



**SECONDARY
PUPIL PREMIUM
POLICY**

2018 - 2019



Description	Tag
The Principal of the academy	Delia Smith
The academic year	2018/19
Chair of Governors	Patrick Wall
The academy name	Ark Academy

POLICY INFORMATION

Named personnel with designated responsibility

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2018/19	Delia Smith	Despina Giannarou		Patrick Wall

Policy review dates (frequency of review: tbc)

Review Date	Changes made	By whom
October 2018	Policy reviewed	Delia Smith

INTRODUCTION

The Pupil Premium was introduced to help schools to close the attainment gap between disadvantaged pupils and their peers. It is based on eligibility for Free School Meals (NB – this is a means-tested measure, not related to Universal Infant Free School Meals (UIFSM) or the school meals provided free-of-charge to primary school pupils in areas such as Southwark).

In the 2018 to 2019 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

- The school's Pupil Premium allocation for the current academic year
- Details of how the school intends to spend the allocation
- Details of how the school spent its previous academic year's allocation
- How it made a difference to the attainment of disadvantaged pupils

Each school must publish an account of their Pupil Premium spending each academic year. As a minimum, the same information should be reported to governors. This must include:

YEAR 7 LITERACY AND NUMERACY CATCH-UP PREMIUM (SECONDARY SCHOOLS)

Background

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve at least level 4 in reading and/or maths at the end of key stage 2 (KS2).

Reporting / publication requirements

The school must publish details of how it spends this funding and the effect this has had on the attainment of the pupils who attract it.

The following must be included:

- Year 7 literacy and numeracy catch-up premium allocation for the current academic year
- Details of how the school intends to spend the allocation
- Details of how the school spent the previous academic year's allocation
- How it made a difference to the attainment of the pupils who attract the funding

PUPIL PREMIUM STRATEGY STATEMENT: SECONDARY

Summary Information					
School	ARK ACADEMY				
Academic Year	2018/19	Total PP budget	£486,200	Date of most recent PP Review	10/2018
Total number of pupils	1318	Number of pupils eligible for PP	598	Date for next internal review of this strategy	2/2019

Current Attainment					
	Pupils eligible for PP your school (national average)		Pupils not eligible for PP your school (national average)		
% of PP pupils achieving 9-4 in English & Maths	71%	(44.3%)*	80%	(71.2%)*	
% of PP pupils achieving 9-5 in English & Maths	41%	(24.5%)*	61%	(49.4%)*	
Progress 8	+0.39	(-0.4)*	+0.70	(+0.11)*	
Attainment 8	4.7	(3.7)*	5.6	(5.0)*	

*() national average for pupils eligible for PP (2017)

Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor literacy skills)		
A	Literacy skills on entry to Year 7 are lower which slows progress across the curriculum and remain lower than in KS3 than required for new GCSE curriculum	
B	Some higher attaining pupils on entry who are eligible for PP are making less progress than other high ability students. Also a specific group of middle attaining PP pupils on entry of black/black British boys make less progress than peers	
C	A higher percentage of PP students experience social, emotional and mental health issues (SEMH) which affects behaviour and attendance and therefore has a detrimental effect on progress	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	1. Lack of support with learning at home and a lack of engagement of parents of pupils who are most vulnerable to underachievement.	
	2. A higher percentage of students in older years (Yrs 9-11) have affiliations with, or are strongly influenced by, gang culture leading to disaffection from school.	
	3. There are increasing numbers of social care involvement with a significant minority of families.	
Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A	Improved literacy/reading skills for pupils eligible for PP in Year 7	PP pupils inY7 make rapid progress by the end of the year, so that all PP pupils at least meet access to curriculum reading age of 9.6 years
B	Improved rates of progress for specific sub groups of PP students: <ul style="list-style-type: none"> • High attainers on entry • Middle attainers on entry, black british boys who are making less progress than peers 	Such pupils make as much progress as non PP students by end of KS4 in maths and English and are as successful in Ebacc subjects and in overall progress 8 and attainment 8 scores.
C	SEMH issues of identified groups of PP students are further addressed	Fewer behaviour incidents recorded for these pupils

