Disadvantaged Students:

Evaluation of Impact, Income and Expenditure

Autumn 2015

Summary

1. Just over one third of our school population Years 7 -11 are Disadvantaged and therefore eligible for Pupil Premium and:
   - Our Disadvantaged percentage is higher than the national average figure. **(See Table 4a, page 9)**
   - There is variability across Year groups in terms of the proportion of students who are eligible for Pupil Premium **(See Table 4a, page 9)**

2. In 2014/15, our school received:
   - £439,167 of Disadvantaged funding **(See Table 5, page 11)**
   - we spent £471,688 – equal to an additional spend of £32,521 - to support the outcomes for Disadvantaged students, equivalent to a further 7.4%. **(See Table 6, page 12)**

3. The progress, attainment, attendance and progression of Disadvantaged students remain a key priority. There is evidence to show that outcomes have improved in many areas in 2015 as a result of strategic identification of need and swift intervention.

4. Overall progress outcomes for 2015 indicate:
   - Progress 8 for the Other students is estimated to be +0.16 **(See Table 3, page 8)**
   - Progress 8 for Disadvantaged students is estimated to be -0.06 and statistically this was broadly in line with outcomes for the whole cohort and Other students **(See Table 3, page 8)**
   - 2015 value added for Disadvantaged students is estimated to be 998.5 compared to the national average for Other students in 2014 of 1000 i.e. the value added gap is estimated to be small between our Disadvantaged students and the 2014 national average for all students. Our estimate of 998.5 is significantly higher than the 2014 national average value added for Disadvantaged students of 977.6 **(See Table 3, page 8)** and the value added gap between our Disadvantaged students and other students for 2015 is 17.9 value added points compared to the 2014 national value added gap of 30.4 value added points.

5. The attendance of Disadvantaged students has improved and is higher than the national average. The attendance gap has also closed and is below the national average. **(See Table 2, page 4)**

6. The NEET figure for our Disadvantaged students remains at 0% for the fifth successive year and we expect this to be sustained when NEET figures are announced at the beginning of November. **(See page 7)**

7. Our catch-up premium has supported 48 students in Year 7 in 2014/15. Progress in Maths and English for this group accelerated in 2014/15 and by the end of Year 7 they had made the same amount of progress as the whole of the cohort. Attitudes to learning and attendance were also broadly in line with the average for the Year group. **(See Table 17, page 19)**

8. Our CLA students remain a priority and analysis indicates students have made good progress **(See Table 18, page 20)** with some variability. Analysis is skewed by small numbers e.g. one student in Post-16.

English Language

9. In 2015:
   - the proportion of Disadvantaged students making expected progress is higher than 2014 national average for Disadvantaged students(**see Table 3, page 8**)

- the progress gap is one half of the 2014 national gap. (**See Table 7, page 13**)
- In 2014, the progress gap between TSS Disadvantaged and Other National students was 13 percentage points compared to a national gap (National Disadvantaged compared with National Other) of 17 percentage points) **(see Table 3, page 8)**

One priority is to increase the percentage of Disadvantaged students who make better than expected progress.

10. In terms of attainment, the percentage of Disadvantaged students who attained an A*-C in English in 2015:
    - was 57% compared to the 2014 national average of 51% **(see Table 3, page 8)**
    - the attainment gap is smaller than the national (15 percentage points compared to 22 percentage points nationally) although this is partly due to a lower overall figure for attainment by the cohort. **(See Table 10, page 14)**

Mathematics

11. In 2015 in Mathematics:
    - the proportion of Disadvantaged students who made expected progress in Mathematics was 58% compared to the 2014 national figure of 48%. **(See Table 3, page 8)**
    - the progress gap has closed to 6 percentage points and is now lower than the estimated national gap of 23 percentage points but our school needs to continue to keep the gap low whilst improving progress outcomes for both Disadvantaged and the whole cohort. **(See Table 11, page 15)**
    - In 2014, the progress gap between TSS Disadvantaged and Other National students was 13 percentage points compared to a national gap (National Disadvantaged compared with all National) of 23 percentage points) **(see Table 3, page 8)**

