

Pupil Premium Review for 2017-2018

Outcomes for disadvantaged students in 2017-2018

Yr11 Prior Attainment Data for Groups

Year 11 (GCSE 2018)	All	Lower	Middle	Upper	No Prior Data
Cohort number/%	39 (16)	6	19	14	0
Average KS2 APS	4.72	3.68	4.55	5.38	-

Disadvantaged Progress 8/ Attainment 8

Progress 8 All	-0.08
English	-0.39
Maths	0.27
English Baccalaureate	0.01
Open, GCSE	-0.19
Open, non-GCSE	-0.19

Attainment 8 All	44.5
English	8.97
Maths	9.23
English Baccalaureate	12.83
Open, GCSE	13.44
Open, non-GCSE	13.44
Average number of slots filled per student	10.00

2018 Progress 8 calculated using the 2018 "Opt In 10.09.18" formula and is likely to change in final published figures. Green highlight indicated significantly above the Opt In cohort.

Headline measures plus 3 year trend data. All Progress 8 measures, prior to 2018, are not adjusted.

Disadvantaged	2016	2017	2018 v1
Progress 8	0.0	-0.19	-0.08
Attainment 8	42.5	40.2	44.5
EBacc attainment: English Baccalaureate Average Point Score (APS)			3.80
EBacc achievement: Percentage Grades 9 to 5 or grade A* to C		12	8
EBacc achievement: Percentage Grades 9 to 4 or grade A* to C	13	17	10
EBacc entry: percentage of students entering the English Baccalaureate	48	54	28
Attainment in English and maths: percentage of students achieving a grade 5 or above in English and maths		22	31
Attainment in English and maths: percentage of students achieving a grade 4/C or above in English and maths	46	49	59

Blue cells not required by DfE. Grey cells indicate a measure which was not available in that year. Data from SISRA as information too limited in DfE documents; slightly different cohort.

The progress (Best 8 VA) made by our disadvantaged students in 2015 was significantly above national figures (1011.3) and in the 7th percentile of schools nationally according to DfE data. In August 2016, the Progress 8 score for disadvantaged students was +0.00 (+0.13 based on our internal data when accounting for outliers). The DfE informed us in March 2017 that we were in the top 20 schools for 2016 disadvantaged progress in the South West region.

September 2018 (GCSE results Summer 2018)

We are extremely pleased by the outcomes, as shown in our headline data given the starting point on entry of this cohort, who took a full suite of the new (9-1) GCSEs. **The early 2018 data is very strong with a P8 of -0.08.** The 2018 prior ability (PA) of the disadvantaged cohort was below the national average and a significant number had very challenging personal circumstances, including four students with long term and complex mental health issues that had a substantial impact on their ability to fully commit themselves. We recognise in some cases their underperformance given this additional challenge they had to address alongside their studies. We therefore celebrate the great personal progress these students made which is not reflected in our headline data.

However, analysis of published national data for 2016 and 2017 shows that our disadvantaged gaps to national other are significantly smaller than the national picture. We expect this to be a similar picture for our 2018 cohort. Despite our improvements, we recognise that gaps between our disadvantaged students and 'others' nationally still exist, particularly with attainment.

The School therefore remains firmly fixed on its Aspirational Goal - that is no difference in Achievement and Progress between Disadvantaged and other than disadvantaged nationally. Disadvantaged students are performing at least in-line with their peers, if not above.

Improving outcomes for disadvantaged students is a national priority. For us - it's not just our disadvantaged outcomes that are strong but also our gap with 'other' students nationally (non-disadvantaged) is much smaller AND in some cases exceeded non-disadvantaged students nationally.

*A full background detailing the progress Plymstock School has made since 2014 for our disadvantaged students can be found on **page 9 & 10** of this report.*

Review of 2017/18 strategies

Leadership changes

From September 2014 the senior leadership team was restructured to enable a greater focus on the progress and achievement of all students but with a strong emphasis on disadvantaged students. A Deputy Headteacher was given overall responsibility for leading the school's Pupil Premium strategy. Five Assistant Headteachers were restructured with new job descriptions to become Achievement Leaders for Years 7-11. We also appointed Pupil Premium Leaders in both English and Maths. Performance data is now more efficiently tracked using a new system (SISRA Analytics) that gives up-to-date data and enables quick sub-group comparisons, especially PP eligible vs. non-PP eligible. This system is used by all leaders and teachers across the school. Regular progress reports are presented to the senior leadership and governing body. To enable the governing body to verify and challenge progress data, the Pupil Premium Link Governor annually undertakes a Pupil Premium Evaluation Day in which they review plans, scrutinise work, carry out learning walks, interview Pupil Premium Leaders in both English and Maths, as well as an Achievement Leader, and speak at length to a cross section of eligible students across Years 7-11.

