

## Pupil Premium Impact - 2016 Results

### Cohort 2016

The school was encouraged with the impact of PP funding on **progress** across in 2016. Figure 1 shows the results for the 5A\*-C with English and Maths performance measure and how PP and 'other' students have performed over the last four years. In 2013 the gap between the Academy's PP students and national non-disadvantaged (other) students achieving 5A\*-C including English & Maths was -39%. In 2014 this reduced to -32% and in 2015 this reduced further to -25%. IN 2016 this has increased to -29% however this was expected as they were a low prior attaining cohort. This is also lower than 2014 and 2013. The gap has also increased due to Non-PP students improving their performance and attaining 2.0% above National Average.

Figure 1

	2016	2015	2014	2013
	%	%	%	%
5A*-C (E&M) PP	33.3	37.7	29.9	28.0
5A*-C (E&M) Non-PP	65.0	63.0	59.1	62.0
5A*-C (E&M) National non-PP (2015)	63.0	63.0	62.0	67.0
In-school Gap	-31.7	-25.3	-29.2	-34.0
National Gap	-29.7	-25.3	-32.1	-39.0

In English (Figure 2), the number of PP students making expected or better progress (4 levels) increased by 8.9% to reduce the in school gap to -16%. The gap between our Pupil Premium students and others nationally reduced from - 12% to -8%. There is a clear trend over 4 years showing an improvement in progress at both 3 and 4 levels for Pupil Premium students in English

Figure 2

	2016	2015	2014	2013
English 3L+ PP	65.7	62.0	60.0	40.0
English 3L+ non-PP	82.0	83.7	83.5	70.0
English 3L+ national non-PP	74	74.0	75.0	74.0
In school Gap	-16.3	-21.7	-23.5	-30.0
Gap against National others	-8.3	-12.0	-15.0	-34.0

	2016	2015	2014	2013
English 4L+ PP	31.4	22.5	15.3	11.0
English 4L+ non-PP	49	41.3	33.9	27.0
English 4L+ national non-PP	34	34.0	35.0	34.0
In school Gap	-17.6	-18.8	-18.6	-16.0
Gap against National others	-2.6	-11.5	-19.7	-23.0

A similar impact was also evident in Maths for 4 levels of progress. The number of Pupil Premium students making better than expected progress (4levels) increased by 10% to reduce the in school gap to - 14%. (NonPP improved by 9%) The gap between our Pupil Premium students and others nationally reduced from -22.5% to -12.5%. The number of PP students making 3LOP dropped slightly (1%) but the gap increased due to Non-PP increasing to 79% from 72%

Figure 3

	2016	2015	2014	2013
Maths 3L+ PP	50.7	51.4	37.6	43.0
Maths 3L+ non-PP	78.4	72.4	62.7	71.0
Maths 3L+ national non-PP	72	72.0	71.0	76.0
In school Gap	-28.7	-21	-25.1	-28.0
Gap against National others	-21.3	-20.6	-33.4	-33.0

	2016	2015	2014	2013
Maths 4L+ PP	22.5	12.5	2.4	11.0
Maths 4L+ non PP	37.3	28.6	15.9	28.0
Maths 4L+ national non PP	35	35.0	33.0	37.0
In school Gap	-14.7	-16.1	-13.5	-17.0
Gap against National others	-12.5	-22.5	-30.6	-26.0

Progress 8

	2016	2015
Overall PP P8 score	-0.38	-0.89
Overall Non PP P8 score	+0.05	-0.02
Overall in school Gap	-0.43	-0.87
English PP P8 score	-0.29	-0.66
English Non PP P8 score	+0.05	0.12
English in school Gap	-0.35	-0.78
Maths PP P8 score	+0.10	-0.6
Maths Non PP P8 score	+0.33	0.16
Maths in school Gap	-0.24	-0.76

There has been a greater improvement in the P8 score of PP premium students when compared to Non-PP students. PP students' overall scores increased by 0.51 from 2015 compared to an improvement of 0.07 of Non-PP students. Overall the gap has reduced by 0.44. (over two fifths of a grade)  
 The gap between Non-PP and PP is broadly similar in Maths and English but all students, including PP students are making above expected DfE estimates in Maths. (using Jan 2017 weighted scores).  
 The gap has improved in both English and Maths from similar scores in 2015 by around 0.43 – 0.52. This is around half a grade.

### KS3 Impact

Gap between PP and 'others' who are on track to target within Droylsden Academy	English	Maths
Y7	-19	-7.7
Y8	+3.5	-2.6
Y9	+2.3	-3.2

This table shows the gaps between PP students and 'other' students within the Academy in KS3 in English and Maths at the end of the 2015/16 Academic Year. In Years 8 and 9 in English the

percentage of PP students who are on track to target is greater than the percentage of Non PP students which is encouraging. However, this data must be treated with caution as it is the first year that new GCSE number grades have been used at KS3. Less impact has been seen in Year 7 in English and Maths.

We are encouraged with the impact from 2016 results especially in progress and the impact on PP students in Maths. The same focus that was directed on Maths in 2015/6 will be repeated this academic year and also directed towards Science.