12. In 2015 in Mathematics:
    - 60% of our Disadvantaged students secured A*-C in Mathematics compared to the national figure of 49% in 2014. **(See Table 3, page 8)**
    - the attainment gap is less than one thirds f the 2014 national figure but again we need to raise levels of attainment for both Disadvantaged and Other students **(See Table 14, page 17)**
    - the average point score in our school in 2015 was higher for Disadvantaged compared to national figures. The attainment gap (on average point scores in Maths) was 2.2 points compared to 8.1 points nationally). **(See Table 14, page 17)**

Key Stage 3

13. At the end of Key Stage 3:
    - progress gaps between Disadvantaged students and the whole cohort are small and in some cases negative **(See Table 15, page 17)**
    - the proportion of Disadvantaged students making expected progress or better is higher than for the whole cohort.

Key Stage 5

14. At Key Stage 5:
    - value added outcomes for Disadvantaged remain in the top 40% for A-level and the top 10% for Vocational. **(See Table 16, page 18)**

Value for Money

15. **Table 6, page 6** identifies strategies where there is significant evidence of significant impact and include targeted interventions regarding attendance, literacy, numeracy, NEET, alternative provision, pastoral and learning support. **Appendix 1 on pages 22- 24** provides additional detail on these strategies.

Attendance of Disadvantaged students

Table 1 below reports attendance of Disadvantaged students and Other students from 3 Sept 2014 to 22 May 2015.

Table 1 – Attendance of Disadvantaged and Other students

	Disadvantaged	Other	Attendance gap
TSS: 2014-15(3 Sept 2014 to 22 May 2015)	93.2%	95.7%	2.5 percentage points
TSS: 2013-2014 (Sept to May)	93.1%	95.7%	2.6 percentage points
National: 2013-14 (academic year)	92.7%	95.7%	3.0 percentage points
TSS: 2012-2013 (academic year)	92.0%	95.6%	3.6 percentage points

Source: Titus Salt School, RAISE

As at 22 May 2015, the overall average attendance of Disadvantaged students was 93.2% compared to an average attendance figure of 95.7% for Other students. Both attendance figures are higher than the national average for 2013/14. The 3 year trend for both Disadvantaged and Other students is upwards.

The attendance gap – the difference between the average attendance of Other students and Disadvantaged students – is shown in the last column in Table 4. The gap between these figures has closed from 3.6 percentage points (2012) to 2.5 percentage points (as at 22 May 2015). Our gap is currently 2.5 percentage points compared to the national average attendance gap in 2013/14 of 3.2 percentage points.

Table 2 below indicates there is some variation in average attendance rates across year groups

Table 2: Attendance by Year groups

Year Group	Average attendance (as at 22 May 2015)		Attendance Gap (percentage point difference)
	Disadvantaged	Other	
7	93.3%	96.5%	3.2 percentage points
8	93.6%	95.4%	1.8 percentage points
9	91.8%	95.3%	3.5 percentage points
10	95.4%	96.2%	0.8 percentage points
11	91.8%	95.7%	3.5 percentage points
Average	*93.2%*	*95.7%*	*2.5 percentage points*

Source: Titus Salt School

A wide range of resources and strategies are in place to support attendance including:

- first day absence calling – Truancy Call. Goes out at 9.30am. Our Attendance Officer monitors attendance of Disadvantaged students;
- clear line management of attendance by Deputy Head and Assistant Head with key personnel include Attendance Manager and Attendance Officer;
- Education Social Worker (ESW) time allocated to the school and managed by the Attendance Officer who co-ordinates referrals;
- staged letters (1 to 3) before ESW service will seek referral for prosecution;

