

Pupil Premium Review

2015/16

The Government believes that the Pupil Premium (PP), which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers. Nationally, disadvantaged students' achievement is significantly lower than that of other students on all key indicators. The main aim of the premium is to raise the achievement of these students and to diminish differences in attainment between the two groups. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

All of the students at The Langley Academy who are entitled to the premium are either:

- on free school meals
- were eligible for free school meals at any point in the past 6 years.
- have been looked after for 1 day or more
- have been adopted from care
- have left care under a special guardianship order, a residence order or a child arrangements order.

The percentage of Disadvantaged students, at the Academy, per year group is illustrated in the table below:

	Year 7	Year 8	Year 9	Year 10	Year 11	Overall	National
Number on roll	179	180	178	180	174	891	
% of Disadvantaged	29	37.2	32.6	40.6	31	34.1	28.5

The amount of Pupil Premium allocated to The Langley Academy during the academic year 2015-16 was £277,695. This sum was calculated by multiplying the premium rate of £935 per student, by 297, the number of PP students on roll at The Langley Academy, in January 2015. All data is publicly available on the DfE website.

Below is a breakdown of how the premium has been spent, over the last academic year, within the Academy. A brief description of how the spending impacted our PP students is provided.

Focus	Area of expenditure	Cost (£k)	Impact
Attainment	Small class sizes (Maths, English and Science)	60	Pupil premium students outperformed their peers on the new progress 8 performance indicator by 0.09. Pupil premium students in English outperformed national progress by more than a quarter of a grade. Pupil premium students in Maths outperformed national progress by more than half a grade.
	Small targeted holiday and weekend classes	12	
	External provisions	5	
	Alternate education - college/haybrook	18	
	Educational/Residential trips	3	
	HLTA - core subjects	30	
Literacy	Sound training for reading	2	GCSE results improved in literacy based subjects - English, History and Geography. Pupil premium students achieved 77% in English and 82% in Humanities, both creating positive national gaps of 3% and 11% respectively.
	Accelerated reader	1.5	
	LearnPads	5	
	Talk4Writing	0.5	
Numeracy	Co-ordinator	12	GCSE Maths results for pupil premium students improved by 22% to 60%. The numeracy co-ordinator is a new role and has allowed the Academy to provide better provisions for numeracy across our subjects.
Enrichment	Science week	2	The Langley Academy ensures all students are well rounded and receive opportunities to build their SMSC traits
	Academic trips	5	
	Extracurricular (museum learning/trips)	5	
	Dedicated peripatetic music teachers	2.7	
	Work Experience	5	
Transition	Year 7 team building	4	Less than 1% of Year 7 absence was unauthorised in the academic year 2015-16
	Summer school	3	
Resources	Online resources	3	To ensure inclusion the Academy provides online resources for all students. Additional resources are requested by Heads of Faculty for specific pupil premium students. Online tools promote independent learning our GCSE results for pupil premium students have improved across the board. Pupil premium students outperformed their peers by a progress 8 score of 0.09.
	Show myhomework	1	
	Student resources	3	
	Pxl	1	
Behaviour	Behaviour support (Student Support Managers)	8	38% of all behavioural issues were due to to pupil premium students which is significantly lower than their peers. There was a 10% drop in teacher interventions for pupil premium students between the two years.
	School inclusion (ACE and IC)	16.4	
	Rewards (Thorpe park)	4	
	Safeguarding officer	0.5	
Advice	Careers and guidance	6	The percentage of pupil premium students who chose an additional Ebacc subject went up by 21% to 79%, closing the in academy gap to 10%.
	Further education	1	
	Options evenings	2	
Personalised support	Hardship funds	6	Individuals were provided breakfast to support their health and wellbeing. Some of our most vulnerable students were provided psychological support to ensure mental health.
	Educational psychologist	2	
	Breakfast clubs	0.5	
Staff training	E-Safety	1	A dedicated day of pupil premium inset removing stereotyping and focussing on 'ALL' PP students not just low ability. High Attaining PP students outperformed their peers in both Attainment 8 and Progress 8 with scores of 6.47 and +0.33 against 6.22 and +0.19
	Pupil premium	1	
	Safe guarding	0.5	
	Schools Direct	8	
Staffing	Data management	6	Year 11 Raising Standards Leader and Heads of Faculty were provided appropriate data to ensure tracking and intervention was deployed appropriately. Best results achieved by the Academy. History A*-C for PP students went from 64% in 2015 to 92% in 2016. A*-A went from 18% to 44%.
	Learning Mentor for Humanities	10	

256.6

The remaining funds were used to develop our broad curriculum, the majority of expenditure was used to ensure the new GCSEs are resourced and delivered appropriately.

