

Cranbury College Pupil Impact Statement Academic Year: 2016 -2017



Pupil Premium is an additional grant given to schools by the Government to address the needs of students who are eligible for free school meals, Looked after and Adopted Students(LAAC) or whose parents are in the Armed Forces. The Government believes that the Pupil Premium Grant (PPG), which is additional to the main school funding, is the best way to address inequalities between students eligible for free school meals (FSM) and those students who are not. Additionally the Government believes this funding will help to close the attainment gap between them and their peers.

Each school may decide how best to use the funding and they are held accountable for how it has been used to support those pupils eligible. Schools are required to report this information.

In the case of Cranbury College the PPG is calculated from the January census and due to the ever changing school roll it is difficult to link it to specific pupils. Cranbury College is aware that many of our students are disadvantaged not only as a consequence of deprivation but a result of the negative impact of permanent exclusion.

Based on Jan 2016 Census the total income we received for 2016 - 2017 Academic Year was the following:

Key Stage	No. of Pupils	Amount Per Pupil	Total Funding
KS1 (Yrs 1, 2)	1	£1,320	£1,320
KS2 (Yrs3, 4, 5, 6)	10	£1,320	£13,200
KS3 (Yrs 7, 8, 9)	16	£935	£14,960
KS4 (Yrs 10, 11)	28	£935	£26,180
PPG Allocation 2016 - 2017			£55600

This impact report evaluates the 2016 - 2017 strategy, making comparisons between pupils who receive pupil premium and those who don't in areas such as attendance, qualifications and attitude.

This report will influence and feed into the 2017 - 2018 Strategy for Cranbury College.

Pupil Absences:

Whole School Attendance Averages				
School Year	National Average	Whole School %	PP %	Difference
2016 - 2017		71%	70%	-1%
Average Term by Term Attendance				
Term		Whole School %	PP %	Difference
Autumn 2016		71%	73%	+2%
Spring 2017		71%	73%	+2%
Summer 2017		71%	68%	-3%

Qualifications & Progress:

Primary

	PP	Non PP	Total
Number in cohort	12	3	15
Students who made progress in reading.	6	0	6
Students who made no progress in reading	1	1	2
Students who refused to engage in reading assessments	5	2	7
Reading			
Students who made progress in writing.	2	0	2
Students who made no progress in writing	4	1	5
Students who refused to engage in writing assessments	6	2	8
Writing			
Students who made progress in maths.	6	0	6
Students who made no progress in maths	1	1	2
Students who refused to engage in maths assessments	5	2	7

Secondary

Cranbury Road Year 11 Achievements

Gender	PP		Non PP		Total	
	Female	Male	Female	Male	Female	Male
Number in cohort	3	2	1	6	4	8
Students with only GCSE English <u>OR</u> Maths	0	1	0	2	0	3
Students with Both GCSE Maths <u>AND</u> English	1	1	1	4	2	5
GCSE's (All Subjects)*	2	2	3	12	5	14
Level 1's (non-GCSE)	0	2	0	7	0	9
Level 2's (non-GCSE)	1	0	0	4	1	4
No level 1's or above	1	0	0	0	1	0

Note: * All Subjects at GCSE includes English Language, English Literature, Maths, Art and Science for Cranbury Road students

- The numbers of students does not give meaningful percentages, so the empirical outcomes are used.
- There appears to be a significant difference in outcomes between the Genders of students (females performing less well than males - however one female was LAC and left the borough).
- There appears to be no significant difference in outcomes between those students with FSM and those without.
- As in previous years of terminal exams only, students who fail to sit all the papers of an exam limit the outcome they may attain.
- This was the first year of 9-1 grading and syllabus for English and Maths - comparisons with previous years is therefore difficult.

