**UNITY COLLEGE PUPIL PREMIUM REPORT SEPTEMBER 2018**

Pupil Premium Funding is allocated to schools in addition to the school budget.

The funding is received for all pupils who have been eligible for Free School Meals at some point over the last six years together with students who have been in care continuously for six months or more. In addition to this, students from Service Families are allocated additional funding. Schools have the freedom to spend this extra income as they see fit but are accountable for its use. The aim of Pupil Premium Funding is to support learners in making progress and achieving their potential. We are committed to meeting the academic, pastoral, spiritual, social and moral needs of all learners.

**Barriers to Learning for Pupil Premium Students**

There can be many barriers to learning for disadvantages students, but it is the aim of the school to try to address these barriers and find ways to overcome them. Below is a summary of some of the barriers to learning that students may face.

• Attendance

• Punctuality

• Lack of support from home e.g. support with reading and homework.

• Lack of equipment for lessons.

• Lack of self-esteem in some disadvantaged students

• Lack of aspiration

• Poor behaviour can be more common.

• Poor health and well being choices.

For the financial year 2018 – 2019 we have received £411,600 pupil premium funding.

For the financial year 2017 – 2018 we received £387,608 pupil premium funding.

**In 2017-2018 Pupil Premium was used for the following:**

Director of Pupil Premium and four pupil premium co-ordinators appointed to lead on pupil premium achievement across the college

A personal mentor to support every pupil premium student in the college.

Targeted literacy support for identified years seven, eight, nine, ten and eleven students.

Targeted revision sessions / homework club specifically for pupil premium students in year 7-11.

Curriculum support with smaller class sizes in English and mathematics throughout Key Stage 3 and 4.

Staffing, resources and support for Treasure Island with particular emphasis on targeted learners.

Additional resources and staffing within the attendance team to support pupil premium students.

Additional staffing within the Student Support Services team.

One‐to‐one support for learners identified as needing extra support/personalised timetable to achieve GCSE results.

There were 60 pupil premium children in year 11 in 20167– 2018 (34% of the year group)

**Outcomes Pupil Premium Students: 2017/2018**

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| **PP Summary: Year 7 Exams : 2017/2018** | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | **Overall** | | | **Boys** | | | **Girls** | | | **High Ability** | | | **Mid Ability** | | | **Low Ability** | | |
|  | **PP** | **Non-PP** | **Diff** | **PP** | **Non-PP** | **Diff** | **PP** | **Non-PP** | **Diff** | **PP** | **Non-PP** | **Diff** | **PP** | **Non-PP** | **Diff** | **PP** | **Non-PP** | **Diff** |
| **#Students** | 63 | 176 | - | 31 | 87 | - | 32 | 89 | - | 11 | 58 | - | 33 | 82 | - | 17 | 32 | - |
| **Exp Progress** | 72% | 81% | -9% | 61% | 77% | -16% | 83% | 86% | -3% | 76% | 83% | -7% | 73% | 83% | -10% | 67% | 75% | -7% |
| **> Exp Progress** | 10% | 15% | -5% | 8% | 13% | -5% | 12% | 18% | -6% | 16% | 17% | -1% | 8% | 14% | -6% | 10% | 15% | -5% |
| **Est Avg Grade** | 2.49 | 3.01 | -0.52 | 2.20 | 2.73 | -0.53 | 2.77 | 3.28 | -0.51 | 3.48 | 3.68 | -0.21 | 2.64 | 3.03 | -0.39 | 1.60 | 1.74 | -0.14 |

In 2017/2018, the gap between PP and non-PP students for expected progress was 9% with 72% of PP students making overall expected progress. There is still an issue with PP boys as the gap there widens to 16% compared to only 3% between PP girls and non-PP girls.

The estimated Progress 8 score for non-PP students was +0.07 and estimated Progress 8 score for PP students was -0.06

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| **PP Summary : Year 8 Exams : 2017/2018** | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | **Overall** | | | **Boys** | | | **Girls** | | | **High Ability** | | | **Mid Ability** | | | **Low Ability** | | |
|  | **PP** | **Non-PP** | **Diff** | **PP** | **Non-PP** | **Diff** | **PP** | **Non-PP** | **Diff** | **PP** | **Non-PP** | **Diff** | **PP** | **Non-PP** | **Diff** | **PP** | **Non-PP** | **Diff** |
| **#Students** | 102 | 143 | - | 52 | 76 | - | 50 | 67 | - | 15 | 38 | - | 53 | 83 | - | 34 | 22 | - |
| **Exp Progress** | 61% | 76% | -15% | 52% | 70% | -18% | 70% | 83% | -13% | 66% | 78% | -12% | 63% | 80% | -17% | 55% | 61% | -6% |
| **> Exp Progress** | 8% | 17% | -8% | 6% | 12% | -6% | 10% | 22% | -11% | 16% | 19% | -3% | 7% | 18% | -11% | 6% | 8% | -2% |
| **Est Avg Grade** | 2.25 | 2.92 | -0.67 | 2.11 | 2.70 | -0.59 | 2.39 | 3.17 | -0.78 | 3.14 | 3.54 | -0.40 | 2.46 | 2.99 | -0.53 | 1.53 | 1.60 | -0.07 |

In 2017/2018 the gap between PP and non PP students was 15% with 61% of PP students making expected progress.

The estimated Progress 8 score for non PP students was -0.01 and estimated Progress 8 score for PP students was -0.33.