Below is a detailed analysis of our data. The impact of pupil premium is highlighted in the following tables:

Year 11

2016 GCSE results

English Baccalaureate (Ebacc) subjects		Disadvantaged		Other		Closing the gap 2016					Improvement from last year		Closing the gap 2015	
		TLA	National	TLA	National	The National gap	The TLA gap	Difference between National and TLA gap	Within Academy gap	Difference between National and Within Academy gap	The TLA gap	Within Academy gap	The TLA gap	Within Academy gap
						Difference between disadvantaged students and other students nationally	Difference between TLA disadvantaged students and other students nationally		Difference between TLA disadvantaged and TLA other students				Difference between TLA disadvantaged students and other students nationally	Difference between TLA disadvantaged and TLA other students
English	A*-C (%)	77	51	90	74	-23	3	26	-13	10	14	6	-11	-19
	Expected progress (%)	67	57	82	74	-17	-7	10	-15	2	-6	-3	-1	-12
	Rapid progress (%)	44		41	34		10		3		13	22	-3	-19
	Average Points score	42.3		44.5	40.5		1.8		-2.2		4.1	2.3	-2.3	-4.5
Maths	A*-C (%)	60	49	81	74	-25	-14	11	-21	4	21	5	-35	-26
	Expected progress (%)	71	49	78	72	-23	-1	22	-7	16	28	13	-29	-20
	Rapid progress (%)	35		45	35		0		-10		21	6	-21	-16
	Average Points score	40.9		43.5	40.6		0.3		-2.6		6.1	2.3	-5.8	-4.9
Science	A*-C (%)	54	53	74	73	-20	-19	1	-20	0	21	-6	-40	-14
Languages	A*-C (%)	60	59	74	72	-13	-12	1	-14	-1	-30	-24	18	10
Humanities	A*-C (%)	82	49	89	71	-22	11	33	-7	15	17	6	-6	-13

In all 5 sections of the English Baccalaureate our disadvantaged students achieved a higher A*-C percentage than disadvantaged students nationally.

The main areas of concern from last year were A*-C in Science, English and all performance indicators in Maths. The difference between the attainment of Langley Academy's disadvantaged students and others nationally improved in all three areas.

The smaller classes in English, Maths and Science has enabled us to diminish differences significantly for TLA disadvantaged students. When comparing our results to the National picture it is clear how much of an improvement the Academy has made. Disadvantaged students achieved 77% A*- C in English, 60% in Maths and 54% in Science resulting in attainment differences for TLA's disadvantaged students diminishing by 14%, 21% and 21% respectively.

Languages is a concern and will be a focus for this year.

Threshold

Threshold		2016				3 year average			
		Cohort	TLA	National other students	Diff	Cohort	TLA	National other students	Diff
			%	%	%		%	%	%
E Bacc	Disadvantaged pupils	52	6	28	-22	50	7	28	-21.33
	Other pupils	122	20		-8	124	19		-9.33
	Within school gap		-14.0				-12.0		
5 A*-C inc Eng and maths	Disadvantaged pupils	52	50	63	-13	50	39	63	-23.67
	Other pupils	122	74		11	124	64		1.67
	Within school gap		-24.0				-25.3		
Basics	Disadvantaged pupils	52	52	65	-13	50	43	65	-21.67
	Other pupils	122	77		12	124	67		2.33
	Within school gap		-25.0				-24.0		
English A*-C	Disadvantaged pupils	52	77	74	3	50	65	74	-9.00
	Other pupils	122	90		16	124	81		7.67
	Within school gap		-13.0				-16.7		
Maths A*-C	Disadvantaged pupils	52	60	74	-14	50	52	74	-22.33
	Other pupils	122	81		7	124	74		-0.33
	Within school gap		-21.0				-22.0		
5 A*-G	Disadvantaged pupils	52	100	96	4	50	100	96	4.33
	Other pupils	122	98		2	124	99		3.00
	Within school gap		2.0				1.3		

Despite there being a 13% difference between our disadvantaged and “national other students” (5 A*-C inc Eng and maths), 50% is a significant increase when compared against the Academies three year average of 39%. This table demonstrates a progressive picture rather than just a snapshot of one year. We have identified the improvements which must be considered with E Bacc subjects being a priority.

Average Points Score (APS)

Average Point Score		2016				3 Year average			
		Cohort	TLA	National other pupils	National gap	Cohort	TLA	National other pupils	National gap
English APS	Disadvantaged pupils	52	42.3	40.5	1.8	50	39.0	40.5	-1.4
	Other pupils	122	44.5		4	124	42.6		2.1
	Within academy gap		-2.2				-3.53		
Maths APS	Disadvantaged pupils	52	40.9	40.6	0.3	50	37.2	40.4	-3.233
	Other pupils	122	43.5		2.9	124	41.1		0.7
	Within academy gap		-2.6				-3.9		
Capped APS	Disadvantaged pupils	52	323.1	326.6	-3.54	50	292.7	326.0	-33.3
	Other pupils	122	345.1		18.45	124	330.5		4.5
	Within academy gap		-21.99				-37.8		

Average point scores have improved when looking at English, Maths and the “Capped” subjects (best 8 subjects), compared to the 3 year trend average, demonstrating an improved APS score holistically across all subjects within the Academy.

Disadvantaged students in particular have stood out exceeding “National other pupils” in both English and Maths, which is also an improvement on the three year trend average.

