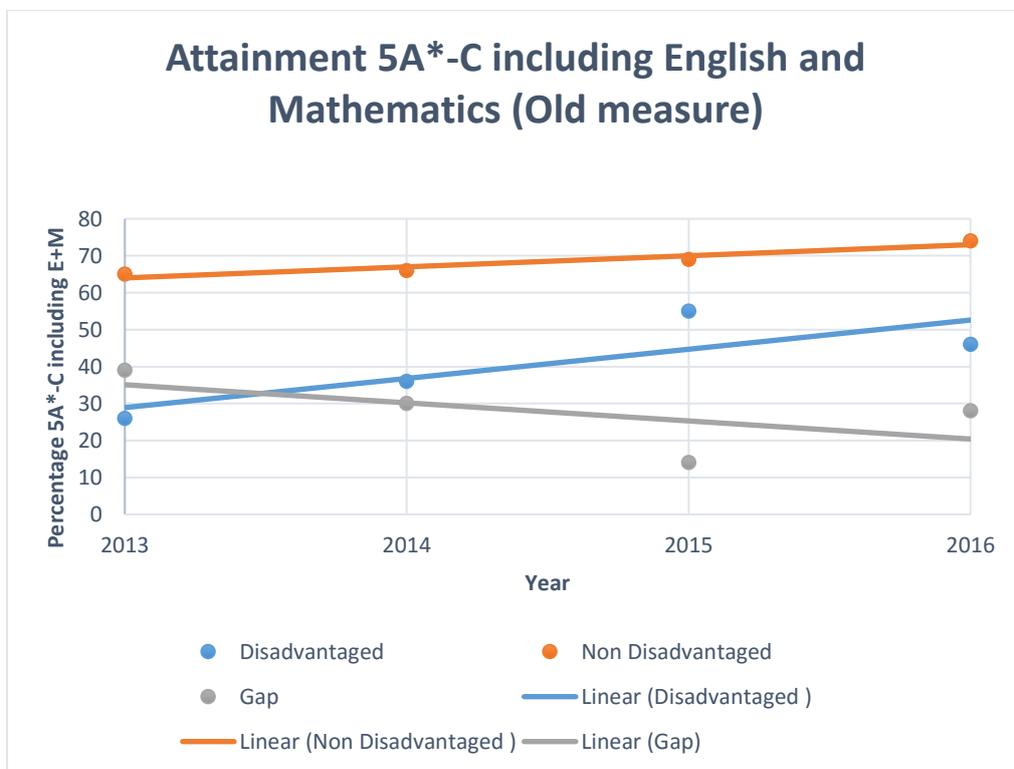
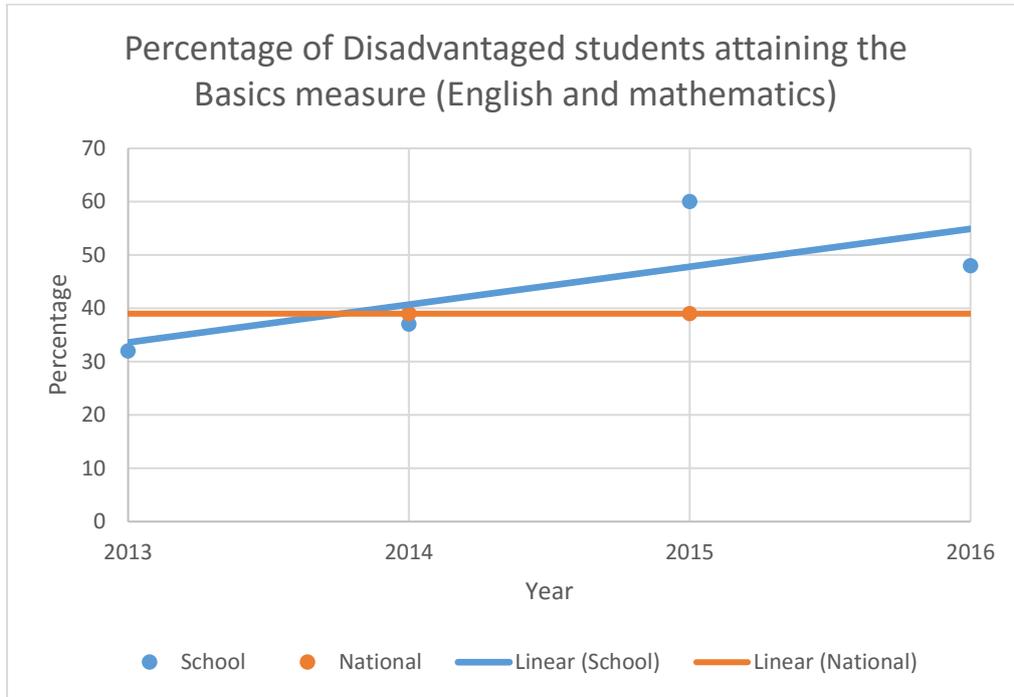


What impact is the additional funding for disadvantaged students having on progress and attainment?