ILP Year 11 Achievements

Gender	PP		Non PP		Total	
	Female	Male	Female	Male	Female	Male
Number in cohort	0	1	5	6	5	7
Students with only GCSE English <u>OR</u> Maths	0	1	1	2	1	3
Students with Both GCSE Maths <u>AND</u> English	0	0	3	0	3	0
GCSE's (All Subjects)*	0	1	8	2	8	3
Level 1's (non-GCSE)	0	0	1	0	1	0
Level 2's (non-GCSE)	0	0	0	0	0	0
No level 1's or above	0	0	1	4	1	4

Note: * All Subjects at GCSE includes English, Maths, Art and Science for Year 11 ILP students

- The numbers of students does not give meaningful percentages, so the empirical outcomes are used.
- There is a significant difference in outcomes between the Genders of students with Females achieving better than Males
- There are too few FSM students to assess any significant difference in outcomes between those students with FSM and those without.

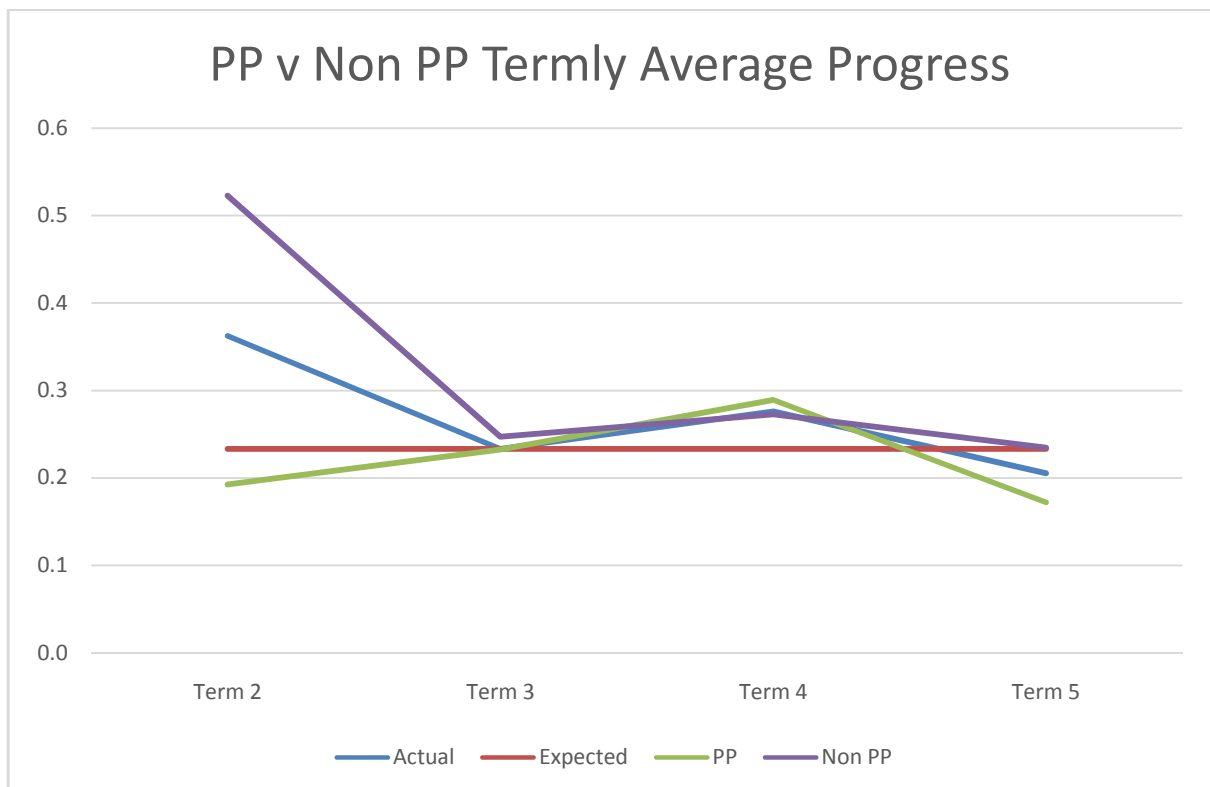
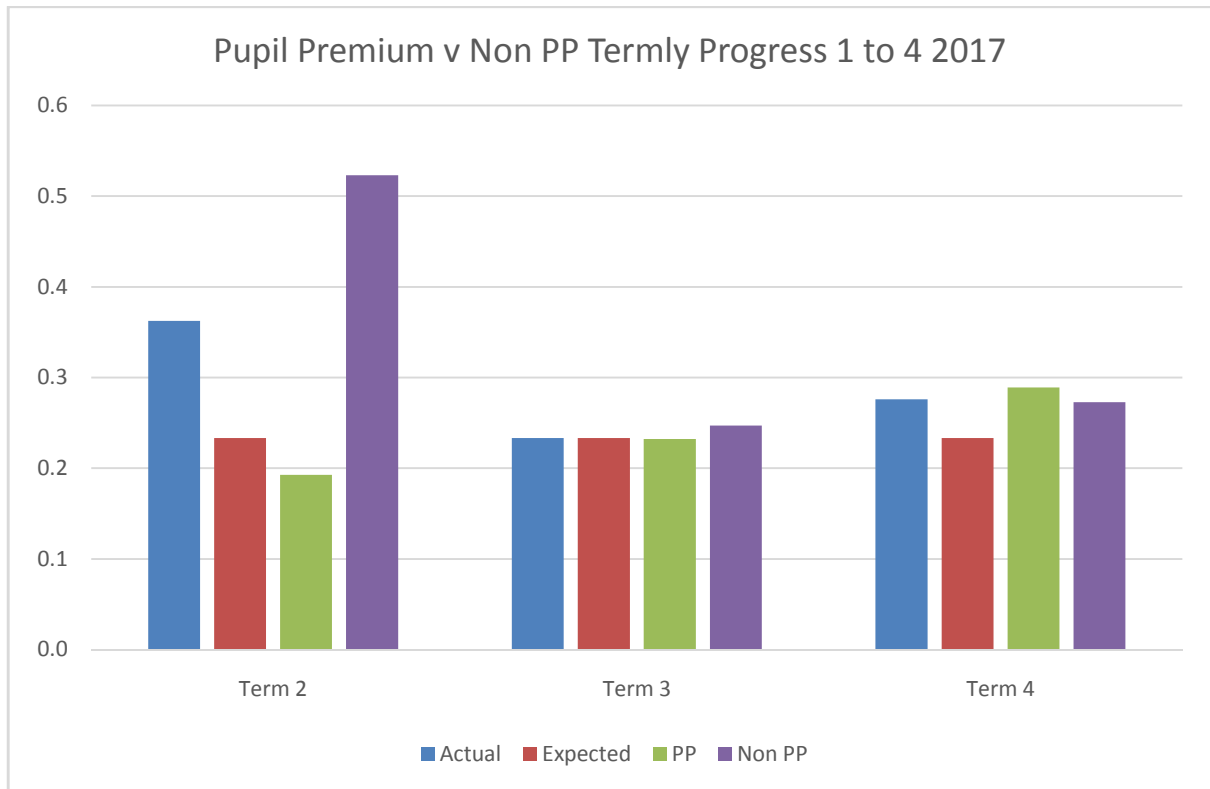
Post 16 Achievements