Planned Expenditure						
Academic year	2018/19					
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale to inform this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
Continue to implement an expanded curriculum in Year 7 and 8 English to improve literacy outcomes through focus on grammar teaching accuracy	<ul style="list-style-type: none"> English curriculum time expanded to 6 periods per week Enable focus on grammar English department continue to build repertoire of pre-work videos for students to practice at home everyday 	<ul style="list-style-type: none"> Impact of first year has boosted teacher awareness of how to spiral language work through the curriculum from primary The videos have helped all teachers to teach with improved accuracy and confidence 	<ul style="list-style-type: none"> Induct and train new staff on pre-work and share best practice from previous year. Continue tracking of pre work and monitor progress Analyse time cost of checking work completed Explore expanding focus away from just a grammar focus 	HOD English	January and July	£45,000
Improve reading outcomes in Year 7	<ul style="list-style-type: none"> Continue Lexia programme for Year 7 in Autumn term From Spring focus on small group reading with tiered books appropriate to reading age Groups led by sixth formers to model engagement 	<ul style="list-style-type: none"> Impact of Lexia in 2017/18 on reading ages. Students at top end graduated out of Lexia into book club. This had a positive impact on engagement. Lowest readers given additional 1:1 Smallest gains in middle range issue of engagement with reading for enjoyment 	<ul style="list-style-type: none"> Train all new staff with Lexia Train 6th formers on running book clubs to model enjoyment of reading not just accuracy Track Year 7 lending from library 	VP T&L	Reading ages September 2018 and July 2019 April and July library borrowing stats in relation to groups	£49,500

Improve outcomes across KS3 and 4	<ul style="list-style-type: none"> • Six form intake into 7 classes Year 7 – 11 • Supported in key groups by co-teachers for groups with greatest needs 	<ul style="list-style-type: none"> • Better quality of teaching focussed on needs of students. • More personalised use of support for students with higher levels of needs, faster progression and higher attainment 	<ul style="list-style-type: none"> • Co-planning time and deployment of experienced teachers • Co-teachers trained by experienced staff. 	VP Curr.		£50,000
				HOD		£90,000
Total budgeted cost						£234,500

Planned Expenditure 2018/19

ii. Targeted Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review?	Cost
<p>Extend English and maths support for key groups of students years 7-11</p>	<ul style="list-style-type: none"> • 50 students have been identified who have very low literacy and/or maths outcomes • They will receive small group teaching by HLTAs and be withdrawn from history/MFL to focus on these core subjects • Improvements in English will enable younger students to access curriculum of other subjects as they improve • In KS4 it will enable more students to achieve better grades in English and maths before post 16 choices • Students are both low attainers and/or have low outcomes due to early stages of EAL • 32/50 are Pupil Premium 	<ul style="list-style-type: none"> • Small group work with an additional teacher who supports their English and maths lessons. Evidence shows that working in small groups on identified areas of weakness from the English and maths lessons is key lever to progress. • This will be a much more structured approach and targeted to enable better evidence of impact 	<ul style="list-style-type: none"> • Training 3 additional teachers of English and maths to work solely in these departments • Collaborative planning with the English and maths teachers to ensure additional lessons are planned on key aspects of students' work • Tracking by SENCO with HODs English/maths 	<p>SENCO HODs English and Maths</p>	<p>After each formal assessment point Jan, April and July</p>	<p>£55,600</p>

Planned Expenditure 2018/19

ii. Targeted Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review?	Cost
Daily Homework club for targeted students	<ul style="list-style-type: none"> • 44 students will have specific homework support (29PP) 1 day a week post school (P7) throughout the year in Pupil Support • An additional 12 will have support 4 days per week (8PP) • LSA's will help them access homework that they find difficult 	<ul style="list-style-type: none"> • Consistent weekly support will build better focus on subjects they have difficulty accessing 	<ul style="list-style-type: none"> • Register taken • Follow up with parents re. non attend once • Quality of work completed 	SENCo	After each formal assessment point Jan/April and July	£12,000
Improve outcomes for KS4 students	<ul style="list-style-type: none"> • Implement Mindset strategy across all of Year 11 to develop student motivation through 4 key approaches 	<ul style="list-style-type: none"> • Strategy used successfully with sixth form last year. Work systematically through vision, systems, practice and attitude 	<ul style="list-style-type: none"> • Delivered through planned programme in assemblies, tutor periods and PSHE • External training for all tutors and Year 11 teachers 	AP KS4 Interventions		£5,000