All figures accurate as of September 2016

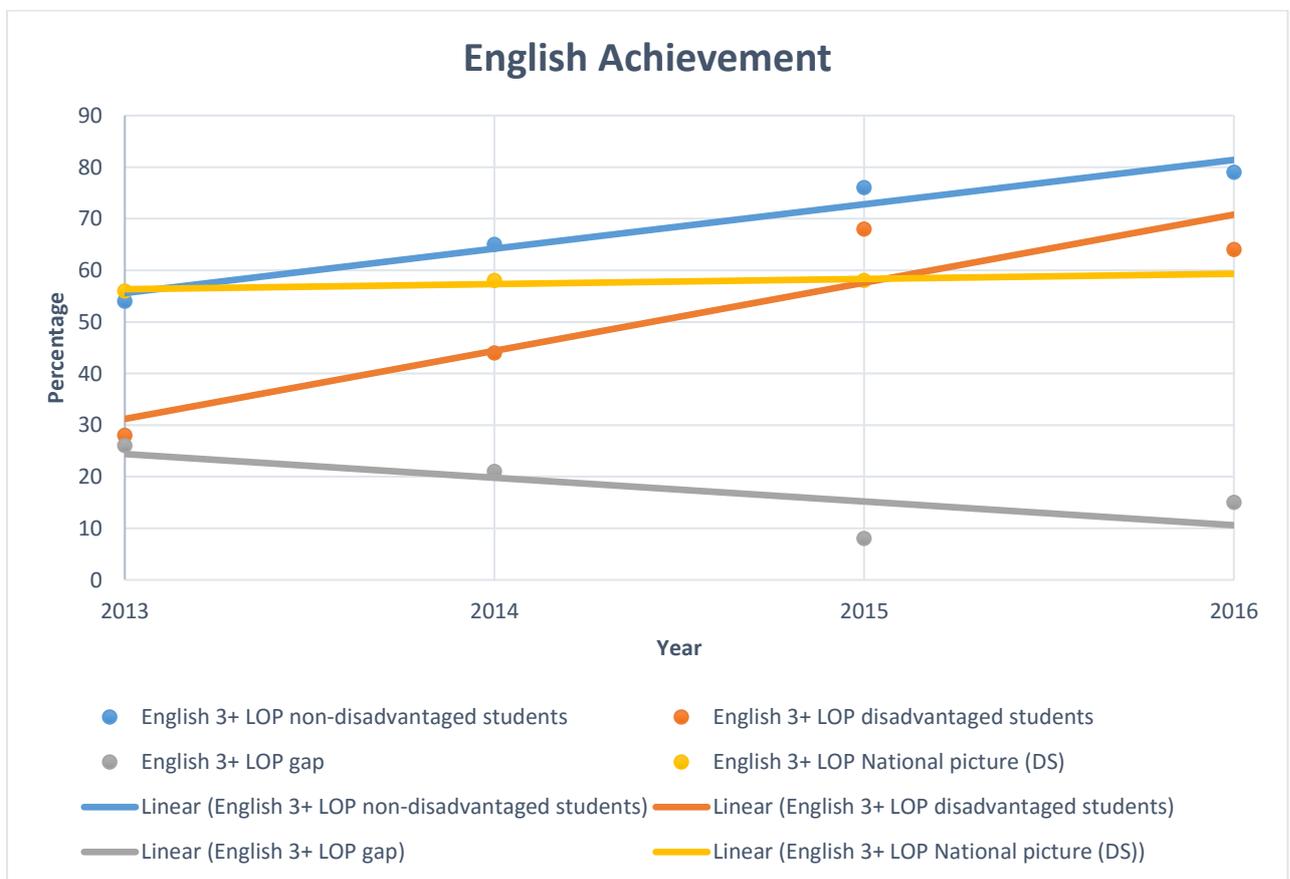
Attainment

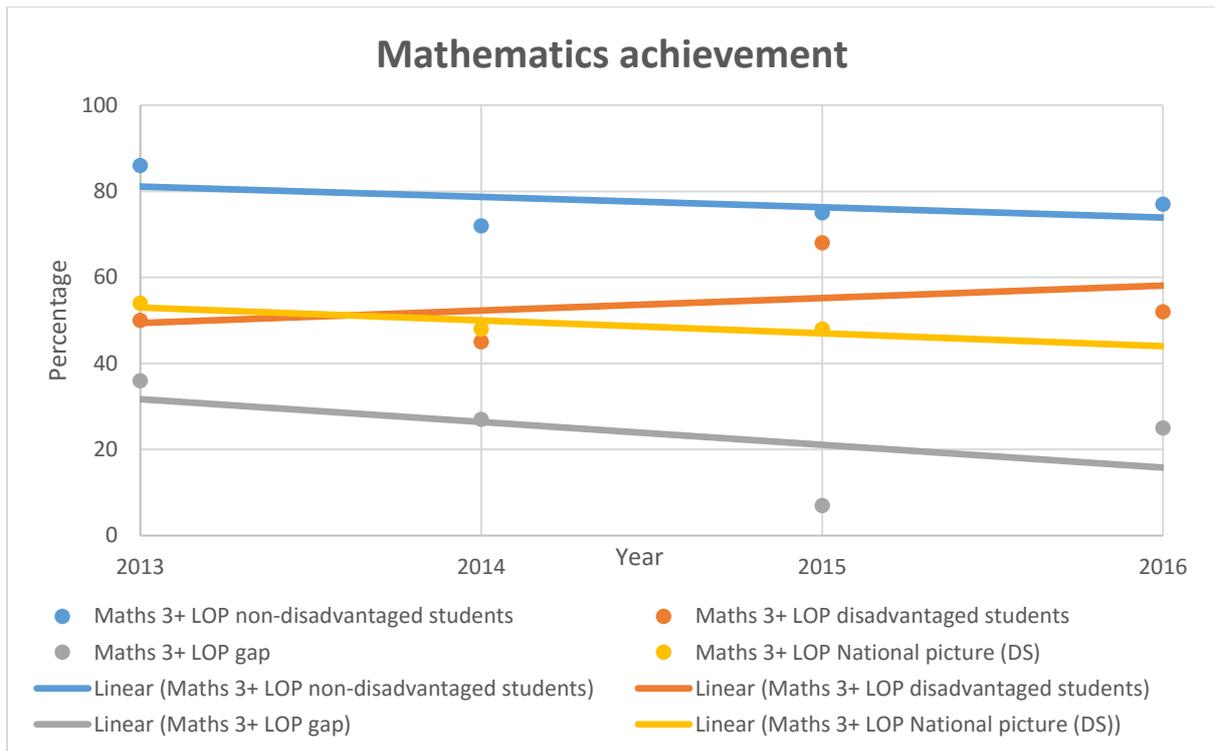


Disadvantaged student attainment is on an upward trend at Bramhall High School. The percentage of students achieving the basics measure of both English and mathematics GCSE is significantly above the national picture (+21% in 2015). The gap between the attainment of disadvantaged and non-disadvantaged students is closing over a three-year trend. Although the attainment of disadvantaged students has fallen slightly in 2016, the cohort