- unauthorised absences followed up swiftly by Form Tutors, Year Teams and Attendance Officer. SLT involved where necessary to support attendance colleagues;
- letters 1 to 3 indicate cause for concern to parents. Prior to this students will have been interviewed by Attendance Officer. Early contact is made through the Year Teams;
- Disadvantaged students , vulnerable or 'at risk' students attendance monitored through Attendance Officer, Form Tutors, Year Teams, Achievement Support and Welfare Officer. Our Alternative Provision Co-ordinator monitors students attendance at off-site providers and calls are made to all providers before 10am each day to check attendance and punctuality;
- Attendance Officer prioritises home visits to Disadvantaged students and Children who are Looked After (CLA);
- attendance panels used via Attendance Officer;
- weekly meetings between Attendance Officer and Year Teams to identify all those below 96%, 93% and 90%, with a focus on Disadvantaged students;
- weekly attendance data provided in the form of a RAG report by Attendance Manager. This report is used by all in the school. Form Tutors use it on a weekly basis to examine student's attendance trajectory;
- attendance plans put in place for students whose attendance gives cause for concern;
- reintegration plans for students who have had time off for a variety of reasons is through Achievement Support;
- catch up and intervention sessions available for any student who has had a significant amount of time off. Run through Achievement Support;
- weekly attendance rewards for the highest attending class in each year group. Half termly rewards (vouchers) for all those with the best or most improved attendance. These are presented through Reward Assemblies at the end of each half term. Additional rewards made available to all year groups based on need;
- the school has a policy of not authorising **any** holidays during term time.
- ESW service provision is limited and the school feels it has very proactive internal systems to monitor and impact on attendance;
- parental contact through letters and at key events during the year, highlight the need for good attendance. Regular assemblies regarding attendance are delivered to all year groups;
- highly visible attendance displays in school updated by Display Manager in liaison with Attendance Officers.
- very effective procedures in place to monitor punctuality to both school and lessons, through school Positive Behaviour Strategy and Attendance officer.
- the Attendance Officer conducts home visits after liaison with Year Teams and/or Welfare;
- an effective Alternative Curriculum programme and offer is in place for students who have a poor attendance record and are disengaged with school. This runs predominately in Years 10 and 11;
- strong transition work with our primary schools to understand the attendance pattern and profile of each student that joins our school. We know if attendance is an issue – and the reasons underpinning it – long before the student arrives in Year 7; and
- the school analyses attendance data at levels ranging from whole school to groups including Disadvantaged students to individual. The key for us is the use of data at an individual level and to engage at that level.

Progression and NEET

Our school works closely with each Disadvantaged student to ensure they have a clear plan of transition at the end of Year 11 and that this plan is successful. Our ambition is to ensure that each student makes a smooth and successful transition to Further Education (Sixth Form or college) or employment with training and that this is sustained; that is, they do not become NEET[3]. We believe we are the only school in the city that continues to track and support students after they have left in Year 11. In 2014/15, this approach was extended to Post-16students and we secured zero NEET.