Planned Expenditure 2018/19

ii. Targeted Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review?	Cost
Improve outcomes for KS4 students	<ul style="list-style-type: none"> Academic catch up/support session in additional timetabled time with key staff Develop independent study 	<ul style="list-style-type: none"> 57% Year group are pupil premium Based on previous cohorts – pupil premium students and other underperforming students respond to targeted support in small groups with tight focus on end target 	<ul style="list-style-type: none"> Key staff focus on small groups of students targeted support for each subject in 3 weeks prior to mock 1 for Year 11 in Autumn term Weekly targeted support Tuesday – Friday from January – April for geography, history, French, Spanish, drama and performing arts Drop in clinics 	Ass. Principal KS4 information HODs	Post mock 1 and 2	£45,000 £3,600
	<ul style="list-style-type: none"> Small group withdrawal for key students in Year 10 and 11 science in Spring and summer term 	<ul style="list-style-type: none"> Large science groups additional staffing recruited to support science department will focus on underachieving KS4 groups 	<ul style="list-style-type: none"> Science co-teachers will withdraw small groups from sessions to ensure key misconceptions that are common to group are addressed and practised 	HOD Science	February half term, Easter	£24,500
	<ul style="list-style-type: none"> Saturday and holiday sessions for targeted students 	<ul style="list-style-type: none"> Based on previous experience, additional time for students who are under performing or disengaged who might not revise if left to own devices 	<ul style="list-style-type: none"> Well publicised, promoted and parents informed. Key staff lead sessions 	Ass. Principal KS4	Jan and April 2019	£15,000

Planned Expenditure 2018/19

ii. Targeted Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review?	Cost
	<ul style="list-style-type: none"> Mentoring of targeted KS4 students by sixth formers (Success Club) and includes visit to high stakes business to broaden their vision 	<ul style="list-style-type: none"> Work on motivation of key students who need to buy into aspirational targets Students chosen who can develop with improved mindset 	<ul style="list-style-type: none"> Group led by Assistant Principal who will organise and ensure follow through and liaise with sixth formers 17 students selected for Autumn 1 (10 pupil premium and 7 non pupil premium) Students trained 	AP KS4 Interventions	Post mock 1	£5,000
	<ul style="list-style-type: none"> Post mock 1 further students will be mentored by key senior staff 	<ul style="list-style-type: none"> Rationale based on previous cohort and progress made (GCSE results 2018) 	<ul style="list-style-type: none"> An additional harder to reach group identified All experienced mentors Attendance tracked and action steps followed up 	AP KS4 Interventions		£20,000
Total cost:						£185,700

Planned Expenditure 2018/19

iii. Other Approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review?	Cost
Support for underachieving SEMH students	<ul style="list-style-type: none"> Dedicated behaviour mentors 	<ul style="list-style-type: none"> In school support to provide stability, advice and strategies for vulnerable students often with severely dysfunctional lives. 	<ul style="list-style-type: none"> Experience of team 	AP KS3	Termly	£52,000
	<ul style="list-style-type: none"> Counselling support/ TAMHS 	<ul style="list-style-type: none"> Reduction in behaviour incidents, exclusions and improved attendance. 	<ul style="list-style-type: none"> Data evidence 			£14,000
Total cost:						£66,000

