

## Impact of DfE Disadvantaged Pupil Premium Spending 2017/2018

The government does not specify exactly how the DfE Disadvantaged Pupil Premium funding should be used but the clear expectation is that all money spent should be allocated to closing the gap between the academic achievement of disadvantaged and non-disadvantaged students.

The DfE academic achievement measure that was used until 2016/17 was the gap between the percentage of disadvantaged and non-disadvantaged students who achieve an **A\*-C pass in both English and Mathematics**.

From 2016/17, this DfE academic achievement measure has been replaced by the gap between the percentage of disadvantaged and non-disadvantaged students who achieve a **Level 4 (Standard Pass) in both English and Mathematics**.

### Manor CE Disadvantaged Pupil Premium Outcomes 2017/2018

Historic measures:

Percentage of Students (%)	2015/16 A*-C in both English and Mathematics	2016/17 Level 4 (a Standard Pass) in both English and Mathematics
Disadvantaged Students	31.3	70
Non Disadvantaged Students	77.5	84.3
Gap	-46.2	-14.3 ↓

New measures:

Measure	Data	Gap
Progress 8 disadvantaged	0 (2017 -0.17) National average for non-disadvantaged 0.11	0.11 ↓
English P8 disadvantaged	0.38 (2017 0.12) National average for non-disadvantaged 0.11	0.27 ↑
Maths P8 disadvantaged	0.12 (2017 0) National average for non-disadvantaged 0.11	0.01 ↑
EBacc P8 disadvantaged	-0.34 (2017 -0.32) National average for non-disadvantaged 0.13	0.47 ↓
Open P8 disadvantaged	0 (2017 -0.32) National average for non-disadvantaged 0.09	0.09 ↓

Building on the improvements seen in the previous year, we decided that our focus during this period would be on strategic interventions with our disadvantaged Y11 students within additional English and Maths provision. In addition, we would focus on the academic achievement of disadvantaged pupil premium students in weekly line management meetings between the Vice Principal: Attainment and Learning and the Directors of Learning for English and Maths.

Also the strategic interventions for our disadvantaged students would be overseen by the Vice Principal: Curriculum, the Raising Attainment leader, Assistant Principal: Data and Tracking, Head of Year 11 and the Directors of Learning for English and Maths and the Examinations Officer.

The success of this approach can be seen by the achievement of the Disadvantaged cohort in 2017/18 and with a Progress 8 score of 0. This is an improvement of 0.17 on the previous year although we are still 0.11 below the national average for non-disadvantaged students.

There was significant success for the English and Maths P8 scores with disadvantaged students at Manor scoring 0.27 and 0.01 respectively above the national average for non-disadvantaged students.

Analysis of data from this period reveals that there is significant gap between Manor EBacc P8 disadvantaged scores and those of non-disadvantaged students nationally. Our approach for 2018-19 needs to take this into account and look at ways to close this gap.