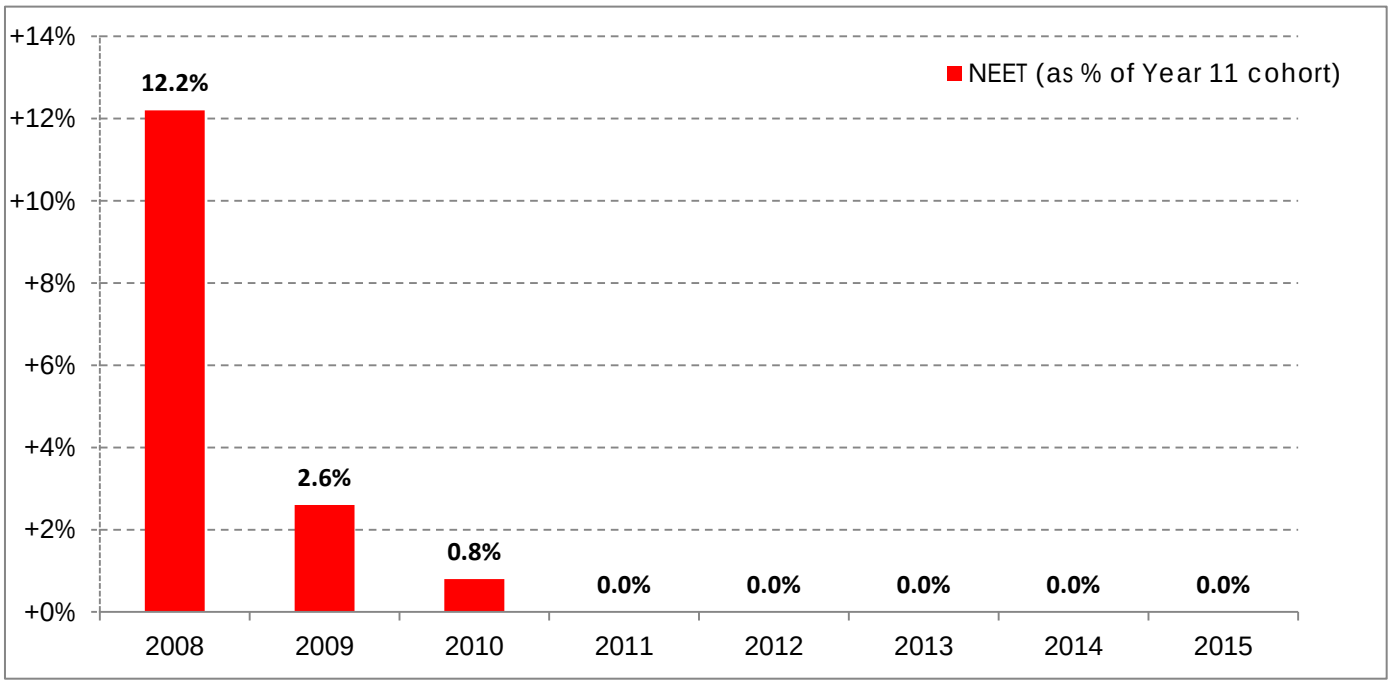
Our NEET strategy is based upon personalised careers information, advice and guidance. Students who are identified as being at risk of becoming NEET receive additional support to help ensure their plan is clear and realistic but also that it is likely to offer them challenge and fulfilment. In the September following their Year 11, a NEET team - comprising of Prospects staff , a Deputy Headteacher, the Assistant Year Leader for Year 11 and Achievement Support staff - meet each week to review destinations data. If a student has become NEET - or where we believe they are likely to become NEET - we offer access to a Further Support Programme (FSP). FSP is funded by school and offers:

- additional, personalised careers advice andguidance;
- support with applications to Further Education or for employment with training; and
- help with travel to interviews.

In 2014/15, we worked with 12 students who might have become NEET: had we notintervened:

- 9 were Disadvantaged students and 3 were Other;
- 7 were boys and 3 were girls;
- 5 were SEN(P) and the remaining 7 had no SEN; and
- 1 student was CLA.

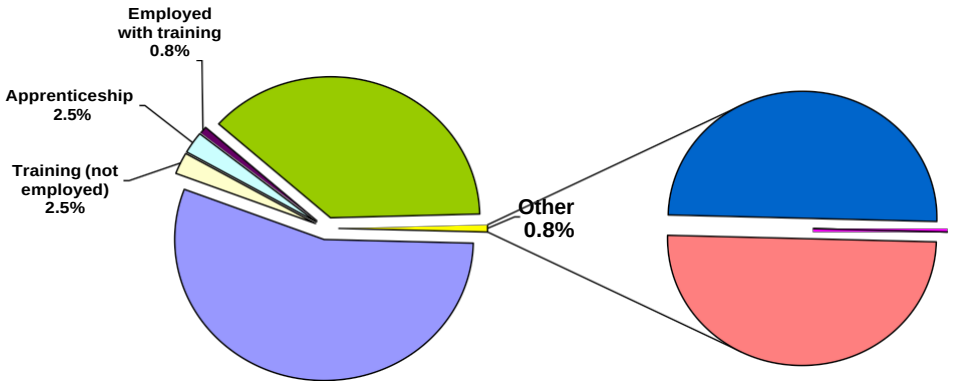
For the fifth successive year, every Disadvantaged student in Year 11 and Post-16 who left our school progressed into further education or employment withtraining