Percentage achieving expected and rapid progress from different starting points		2016	Expected progress			Rapid expected progress			3 year average	Expected progress			Rapid expected progress		
English	KS2 Level	Cohort	TLA %	National other pupils %	Diff %	TLA %	National other pupils %	Diff %	Cohort	TLA %	National other pupils %	Diff %	TLA %	National other pupils %	Diff %
Disadvantaged pupils	W			6			5				6.3			4.7	
Other pupils															
Disadvantaged pupils	1			31			21		1	100	32.0	68.0	100	22.7	77.3
Other pupils															
Disadvantaged pupils	2			59			32		2	50	57.7	-7.7	50	28.0	22.0
Other pupils									3	100		42.3	50		22.0
Disadvantaged pupils	3	15	73	68	5	33	28	5	16	66	67.3	-1.8	32	26.0	6.3
Other pupils			10	90		22	50		22	14	79		11.7	43	17.3
Disadvantaged pupils	4	28	79	74	5	50	31	19	25	74	74.3	-0.8	33	31.3	1.7
Other pupils			82	89		15	50		19	72	82		7.7	47	16.0
Disadvantaged pupils	5	7	71	79	-8	43	40	3	7	86	79.3	6.2	37	43.0	-5.7
Other pupils			24	75		-4	46		6	28	71		-8.3	40	-2.7

Percentage achieving expected and rapid progress from different starting points		2016	Expected progress			Rapid expected progress			3 year average	Expected progress			Rapid expected progress		
Mathematics	KS2 Level	Cohort	TLA %	National other pupils %	Diff %	TLA %	National other pupils %	Diff %	Cohort	TLA %	National other pupils %	Diff %	TLA %	National other pupils %	Diff %
Disadvantaged pupils	W			2			1				2.3			1.7	
Other pupils															
Disadvantaged pupils	1			8			5		1	100	8.0	92	100	5.7	94.3
Other pupils															
Disadvantaged pupils	2			23			13		4	33	21.0	12.0	33	10.7	22.3
Other pupils									4						
Disadvantaged pupils	3	12	67	50	17	8	23	-15	12	59	48.7	9.8	20	24.3	-4.8
Other pupils			9	33		-17	0		-23	16	51		2.3	8	
Disadvantaged pupils	4	20	60	74	-14	20	26	-6	24	60	74.0	-14.5	10	26.3	-16.3
Other pupils			59	80		6	39		13	58	86		12.0	35	
Disadvantaged pupils	5	16	81	82	-1	75	51	24	10	74	81.3	-7.3	60	51.0	8.5
Other pupils			50	82		0	54		3	41	72		-9.3	41	

Due to Government changes and the introduction of Progress 8, this key performance indicator has become obsolete. However, the data is still worth considering as it enables us to compare progress with previous years.

Rapid progress in English, for all prior attainment groups, clearly shows that our disadvantaged students outperformed ‘Others’ nationally. Similarly, for expected progress the low and mid attainers outperformed others nationally, our high attainers were 8% behind. However, the 3 year average clearly demonstrates a significant

increase in our 2016 results. Expected progress for Maths was very strong for our low attainers and rapid progress for our high. Maths need to focus on supporting the mid attainers improve progress for both expected and rapid.

The 3 year trend indicates Maths did not perform as well with their low attainers in relation to rapid progress.

Similarly, English did not perform as well with their high attainers in relation to expected progress. All other groups for both expected and rapid progress in Maths and English exceeded the three year trend.

Progress 8

This is a new performance measure, similar to value added it considers the student's progress rather than attainment. A score of zero means they have performed in line with the national expectations. A positive number means they have progressed better than expected and vice versa for a negative.

Progress 8 2016		Overall	English element	Maths element	EBacc element	Open element
	Cohort					
all pupils	174	0.27	0.24	0.43	0.00	0.45
disadvantaged	52	0.33	0.32	0.61	0.00	0.47
other	122	0.24	0.20	0.36	-0.01	0.44

Progress 8 2015		Overall	English element	Maths element	EBacc element	Open element
	Cohort					
all pupils	167	-0.03	0.21	-0.03	-0.21	-0.01
disadvantaged	49	-0.16	0.20	-0.14	-0.42	-0.15
other	118	0.02	0.22	0.01	-0.12	0.05

Yearly improvement		Overall	English element	Maths element	EBacc element	Open element
all pupils		0.30	0.03	0.46	0.21	0.46
disadvantaged		0.49	0.12	0.75	0.42	0.62
other		0.22	-0.02	0.35	0.11	0.39

The positive overall progress 8 score for disadvantaged students indicates they exceeded their expectations. The main area of strength coming from Maths, where a positive score of 0.61 indicates on average disadvantaged students' achieved half a grade above their expectation. Overall, our disadvantaged students exceeded progress more than our 'other' students (0.33 against 0.24).

Staff training and online teaching tools such as Mintclass and Showmyhomework allowed staff to support and target disadvantaged students. The yearly improvement for this key group was nearly half a grade (0.49) across all subjects.