The drive for improving outcomes for disadvantaged students has been given a very high profile across the school. A range of whole-staff training sessions continue to be held, allowing teaching strategies and ideas to be shared. Lesson observation, work scrutiny, learning walk and student voice recording documents are amended to ensure that the progress and achievement of disadvantaged students are closely evaluated. The high priority given to disadvantaged students over the last four academic years has played a significant factor in the rapid improvements seen in the summer results in 2015, 2016, 2017 and 2018. There is still much to do to eliminate the gap and this remains a key whole-school priority for Plymstock School in 2018-19.

To further improve the impact on progress of disadvantaged students from September 2018, leadership changes have been made to the senior leadership team to better support our pastoral leadership team. In addition to the Deputy Headteacher who has overall responsibility for leading the school's Pupil Premium strategy; we have restructured roles within the Senior Leadership Team to create two new Director Learning posts for Year 7-9 and Year 10 and 11. These two Assistant Headteachers will specifically focus on supporting outcomes for disadvantaged students and working with both the Head of Year and Assistant Head of Year; having specific roles for closely monitoring and tracking the performance of disadvantaged students – challenging staff and departments to improve rates of progress. This is to ensure every member of staff in the school is clear who each eligible student is and continues in 2018-19 to have the highest expectations for them.

English, Maths and Science Support Fund

In these departments a Pupil Premium Leader has been appointed to lead the drive for improvement of all disadvantaged students across Years 7-11 and coordinate interventions. The fund has also been used to provide small group and one-to-one tuition, student ambassadors (sixth formers) who support in lessons as well as additional resources for eligible students. The English, Maths and Science Pupil Premium Support Fund also links with the Home Tutoring Programme covered below. We implemented a range of strategies in 2018-19, one successful strategy for Maths has proven to be registration immersion groups; English and Science have also run highly successful immersion days. In addition, a range of after school, holiday and weekend support courses were offered to all disadvantaged students during the year. The impact on performance of both areas is evidenced in our results data for 2015, 2016 2017 and 2018 to support these summaries:

English

Year 11 Tutoring: 22 students who needed additional support at home were tutored for the vast majority of Years 10 and Yr11. *Impact: **students value extra help and feel more confident*** in their approach to exam preparation and the papers. *E.g.* One girl struggled to write more than a line at the start of Yr. 10, successfully achieved her target grade. **Additional English revision sessions:** 100% attendance at special 'question 4 focus' session. **Sixth Form Ambassadors (Peer Mentoring):** these have been a help at school homework club, which is attended by several PP and SEND students. *Impact: **Improved homework outcomes and a reduction in detentions.*** Three very able Year 12 English "A" Level students 'coached' PP year 11 students in exam technique, *Impact: **raising confidence and in 'focusing' individuals in exam requirements.***

Mathematics

20 students received *private tutoring through a tutor or 6th former*. Tutoring has developed confidence, improved engagement in lessons and enthusiasm. Quotes from tutors: KM – “conscientious worker whose ability is improving as her confidence improves”. BR – “is much more confident and competent this year”. Both students who were consistently below target achieved their target grades. **Impact:** Parental Engagement parental voice consistently shows parents see improvements (self-confidence, social skills, interest in education) in their children and really value the support the school is giving them. Due to the success of last year’s results we continued with two maths groups during registration. Students had one 20 minute focused session a day, working on targeted and individualised topics. Students were highly engaged, motivated and attended all sessions. GCSE results show 90% of those targeted to have achieved one grade higher on average than their mock result.