Source: Prospects Destinations data

2014 data:

In Learning:	240	99.2%	Other Categories:	2	0.8%
Sixth form course	134	55.4%	Employment without accredited training	1	0.4%
College course	92	38.0%	Part-time education/job	1	0.4%
Training (not employed)	6	2.5%	NEET	0	0.0%
Apprenticeship	6	2.5%	Not known	0	0.0%
Employment with accredited training	2	0.8%	Moved away or in custody or refugee/asylum seeker	0	0.0%
Year 11 Total	**242**				



Prospects have indicated that for 2015 there are no NEET in Year 11,12 or 13.

Turning to progress and attainment, Table 3 below summarises key outcomes for Disadvantaged and Other students based on Summer 2015 data with 2014 national data shown in brackets.

[3] Not in Education, Employment or Training

Table 3: Progress and Attainment Measures – Disadvantaged and Other students

Measure		Disadvantaged (90 students)	Other students (158 students)
Value added and Progress 8	Progress 8	-0.06	+0.16
	Key Stage 2 – 4 Value-Added	998.5 (nat 2014 = 977.6)	1016.4 (nat 2014 = 1008.0)
	Key Stage 2 – 4 Value Added Gap	17.9 (2014 nat gap was 30.4 value added points)	
Maths Progress	Mathematics progress: Expected progress	58% (nat 2014 =48%)	64% (nat 2014 = 71%)
	Mathematics progress: Better than expected progress	19%	31%
	Mathematics progress: Expected Progress gap	6 percentage points (nat 2014 gap was 23 percentage points)	
	Mathematics progress: Better than expected progress gap	12 percentage points	
English Progress	English progress: Expected progress	62% (nat 2014 = 58%)	70% (nat 2014 = 75%)
	English progress: Better than expected progress	22%	24%
	English progress: Expected progress gap	8 percentage points (nat 2014 gap was 17 percentage points)	
	English progress: Better than expected progress gap	2 percentage points	
Maths attainment	Mathematics: % A*- C	60% (nat 2014 = 49%)	66% (nat 2014 = 74%)
	Mathematics: %A*-C Disadvantaged Gap	6 percentage points (2014 nat gap was 25 percentage points)	
	Mathematics: Average pointsscore	37.3 points (nat 2014 = 32.0 points)	39.5 points (nat 2014 = 40.1 points)
	Mathematics: Average point score gap	2.2 points (nat 2014 gap was 8.1 points)	
English attainment	English: % A*-C	57% (nat 2014 = 51%)	72% (nat 2014 = 73%)
	English: A*-C Disadvantaged Gap	15 percentage points (2014 nat gap was 22 percentage points)	
	English: Average point score	38.8 points (nat 2014 = 34.1 points)	40.3 points (nat 2014 = 40.4)
	English: Average point score gap	1.5 points (nat 2014 gap was 6.3 points)	
Capped scores	Average capped total pointsscore	306.5 points (nat 2014 = 257.7)	328.8 points (nat 2014 = 324.8)
	Average capped total points score gap	22.3 points (nat 2014 was estimated to be 67.1 points)	
5A*-C incl Eng and Ma	5 A*-C incl. English and mathematics	47% (nat 2014 = 36%)	60% (nat 2014 = 62%)
	5+TSS 5A*-C incl. English and mathematics Disadvantage Gap	13 percentage points (nat 2014 gap was 26 percentage points)	
EBacc	Percentage attaining the EBacc	24% (nat 2014 = 11%)	39% (nat 2014 = 28%)
	Ebacc Gap	15 percentage points (nat 2014 gap was 17 percentage points)	
NEET	Year 11 NEET	0%	0%
	Year 11 NEET Disadvantage gap	No gap	

At the time of the Summer census, here were a total of 415 Disadvantaged students in Years 7 to 11, equal to 34% of the school population of Years 7 to 11. Table 4a below shows the distribution of Disadvantaged students by Year group.

