

## **2015 Pupil Premium evaluation**

The overall impact of the various strategies we have deployed over the period 2011-2015 have had a hugely positive impact upon the achievement and attendance of our Pupil Premium students. In 2015 funding allowed for additional staff enabling smaller class sizes in KS4 in the core areas of the curriculum, allowing for additional targeted pp guided revision sessions, as well as personalised intervention in preparation for their final GCSE exams.

### **Impact**

The national gap between pupil premium and non-pupil premium students stands at around 26%. Somerset target a gap of 20% or less.

The headline figure of five A\* - C including English and mathematics saw a continuing positive trend in 2015 where 51% of pupil premium students achieved this threshold in comparison to the national figure of 36%.

The in school gap between pupil premium and non-pupil premium was 8%

The expected progress of pupil premium students in both English and Maths has increased. This trend is down to many of the factors we have identified as whole school priorities including summer school during year 6 to year 7 transition, developing teaching and learning and effective intervention to also ensuring a safe and welcoming environment for all students.

In February we appointed a pupil premium coordinator to drive and challenge the progress and attainment gap in departments. They will monitor and evidence impact of interventions to ensure pupil premium progress and attainment is at or above national norms. The PP coordinator has met with all PP students to discuss their time in school. The creation of a 'Pupil Premium Passport' for each student to give greater insight to other staff members of the student, as well as raising the profile of PP students. Tracking their data in all aspects of their school life and liaising with departments to address underperformance. Raising awareness of Pupil Premium needs through the school across all members of staff.

The Pupil Premium has created the opportunities for further support and intervention in departments. The headline data shows this is having an increasingly positive impact and departmental data highlights areas for intervention where it has not.

Below is the department breakdown of results where;

Green is a gap of less than 20%, amber is 20% and red greater than 20%

**2015 GCSE Results Breakdown- Pupil Premium/Non Pupil Premium Comparison**

<b>Subject</b>	<b>Non PP Entries</b>	<b>PP Entries</b>	<b>Non PP A*-C</b>	<b>2015 PP A*-C</b>	<b>Gap</b>
Asdan	2	2	100%	100%	0%
Art and Design	69	23	77%	52%	25%
Business BTEC	77	16	99%	94%	5%
Citizenship	184	48	48%	29%	19%
D&T RMT	77	27	39%	30%	9%
D&T Food Tech	32	12	66%	75%	+9%
Dance	21	5	100%	100%	0%
Drama	47	12	87%	92%	+5%
English GCSE	44	18	25%	17%	8%
English I GCSE	20	10	25%	40%	+15%
English Language	130	29	83%	90%	+7%
English Literature	130	29	74%	69%	5%
French	27	6	81%	33%	48%
Geography	71	14	78%	71%	7%
German	36	5	56%	20%	36%
Health and Social BTEC	8	3	75%	67%	8%
Health and Social BTEC (Double Award)	7	4	100%	100%	0%
History	120	26	70%	50%	20%
ICT BTEC	109	21	80%	86%	6%+
Maths	189	51	67%	57%	10%
Music	12	3	83%	100%	+17%
PE BTEC	18	7	94%	86%	8%
PE GCSE	41	7	88%	86%	2%
RE GCSE	18	3	83%	67%	16%
Science Additional	146	33	77%	66%	11%
Science Core	146	39	76%	62%	14%
Applied Science BTEC	16	7	88%	86%	2%
Science Further Additional	49	4	79%	50%	29%
Science Principles BTEC	25	9	80%	100%	+20%
Spanish	17	2	41%	50%	+9%
T&T BTEC	15	4	100%	100%	0%