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| **PP SUMMARY : Y9 Exams : 2017-2018 : PP compared to Non-PP** | | | | | | | | | |  |  |  |  |  |  |  |  |  |
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|  | **Overall** | | | **Boys** | | | **Girls** | | | **High Ability** | | | **Mid Ability** | | | **Low Ability** | | |
|  | **PP** | **Non-PP** | **Diff** | **PP** | **Non-PP** | **Diff** | **PP** | **Non-PP** | **Diff** | **PP** | **Non-PP** | **Diff** | **PP** | **Non-PP** | **Diff** | **PP** | **Non-PP** | **Diff** |
| **#Students** | 87 | 120 | - | 41 | 66 | - | 46 | 54 | - | 28 | 49 | - | 45 | 59 | - | 14 | 11 | - |
| **Exp Progress** | 53% | 64% | -11% | 45% | 55% | -9% | 60% | 75% | -16% | 52% | 67% | -14% | 56% | 63% | -6% | 43% | 58% | -15% |
| **> Exp Progress** | 8% | 12% | -5% | 5% | 8% | -3% | 9% | 18% | -8% | 6% | 16% | -10% | 9% | 9% | 0% | 5% | 15% | -10% |
| **Est Avg Grade** | 2.76 | 3.25 | -0.49 | 2.55 | 2.88 | -0.33 | 2.94 | 3.70 | -0.76 | 3.16 | 3.86 | -0.70 | 2.77 | 2.92 | -0.15 | 1.91 | 2.30 | -0.39 |

In 2017/2018 the gap between PP and non PP students was 11% with 53% of PP students making expected progress.

The estimated Progress 8 score for non PP students was -0.90 and estimated Progress 8 score for PP students was -1.27.

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| **PP SUMMARY: Y10 MOCKS2: PP compared to Non-PP** | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |
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|  | **Overall** | | | **Boys** | | | **Girls** | | | **High Ability** | | | **Mid Ability** | | | **Low Ability** | | |
|  | **PP** | **Non-PP** | **Diff** | **PP** | **Non-PP** | **Diff** | **PP** | **Non-PP** | **Diff** | **PP** | **Non-PP** | **Diff** | **PP** | **Non-PP** | **Diff** | **PP** | **Non-PP** | **Diff** |
| **#Students** | 75 | 120 | - | 38 | 69 | - | 37 | 51 | - | 29 | 58 | - | 32 | 51 | - | 13 | 10 | - |
| **Attainment 8** | 34.69 | 39.98 | -5.29 | 33.17 | 38.45 | -5.28 | 36.26 | 42.06 | -5.80 | 45.40 | 47.70 | -2.30 | 31.95 | 34.15 | -2.19 | 17.00 | 22.80 | -5.80 |
| **Progress8** | -1.82 | -1.50 | -0.32 | -1.91 | -1.59 | -0.32 | -1.73 | -1.38 | -0.34 | -1.92 | -1.63 | -0.30 | -1.84 | -1.47 | -0.37 | -1.55 | -0.93 | -0.62 |
| **English&Maths(5+)** | 17% | 22% | -4% | 18% | 17% | 1% | 16% | 27% | -11% | 45% | 43% | 2% | 0% | 0% | 0% | 0% | 0% | 0% |
| **English&Maths(4+)** | 29% | 38% | -8% | 29% | 33% | -4% | 30% | 43% | -13% | 62% | 66% | -3% | 13% | 12% | 1% | 0% | 0% | 0% |

The estimated Progress 8 score for non PP students was -1.50 and estimated Progress 8 score for PP students was -1.82.

**Unity College: Exam Results 2017/2018**

**Whole School**

|  |  |
| --- | --- |
| Overall Progress 8 | 0.00 |
| English | -0.23 |
| Mathematics | +0.26 |
| EBacc | 0.00 |
| Other | -0.02 |

**Disadvantaged Students (60)**

|  |  |
| --- | --- |
| Overall Progress 8 | -0.65 |
| English | -0.86 |
| Mathematics | -0.41 |
| EBacc | -0.65 |
| Other | -0.67 |

We had 10 students, who for various reasons did not follow a full GCSE curriculum, of these 10 students, 9 were pupil premium. For these students, we ensured that they had a bespoke curriculum that met their individual and complex needs.

1 student was given an extended work placement which meant that he did not follow a full GCSE curriculum.

4 students had severe and complex medical or mental health needs.

5 students accessed alternative provision, some full time or when needed during Year 11.

4 students were at risk of permanent exclusion but instead we provided either alternative provision off site or 1:1 tuition in school, this enabled these students to sit their GCSE examinations.

3 students who accessed alternative provision at Coal Clough Academy were entered for International GCSE English and therefore these results were not included in our Progress 8 results as the IGCSE is not included in the DfE Approved list of qualifications.

If these students are omitted from the school’s results, then the data is as follows:

**Whole School Disadvantaged Students (51)**

|  |  |
| --- | --- |
| Overall Progress 8 | +0.12 |
| English | -0.09 |
| Mathematics | +0.34 |
| EBacc | +0.09 |
| Other | +0.12 |

|  |  |
| --- | --- |
| Overall Progress 8 | -0.43 |
| English | -0.59 |
| Mathematics | -0.29 |
| EBacc | -0.47 |
| Other | -0.37 |

As a school, we have adopted inclusive practices to ensure that all students have the opportunity to progress on to further education or training.

**Actions**

There has been full analysis of the results for pupil premium in all years.

There has been a full review of the Pupil Premium strategy and action plan for 2017 - 2018

A Pupil Premium strategy and action plan for 2018 – 2019 has been developed and actioned to address the issues identified following the analysis of the Pupil Premium results for 2017 – 2018. This is available on the college website.