Science

The biggest success has been securing a high quality science tutor to run the 1-2-1 tutoring sessions. 9 students were specifically targeted. **Impact:** High levels of engagement with 100% attendance both in students’ homes and at school. Results show impact for this group with 90% of those targeted to have achieved one grade higher on average than their mock result. All teachers reported that students receiving tuition had increased confidence and knowledge during lessons. Their engagement and attendance also improved.

Results data of the impact of strategies is allowing the departments to fine tune their internal action plans for the 2019 cohort by focusing on proven strategies that have successfully maximised the progress.

Improving Reading Ages

Since 2014, in Year 7 and 8, the school has embedded the use of Accelerated Reader (AR), along with other measures to improve reading. This has had a positive impact on our disadvantaged students when comparing their results with national data. In 2017-18 the disadvantaged students in Year 7 had an average NRSS (Norm Referenced Standardised Score) of 96 on entry which increased to 101 by the end of the year. The Year 8 disadvantaged students had an average NRSS of 99 on entry which increased to 102 by the end of the year. The Accelerated Reader programme continues to have a positive impact on our students and their reading practice. The programme supports our students in improving their reading ability with the aim being to improve their reading attainment so their progress is in line with age related expectations.

Our range of additional intervention programmes include: the reading mentor programme, the LIT programme and extra literacy lessons. These interventions have all helped support and encourage students from disadvantaged backgrounds. In Year 7, in 2017-2018, 97% of students were making expected progress or better in English by the end of the academic year and 88% improved their reading score. Therefore, overall, the results are very positive for disadvantaged students; one male student, for example, increased his reading age by 2 years and 7 months.

The culture created by our Drop Everything and Read (DEAR) programme, which facilitates daily 30 minute reading sessions every day, has encouraged disadvantaged students to enjoy reading. The DROP programme has created a positive reading environment across the school. We continue to utilise these strategies to tackle the key barriers we have identified that impede students' progress. The school's work in this area has been recognised as an Area of Excellence in our Challenge Partners' Review (November 2016). **This strategy is continuing in 2018/19. (See our Catch up Fund Action Plan and Review for full details.)**

Home Tutoring Programme

This strategy was introduced in September 2014 in which we deployed a team of home tutors to provide personalised one to one tuition in the home for disadvantaged students in English and/or Maths. The students primarily targeted were those in Years 10 and 11 who were at risk of not making expected progress in either or both subjects. Each student receives at least one hour per week throughout the academic year. The team of tutors worked closely with the Pupil Premium Leaders in the English and Maths departments to identify student strengths and weaknesses as well as skills/knowledge that needed further development. The programme was also very successful in involving parents in both English and Maths as it enabled them to get immediate feedback from the tutor following each session – which in turn meant they could support their child more effectively.

The impact has been very positive, especially in Maths, as explained in the first section. Impact 2016: As a result 62% of students identified as off target achieved or exceeded their target with this additional and personalised support. P8 Maths: +0.12 (Top 15%). In light of the new GCSEs in English and Maths the provision of tutoring was extended to provide tutoring on site after school and during the school day during 2016-17. The impact in 2018 has been harder to analyse given the change in qualification, 60% of those students tutored in Maths who were identified as below target in their mock exam improved on that estimate by a minimum of one grade. 28% % of Maths students identified as off target achieved or exceeded their target in 2018. For English 47% of the students tutored and identified as below target in their final estimated grade achieved one grade or better and 26% were on or/above target. This has proved successful this year in engaging a substantial number of students who did not want tutoring in their home and breaking down barriers to learning. Without this support they had no one at home to support them with English and Maths. **This strategy is continuing in 2018/19 for eligible students in Years 9, 10 and 11 to address.**

Disadvantaged Student Mentoring Programme

This strategy involved our team of five Assistant Heads of Year who each dedicated the equivalent of two days per week to provide high quality mentoring and support for disadvantaged students and their families. This was very successful in building relationships with harder to reach students and their parents. It has allowed issues to be identified early and has encouraged an individual student-level discussion on how to use the Pupil Premium most effectively with each student. The programme has been instrumental in improving attendance of disadvantaged students. Evidence of impact at the end of the 2014-15 academic year: the attendance of disadvantaged students rose to 92.6% (nearly 1% higher than 2013-14 and 2% higher than in 2012-13). The gap was also reduced to -2.6% (compared to 3.5% in 2013-14 and 4.4% in 2012-13). Evidence of impact of this strategy has seen attendance increases to 93.2% in 2015/16, to 93.8%. 2016/17 and **for 2017/18 this**

consistency of trend remains at 93.7. The gap has also been reduced to -2.2%. **This strategy will continue in 2018/19** and will be led by our Heads and Assistant Heads of Year working with our Attendance Officer in a redefined role – see below.

