

Impact of Pupil Premium Funding 2015-16

The differences in progress and attainment are diminishing.

Over the last academic year (2015-16) the Academy continued to raise the profile and centrality of provision for all learners, with a particular focus on Pupil Premium students. Our approach to diminishing the difference at Wingfield is rigorous and is informed by research. In particular the work of John Hattie, The Sutton Trust and findings from Ofsted have informed our practice in giving our disadvantaged students the opportunity to thrive.

In particular we:

- provided training for teaching staff to work with disadvantaged students in raising aspirations – particularly around feedback (high impact/very low cost) , mastery (moderate impact/very low cost) and peer learning (moderate impact/ very low cost)
- provided a an after school supervised study area for disadvantaged students (all that attended met their target grades) which provided refreshments and an organized space to revise (high impact low cost)
- allocated an SLT mentor to underachieving disadvantaged students to monitor revision and progress

Furthermore extra revision sessions were put in place for disadvantaged students and form groups were coordinated so that maths and English teachers were able to deliver extra provision.

Progress 8 score

The progress 8 score for disadvantaged students was **+0.37** which is well above the national average for other (non-disadvantaged) pupils of 0.10. It is also an improvement on last year's score for disadvantaged students of -0.28.

Attainment

53% of pupil premium students gained 5+A*-C including English and mathematics. This is better than the 48% achieved last year and represents a narrowing of the gap with the 56% of other students nationally who achieved this benchmark in 2015. Furthermore the in-school gap has closed by 4%.

English

92% of disadvantaged students made 3LPs in English. This is higher than the 83% who made this progress in Academy last year and higher than the figure of 74% for others nationally in 2015. 54% of disadvantaged students made 4LPs in English. This is higher than the figure of 34% for others nationally.

Maths

In mathematics, 63% of disadvantaged students made 3LPs. This is a continuation of closing the gap with others nationally of 6% (the figure for others was 69%). 33% of students made 4LPs which is higher than the figure of 30% for others nationally.