Attainment 8

Attainment 8 2016												
		National comparator	Overall		English element		Mathematics element		EBacc element		Open element	
	Cohort	type	School	National	School	National	School	National	School	National	School	National
all pupils	174	all	53.5	47.78	11.22	10.32	10.92	9.64	13.98	12.52	15.54	15.3
disadvantaged	52	non	50.2	51.19	10.76	10.87	10.3	10.32	12.51	13.83	16.62	16.17
other	122	same	55	51.19	11.42	10.87	11.18	10.32	14.61	13.83	17.76	16.17
Our PP against peers in school and nationally	Gap	Points	-4.8	-0.99	-0.66	-0.11	-0.88	-0.02	-2.1	-1.32	-1.14	0.45
		Grades	-0.48	-0.10	-0.33	-0.05	-0.44	-0.01	-0.70	-0.44	-0.38	0.15

Attainment 8 2015												
		National comparator	Overall		English element		Mathematics element		EBacc element		Open element	
	Cohort	type	School	National	School	National	School	National	School	National	School	National
all pupils	174	all	47.79	47.78	10.84	10.32	9.54	9.64	11.86	12.52	15.55	15.3
disadvantaged	49	non	41.77	51.19	10.12	10.87	8.33	10.32	9.22	13.83	14.09	16.17
other	125	same	50.15	51.19	11.12	10.87	10.02	10.32	12.9	13.83	16.12	16.17
Our PP against peers in school and nationally	Gap	Points	-8.38	-9.42	-1	-0.75	-1.69	-1.99	-3.68	-4.61	-2.03	-2.08
		Grades	-0.84	-0.94	-0.50	-0.38	-0.85	-1.00	-1.23	-1.54	-0.68	-0.69

Yearly Improvement												
		National comparator	Overall		English element		Mathematics element		EBacc element		Open element	
	Cohort	type	School	National	School	National	School	National	School	National	School	National
all pupils		all	5.71	0	0.38	0	1.38	0	2.12	0	-0.01	0
disadvantaged		non	8.43	0	0.64	0	1.97	0	3.29	0	2.53	0
other		same	4.85	0	0.3	0	1.16	0	1.71	0	1.64	0
Our PP against peers in school and nationally	Gap	Points	3.58	8.43	0.34	0.64	0.81	1.97	1.58	3.29	0.89	2.53
		Grades	0.36	0.84	0.17	0.32	0.41	0.99	0.53	1.10	0.30	0.84

Attainment 8 is the total sum of grades from 8 subjects. English, Maths, 3 Ebacc and 3 other high quality subjects, where English and Maths are double weighted. A student who achieves C grades in all subjects will achieve a score of 50, a C grade is worth 5 points, a B is 6, an A is 7 and so on. Our disadvantaged students improved significantly to diminish the difference against other students nationally by 0.84 (nearly a whole grade). In Maths, the difference between disadvantaged students diminished by 2 grades against their peers, nationally.

Our area of concern is the Ebacc element, disadvantaged students are still more than a grade behind their peers nationally and two grades behind their peers in the Academy. Our advice and guidance has targeted disadvantaged students and we have focussed on ensuring students are aspirational and opt for more academic options such as a language or a humanities subject.

Absence

Absence 2016	% of sessions missed due to Overall absence 2016			% Persistent absentees - absent for 15% or more sessions 2016		
	TLA	Nat	Gap	TLA	Nat	Gap
Disadvantaged	5.4	7.5	-1.1	5.6	10.9	-2.3
Other	3.9	4.3		2.6	3.3	
Absence 2015	% of sessions missed due to Overall absence 2015			% Persistent absentees - absent for 15% or more sessions 2015		
	TLA	Nat	Gap	TLA	Nat	Gap
Disadvantaged	5.1	7.5	-0.8	5.3	10.9	-2
Other	4.1	4.3		3.8	3.3	
Yearly Improvement			-0.3			-0.3

Many factors contribute to absence rates, the Academy has worked hard to identify the issues and attempted to minimise their impact. Some of the factors identified were safety, care, engagement, aspiration, support (educational, mental, behavioural and financial), and strong relationships between home and academy all of these contribute to a student's willingness to attend the academy. Our percentage of absences for disadvantaged students is significantly better than the national figures for disadvantaged students. Unfortunately, their percentages are still behind the 'Others' both in the Academy and nationally. This is a concern as the difference has increased from the previous year by 0.3%.

Exclusions

Exclusions 2016	Fixed term exclusions as a percentage of the student group			% enrolments with 1 or more fixed term exclusions 2016			Permanent exclusions as a percentage of the student group		
	TLA	Nat	Gap	TLA	Nat	Gap	TLA	Nat	Gap
Disadvantaged	1.4	16.47	2.74	1.2	8.34	1.31	0	0.34	0.06
Other	2	4.14		1.1	2.51		0	0.06	
Exclusions 2015	Fixed term exclusions as a percentage of the student group			% enrolments with 1 or more fixed term exclusions 2015			Permanent exclusions as a percentage of the student group		
	TLA	Nat	Gap	TLA	Nat	Gap	TLA	Nat	Gap
Disadvantaged	1.34	16.47	2.8	1.36	8.34	1.15	0	0.34	0.06
Other	0.5	4.14		0.33	2.51		0	0.06	
Yearly Improvement			0.06			-0.16			0

Part of the premium was spent on ensuring students felt safe and were studying at the Academy. Support systems have been tightened and the structure and management of the alternative centre of education (ACE) and the inclusion centre (IC) have been improved. These provisions ensure our students have an alternative to exclusion. The results above indicate the effectiveness of these provisions; all figures are better than the national figures. However, there is still a difference within the Academy, which is a concern.