Additional Educational Welfare provision

The school purchased an additional day to employ an Educational Welfare Officer (EWO) to extend their time in school to three days per week. A particular focus was on supporting our most challenging disadvantaged students and parents. Attendance remains a key priority for disadvantaged students, whose habits are hardest to change. In 2018/19, home visits by the EWO with school staff (specifically the attendance officer) have had a positive effect on attendance figures by breaking long term absence or persistent ad hoc absences. **Impact:** See attendance data above. Home visits carried out by the EWO and Attendance Officer continue to see a reduction in the EWO caseload as attendance and punctuality improved. This means we have referred a lower amount of families for legal intervention. The South West Teaching School Alliance has been used as a resource to see good practice related to attendance from other schools in the South West. This includes visits and attendance at discussion groups.

In 2018/19 we will continue this work by funding our **Attendance Officer** who has a primary role working with disadvantaged students. In 2016-17 the school started the **Plymstock “Project 30”** programme, data shows a strong evidence of active engagement of the whole family; 75% of the students taking part in Years 7-10 have seen an increase in both attendance and punctuality. One female Year 10 student saw her attendance increase by 5% and had no late marks and a female student in Year 9 had a 4% increase. Project 30 was amended to Project 20 in 2017-18, to involve more students, in total 31 from Years 7-11. The project was lengthened from 5 weeks to 6. Improvements recorded in attendance/lateness for majority of students, 12 vouchers were given out for achieving 96% attendance or above.

Plymstock School Achievement Voucher

We took a proportion of the Pupil Premium funding and gave each family a Plymstock School Achievement Voucher. The main aim of this strategy is to increase parental engagement and reduce social barriers and isolation. Impact continued improvement in attendance, 6.18% absence rate compared to 6.28% in 2016-17. This allowed both the families and the student to have a say in how some of the funding was to be spent. Students and their families chose to spend the funding in a variety of ways – this included uniform, equipment, school trips, membership of clubs etc. There were also some highly personal ways in which we were able to support families in difficult circumstances. For example, in one case we used funding to provide the children with beds. This has been a very effective strategy in helping to reduce the social barriers to learning faced by our disadvantaged students. As a consequence, no disadvantaged students in Years 7-11 were issued with sanctions for incorrect uniform or missing equipment. 94% of disadvantaged students in Years 7-9 participated in at least one extra-curricular activity and 100% participated in the activities/trips of their choice during the July 2018 Enrichment Week. 100% of disadvantaged students in Year 11 were provided with all relevant GCSE revision materials free of charge. Internal isolation data and fixed term exclusions have both decreased in 2017-18. 25% of fixed term exclusion were PP students compared to 45% in 2016-17. **Feedback from parental voice:** “The PPF is a brilliant asset,

which is administered by the school swiftly and discreetly. On behalf of my son and myself, I would like to express our gratitude to the school.”

This unique aspect of our work has been recognised as highly effective practice by the Plymouth Child Poverty Strategy 2014-2016. **This strategy will continue in 2018/19.**

Challenge the Gap

During 2017-18 Plymstock School was a lead school (*facilitating school*) for the national Challenge the Gap Project and established the **Plymstock Cluster** (Notre Dame RC School, All Saints Academy Plymouth, Dunstone Community Primary School and Plympton Academy). Plymstock Staff members involved: Maths, MFL, Science, Head of Year 9 and the Assistant Head of Year 11. Their work was focussed on Year 9 and 11 with particular emphasis on the school key aims of cooperative learning and metacognition with resilience and aspirations underpinning their work. Specific objectives included: Metacognition for revision, Metacognition for learning, Residential visit for year 9, developing the resilient classroom using tutor group activities; and Beyond the Baseline – Youth Sport Trust initiative. The students were very positive and have a clearer focus on their future. Ten Year 11 students successfully completed the CtG project over the academic year. **A high level of engagement from 80% of students** but all students engaged in the process throughout. Students showed an **increase in confidence towards how they approach their learning** through delivery of a **metacognition session and the utilisation of memory for learning techniques. Comparative data shows that 90% of students improved their attendance in Year 9 and 11** (the exception falling below by 0.27%) and there had also been improvements in punctuality – students showed understanding of the importance of attending school regularly and the negative impact that low attendance has upon attainment providing a positive impact upon attitude to learning. **This strategy will not continue in 2017/18.**

