


The amount of Pupil Premium allocated to The Langley Academy during the academic year 2016-17 was £268,345. The overall percentage of Disadvantaged students was 32%, year group details are illustrated in the table below:

	Year 7	Year 8	Year 9	Year 10	Year 11	Overall
<b>Number on roll</b>	179	179	180	179	178	895
<b>Number of Disadvantaged</b>	54	48	62	57	66	287
<b>% of Disadvantaged</b>	31	28	35	32	37	32

## The Impact of Pupil Premium Grant – Outcomes 2017

Year 11 - 2017 GCSE results

 2016 National Figures

English & Maths Thresholds		2017	2016	2015
% of students achieving 4+ in English & Maths	Disadvantaged	57	50	
	Other	68	78	
	National Average	70	70	
	Within School Gap	-11	-28	
	TLA gap	-13↓	-20	
% of students achieving 4+ in English	Disadvantaged	75	76	63
	Other	85	90	82
	National Average	72.5	80	74
	Within School Gap	-10	-14	-19
	TLA Gap	-2.5↓	-4↓	-11
% of students achieving 4+ in Maths	Disadvantaged	58	56	39
	Other	71	75	66
	National Average	70.7	75	74
	Within School Gap	-17	-19	-27
	TLA Gap	-12.7↓	-19↓	-35

The percentage of disadvantaged students achieving a standard pass (level 4) in English and Maths has increased by 7% compared to last year. There gap between our disadvantaged students and others nationally has decreased when compared to 2016 (-13 in 2017 verse -20 in 2016).

The percentage of disadvantaged students achieving a standard pass (level 4) in English or Maths has increased significantly since 2015 to 75% and 58% respectively. A trend in decreasing the gap between disadvantaged and non-disadvantaged nationally can be seen over the last 3 years.

### Year 11 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	2017	2016	2015
Disadvantaged	0.2	0.28	-0.16
Other	0.3	0.2	-0.03
National Average	0.12	0.12	0
Within School Gap	-0.1	+0.08	-0.19
TLA Gap	+0.08↑	+0.16↓	-0.16

Our disadvantaged students exceeded their expectations by +0.2. Although there is in-school variation of -0.1, our disadvantaged students made better progress than their non-disadvantaged peers nationally (+0.08). The national average Progress 8 for disadvantaged students is -0.39. Disadvantaged students at TLA made significantly better progress than those nationally.

### Year 11 Attainment 8

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.

Attainment 8	2017	2016	2015
Disadvantaged	42.4	49.8	41.77
Other	48.2	54.77	50.15
National Average	52.72	52.72	51.19
Within School Gap	-5.8	-4.97	-4.62
TLA Gap	-10.32↑	-2.92↓	-9.42

On average Disadvantaged students at TLA scored 5.48 points less than their non-disadvantaged peers and 10.03 points less than their non-disadvantaged peers nationally.

English Baccalaureate (Ebacc)

	2017	2016	2015
% of Disadvantaged students entering the Ebacc	25	10	6
% of other students entering the Ebacc	25	30	35
National Average	45	45	45
Within School gap	0	20	29
TLA Gap	-20↓	-35↓	-39
% of Disadvantaged students achieving the Ebacc	11	4	6
% of Other students achieving the Ebacc	13	20	20
National Average	29	29	28
Within School Gap	-2	-16	-14
TLA Gap	-18↓	-25↑	-22

There is an increase in the number of disadvantaged students entering and achieving the English Baccalaureate compared with 2016. Yearly comparison shows a decrease in the gap between TLA disadvantaged students entering/achieving the English Baccalaureate when compared to non-disadvantaged students nationally.

