



Abbey Grange Academy - Pupil Premium Impact Measures 2016

Students at Abbey Grange Academy, regardless of background, should have equal access to learning that will help them to make rapid and sustained progress throughout Key Stage Three and Four so that they can gain outstanding outcomes at GCSE Level and beyond. The Pupil Premium (PP) is additional funding given to schools and academies to enable them to support 'disadvantaged' students so that their progress can be increased and the attainment gap between them and 'non-disadvantaged' students can be closed.

The following students are eligible for the £935.00 Pupil Premium funding:

- Students known to have been eligible for Free School Meals (FSM) in any of the previous six years (FSM6), as well as those first known to be eligible at the time of the census (FSM).
- Students with parents in the regular armed forces.

Looked after children and children adopted from care are eligible to receive increased Pupil Premium funding of £1,900.00.

The Pupil Premium allocation received was £255,723 for the year 2015-16. Please see our Pupil Premium Statement for the strategies implemented during this academic year.

Impact Measures

Measure	AGS GCSE Results 2016 (unvalidated)	2016 National data	AGS GCSE Results 2015	2015 National Data	AGS GCSE Results 2014
New Measures					
Progress 8					
Progress 8 All Students	0.04		0.02		
Progress 8 PP Students	-0.43		-0.55		
Progress 8 Non pp Students	0.17		0.20		
Progress 8 'gap'	-0.60		-0.75		

Attainment 8					
Attainment 8 all Students	55.22	49.34	56.84		
Attainment 8 PP Students	45.16	52.56	45.85		
Attainment 8 Non PP students	57.97	52.56	60.14		
Attainment 8 'gap'	-12.81	-7.4 (AGPP v NatNonPP)	-14.2		
A*-C including English & Maths					
A*-C EM All students	78%	62%	74%		
A*-C EM PP Students	59%	69%	45.7%		
A*-C EM Non PP Students	83%	69%	82.5%		

A*-C EM 'gap'	-24%	-10% (AGPP v NatNonPP)	-36.8%		
English Baccalaureate (EBacc)					
EBacc All Students	42%	24%	38.6%	24%	
EBacc PP Students	18%	29%	13%	11%	13%
EBacc Non PP Students	48%	29%	46.3%	28%	37%
EBacc 'gap'	-24%	-11% (AGPP v NatNonPP)	-33.3%	-15% (AGPP v NatNonPP)	-15% (AGPP v NatNonPP)
Old Measures					
5 A*-C including English & Maths					
5 A*-C EM	73.5%		73.9%	56%	73%

5 A*-C EM PP Students	56%		40%	36%	54
5 A*-C EM Non PP Students	78%		79%	63%	78
5 A*-C EM 'gap'	-22%		-39%	-23% (AGPP v NatNonPP)	-24%
Levels of Progress					
3LOP English All Students	83.1%		88.3%	69%	
3LOP English PP Student	71%		61%	57%	62%
3LOP English Non PP Students	85%		81%	74%	82%
3LOP English 'gap'	-14%		-20%	-13% (AGPP v NatNonPP)	-20% (-13% (AGPP v NatNonPP))

3LOP Maths All Students	78%		75%	66%	
3LOP Maths PP Students	62%		46%	49%	59%
3LOP Maths Non PP Students	83%		83%	72%	75%
3LOP Maths 'gap'	-21%		-37%	-26% (AGPP v NatNonPP)	-16%
4LOP English All Students	50.1%		53.4%		
4LOP English PP Student	24%		29%		19%
4LOP English Non PP Students	56%		41%	34	33%
4LOP English 'gap'	-32%		-12%		-14%

4LOP Maths All Students	47.5%		42.2%		
4LOP Maths PP Students	27%		10%		22%
4LOP Maths Non PP Students	50%		53%	35	39%
4LOP Maths 'gap'	-23%		-43%		-17%

Overall Evaluation:

From 2016, the headline indicator of school performance will be Progress 8. The headline measures which will appear in the performance tables will be:

- Progress across 8 subjects
- Attainment across the same 8 subjects
- Percentage of pupils achieving the threshold in English and mathematics (currently a C grade)

- Percentage of pupils achieving the English Baccalaureate

Progress 8

This year the Department for Education have introduced a new headline indicator for Key Stage Four performance for all schools and academies: Progress 8. Progress 8, which was an optional measure in 2015, is calculated by determining each student's performance across a range of eight different subjects (English, Mathematics, three EBacc subjects, please see below, and three other GCSE or high quality GCSE equivalent outcomes) and then comparing this performance to the attainment of other students nationally who started secondary school with a similar Key Stage 2 results profile. A student will achieve a positive Progress 8 score if their performance is above that of other students nationally and a negative Progress 8 score if their performance is below that of other students nationally. Individual Progress 8 scores will be aggregated to give a Progress 8 score for each school.

The Progress 8 score for our disadvantaged students improved slightly from -0.55 in 2015 to -0.43 in 2016. This new performance measure has helped us identify a key improvement area within the Academy.

The Percentage of students securing a grade C in English and mathematics

78% of all students gained an A*-C grade in both English and Mathematics, which is an increase of 4% from the previous year and 16% higher than the national average. 59% of our Pupil Premium students gained an A*-C in both English and Mathematics, which is an increase of nearly 14% on the previous year. This considerably closed the 'in school' gap by 12% and the national gap stands at 10%.

The English Baccalaureate (EBacc)

The English Baccalaureate is a performance measure that looks at student performance in specific areas. Students who have secured A*-C grades in English, mathematics, a modern or ancient language, a humanity (history or geography) and two science GCSEs are said to have achieved the English Baccalaureate. The proportion of disadvantaged students securing the Ebacc in 2016 increased by 5% and the national gap was closed by 4%.

Attainment: At least 5 GCSE outcomes at grades A*-C including English and mathematics

Nearly 74% of Students at the Academy achieved at least 5 A*-C GCSEs including English and mathematics. This exceeds the 2015 national data by nearly 18%. Our Pupil Premium figure increased by 16% and matches

the national data average from 2015. The 'in school' gap reduced by 17% from 2015 to 2016.

The 'expected progress' measure

The current 'expected progress' measure will no longer appear in performance tables from 2016. The system of levels that underpins this measure has been removed but it provides a useful comparative measure for 2016 data.

'Expected Progress' (3 Levels of progress): 71% of our disadvantaged students in English made expected progress which an increase of 10% on internal data between 2015 and 2016. The gap was closed to within 3% of all non PP students nationally (when compared with national 2015 data) and exceeded the national PP figure in 2015 by 14%.

With regards to 'expected progress' in mathematics, there were good improvements made in that 62% of our disadvantaged cohort made

expected progress which was an increase of 16% from 2015. This data exceeds the national PP figure from 2015 by 13% and is within 10% of the national non PP figure. The internal gap between disadvantaged and non-disadvantaged closed by 16%.

‘More than expected’ (4 or more levels of progress) progress measure

The internal gap has increased in English when comparing the ‘more than expected’ progress of students, although it is still within 10% of the 2015 national non PP figure. There were significant improvements with the number non PP students making more than expected progress (15% increase) in English. The number of PP students making more than expected progress in mathematics increased by 17% and this closed the national gap (using 2015 data) to 8% when compared to non PP students. The internal gap narrowed by a significant 20%.