Collaborative work with other schools

Plymstock School joined the South West Teaching Schools Alliance (SWTSA) and Challenge Partners in 2015. Through our application we have identified raising the achievement of disadvantaged students as one of our top priorities. **In 2018-19** within the WeST MAT we are especially looking to extend our collaborative work with other schools and leaders to share best practice and ideas about improving outcomes for disadvantaged students. Examples include: Primary Partnerships and transition work as well as strengthening our partnership with Plymouth Schools through the Plymouth Learning Trust (PLT). See impact in Teaching and Learning Development Fund. **This strategy will continue in 2018/19.**

Teaching and Learning Development Fund

This is now used to support a rich and varied CPD programme for staff at Plymstock School to help both individuals and departments improve pedagogy and thus more effectively meet the needs of all learners (particularly disadvantaged students). From 2016-18 the school has trained all staff to deliver lessons using **Kagan Cooperative Learning techniques**. All staff have received four full days of training to develop and further consolidate best practice. Research has shown Kagan structures minimise the opportunity for pupils to become distracted, disruptive and then disaffected by giving them the skills to work with others and to learn independently of the ‘teacher’. Structures teach

pupils social skills; interaction with other pupils, turn taking, listening to the views of others and sharing information. **Impact: Challenge Partners Review - November 2016 - Quality of Teaching, Learning and Assessment: Outstanding** *“The introduction of the ‘Kagan’ approach has enhanced the use of peer learning and talk for learning in lessons. Meaningful peer support is evident in many lessons; for example, most able students use technical and subject specific language to support each other and deepen their understanding. A culture of security, created by teachers, encourages students to take risks”*. In addition, as part of the school SIP all staff received training in **metacognition techniques** linked to understanding how learners learn. The whole school had worked with students on “Driving your own Learning”. **Impact: see 2018 data**. This is again an evidence-backed programme with proven outcomes on Disadvantaged students’ progress. **This strategy will continue in 2018/19.**

Raising aspirations

All disadvantaged students are given the top priority in Years 9, 10 and 11 for one-to-one careers interviews and workshops. As a result, all disadvantaged students are placed on appropriate courses for Education, Employment or Training. **Impact: 94% Disadvantaged pupils stayed in education or employment for at least two terms after KS4 (2014 figures from ID).** **This strategy will continue in 2018/19.**

The Duke of Edinburgh's Award (DofE)

The **(DofE) Award** was successfully re-introduced with leadership in 2016/17. Disadvantaged students have been specifically targeted and supported. 100% of the students who started completed their Bronze DofE Award in 2017. This is part of a range of strategies aimed at developing social skills and participation. Research has shown this scheme helps build resilience and develop social skills by interaction with other pupils outside of lessons. In 2017-18 we increased the number of disadvantaged students taking part. The impact on their independence, organisation and resilience has been evident with 80% of them likely to successfully complete the award this year. The expedition section is particularly empowering, inspiring students to set themselves aspirational goals and giving them the confidence to believe they can be achieved. The other three sections teach students about responsibility, commitment and add purpose to the activities they attend, encouraging them to continue to work on developing their skills in a range of activities. PP students equate to 20% of our first Silver team and 21% of the Bronze teams. This has impacted on parental engagement. **Parental voice noted:** “they really spread their wings with D of E and from sounds of it felt very grown up, liberated and empowered – all in one weekend! Massive achievement. Well done to you and your staff team” **This strategy will continue in 2018/19.**