Table 4a: The profile of Disadvantaged students by Year group

2014/15	Number of students			As percentage of Year group	
	Disadvantaged students	Other students	Total	Disadvantaged students	Other students
Year 7	70	174	244	29%	71%
Year 8	98	150	248	40%	60%
Year 9	75	163	238	32%	68%
Year 10	81	169	250	32%	68%
Year 11	91	160	251	36%	68%
Totals	***415***	***816***	***1231***	***34%***	***66%***
			National average[4] (2014)	*29%*	*71%*

Source: Titus Salt School, RAISE

There is variability across Year groups: in Year 7, the percentage of Disadvantaged students is equal to the national average (29%) but for all other year groups the percentage is higher than the national average with Year 8 accounting for the highest proportion at 40%. Overall, 34% of students in Years 7 – 11 are Disadvantaged compared to a national average of 29%. RAISE indicates that the percentage of students in our school eligible for Pupil Premium is between the 60th and 80th national percentile.

Table 4b reports the number of CLA students in our school in 2014/15:

Table 4b: CLA students by Year group, 2014/15

2014/15	Number of CLA students
Year 7	None
Year 8	4
Year 9	None
Year 10	6
Year 11	None
Post 16	1
Total	***11***

We had 3 Service Children in 2014/15 who were notified to us as being Service Children in the Summer Term.

In 2014/15 for Year 7, there were a total of 48 students who were eligible for Catch Up Premium as shown below in Table 4c.

Table 4c: Catch Up Premium students by group

Students eligible for Catch Up premium 2014/15	Number of students	Boys	Girls	Disadv.	Other	SEN(A)	SEN(P)	SEN(S)
English	39	23	16	18	21	1	6	3 (all DSP)
Maths	35	17	18	14	21	1	6	3 (all DSP)

Source: Titus Salt School, Key to Success website

Table 4d shows Catch Up students by Key Stage 2 Prior Attainment:

Table 4d: Catch Up Premium students 2014/15 by Key Stage 2 Prior Attainment

		Key Stage 2 Maths Grade											
		2b	3a	3b	3c	4a	4b	4c	5a	5b	5c	6b	Totals
Key Stage 2 English grade	1b	4											4
	2a	2	1	2									5
	2b	3			2								5
	3a			3	3	1	4	4					15
	3b		3	2		1		1					7
	3c		1				1	1					3
	4a					14	6	3	4	11	12	2	52
	4b		2			18	13	15		5	9	1	63
	4c		4	2	1	10	14	12			2		45
	5b					2	1		5	4	2	5	19
	5c					3	2	1	1	8	2	3	20
Totals		9	11	9	6	49	41	37	10	28	27	11	238

	represents students who started Year 7 with a Level 3 or lower in both	26 students	11%
	represents students who started Year 7 with a Level 3 or lower in English	13 students	5%
	represents students who started Year 7 with a Level 3 or lower in Maths	9 students	4%
	Totals	**48 students**	**20%**
	represents students who started Year 7 with a Level 4 or higher in both Maths and English	190 students	80%

There were a total of 48 students (equal to 20% of Year 7 cohort) are eligible for Catch Up Premium. Of these:

- 26 students were eligible because they joined our school with a Level 3 or below in both English and Maths
- 22 students are eligible because they joined with a Level 3 in English or Maths.