Destinations in 2013/14 of 2012/13 Key Stage 4 pupils

	Overall percentage going to a sustained education or employment/training destination			Sustained education	
	Cohort	TLA	National	TLA	National
Disadvantaged	67	91%	85%	91%	83%
Other	108	98%	94%	98%	93%
All students	175	95%	92%	95%	90%

After year 11 there is an expectation that students continue on to one of three pathways:

- Education – college or 6th form
- Employment - full time work
- Training – apprenticeships

91% of our students continued with sustained education, a high proportion of those students remain at the academy and move into our 6th form. The advice, information and guidance provided assist both our disadvantaged and other students to make appropriate choices.

The following tables represent the percentage of students who are on track or above our new aspirational flightpath. The flightpath was created using the Attainment 8 estimates from department of education. These estimates have been divided into 28 half terms, the beginning of Year 7 until the Easter term in Year 11. These benchmarks are used to establish the current progress of a student.

Year 10 End of Year data

Y10	All			HA			MA			LA			WB		
	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff
Art	87.5	71.43	16.07	100	27.27	72.73	86.36	94.44	-8.08	85.71	83.33	2.38	75	63.64	11.36
Business	33.33	22.86	10.47	50	16.67	33.33	30.43	28.57	1.86	33.33	0	33.33	50	50	0
Catering	66.67	56.25	10.42	0	0	0	40	62.5	-22.5	100	80	20	80	28.57	51.43
Computer Studies	25	8.57	16.43	25	5.56	19.44	25	6.25	18.75		100		0	0	0
Drama	76.92	71.43	5.49	28.57	33.33	-4.76	90	100	-10	100	100	0	83.33	50	33.33
English	66.67	71.96	-5.29	64.29	63.89	0.4	67.44	74.14	-6.7	71.43	91.67	-20.24	55.56	75	-19.44
Food	40	44.44	-4.44	0	0	0	50	80	-30				100	75	25
French	8.33	11.11	-2.78	0	0	0	10	25	-15				0	0	0
Geography	37.5	40	-2.5	40	20	20	33.33	66.67	-33.34				0	33.33	-33.33
History	28.57	38.1	-9.53	50	31.25	18.75	23.53	41.67	-18.14		100		33.33	10	23.33
Health & Social Care	100	83.33	16.67		100		100	100	0	100	100	0	100	66.67	33.33
ICT	11.11	20	-8.89	0	0	0	12.5	18.18	-5.68		50		0	0	0
Maths	9.72	14.95	-5.23	28.57	22.22	6.35	6.98	12.07	-5.09	0	8.33	-8.33	5.56	6.25	-0.69
Media	84.62	86.96	-2.34	66.67	71.43	-4.76	92.31	90.32	1.99	83.33	87.5	-4.17	100	80	20
Music	66.67	66.67	0	100	100	0		100		50	0	50	100	100	0
Product Design	45	48.89	-3.89	0	20	-20	53.33	58.33	-5	100	83.33	16.67	33.33	77.78	-44.45
PE GCSE	45	77.5	-32.5	42.86	88.89	-46.03	50	75	-25	50	66.67	-16.67	28.57	93.33	-64.76
RPS	47.22	45.79	1.43	21.43	19.44	1.99	53.49	56.9	-3.41	50	75	-25	44.44	43.75	0.69
Sc Additional	37.5	25.64	11.86	22.22	24	-1.78	57.14	25	32.14		100		25	9.09	15.91
Sc Core	37.5	43.93	-6.43	35.71	25	10.71	41.86	55.17	-13.31	28.57	50	-21.43	27.78	25	2.78
Spanish	30	30	0	0	18.18	-18.18	33.33	44.44	-11.11	100			0	14.29	-14.29

Y10	SEND (K)			SEND (E)			SEND (All)			Boys			Girls		
	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff
Art	100	100	0				100	100	0	60	62.5	-2.5	100	78.95	21.05
Business				0	0	0	0	0	0	40	23.08	16.92	26.67	22.22	4.45
Catering	50			100	0	100	66.67	0	66.67	50	55.56	-5.56	75	57.14	17.86
Computer Studies	0	50	-50				0	50	-50	33.33	9.68	23.65	0	0	0
Drama	100	100	0		100		100	100	0	69.23	80	-10.77	84.62	63.64	20.98
English	66.67	66.67	0	0	75	-75	57.14	70	-12.86	42.86	70.15	-27.29	89.19	75	14.19
Food	0	0	0				0	0	0	100	25	75	25	60	-35
French										0	8.33	-8.33	10	16.67	-6.67
Geography		0						0		60	50	10	0	30	-30
History		0						0		36.36	45.83	-9.47	20	27.78	-7.78
Health & Social Care	100	50	50		100		100	66.67	33.33		100		100	80	20
ICT		0			66.67			50		0	18.18	-18.18	16.67	25	-8.33
Maths	0	0	0	0	0	0	0	0	0	14.29	17.91	-3.62	5.41	10	-4.59
Media	0	100	-100		66.67		0	80	-80	80	93.94	-13.94	87.5	69.23	18.27
Music	100						100			50			100	66.67	33.33
Product Design		50			100			75		33.33	50	-16.67	62.5	45.45	17.05
PE GCSE	33.33	0	33.33		100		33.33	33.33	0	42.86	81.48	-38.62	50	69.23	-19.23
RPS	50	33.33	16.67	0	50	-50	42.86	40	2.86	37.14	47.76	-10.62	56.76	42.5	14.26
Sc Additional		0						0		28.57	29.17	-0.6	44.44	20	24.44
Sc Core	16.67	33.33	-16.66	0	25	-25	14.29	30	-15.71	31.43	46.27	-14.84	43.24	40	3.24
Spanish										40	25	15	20	33.33	-13.33