Additional after-hours support

The School re-introduced an after school support programme to extend the school day by providing additional support on two nights per week from January to April for Year 11. **Eat, Sleep, Revise and Repeat** – ran from February 2017 offering all year 11 students a hot meal and drink prior to revision on two nights per week. **Impact: 70% of our PP students regularly attended this essential revision and saw an increase in their participation in subjects beyond Maths and English.** In 2018-19 a comprehensive programme was implemented, all PP students had full access to every immersion, additional lesson and warm up. This year English and Mathematics had more sessions on the

programme which was attended by over 95% of PP students. After school sessions were attended with over 50% of PP students attending ≥ 2 afterschool sessions per week. Strategic Lead for Year 11 wrote to all PP parents informing them of the sessions and which their child should be attending. The Eat, Meet, Revise, Repeat session was well attended with an increase of 20% in terms of PP students attending on the previous year and then going onto additional revision sessions after school. English and Maths held comprehensive holiday or weekend revision sessions, 100% of the PP cohort who were specifically targeted attended. Attendance of the PP cohort of students during May and until 15 June 18 remained high at 80% indicating positive engagement, but more importantly still being taught by their subject teachers throughout their examination period. **Impact:** on behaviour and engagement – in terms of referrals to the school’s behaviour system Ready to Learn (RTL) only three students being placed in IR for one period respectively. For further impact please see behaviour and attendance data above. **This strategy will continue in 2018/19.**

How will we adapt our approach this year in light of our results?

The consistent improvement in PP eligible student outcomes from 2015 to 2018, has given teachers and leaders across the school confidence that their efforts and strategies are having a genuine impact and it has galvanised our commitment to eliminating underperformance of disadvantaged students. With the introduction of the new 9-1 GCSEs, achieving good grades will be even more of a challenge, especially for disadvantaged students. We believe that good teaching is the best possible intervention for any child, supported by good leadership and collaboration. Therefore, we have taken a proportion of the Pupil Premium funding in 2018-2019, again this year, to support the development of teaching around three of our four key whole-school priorities, the first of which relates directly to improving the performance of disadvantaged students. We remain committed to further improving teaching and learning by: increasing independent learning opportunities through developing metacognition techniques (EEF+8), Kagan cooperative learning (EEF+5) and improving the effectiveness of feedback through our new policy Improvement and Correction Time (EEF+8). The aim is to further improve our teaching and learning to facilitate high levels of challenge, engagement, independence and resilience, to further close the achievement gaps.

PP Leadership

An Assistant Headteacher has been permanently appointed as a Deputy Headteacher (from September 2018) as the strategic lead for Disadvantaged and SEND students’ progress. Through the restructuring of SLT, two Assistant Headteachers have been given new job descriptions as “Director of Learning for Years 10 -11 & Years 7-9; this will allow a greater focus on the progress and achievement of all students but with a strong emphasis on disadvantaged students.

Lead Professionals in Maths and English will continue to be responsible for progress and attainment of disadvantaged students across the department. In addition the second in department has taken over the responsibility for the PP Managers role in Science.

Teaching and learning development fund

This will continue for 2018-19. This will be used to support a **rich and varied CPD programme** for staff at Plymstock School to help both individuals and departments improve pedagogy and thus more effectively meet the needs of all learners (particularly disadvantaged students). In 2016-17

the school trained all staff to deliver lessons using **Kagan Cooperative Learning techniques, days 1 and 2**. In 2017-18 and then 2018-19 we will complete all 4 days. In addition, as part of the school SIP all staff will receive training in **metacognition techniques** linked to understanding how learners learn. This is again an evidence-backed programme with proven outcomes on Disadvantaged students' progress. **In 2018-19** we intend to further develop and link this to CPD from the Kingsbridge EEF Research School on developing "Memory for Learning" to allow staff to support students with developing and using a greater range of effective revision techniques.

Educational Welfare provision

Funding for our **Attendance Officer** who has a primary role working with Disadvantaged students and we will continue the **Plymstock "Project 30"** programme: designed to motivate, support and enhance students' academic success at Plymstock School through raising attendance levels.