Of the 26 students who were below Level 3 in both Maths and English:

- 13 students are male, 13 are female;
- 11 are Disadvantaged, 2 are Other;
- 1 is SEN(A), 5 are SEN(P), 3 are SEN(S) and DSP and 17 have no SEN.

Table 5 below reports the income for Disadvantaged students by sub-group for the financial year 2014/15.

Table 5: Income for 2014/15

Disadvantaged funding	2014/15 income
Ever 6	£398,400
CLA	£18,367
Service children	£900
Catch up Premium	£21,500
Total	***£439,167***

Source: Titus Salt School

Table 6 sets out the expenditure for 2014/15. We spent an additional £32,521 to support the outcomes for Disadvantaged students, equivalent to a further 7.4%.

[4] RAISE reports the national average percentage of students who have been eligible for Free School Meals at any point in the last six years (Ever 6) but does not report the national average percentage of Disadvantaged students. The national Ever 6 figure is a very close approximation to the national average Disadvantaged percentage.

Table 6: Expenditure on Disadvantaged students, 2014/15 financial year

Ref	Intervention	Scope and rationale	2014/15 spending	Impact
1	Y7 Literacy curriculum	Y7 English lessons per class group	£16,310	
2	Y11 progress intervention	Targeted Maths and English interventions which can include use of Lifetracks, after school clubs and Easter Revision sessions	£7,076	
3	Progress Clubs	To include ICT resources and AYL costs	£14,331	
4	Pastoral support	Additional support by year team	£35,635	
5	Learning Support Centre	LSC management and leadership	£21,135	
6	Vertical tutoring	Overview of Y7 - Y9 Year teams	£15,701	
7	Literacy - whole school	Reading matters, Units of Sound, Partner reading	£36,070	
8	Numeracy intervention	Maths mastery	£16,927	
9	Reading Programme	KS3 & KS4 reading interventions	£32,109	
10	Marking Strategies	Ongoing development of Green pen / Star Star Wish programmes	£12,750	
11	Alternative Provision	Kip McGrath, Yorkshire Tiling, Lighthouse Grp, UMMID, Educate thro' Sport, Prism, JAS, OnTrac	£102,736	
12	Attendance intervention	Attendance Manager	£9,346	
13	Exam support	Invigilation - extra staff	£5,745	
14	Access programme	Exam screening, training of Reader/Scribe	£2,283	
15	Wellbeing	Harry Stoyles, Dilys Bruce, DTY	£15,264	
16	Behaviour Intervention	Behaviour Intervention Centre	£34,822	
17	Enrichment	Y11 advice	£1,171	
18	Inclusion	Hardship funding distribution	£1,309	
19	Free School Meals	Take-up value of FSM	£73,701	
20	IT kit	Laptop provided	£3,000	
21	Careers guidance	External provision	£4,052	
22	Careers	NEET	£971	
23	Uniform clothing allowance	£26 per student per annum	£3,171	
24	Safer schools	Police officer	£2,171	
25	SLT Leadership and Management	Implementation of effective strategies across school	£3,903	
			£471,688	
	denotes strategies where there is significant evidence of significant positive impact			
	denotes strategies where there is evidence of positive impact			
	denotes strategies where there is no evidence of any positive impact			

Source: Titus Salt School

English

Table 7 compares progress outcome in English in the Summer 2015 GCSE exams against the latest national data (Summer 2014)

Table 7 – Progress in English

English	Titus Salt School			National Summer 2014		
	Disadv students (90 students)	Other (158 students)	Progress gap (percentage points)	Disadv students	Other	Progress gap
Expected progress	62%	70%	8 percentage points	58%	75%	17 percentage points
Better than expected progress	22%	23%	1 percentage point	n/a	n/a	n/a

Source: Titus Salt School, RAISE 2014

Table 8 shows that in 2015 our expected progress or better outcome for Disadvantaged students was 62% and 4 percentage points higher than the 2014 national average figure of 58%. It is important to note the expected progress or better of the Other cohort was close to the national average of 75% and this meant a smaller gap than national: 8 percentage points compared with the national gap of 17 percentage points. A key priority remains increasing the proportion of Disadvantaged students who make better than expected progress.