The end of year 10 data highlights which key groups within disadvantaged students are working well and which are not. The Top 3 groups that are working well: White British, Girls and High attainers. Boys and Mid-attainers are our major concern.

Maths used an organisation called Pixl to assess our students on a new curriculum with new grades. The Maths data does not look promising due to unknown grade boundaries and high expectations however feedback from Pixl indicates that we are better prepared for the new curriculum than most schools.

Year 9 End of Year data

Y9	All			HA			MA			LA			WB		
	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff
Art	84.21	90.32	-6.11	100	100	0	78.57	86.36	-7.79	100	100	0	83.33	83.33	0
Business	40.74	50	-9.26	50	53.85	-3.85	53.33	48.15	5.18	0	42.86	-42.86	33.33	100	-66.67
Catering	75	62.5	12.5	0	75	-75	80	50	30	100	100	0	80	55.56	24.44
Computer Studies	60	41.67	18.33	80	57.89	22.11	55.56	29.17	26.39	0	0	0	33.33	42.86	-9.53
Drama	95.65	100	-4.35	100	100	0	93.33	100	-6.67	100	100	0	100	100	0
English	48.28	51.26	-2.98	41.67	34.38	7.29	50	56.34	-6.34	44.44	63.64	-19.2	16.67	40.63	-23.96
Food	90.91	89.47	1.44	100	33.33	66.67	90	100	-10		100		80	80	0
French	40	15.38	24.62	0	0	0	50	16.67	33.33				100	0	100
Geography	30	22.5	7.5	60	29.41	30.59	0	18.18	-18.18		0		0	33.33	-33.33
History	20	32.43	-12.43	33.33	23.08	10.25	14.29	35	-20.71		0		0	37.5	-37.5
Health & Social Care	100	100	0				100	100	0					100	
ICT	0	76.92	-76.92		66.67		0	80	-80				0	66.67	-66.67
Maths	17.24	28.57	-11.33	50	37.5	12.5	11.11	25.35	-14.24	0	9.09	-9.09	11.11	25	-13.89
Media	97.06	91.67	5.39	83.33	66.67	16.66	100	95.45	4.55	100	100	0	100	78.57	21.43
Music	100	100	0	100				100						100	
PE Sport	100	100	0				100	100	0	100	100	0	100	100	0
PE GCSE	33.33	55.81	-22.48	40	71.43	-31.43	33.33	47.83	-14.5	25	66.67	-41.67	0	46.67	-46.67
Product Design	25	42.42	-17.42	0	33.33	-33.33	36.36	36.36	0	0	75	-75	0	30.77	-30.77
RPS	65.52	57.98	7.54	41.67	40.63	1.04	69.44	61.97	7.47	77.78	72.73	5.05	55.56	68.75	-13.19
Sc Core	20.69	47.06	-26.37	33.33	56.25	-22.92	22.22	40.85	-18.63	0	36.36	-36.36	11.11	37.5	-26.39
Spanish	64.29	33.33	30.96	25	16.67	8.33	77.78	47.06	30.72	100	0	100	50	0	50
Travel & Tourism	70	94.12	-24.12	0	0	0	100	100	0	80	100	-20	33.33	85.71	-52.38

