

**Thirsk School & Sixth Form College**

**Review of 2018-19:**

**Pupil Premium Funding Levels:**

**FREE SCHOOL MEALS & EVER 6** (Those eligible for Free School Meals over the last 6 years)

2016 – 2017 - £900 per student

2017 – 2018 - £935 per student

2018 – 2019 - £935 per student

**Pupil Premium Funding Levels: (Service Children Premium)**

2016 – 2017 - £300

2017 – 2018 - £300

2018 – 2019 - £300

The school received £159,755 for 2018-19 to support our Pupil Premium Students.

### Breakdown of Pupil Premium Students (At Sept. 2018)

Criteria	Number of students	Funding per student	Total funding
Students in Y7-11 recorded as Ever 6 FSM	153	£935	£143,055
Students who are Children Looked After	1	£2300	£2300
Students who are Adopted from Care	0	£2300	0
Students who are recorded as Ever 5 Service Children	48	£300	£14,400

In 2018-19 it was the ambition of Thirsk School & Sixth Form College is to support all children regardless of any barriers, to fully engage with their education and achieve their potential. We are using the Pupil Premium funding to help disadvantaged students and so narrow the gap between the performance and progress of different groups of students by

- ensuring that students make at least expected progress in relation to their starting points
- help students understand the level at which they are working across a range of subjects and the progress they have made since joining the school.
- encourage students to develop a range of skills including reading, writing, communication and mathematical skills.
- raise the ambition and aspiration of all of our students.

## Review of 2018-19 actions

1. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Outcomes
A.	More rapid progress in English and Maths in Y7 for disadvantaged students than other students. 'Accelerated Reader' scheme will continue to be used throughout KS3. Trial mixed ability approach in year 7 and 8 English. Maths schemes will be evaluated and adopted if appropriate. Timetabled provision for students in need of catch up will be reviewed.	<p>On transition from primary school, 62% of students in year 7 were achieving ARE in Maths and 68% were achieving ARE in English. These figures increased so that by the end of the academic year, 68% were achieving ARE in Maths and 79% in English. Mixed ability approach maintained in English, resulting in improved outcomes for students with LPA. In 2017/18, of 60 students with LPA, 23 met the standard by the end of the year (38%). In 2018/19, of 69 students with LPA, 31 met the standard by the end of the year (45%).</p> <p>Work on the accelerated reader programme has identified that some students are unable to access elements of the GCSE curriculum and further work will be undertaken as part of the 2019/20 PP plan to address this.</p>
B.	Disadvantaged students who are lower and middle ability prior attaining students will improve achievement to be more closely in line with other low and middle ability prior attaining students. High prior attaining students who are disadvantaged will perform in line with other high prior attaining students.	<p>For disadvantaged students leaving year 11 in 2019, there was a dip in performance. The overall P8 score for disadvantaged students was -0.87 compared to a P8 score of +0.24 for non-disadvantaged students. P8 scores for LPA disadvantaged students was -0.66, for MPA disadvantaged students was -1.18 and for HPA disadvantaged students was +0.15. Current tracking data shows that the gap between disadvantaged and other students is reducing when compared with 2018/19 data, with the P8 for disadvantaged students predicted to be -0.03 (based on year 10 AP3) compared to a P8 score of +0.33 for non-disadvantaged students. These figures are based on the calculations made by our tracking system, 4Matrix.</p>
C.	In observations and learning walks teaching is consistently good. Training opportunities will continue to focus on developing a teacher 'toolkit' to incrementally lift the learning of disadvantaged students. There will be sustained attention to standards of presentation in student work. Over a two-year cycle, all departments in the school will undergo a departmental review as part of which the progress of disadvantaged students will be monitored.	<p>Lesson observation data shows that for 2018-19 the vast majority of teaching was good or better.</p> <p>The progress of disadvantaged students dipped in 2018/19 when compared to the previous academic year, but is predicted to improve again in 2019/20, based on current tracking data. (See above for data).</p>

<b>D.</b>	The KS3 curriculum provision and assessment methods are reviewed to ensure there is an emphasis on 'mastery' for all students with the aim that all students, including disadvantaged students, are able to meet the expected standards (unless specific learning needs prevent this).	Across the school, the P8 score has remained stable and has been consistently positive for all students, at +0.07 for the 2019 cohort. For disadvantaged students P8 measures were not in line with the rest of the cohort but tracking data shows a predicted improvement for the 2020 cohort, both for all students and for disadvantaged students. (See above for data).
<b>E.</b>	Replicate the high quality written and verbal feedback evident within subjects everywhere so that inconsistencies between and within subjects are ironed out.	Lesson observations, learning walks and department reviews show that there is high quality written and verbal feedback in some areas of the school. Any remaining inconsistencies will continue to be addressed as part of the 2019/20 whole school improvement plan and PP strategy.
<b>F.</b>	Disadvantaged students have more self-belief, ambition and correspondingly display more positive attitude to learning. Disadvantaged students are supported to become more engaged.	Monitoring of the participation in extra-curricular activities shows that there is not a significant gap between the participation of disadvantaged and non-disadvantaged students in most year groups. Where gapes have been identified, work has begun to improve participation rates. Students identified as underachieving in years 9-11 have worked with an academic mentor to improve levels of self-belief and ambition. Analysis of their ATL data shows that in the majority of cases, their attitude to learning improved as a result of this intervention.
<b>G.</b>	Personalised curriculum routes are retained and utilised in a timely and appropriate manner for students for whom they are a critical mechanism for retention or other success	43% of disadvantaged students were entered for the EBacc in 2019. This compares to a national figure of 40% for all students. This shows a commitment to a suitable challenging curriculum for all students. Personalised curriculum routes were used where appropriate, where a particular need was identified. This includes functional English/Maths and BTEC Level 1 Home Cooking Skills.
<b>H.</b>	Attendance of disadvantaged students improves and persistent absence declines	Overall attendance in 2018/19 was 92.7% for all students Attendance for PP students in 2018/19 was 89.1% PA for all students in 2018/19 was 21.7% for all students PA for PP students in 2018/19 was 38.3% for PP students Attendance remains a high priority for the PP strategy for 2019/20

I.	Parents of disadvantaged students are more engaged, and better able to understand how to support their children’s learning.	<p>A change of MIS at the start of 2018-19 means that it is not possible to make a comparison between 2017-18 and 2018-19 data. However, 2018-19 data shows that for all five year groups, there is a gap between all students and disadvantaged students in terms of attendance at parents’ evenings. It continues to be our ambition that parents of disadvantaged students are more engaged and better able to understand how to support their children’s learning, therefore we will aim to work towards closing all these gaps in 2019-20.</p> <p><b>2018-19 attendance at parents’ evening by year group:</b></p> <p>Year 7 – 78% (disadvantaged – 67%)  Year 8 – 69% (disadvantaged – 63%)  Year 9 – 74% (disadvantaged – 57%)  Year 10 – 72% (disadvantaged – 39%)  Year 11 – 74% (disadvantaged – 68%)</p>
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