was less able on entry: Key Stage 2 Average Point Score of 26.81 in 2016 compared to 27.74 in 2015.

Achievement

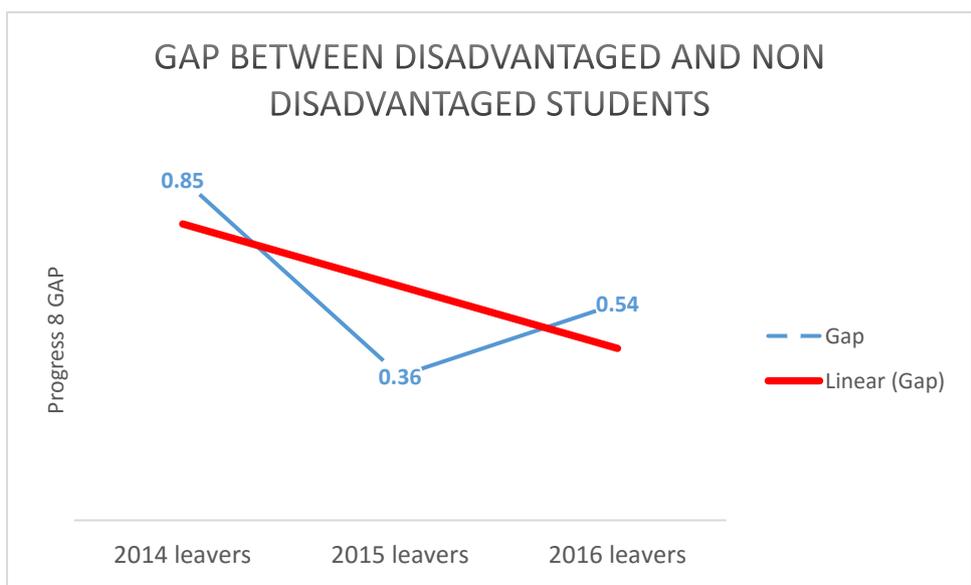
	2013 %	2014 %	2015 %	2016 %
English 3+ LOP non-disadvantaged students	54	65	76	79
English 3+ LOP disadvantaged students	28	44	68	64
English 3+ LOP gap	26	21	8	15
English 3+ LOP National picture (DS)	56	58	57	TBC
Mathematics 3+ LOP non-disadvantaged students	86	72	75	77
Mathematics 3+ LOP disadvantaged students	50	45	68	52
Mathematics 3+ LOP gap	36	27	7	25
Mathematics 3+ LOP National picture (DS)	54	48	49	TBC