Y9	SEND (K)			SEND (E)			SEND (All)			Boys			Girls		
	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff
Art	100	0	100		100		100	50	50	72.73	75	-2.27	100	100	0
Business	0	25	-25		0		0	20	-20	33.33	44.83	-11.5	50	57.89	-7.89
Catering	100	100	0		100		100	100	0	66.67	50	16.67	80	83.33	-3.33
Computer Studies	0	0	0				0	0	0	44.44	37.14	7.3	83.33	53.85	29.48
Drama	100	100	0				100	100	0	93.75	100	-6.25	100	100	0
English	42.86	50	-7.14		66.67		42.86	53.85	-10.99	34.38	40.91	-6.53	65.38	64.15	1.23
Food	100	100	0		100		100	100	0	88.89	71.43	17.46	100	100	0
French		0						0		50	0	50	33.33	25	8.33
Geography		50						50		33.33	14.29	19.04	28.57	31.58	-3.01
History		50						50		0	31.58	-31.58	28.57	33.33	-4.76
Health & Social Care													100	100	0
ICT										0	75	-75	0	77.78	-77.78
Maths	14.29	10	4.29		0		14.29	7.69	6.6	18.75	24.24	-5.49	15.38	33.96	-18.58
Media	100	100	0		100		100	100	0	94.44	86.36	8.08	100	100	0
Music										100	100	0		100	
PE Sport	100	100	0		100		100	100	0	100	100	0			
PE GCSE	0	33.33	-33.33		100		0	50	-50	8.33	60	-51.67	83.33	50	33.33
Product Design	0	0	0		100		0	40	-40	8.33	32	-23.67	75	75	0
RPS	57.14	80	-22.86		100		57.14	84.62	-27.48	56.25	48.48	7.77	76.92	69.81	7.11
Sc Core	0	10	-10		33.33		0	15.38	-15.38	15.63	45.45	-29.82	26.92	49.06	-22.14
Spanish		100						100		50	35.71	14.29	70	31.58	38.42
Travel & Tourism	66.67	100	-33.33				66.67	100	-33.33	66.67	88.89	-22.22	75	100	-25

Disadvantaged High attainers are progressing well in 4 out of the 5 Ebacc subjects, Science is a concern. High attaining disadvantaged students are 23% behind their high attaining counterparts. Similar to Year 10 Boys and Mid-attainers are behind their peers. However, unlike Year 10 the disadvantaged white British are not doing as well.

Y8	All			HA			MA			LA			WB		
	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff
Art	86.57	91.89	-5.32	86.67	92.86	-6.19	84.09	91.38	-7.29	100	90	10	78.95	88	-9.05
Drama	74.63	87.39	-12.76	86.67	90.48	-3.81	68.18	86.21	-18.03	87.5	80	7.5	84.21	76	8.21
Design Technology	58.21	63.06	-4.85	60	59.52	0.48	59.09	63.79	-4.7	50	70	-20	52.63	60	-7.37
English	55.22	57.66	-2.44	46.67	50	-3.33	50	60.34	-10.34	100	80	20	47.37	44	3.37
French	81.82	79.25	2.57	100	94.12	5.88	80	73.53	6.47	60	50	10	90	75	15
Geog	62.69	60.55	2.14	33.33	57.14	-23.81	68.18	60.34	7.84	87.5	77.78	9.72	63.16	48	15.16
History	45.45	50	-4.55	26.67	40.48	-13.81	52.27	56.9	-4.63	42.86	44.44	-1.58	50	40	10
ICT	41.79	46.36	-4.57	60	64.29	-4.29	38.64	36.21	2.43	25	30	-5	36.84	36	0.84
Maths	47.76	62.16	-14.4	66.67	78.57	-11.9	40.91	46.55	-5.64	50	90	-40	21.05	60	-38.95
Mu	58.21	68.47	-10.26	80	90.48	-10.48	52.27	56.9	-4.63	50	40	10	68.42	72	-3.58
PE	76.12	81.82	-5.7	80	80.95	-0.95	75	82.76	-7.76	75	80	-5	94.74	72	22.74
Rps	38.81	48.65	-9.84	46.67	47.62	-0.95	40.91	51.72	-10.81	12.5	30	-17.5	21.05	44	-22.95
Science	62.12	55.45	6.67	64.29	43.9	20.39	61.36	63.79	-2.43	62.5	60	2.5	73.68	44	29.68
Spanish	59.38	85.19	-25.81	85.71	96	-10.29	56.52	86.96	-30.44	0	33.33	-33.33	33.33	75	-41.67

Y8	SEND (K)			SEND (E)			SEND (All)			Boys			Girls		
	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff
Art	100	40	60	100	100	0	100	57.14	42.86	85.11	89.47	-4.36	90	94.44	-4.44
Drama	63.64	80	-16.36	100	100	0	66.67	85.71	-19.04	72.34	85.96	-13.62	80	88.89	-8.89
Design Technology	54.55	80	-25.45	100	100	0	58.33	85.71	-27.38	63.83	66.67	-2.84	45	59.26	-14.26
English	63.64	20	43.64	100	100	0	66.67	42.86	23.81	55.32	54.39	0.93	55	61.11	-6.11
French	75	100	-25				75	100	-25	81.82	76.92	4.9	81.82	81.48	0.34
Geog	72.73	80	-7.27	100	100	0	75	83.33	-8.33	59.57	67.86	-8.29	70	52.83	17.17
History	60	20	40	100	50	50	63.64	28.57	35.07	43.48	44.64	-1.16	50	55.56	-5.56
ICT	36.36	80	-43.64	100			41.67	57.14	-15.47	44.68	48.21	-3.53	35	44.44	-9.44
Maths	36.36	40	-3.64	100	100	0	41.67	57.14	-15.47	46.81	57.89	-11.08	50	66.67	-16.67
Mu	63.64	60	3.64	100			66.67	42.86	23.81	57.45	73.68	-16.23	60	62.96	-2.96
PE	90.91	80	10.91	100	100	0	91.67	85.71	5.96	72.34	73.21	-0.87	85	90.74	-5.74
Rps	18.18	20	-1.82	100	50	50	25	28.57	-3.57	34.04	54.39	-20.35	50	42.59	7.41
Science	54.55	20	34.55	100	100	0	58.33	42.86	15.47	56.52	45.61	10.91	75	66.04	8.96
Spanish	16.67	33.33	-16.66				16.67	33.33	-16.66	60.87	83.33	-22.46	55.56	87.5	-31.94

Our disadvantaged students are performing well in the Option Ebacc subjects. However, all other subjects they are behind their peers. The Top 3 groups that are working well: White British, Low attainers and SEND. KS3 is a priority area for disadvantaged students.

