

Thomas Telford School



Disadvantaged Students Report

**Prepared by Mr J Saunders
October 2017**

Disadvantaged Students Report

Prepared by Mr J Saunders

October 2017

The current Disadvantaged Student cohort:

There is a total of 106 Disadvantaged Students in Years 7 to 11, for whom the School receive Pupil Premium funding. The cohort comprises the following categories: Free School Meals (59), Ever 6 (44), Children in Care or Adopted from Care (6) and Service Children (9). This equates to 11.9% of the total Years 7 to 11 cohort, the highest percentage we have had since the introduction of the funding arrangement for Pupil Premium students.

Additionally, we have 40 students in Sixth Form who meet the criteria for Disadvantaged Students, but for whom the School receives no additional funding.

Outcomes in 2016/2017:

The attainment and progress of students in receipt of Pupil Premium funding show a trend of consistently high performance in all subjects.

- There were 17 Year 11 students on Pupil Premium, 10% of the cohort.
- In 2017, 88% of Year 11 Disadvantaged Students achieved the basics measure of grade 4 in English Language or Literature, and Mathematics.
- Grade 5 and above in English and Mathematics (a good pass) was achieved by 82% of Year 11 Disadvantaged Students which was 2% higher than the same measure for all students.
- 47% of Disadvantaged Students achieved the EBACC, an achievement that marks success in a range of highly academic subjects.
- 53% of these students also achieved a minimum of 4 A*/A grades (or equivalent) in their GCSEs.
- Disadvantaged Students achieved an impressive Progress 8 measure of +0.37, which was the exact same Progress 8 figure that was achieved by all students.
- 59% of Year 11 Disadvantaged Students exceeded their School-projected grade in either English Language or Literature, while 24% matched the expected grade. 18% of Disadvantaged Students did not achieve their School-projected grade.
- 41% of Disadvantaged Students exceeded their School-projected grade in Mathematics, while 35% matched the expected grade. 24% of Disadvantaged Students did not achieve their School-projected grade.
- School projections typically exceed national expected progress data, so the above grade figures are highly encouraging.
- At Advanced Level study, the average grade achieved per qualification by Disadvantaged Students was B-, a grade which is in line with students who are not considered to be disadvantaged.

Evidence strongly points to the fact that Disadvantaged Students are performing well overall in English and Mathematics. Results have dropped in Key Stage 4, but this is in recognition of the adjustment to linear examinations and the increased demands of these courses. Rigorous assessment, tracking and intervention, coupled with the expectation that students make exceptional progress in their final year of study will attempt to address this shortfall.

Current Funding

For the last academic year the School received £89,280 of Pupil Premium funding from the DfE. This was spent on a range of activities and interventions that were tailored towards meeting the needs of disadvantaged students:

- Literacy and Numeracy Intervention
- TA support
- Staffing CPD
- Assessment and tracking systems
- One to one workshops/revision workshops
- Uniform and equipment
- Extra-curricular clubs/weekends/session 3 activities
- One to one careers advice and costs supported for work experience
- Trip Funding
- Duke of Edinburgh
- ICT Provision
- Transport to and from outside activities/learning
- Nurture Group
- Counselling
- Additional teaching staff
- GCSE texts in a range of subjects provided free of charge

Further Developments:

This year, the School has continued with the Personalised Learning session for all Year 11 students. This was originally intended as a session for students to pursue extra-curricular interests or to receive extra tuition in core subjects. This has now been converted to an academic-only opportunity, which will give students valuable time either in independent learning or subject-specific sessions

The restructuring of the School day has also led to an extension of Session 3 availability for students. On the basis of mock examinations, some students are given compulsory booster sessions to improve their grades, while drop in sessions are available. In English, Year 11 students were presented with a bespoke timetable, from which they could select skill and text-specific sessions. This proved to be a highly popular option for students.

A project has been begun by Alex Bird into improving the achievement of high ability boys, a group who have been identified as not making as much progress as other students. While still in its infancy, it is hoped that the targeting of these students will lead to improved engagement for Disadvantaged Students and their peers alike.

Targets for further progress:

- To continue to raise the attainment of all Disadvantaged Students, through achieving the new national benchmark numerical grade 5 in English and Mathematics.
- To narrow the gap between the disadvantaged and non-disadvantaged students achieving the Ebacc at grade 5+.
- To continue to ensure that the progress of Disadvantaged Students matches or exceeds the positive Progress 8 scores of all students.