The gap between disadvantaged and non-disadvantaged students has continued to decrease over a three-year trend in both English and mathematics. Although we are awaiting the national progress data for 2016 for both English and mathematics, we expect to continue to perform above it.

Although the progress gap has grown slightly within the school between non-disadvantaged and disadvantaged students in 2016, the cohort is significantly larger and of a different make up to previous years. There was a greater proportion of SEND students within the cohort and a quarter of the students were mobile (i.e. they had not completed a full five years of education at Bramhall High School).



Please note the P8 figures have been calculated using the 2015 principles. This will change.

Disadvantaged students have performed well across the curriculum. This is again evident in the three-year trend using the progress 8 measure (progress across eight subjects including English and mathematics.) A large number of subjects have significantly reduced the progress gap and six subjects have better outcomes for disadvantaged students than non-disadvantaged students in terms of their progress.

Review of Pupil Premium Spending

The 2015-16 budget for pupil Premium was £183,325 (£172,975 + £12,850 LAC)

1) Staffing - £164,919

This has been an effective spend of pupil premium money as the attainment of disadvantaged students is above the national picture. Although the 2016 results have been affected by a larger and more diverse cohort, three year trends show significant progress being made and the gap closing. A number of subject areas have closed the gap and six subjects show disadvantaged students outperforming their non-disadvantaged counterparts.

Staffing has also provided a greater emphasis on pastoral support for disadvantaged students. A number of individual stories reflect the impact of the learning mentors and other staff who work with this cohort. Disadvantaged student attendance is in line with the national attendance for this sub group and we have seen a reduction in persistent attendance due to the pastoral support. Fixed term exclusions as a percentage of the pupil group significantly fell from 41.5% in 2014 to 15.3% in 2015. This is now below the national average. Fixed term exclusions have remained low in 2016 with 7.35% of the Pupil Premium group across the school (internal data).

Disadvantaged students have had access to their own fully staffed resource zone (Learning Point) and a place to complete homework after school every day. This has been well attended with 30% of the whole disadvantaged cohort attending three or more times a week. This increases to 61% in Year 11. Staff (particularly IAG and core tutors) have also worked with disadvantaged students regarding their post 16 journey. All disadvantaged students have either a place in work, education or training after leaving us in the Summer.

2) Resources - £10,444

All disadvantaged students in year 11 were provided with revision guides where they were required. Again the impact of this can be measured in the results trends. An author visit was organised for disadvantaged students in Year 8 to promote reading and literacy skills. Support for a variety of activities has been funded with the pupil premium money to raise both aspiration and expectations and to ensure that these students have access to the opportunities any student would at our school. This includes, but not exclusively, the arts award for Year 7 disadvantaged students where they produced a short production of Hamlet to other schools; a Hitler on trial re-enactment; support for student's payments on trips and foreign visits (33 places on trips were either fully paid for or a significant contribution was made); a variety of music lessons; Yearbooks for Year 11 students and

consumables for the design and technology subjects. Learning Mentors work directly with disadvantaged students in Maths and Science lessons and English have put in place after school intervention with funded resources.

3) Curriculum - £14,259

All pathways were available to disadvantaged students and they suffered no discrimination in terms of option subjects or curriculum pathways. All students (including disadvantaged) were given individual meetings with a member of leadership in Year 9 to assist them in making their option choices. The school operates a broad and balanced curriculum, with courses offered to meet the requirements of individuals including disadvantaged students.

Total Spend for Academic Year 2015-16: £189,622