

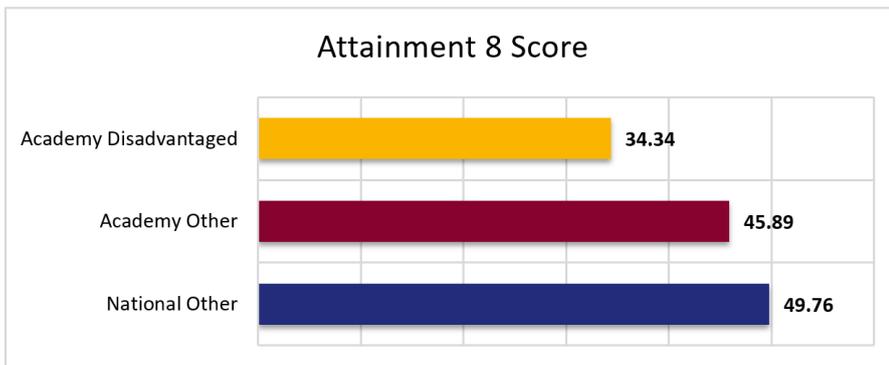
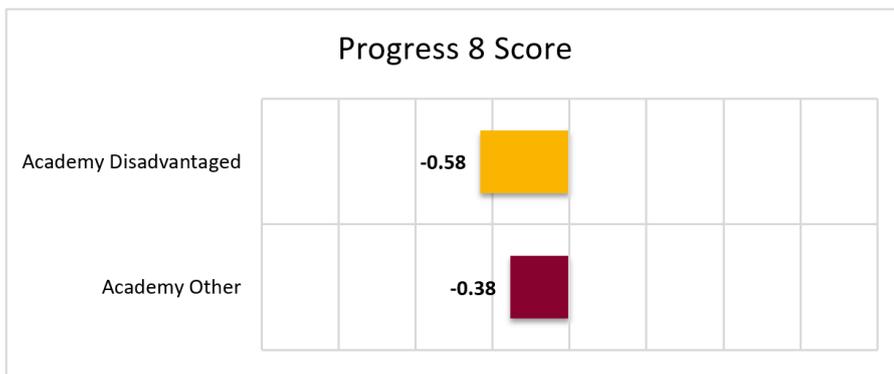
Pupil Premium Impact Assessment

2017-2018

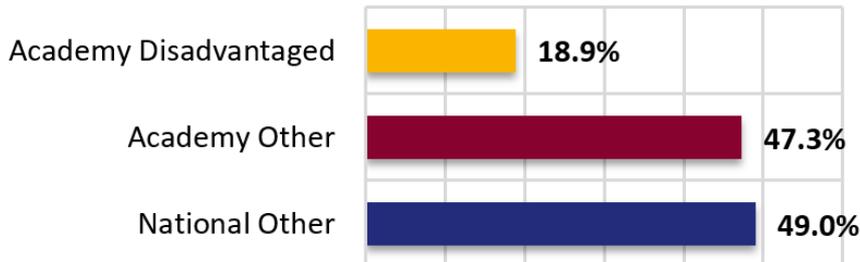
The Pupil Premium is additional funding which is allocated to schools based on the number of learners who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM').

The Pupil Premium grant is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium grant also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

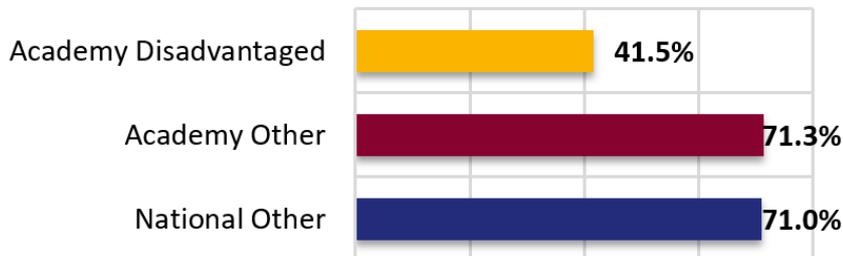
Headline Figures 2017/18



% achieving grade 5 or above in English and maths



% achieving grade 4 or above in English and maths



% achieving the English Baccalaureate at grade 5 or above



The strategies employed at Darton College in 2017/18 have had a significant positive impact on the progress of disadvantaged students, the difference has begun to diminish. However, the attainment gap between disadvantaged and their non-disadvantage peers remains to wide. Progress for disadvantaged students in English and Maths improved from 2017/18. While this is pleasing, the rate at which the school is diminishing the difference is still not acceptable.