Review of Expenditure																
Previous Academic Year		2017/18														
(i) Quality of Teaching for all																
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost												
Improve reading outcomes in Year 7	<ul style="list-style-type: none"> Lexia programme for all When higher readers completed Lexia, book clubs led by trained Year 10 1 to 1 literacy support for 11 students <74 on scaled score (10 of whom were pupil premium) 	<ul style="list-style-type: none"> Average reading age improved from 99.8 at start of year 104.9 at end of year <table border="1"> <thead> <tr> <th></th> <th>Average Reading Age Autumn 2017</th> <th>Average Reading Age Summer 2018</th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td>96.7</td> <td>101.8</td> </tr> <tr> <td>Girls</td> <td>103.5</td> <td>108</td> </tr> <tr> <td>Overall</td> <td>99.8</td> <td>104.9</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The biggest improvements were at the top and bottom of the reading ages For 11 lowest attainers all improved significantly, some by 8 years. Only one didn't show progress in summer English exam Lexia helped the best readers consolidate their reading skills and comprehension. Top end of reading age (20%) now reading at stanine 8 of 9 with reading ages between 119 – 126 – 10% improvement on Autumn Term 		Average Reading Age Autumn 2017	Average Reading Age Summer 2018	Boys	96.7	101.8	Girls	103.5	108	Overall	99.8	104.9	<ul style="list-style-type: none"> Book clubs enhanced student enjoyment of reading and motivation to read more. Target tiered book clubs for all after Autumn term. The weakest readers who will continue with 1 to 1 	£45,000
	Average Reading Age Autumn 2017	Average Reading Age Summer 2018														
Boys	96.7	101.8														
Girls	103.5	108														
Overall	99.8	104.9														

<p>Improve staff understanding and delivery of literacy across subjects</p>	<ul style="list-style-type: none"> • Whole staff training on tier 2 vocabulary • Pupils were tested on tier 2 vocabulary (Years 7 010) • Teaching and learning lead and another member of staff attended reading across key stage 3-5 course 	<ul style="list-style-type: none"> • Departments developed teaching to address key vocabulary and tier 2 words, in particular science, PE, English, history and geography • The “four square method” of teaching vocabulary has been integrated into English pre-work 	<ul style="list-style-type: none"> • A whole school approach is too ambitious and not tuned enough to particular department needs. Future work to focus on one or two key departments where literacy skills are getting more demanding e.g. science 	<p>£10,000</p>
<p>Expand curriculum time in Year 7 and 8 English Improve grammar teaching accuracy and English language</p>	<ul style="list-style-type: none"> • All classes in Year 7 and 8 have increased English lesson time (6 periods from 5 the previous year) • English department developed pre-work across these years through making grammar videos • Pre work was followed by daily testing in the initial part of every lesson • Since September every students has sat a daily test • Tests get incrementally harder over the year. • Spring term onwards 2 teachers became intervention support with under attaining pupils 	<ul style="list-style-type: none"> • Over the year 244 videos were made (including some for KS4 and 5) which had 380,000 views on You Tube • Progress from baseline (test before start of work) very positive, weakest groups showed biggest progress in early tests. • Grammar data matched the outcomes in Year 7 and 8 Autumn and Spring assessment cycle. They attained a grade higher than previous cohorts • The accuracy mark for writing on average was 6/10 for Year 7 and 8 and only 4.5/10 for Year 9 • There is a negligible gap between pupil premium and non pupil premium in the grammar outcomes in Year 7 • End of Year examinations Year 9 who had not watched the videos with average of 42% whilst in Year 7 and 8 it was 66% • Pupil premium students in Year 8 average group out performed their peers and all other students in the grammar exam • Motivation and re-teaching from intervention support • Overall 84% of students exceeded baseline in grammar 	<ul style="list-style-type: none"> • We need in future years to increase Year 9 to 6ppw in English • Track Year 8 to ensure they ‘buy in’ • Feedback from focus groups • We know that little and often pre-work works 	<p>£45,000</p>