We will fund the following because there is strong evidence of impact on Plymstock student outcomes and they are each backed by strong Evidence-Based Research from the EEF toolkit:

- **Home tutoring** – this has again been very successful and highly regarded by students and has evidence-backed impact. We will therefore continue to provide private home tutors to eligible students in English, Maths and Science.
- **English and Maths support funds** – includes Maths and English Tutor Groups
- **Pastoral support fund / Pastoral mentoring** - the Plymstock School Achievement Voucher
- **Raising aspirations funding** – careers guidance and upper band provision
- **Widening Participation Fund** - includes funding of The Duke of Edinburgh's Award (DofE)

Background

Summer 2014

The performance of disadvantaged students in Year 11 in the summer of 2014 was very disappointing. The Year 11 disadvantaged cohort in 2013/14 was small, significantly less able on entry than their peers (KS2 APS of 26 vs. 29 for non-disadvantaged) and over 50% of them had extremely challenging home circumstances and personal issues. We worked tirelessly with the group and used an extensive array of support strategies. This meant that despite the challenges we improved in several measures from the 2012/13 cohort – we increased the APS in both English and Maths (and narrowed the gaps with their peers), we increased the proportion of the cohort making 3 levels of progress in English and our Best 8 Value Added Score was higher than that of disadvantaged students nationally (991.1 vs. a national figure of 977). Additionally every single student went onto appropriate education, employment or training (0% NEETs). However, the performance of disadvantaged students in Maths was not acceptable and neither was the proportion achieving 5 A-C inc. English and Maths.*

Summer 2015

*The 2015 disadvantaged cohort was similar in ability (KS2 APS was 26) and again, a significant number had very challenging circumstances, including five students who joined us during KS4 after failing to succeed at other local secondary schools due to their extremely challenging behaviour. In February 2016, The Department for Education published the national school performance table. Overall progress for schools at this point was measured by a 'Best 8 Value Added Score'. Plymstock School achieved a score of 1013.3 for ALL students – putting us in the top 17% of all schools nationally. Plymstock students who are OTHER than disadvantaged achieved 1013.7. Our disadvantaged students achieved 1011.4, a GAP of (-2.3). (The national performance for disadvantaged students was 976.3 and for OTHER than disadvantaged 1008). **Progress made by students from disadvantaged backgrounds put the school in the top 7% of all schools nationally.***

Summer 2016 - (DFE figures not Raise)

	Plymstock Disadvantaged Outcomes	National Disadvantaged Outcomes	National Gap to National 'Other'	Plymstock Gap to National 'Other'
Progress 8	0.00 (Top 11%)	-0.38	-0.48	-0.10
Attainment 8	42.5	41.1	-12.2	-10.8
Basics	46.0%	43.1%	-27.5	-24.6%
EBacc	13.0%	11.7%	-18.0	-16.7%
P8 English	-0.12 (Top 34%)	-0.33	-0.41	-0.20
P8 Maths	+0.12 (Top 15%)	-0.33	-0.43	+0.02
P8 EBacc	+0.20 (Top 12%)	-0.45	-0.59	+0.06

Where highlighted in green, our disadvantaged students are performing better than disadvantaged students nationally.

The 2016 disadvantaged cohort was significantly below the national average (KS2 APS was 25) and again, a significant number had very challenging circumstances, including three students who joined us during KS4 after failing to succeed at other local secondary schools due to their extremely challenging behaviour. In addition we had two students with serious mental health issues that had become school-refusers. One of those was dual-rolled and educated at an appropriate health-based educational establishment and the other student re-engaged with some aspects of his education through a bespoke package that we have created, funded through the Pupil Premium.

When the Department for Education published the national school performance tables for 2016 we were delighted with the progress made by students from disadvantaged backgrounds – where their progress (Progress8) put the school in the top 11% of all schools nationally.

September 2017 (GCSE results for summer 2017)

Headline Measure	Plymstock Disadvantaged Outcomes	National Disadvantaged Outcomes*	National 'Other' Outcomes	National Gap to National 'Other'	Plymstock Gap to National 'Other'	Disadvantaged Percentile against National*
Progress 8	-0.18	-0.4	0.11	-0.51	-0.29	36
Attainment 8	40.23	37	49.76	-12.76	-9.53	

* Where figures have been published, Red figures January data set, Black figures February data set, Blue figures July data set

Green highlighting indicates where our disadvantaged students are performing above disadvantaged students regionally or nationally.

The DfE informed us in March 2017 that we were in the top 20 schools for 2016 disadvantaged progress in the South West region.