

BGLC Trustee / Governor – Summary Impact Report

Focus: Disadvantaged Students (DS) Catch Up Students (CU) Looked After Children (LAC)	Date: September 2019
<p>Key Performance Indicator – Data Summary: KS4 Prior Attainment Data</p> <ul style="list-style-type: none"> • There are 34 disadvantaged students in the Y11 cohort that sat their GCSEs in the summer of 2019. • The gap in prior attainment on entry in Y7 was larger this year than last as the DS students had a weaker KS2 average score of 4.52 and the non DS had a higher KS2 average of 5.0. • 29% of the DS cohort were High Prior Attainers, 50% were Middle Prior Attainers and 18% were Low Prior Attainers. We have no prior data for one student. By contrast, 59% of the non DS cohort were HPA, 32% were MPA and 6% were LPA. We have no prior data for 6 students. • Contextual Data: of the 34 students there were 3 whose attendance was below 80%. One student's absence was due to an ongoing medical issue, one suffered a serious injury as a result of a bike accident and the third was evicted twice during the second half of Year 11. • A number of the students suffered from poor mental health during the year and some were dealing with the mental health concerns of close members of their families. Two of the students had their exam load reduced as a result of these medical issues. A third student was given additional support in Y11 due to a sudden downturn in mental health. Two of the three students were HPA. • LAC - There was just one LAC student in the Y11 cohort last year. This student was HPA but with an attendance below 80%. The progress 8 was below -3. This student attended on a reduced timetable and was able to stay at our campus for considerably longer than at previous schools. He sat his GCSEs at his care home with the school providing invigilators. He is currently attending Post 16 provider. <p>Impact Data</p> <ul style="list-style-type: none"> • The Progress 8 score for the DS cohort is -0.52 against the non DS cohort of +0.05. This is a drop in the progress for DS, for the second year in a row. National. • Once again the progress of the LPA was the best, with the DS students having a positive progress of +0.02. The HPA again made the least progress with -0.8. This poor result is partly explained by the mental health concerns of a number of the DS HPA students. 	

- 23.5% of the DS achieved a strong pass in both English and Maths. This is a 2.5% drop from last year, as might be expected given that they are a weaker group. More DS were able to achieve a Grade 5 in English (44.6%) than Maths (23.5%). This is the second year that the overall percentage has dropped.
- 47% of the DS cohort achieved a standard pass in both English and Maths. This is an 11 % drop compared to last year. The percentage for English was 59% and the percentage in Maths was 50%.
- 26% of the DS were entered for the EBacc, compared to 35% last year. However this was a less able cohort.
- The Open element is often the most successful for the DS cohort. This year the Open Attainment grade did increase; however the Open Progress 8 did drop.

Key Performance Indicator – Data Summary: KS3 - Y9

Prior Attainment Data: the current Y9 are the first year group to come through the campus under the new method of assessment at KS2. The students are measured against a standard mark of 100. The marks typically range from 90 to 120.

Y9 Prior Attainment: the current DS cohort of 44 students left primary school with an average attainment of 99.56, whereas the non DS achieved 103.55. The gap between the two groups is 3.99.

Impact Data for Y9 Summer Reports

Attainment

There is a gap in attainment between DS and non-DS in the three core subjects. However the gap in English is very narrow at just 1/3 of a GCSE grade. In Maths and Science the gap is slightly wider at one full GCSE grade. In the EBacc and Others measures there is a gap of just 1/3 of a grade.

Progress

The progress of the DS follows a familiar pattern. There are fewer DS on or above target in the three core areas. The gap is widest in Maths where 95% of non DS students are on or above target against only 83.9% of DS (a gap of 11.1%). The gap in Science is 6% and in English it is 3.3%, The gap in EBacc subjects is lower again at 2%. In the Others measure the DS are making better progress than the non DS, with a 3.1% positive gap.

Catch Up Students - End of Y7

The ten Y7 Catch Up students, those working below expected standards in English, Maths or both at the end of Y6, came to the campus with a standardised score of 90.5, weaker than the previous two cohorts.. The non CU students' score was 106.5, higher than the previous two cohorts. Therefore the gap is larger than we have experienced before .

The data from the summer reports suggests that in the core subjects the students are making outstanding progress (100% on or above target) but their attainment is low as would be expected from their starting points.

Attainment

The attainment of CU students was below the other students in all categories. The gap in the three core subjects is one full GCSE grade. The gap in EBacc subjects is 2/3 of a grade and the gap in the Others measure is 1/3 of a grade.

Progress

The CU students are making better progress towards targets in all categories.