Disadvantaged pupils (53)	For 2018 results, progress scores and colours are a provisional guide only until national results are published.			
	2016	2017	2018	+/-
Progress 8 score	-0.82	-0.85	-0.58	▲ +0.27
Progress 8 score: English		-0.81	-0.39	▲ +0.42
Progress 8 score: Maths		-0.79	-0.68	▲ +0.11
Progress 8 score: EBacc		-0.56	-0.32	▲ +0.24
Progress 8 score: Open		-1.19	-0.89	▲ +0.30
Grade 5 or above in English & maths GCSEs	-	35%	19%	▼ -16.1%
Grade 4 or above in English & maths GCSEs	51%	50%	42%	▼ -8.5%

Absence

	2016	2017	2018
% of sessions missed due to overall absence	5.4%	5.4%	6.1%
% Persistent absentees absent for 15% or more sessions (10% 2018)	14.2%	13%	12.7%
PP % of sessions missed due to overall absence	9.2%	8.9%	9.7%
PP% Persistent absentees absent for 15% or more sessions (10% 2018)	26.9%	24%	25.5%

Exclusions

	2016	2017	2018
Fixed term exclusions as a % of the pupil group	5.7%	3.3%	14.4%
% of pupils with 1 or more fixed term exclusion	3.4%	2.7%	5.5%
Permanent exclusions as a % of the pupil group	0%	0%	0%
PP Fixed term exclusions as a % of the pupil group	17%	8.8%	33.9%
PP % of pupils with 1 or more fixed term exclusion	7.1%	6.7%	11.3%
PP Permanent exclusions as a % of the pupil group	0%	0%	0%

Impact of strategies 2017/28

Quality Teaching For All	
Strategy	Impact
Further embed the use of formative assessment	Quality assurance of T&L and feedback demonstrated an improvement in the use of formative assessment to support student progress. However, this was inconsistent across the school and within departments. The is evidence of

	emerging effective practice that should be developed further.
Further develop summative assessment processes	The use of summative assessment to support the planning of effective wave one teaching and targeted intervention was under-developed as predictions were not accurate. This remains a key area of development as the school moves forward and will be supported by subject directors and the assessment model implemented by Delta Academies Trust.
Curriculum development	<p>Although significant work around the curriculum was undertaken this was insufficiently focused on ensuring that disadvantaged students chose appropriate curriculum pathways that met their needs and best supported progress.</p> <p>The KS3 focused work with lead teachers and primary practitioners has supported a greater level of challenge at KS3, resulting the gap between disadvantaged students and their non-disadvantaged peers reducing in English and Maths at KS3.</p>
Targeted Intervention	
Strategy	Impact
1:1 Tuition and target English and Maths intervention	Some disadvantaged students who received 1:1 tuition and small group intervention made accelerated progress from when this intervention began. This contributed to the progress improvements made from the previous year.
Attendance intervention	The work of the additional pastoral practitioners and increased EWO support, positively impacted on overall and persistent absent rates of disadvantaged students
Behaviour intervention	Targeted intervention through bespoke group work or 1:1 intervention supported the reduction in exclusion and significant behaviour incidents of disadvantaged students.
Pastoral/mental health intervention	Exclusion data, student voice and individual case studies demonstrate the positive impact of targeted mental health intervention.
Other Approaches	
Strategy	Impact
Extra-Curricular/Enrichment offer	The engagement of disadvantaged students in extra-curricular and enrichment activities in 2017/18 demonstrated and increase on the previous year. This was a result of a wider offer and a more targeted approach to ensure the participation of disadvantaged students.
Aspiration intervention (HPA disadvantaged)	High prior attaining, disadvantaged students were targeted as part of a 'cultural capital' shift. They were supported in providing access to FE and HE experience opportunities.