Absence

Absence 2017	% of Sessions missed due to overall absence			% of persistent absentees – absent for 15% or more sessions		
	TLA	NA	Gap	TLA	NA	Gap
Disadvantaged	5.5	7.2	-1.4	8.3	21.6	0
Other	3.9	4.1		3.0	8.3	
Absence 2016	% of Sessions missed due to overall absence			% of persistent absentees – absent for 15% or more sessions		
	TLA	NA	Gap	TLA	NA	Gap
Disadvantaged	5.1	7.2	-1	12.8	21.6	-4.5
Other	3.7	4.1		7.5	8.3	
Absence 2015	% of Sessions missed due to overall absence			% of persistent absentees – absent for 15% or more sessions		
	TLA	NA	Gap	TLA	NA	Gap
Disadvantaged	5.1	7.5	-0.8	5.3	10.9	-2
Other	4.1	4.3		3.8	3.3	

The Academy has worked hard to identify the issues contributing to absence rates. Our percentage of absences for disadvantaged students is lower than the national figures for disadvantaged students. Unfortunately, their absence is still higher than non-disadvantaged both in the Academy and nationally (-1.4). The percentages of persistent absentees has fallen since 2016 and there is no difference between our disadvantaged students and non-disadvantaged students nationally.

Exclusions

Exclusions 2017	Fixed term Exclusions % of student group			Permanent Exclusions % of Student Group		
	TLA	NA	Gap	TLA	NA	Gap
Disadvantaged	3.48	18.77	1.1	0.35	0.39	-0.28
Other	1.4	4.58		0.16	0.07	
Exclusions 2016	Fixed term Exclusions % of student group			Permanent Exclusions % of Student Group		
	TLA	NA	Gap	TLA	NA	Gap
Disadvantaged	1.01	18.77	3.57	0	0.39	0.07
Other	0	4.58		0	0.07	
Exclusions 2015	Fixed term Exclusions % of student group			Permanent Exclusions % of Student Group		
	TLA	NA	Gap	TLA	NA	Gap
Disadvantaged	1.34	16.47	2.8	0	0.34	0.06
Other	0.5	4.14		0	0.06	

There was an increase in the percentage of students permanently excluded when compared to 2016, however the percentage of fixed term exclusions remains below the national figures for non-disadvantaged students.

Destinations

The production of destination measures naturally lags behind that of performance measures for the same cohort as it uses data collected more than a year after pupils have completed Key Stage 4. This table shows the destinations in 2015-2016 of the 2014-2015 KS4 cohort.

Destinations 2014-15	% Going to sustained education or employment/training		
	TLA	NA	Gap
Disadvantaged	86	88	-10
Other	99	96	
Destinations 2013-14	% Going to sustained education or employment/training		
	TLA	NA	Gap
Disadvantaged	91	85	-3
Other	98	94	

Case Studies

Student Profile:	Progress & Attainment:
Disadvantaged Male	P8 – 1.73
KS2 English – 5C	A8 - 70
KS2 Maths – 5C	GCSE's English Lang – 6 English Literature - 6 Maths - 8 Science Additional – A Science Core - B Media - A Humanities – A Spanish – D RE – B PE – B ECDL – D*1
SEN – No	
Ethnicity - Any Other	
Black	
First Language - English	
Prior Attainment - High	
Attendance Year 11 – 93%	
Strategies: Smaller class sizes in English & Maths, access to revision material, Easter revision & Saturday revision, mentoring & behaviour support, on-line resources, DofE	
Destination: St. Bernard's Catholic Grammar School – 'A' Levels in Maths, Economics and Geography	

Student Profile:	Progress & Attainment:
Disadvantaged Female	P8 – 1.98
KS2 English – 4A	A8 – 67.5
KS2 Maths – 5C	GCSE's English Lang – 6 English Literature - 6 Maths - 8 Biology – A Chemistry – A Physics - A Business - B History – A French – C RE – B IT Cam Nat – B
SEN – No	
Ethnicity - Any Other	
Asian	
First Language – Believed to be other than English	
Prior Attainment - Mid	
Attendance Year 11 – 99%	
Strategies: Breakfast club, smaller class sizes in English & Maths, access to revision material, Easter revision & Saturday revision, careers guidance and Biomed taster sessions , on-line resources	
Destination: TLA 6 <sup>th</sup> Form – 'A' levels in Maths, Biology and Chemistry	