<p>Improve outcomes across KS3&4</p>	<ul style="list-style-type: none"> • Six form intake into 7 classes Year 7 – 11 • Supported in key groups by co-teachers for groups with greatest needs • Co-planning time and deployment of experienced teachers 72 periods weekly of teacher time supporting key groups, new staff 	<ul style="list-style-type: none"> • Impact particularly noticeable in KS3 and KS4 English attainment where additional staff supported key classes and key teachers. • Later in year some small group withdrawal particularly effective in supporting under performing students in Year 11. 67% of pupil premium attained English EBacc (5+) versus 77% non pupil premium. This was the smallest gap of all EBacc subjects • Overall progress in Year 11 increased slightly on previous year Progress 8 for pupil premium +0.4 (nearly half a grade better than similar students nationally). Attainment 8 for pupil premium at 4.7 is a whole grade higher than nationally (3.7). grade 5+ in English and maths 54% v. 43% nationally. Pupil premium – 42% versus 24.5% nationally 	<ul style="list-style-type: none"> • Smaller classes in lower sets is working well, these sets are still large and still need for smaller groups in sets 5-7 • Co-teaching where there is staffing flexibility is a real strength but is restricted by both cost and recruitment (science) • The impact of small group withdrawal by specialists leading up to public exams/key assessments is strong 	<p>£150,000</p>
Total cost:				£250,000

Review of Expenditure				
Previous Academic Year		2017/18		
(ii) Targeted Support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Extend literacy support to key underachieving groups in Years 7-9	<ul style="list-style-type: none"> • In Year 7, 11 students receiving 1:1 withdrawal for reading (10 Pupil Premium) • Year 8, 4 students receiving 1:1 For reading (all pupil premium) • EAL Students • Year 7 – 12 students withdrawn (5PP) • Year 8 – 10 students withdrawn (5PP) • Year 9 – 8 students withdrawn (2PP) • Year 10 – 10 students withdrawn (3PP) • Year 9 – 2 groups identified and withdrawn from MFL • Group 2 – had very low literacy with significantly low RA (9 students – 6PP) • Additionally 21 (12PP) Year 7 students were targeted for additional English study support in summer term • All were having difficulty with 	<ul style="list-style-type: none"> • Year 7 really significant gains in reading ages. All 11 improved their RA. All started with base RA of 5 years. 9 students more than doubled their reading ages by end of year • 4 students increased English grade from Autumn 2 to Summer 2 including 2 (with low baseline) by 2 grades • Year 8 – 2 increased their English grades • Year 9 low literacy gains were limited (only 2 made significant gains in RA) • Year 9 2 EAL students moved to Competent as opposed Developing Competence on EAL proficiency scale • Year 10 EAL – all bar one have made positive progress on EAL proficiency scale • Year 7 EAL – 9 students made progress on EAL proficiency scale 	<ul style="list-style-type: none"> • The benefits of small group withdrawal and 1:1 reading with students of low proficiencies • Additional English and maths time now built in to the timetable of key students in each year group • Review Year 9 group and provision as move into year 10. Eight students who are following foundation science in the gained time will continue to have additional English lessons • Impact of post school homework club now targeted more forensically at 49 students (33PP) 	£67,000

	<p>homework</p> <ul style="list-style-type: none"> • 100 students Year 7 -11 (64PP) were eligible to attend Homework clubs – Monday, Tuesday and Thursday or Pupil Support lunch club Monday - Thursday 	<p>Autumn 2 to summer 2 – 4 students have progressed to competence (as opposed to Early Acquisition)</p> <ul style="list-style-type: none"> • Year 8 EAL – 4 students made significant progress since Spring 2 • Additional English Study Support. 9 improved RA. 4 improved English grades in summer 2 		
Total budgeted cost :				£ 67,000