KS3 LAC

There are two students in Y9 who are LAC. Both students are very weak academically. Their average grade currently is 2=, against the rest of the cohort who are achieving an average grade of 3-.

Findings from self-evaluation / Quality Assurance: KS4

- Students have been receiving Maths intervention within the Maths department and through JOS at the Hub. Maths staff have been delivering a programme of revision sessions after school. The programme is designed by the heads of faculty and based on the data after the Y11 mocks in December.
- Interventions that focus on Mental Health focused on a small number of key students. Two students were allowed to withdraw from one GCSE in order to manage anxiety. .
- The PP coordinator was available to support key students who experienced exam anxiety. RRO worked with students in the period immediately before the exams started and waited in exam rooms until it was clear that students were settled and working.
- The PP free breakfast was reinstated during the exam period so that all PP students had breakfast before the exams and water for the exam itself. Special considerations were made for key PP students who were dealing with medical conditions.
- Transport was arranged for the PP student who was evicted during the run up to his exams. He attended all exams.

Findings from self-evaluation/Quality Assurance: KS3

- This year the DS have again been provided with new revision guides, reflecting the new schemes of learning. Students have been given these guides at this early stage in line with research showing that early intervention is most effective. Subject staff have explained to all students how best to use the revision guides.
- Once again, the data suggests that the Y7 CU students are doing particularly well in the subjects they are meeting for the first time on the campus.
- The pilot of the Accelerated Reader programme was used this year to provide literacy support for CU students in Y7 and for the students in Y8 and Y9 with the lowest reading ages.
- LAC students are receiving a range of interventions from the campus and the virtual school in order to narrow the gap in their outcomes at Y11 and also to mitigate any mental health and wellbeing concerns

Impact of leadership to address issues / planned improvements: KS4**Key priorities**

- Faculty leaders continue to focus on DS during the PIR meetings, using the data to drive interventions.
- The campus' capacity to provide mental health support to our students has been limited this year. The counsellors, working under the supervision of the University of Nottingham, both completed their Masters degrees and began private employment. As a result we were reliant on CAMHS where the waiting list is very long.
- A majority of faculties have been prompt in identifying PP students who are falling behind in coursework. This seemed to be particularly problematic for last year's DS cohort, with a number of students avoiding the extended support offered to them. All students did complete the work with the exception of the student injured in a bike accident.
- The literacy drive and the memory curriculum, delivered in part through the use of Knowledge Organisers, is vital in providing students with the content they need to succeed at GCSE. The PP students have hard copies of the KOs and they are the

priority for tutors as they check the students' planners for evidence of 20/20/20 homework.

- This year the PP team has been reduced in size. The Achievement Mentor qualified as a counsellor and is now working for the NHS; one of the PP LSAs left early in the year for a school closer to her home. The result was less capacity to support students in class.
- We have continued to attend the local network for sharing good practice in supporting PP students, In addition, we have been to both a local and a national conference about PP.
- Targeted provision of additional revision materials and extra-curricular events to encourage an engagement with learning and foster ambitions has given students all the equipment and advice they need for effective revision. This begins in Y7.
- We have continued to reach out to our PP families to encourage their active support for their daughters and sons.
- We have introduced the PP Pathways as a method of supporting staff to target interventions more effectively at their PP students.

Impact of leadership to address issues/planned improvements: KS3

- With the introduction of the Pupil Premium Pathways, staff have been given clearer direction in the range of support we need to give these students.
- Faculty Improvement Plans are explicit about the ways in which the needs of key groups of students will be catered for this year. PIR meetings will have focused on key groups, including DS.
- Faculties must now consult with KLE before students who are PP are moved to lower sets.

Next steps for further improvement across the campus KS3 and KS4:

- To continue to support students with mental health concerns. We are currently using Shelley Smith as a counsellor for our most needy students. She does not have the capacity to replace the two counsellors we have lost, but she is providing invaluable support for key students. We are also investigating the possibility of using another graduate counsellor, this time through the University of Keele.
- To help students manage their workloads more effectively. This year the faculty leads have provided SLT with a list of coursework deadlines and the dates of early exams so that the PP team intervene at an earlier stage.
- A new member of the PP team will be appointed shortly to fill a role similar to that of RRO last year.
- To increase the number of newsletters shared with PP families in order to promote engagement with the school
- To explore the school's extra curricular offer to students. This will include promoting the PP pledge
- To make more effective use of the UPS 3 staff (literacy, DS, HPA)
- To focus more explicitly on the Teaching and Learning strategies that best support the progress and attainment of DS, including the 20/20/20 homework and knowledge organisers which are now in their second year