PP champion extra leadership capacity	£	45,296.00	£	25,365.76
LRC Hub staffing	£	35,872.00	£	13,631.36
CEIAG co-ordinator	£	34,567.00	£	13,135.46

Student & Family Welfare	£ 5,500.00	£ 2,090.00
Ed Psych	£ 10,925.00	£ 4,151.50
SENCO	£ 62,469.29	£ 23,738.33
LF's	£ 142,622.59	£ 54,196.58
TEEP level 1 staff training for all	£ 28,956.72	£ 18,562.00
TOTAL		£ 381,346.02
Expenditure in Excess of Income 2017/18 As a school we decided to invest above the DS grant monies as it is deemed a priority area to address		-£ 11,696.02

Current Context of disadvantaged students at RSA Academy – September 2018

Year Group	Total No: of Students	Non Disadvantaged	Disadvantaged	% Disadvantaged
Year 7	237	156	81	34%
Year 8	239	139	100	42%
Year 9	190	111	79	42%
Year 10	170	110	60	35%
Year 11	168	112	56	33%
Total Cohort	1004	628	376	37%

Year Group	Total No: of Disadvantaged Students	With KS2 Data	SEN	EAL	HPA	Male	Female	LAC
Year 7	81	79	22	1	33	38	43	1
Year 8	100	96	24	6	38	47	53	3
Year 9	79	75	29	0	24	41	38	1
Year 10	60	59	13	0	22	28	32	3
Year 11	56	53	19	1	23	29	27	0

Total Cohort	376	362	107	8	140	183	193	8
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Year Group	Total No: of Non Disadvantaged Students	With KS2 Data	SEN	EAL	HPA	Male	Female	LAC
Year 7	156	153	18	4	96	84	72	0
Year 8	139	131	7	12	79	69	70	0
Year 9	111	105	23	1	50	57	54	0
Year 10	110	105	14	7	65	63	47	1
Year 11	112	108	13	2	67	60	52	0
Total Cohort	628	602	75	26	357	333	295	1

Disadvantaged Students Plan 2018-19

Key areas to develop this next year include **Increased**

Monitoring and Support

A pupil premium review by our school improvement partner will be commissioned in September to identify key areas to action this year moving forwards.

A member of the Senior Leadership team has been appointed PP Champion and ensures all staff are aware of initiatives and programmes funded through the DS grant. There is another member of the leadership team who takes oversight of intervention programmes and manages a cohort of students in year 11 to boost their attainment through one on one meetings, parental engagement and managing additional support.

All middle leaders now present as part of their examination analysis on Disadvantaged Students performance. This is built into half termly meetings with the designated student progress lead, based on data collections across all year groups.

A school target to reduce the progress 8 gap between disadvantaged and non-disadvantaged students has been set for 2018-19;

Increased student identification

Students are named and given to staff in terms of lesson planning, they are identified in seating plans and a PP student first strategy alongside quality teaching for all are being prioritised this year. Individual targets are given for study support, monitoring and intervention.

Disadvantaged Students is an identified and now monitored attribute for students at a whole school and departmental level. All teaching staff are aware of these students within their classes and are asked to be mindful of when and where support needs to be drawn from the funding to provide equality of opportunity.

Increased quality of teaching in the classroom

The PP student first strategy targets PP students for questioning first, checking understanding through the lesson and marking their books/work first.

A robust plan for developing teaching and learning exists including the training of all new staff to Level 1 in the methodologies of TEEP (A specialist schools Trust teaching technique to improve student progress and attainment)