Review of Expenditure				
Previous Academic Year		2017/18		
(ii) Targeted Support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved outcomes for KS4 students	<ul style="list-style-type: none"> Academic catch up/support sessions in additional timetabled time (P7) with key staff Saturday and holiday sessions for targeted Year 11 students 1:1 Academic mentoring of key students (42 in Year 11 31 students PP) Additional support for SEN students targeted to reach grade 4 (10 students 6 PP) in English – target 50% to reach grade 4 10 of lowest attaining students had additional English in Year 11 in one option block 	<ul style="list-style-type: none"> 59% of Year 11 were pupil premium Attendance at Saturday and holiday sessions was very good in February half term 87 students were targeted (46PP), in Easter 481 were targeted (272 PP) Improved progression Year 11 GCSE and attainment has been consistent from 2017. The gap between PP and non PP students in Year 11 English and maths grade 4 + is only 3% at 71% which is almost 30% above the national average for PP students For Year 11s who received mentoring, progress from Mock 1 to GCSEs was pleasing. 37 improved their Progress 8 score by +0.5 or more, 25 improved by +1 or more, 11 improved by +1.5 or more. The target of 50% grade 4 for targeted SEN students in English was exceeded (52%) Targeted students (10) for additional English in an option block 8 students achieved equal or higher grades than maths 	<ul style="list-style-type: none"> Develop student motivation through GCSE Mindset delivered through assemblies and tutor period Develop independent study and skills (e.g. through more department drop-ins and homework club) Provide supervised Homework Tuesday – Friday so that students can develop their independent skills Provide targeted study support for Y11 – 3-week short burst pre-Mock 1, then over the Spring term Departments with good attendance at Study Support to share strategies at MLT 	£80,000
Total budgeted cost :				£ 80,000

Review of Expenditure				
Previous Academic Year	2017/18			
(iii) Other approach				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Support for underachieving SEMH students	<ul style="list-style-type: none"> Dedicated behaviour mentors to provide stability, advice and strategies for vulnerable students often with severely dysfunctional lives. In 2017/2018 69 students were mentored of whom 48 were PP. 	<ul style="list-style-type: none"> In Year 11, 9 students who were very vulnerable were mentored and remained on track to take their GCSEs (5PP) 	<ul style="list-style-type: none"> Continue to identify students as early as possible in KS3 	£52,000
Counselling/therapy support Reduction in behaviour incidents, exclusions and improved attendance	<ul style="list-style-type: none"> In school counselling/support ability to refer to CAMHs 		<ul style="list-style-type: none"> Very small group of vulnerable students 	£14,000
Total budgeted cost :				£66,000

Performance of Pupils in Receipt of Pupil Premium at the end of KS4

PERFORMANCE OF PP ELIGIBLE PUPILS AT THE END OF KS4 – ATTAINMENT 2016 – 2018					
Average Progress 8 score of PP pupils	2016	0.22	Estimated Progress 8 score of PP pupils	2018	+0.39
	2017	0.3			
Average Attainment 8 score of PP pupils	2016	5.1	Average Attainment 8 score of PP pupils	2018	4.7
	2017	4.7			
% of PP pupils achieving 9 - 4 in English & Maths	2017	73%	% of PP pupils achieving 9 - 4 in English & Maths	2018	71%
% of PP pupils achieving 9 - 5 in English & Maths	2017	46%	% of PP pupils achieving 9 - 5 in English & Maths	2018	41%
% of PP pupils achieving English Baccalaureate	2016	34%	% of PP pupils achieving English Baccalaureate	2018	18%
	2017	26%			
% of PP pupils achieving 5 A*-B	2016	41.50%	% of PP pupils achieving 5+ 9-4 inc E&M	2017	66%
				2018	68%
DIMINISHING THE DIFFERENCES (difference +/- between PP and non-PP pupils) 2015 2016					
Average Progress 8 score of PP and non-PP pupils	2016	-0.22	Average Progress 8 score of PP and non-PP pupils	2018	-0.31
	2017	-0.3			
Average Attainment 8 score of PP and non-PP pupils	2016	-0.4	Average Attainment 8 score of PP and non-PP pupils	2018	-0.9
	2017	-0.8			
% of pupils achieving A*C in English & Maths	2016	-8%	% of pupils achieving 9 - 4 in English & Maths	2017	-4%
				2018	-9%
% of PP pupils achieving English Baccalaureate	2016	-7%	% of PP pupils achieving English Baccalaureate	2018	-29%
	2017	-21%			
% of pupils achieving 5 A*-B including English & Maths	2016	-3.30%	% of PP pupils achieving 5+ 9-4 inc E&M	2017	-10%
				2018	-12%