Y7	All			HA			MA			LA			WB		
	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff
Art	69.23	76.98	-7.75	80	86	-6	64	75.81	-11.81	66.67	50	16.67	80	83.33	-3.33
Drama	98.08	98.41	-0.33	93.33	96	-2.67	100	100	0	100	100	0	90	100	-10
Design Technology	51.92	48.41	3.51	53.33	60	-6.67	52	37.1	14.9	50	57.14	-7.14	40	45.83	-5.83
English	61.54	75.4	-13.86	60	70	-10	52	80.65	-28.65	83.33	71.43	11.9	60	66.67	-6.67
French	64	77.42	-13.42	77.78	95.65	-17.87	54.55	75	-20.45	60	28.57	31.43	50	66.67	-16.67
Geog	53.85	59.52	-5.67	46.67	62	-15.33	56	64.52	-8.52	58.33	28.57	29.76	50	50	0
History	65.38	69.05	-3.67	80	72	8	52	70.97	-18.97	75	50	25	50	50	0
ICT	46.15	68.25	-22.1	60	78	-18	48	66.13	-18.13	25	42.86	-17.86	60	54.17	5.83
Maths	42.31	43.65	-1.34	26.67	44	-17.33	44	45.16	-1.16	58.33	35.71	22.62	20	25	-5
Mu	82.69	90.48	-7.79	86.67	96	-9.33	80	90.32	-10.32	83.33	71.43	11.9	90	95.83	-5.83
PE	61.54	83.33	-21.79	60	86	-26	64	83.87	-19.87	58.33	71.43	-13.1	50	91.67	-41.67
Rps	61.54	65.08	-3.54	80	64	16	60	70.97	-10.97	41.67	42.86	-1.19	60	58.33	1.67
Science	76.92	88.89	-11.97	80	92	-12	84	93.55	-9.55	58.33	57.14	1.19	90	79.17	10.83
Spanish	50	64.06	-14.06	66.67	88.89	-22.22	69.23	53.33	15.9	0	14.29	-14.29	60	50	10

Y7	SEND (K)			SEND (E)			SEND (All)			Boys			Girls		
	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff
Art	66.67	60	6.67	100	100	0	71.43	66.67	4.76	61.54	68.85	-7.31	76.92	84.62	-7.7
Drama	100	100	0	100	100	0	100	100	0	100	100	0	96.15	96.92	-0.77
Design Technology	33.33	60	-26.67	100	100	0	42.86	66.67	-23.81	57.69	50.82	6.87	46.15	46.15	0
English	50	40	10	100	100	0	57.14	50	7.14	57.69	63.93	-6.24	65.38	86.15	-20.77
French	66.67	0	66.67	0	0	0	66.67	0	66.67	50	73.33	-23.33	76.92	81.25	-4.33
Geog	33.33	0	33.33	0	0	0	28.57	0	28.57	46.15	57.38	-11.23	61.54	61.54	0
History	50	40	10	0	100	-100	42.86	50	-7.14	57.69	60.66	-2.97	73.08	76.92	-3.84
ICT	33.33	20	13.33	0	0	0	28.57	16.67	11.9	46.15	57.38	-11.23	46.15	78.46	-32.31
Maths	50	40	10	0	0	0	42.86	33.33	9.53	30.77	32.79	-2.02	53.85	53.85	0
Mu	83.33	60	23.33	0	0	0	71.43	50	21.43	80.77	83.61	-2.84	84.62	96.92	-12.3
PE	50	80	-30	100	0	100	57.14	66.67	-9.53	61.54	81.97	-20.43	61.54	84.62	-23.08
Rps	83.33	40	43.33	0	0	0	71.43	33.33	38.1	50	54.1	-4.1	73.08	75.38	-2.3
Science	83.33	60	23.33	0	0	0	71.43	50	21.43	73.08	90.16	-17.08	80.77	87.69	-6.92
Spanish	0	0	0	0	0	0	0	0	0	30.77	58.06	-27.29	69.23	69.7	-0.47

In Year 7 our disadvantaged students are behind their peers in all subjects except DT. The Top 2 groups that are working well are SEND and Low-attainers. KS3 is a priority area for disadvantaged students.

2016-17

The premium rate for 2016-17 remains £935 per student hence the provisional calculation for this year is £268,345. This accounts for 287 Disadvantaged students at The Langley Academy.

Please see the 2016-17 Pupil Premium Strategy for the TLA plan to diminish differences in the current academic year.