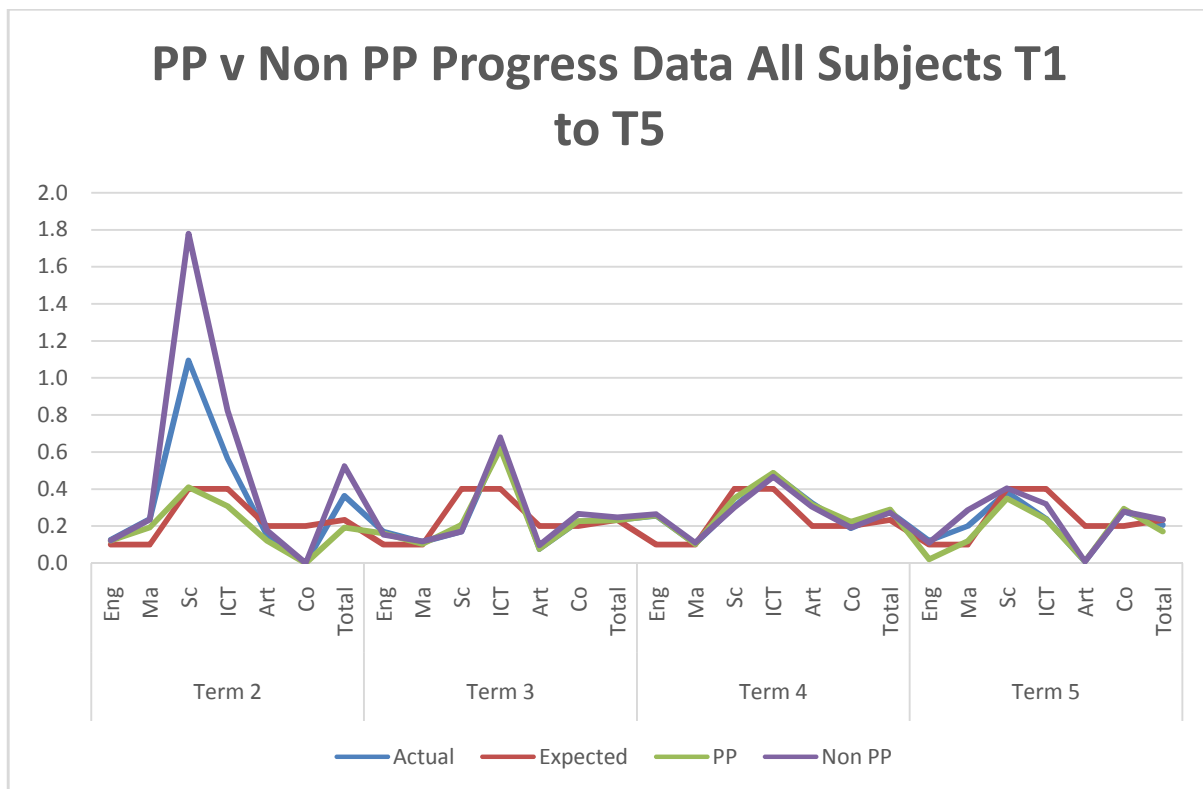
Gender	PP		Non PP		Total	
	Female	Male	Female	Male	Female	Male
Number in cohort	4	6	4	5	8	11
Students with only GCSE English <u>OR</u> Maths	0	3	3	1	3	4
Students with Both GCSE Maths <u>AND</u> English	1	1	1	0	2	1
GCSE's (All Subjects)*	1	4	4	1	5	5
Level 1's (non-GCSE)	3	7	1	5	4	12
Level 2's (non-GCSE)	1	2	2	0	3	2
No level 1's or above	0	0	1	2	1	2

Note: * All Subjects at GCSE includes English, Maths, Science and Others for Post 16 students.

- The numbers of students does not give meaningful percentages, so the empirical outcomes are used.
- **If the GCSE Maths or English grade is less than, or the same as, prior attainment, it is not counted in this analysis, as no progress has been shown.**
- Both genders achieved the same number of GCSE's per head, and 1 of each attained the C grade re-sit target in Maths. Only 1 female achieved a new Grade 4, and that in English Literature. In contrast, the males achieved significantly more Level 1/2 outcomes.
- There appears to be no significant difference in outcomes between those students with FSM and those without.

Whole College Progress





Conclusion and forward planning

Pupil Premium funding needs to be used effectively to further inform the data shown in the tables and graphs as part of this document. It is evident that the gap is narrowing, as the terms progressed, but this needs to be at a more consistent standard throughout the year.