Table 8 – Progress gaps in English (2012 – 2015)

Disadvantaged Progress gap				
TSS 2013	National 2013	TSS 2014 (best entry)	National Gap 2014	TSS 2015 Gap
14 percentage points	18 percentage points	21 percentage points	17 percentage points	8 percentage points
The gap was 4 percentage points lower than the national		The gap was 4 percentage points higher than the national		The gap has more than halved since 2014. The difference between the percentage of TSS Disadv students making expected progress compared with national other is smaller than national Disadvantaged and national

Source: Titus Salt School, RAISE 2014

Table 8 above reports the Disadvantaged progress gap: the difference between the percentage of TSS Disadvantaged students who made expected progress and TSS Other students against the national average for Disadvantaged and national Other. Over the period 2013-2015, the gap has been broadly in line or lower than the national. In 2015, the percentage of Disadvantaged students making expected progress was 62% compared to the national Other 2014 figure of 75% (the gap between national Disadvantaged and national Other was 17 percentage points) at the same time as the gap appears to be significantly smaller than the national average.

Table 9 focuses on the progress of Disadvantaged students. The Table confirms that in Summer 2015, three prior attainment groups (3b, 4b and 5b) represented 24 out of the total 24 students who did not make expected progress or better in English.

Table9: English Language Transition Matrix, Summer2014

Disadvantaged			GCSE Attainment Grade															
			No Data	U	G	F	E	D	C	B	A	S	Total number of pupils	Number achieving National Expected Progress	% achieving National Expected Progress		Number exceeding National Expected Progress	% exceeding National Expected Progress
KS2 Grade		No Data	0	0	0	0	0	0	0	3	0	0	3	3	100%		0	0%
		<1	0	0	0	0	0	0	0	0	0	0	0	0	0%		0	0%
		1	0	0	0	0	0	0	0	0	0	0	0	0	0%		0	0%
		2	1	0	0	0	2	2	0	0	0	0	5	2	40%		2	40%
	3	3c	1	0	0	0	0	1	1	0	0	0	3	1	33%		1	33%
	3	3b	0	0	3	0	3	6	2	0	0	0	14	6	43%		2	14%
	3	3a	0	0	0	0	0	1	0	0	0	0	1	1	100%		0	0%
	4	4c	0	0	0	0	0	3	3	1	0	0	7	3	43%		1	14%
	4	4b	1	0	0	0	1	11	10	3	0	0	26	10	38%		3	12%
	4	4a	0	0	0	0	0	2	3	5	0	0	10	3	30%		5	50%
	5	5c	0	0	0	0	0	0	2	3	1	1	7	3	43%		2	29%
	5	5b	1	0	0	0	0	0	5	4	2	2	14	4	29%		4	29%
	5	5a	0	0	0	0	0	0	0	0	0	0	0	0	0%		0	0%
	6	6c	0	0	0	0	0	0	0	0	0	0	0	0	0%		0	0%
	6	6b	0	0	0	0	0	0	0	0	0	0	0	0	0%		0	0%
	6	6a	0	0	0	0	0	0	0	0	0	0	0	0	0%		0	0%
	7	7c	0	0	0	0	0	0	0	0	0	0	0	0	0%		N/A	0%
	7	7b	0	0	0	0	0	0	0	0	0	0	0	0	0%		N/A	0%
	7	7a	0	0	0	0	0	0	0	0	0	0	0	0	0%		N/A	0%
	8	8c	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A		N/A	N/A
	8	8b	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A		N/A	N/A
	8	8a	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A		N/A	N/A
												Summary Count	90	36	40%		20	22%

Pupils exceeding National Expected Progress
Pupils achieving National Expected Progress
Pupils not achieving National Expected Progress
Pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

COHORT	90

In terms of attainment in English Language, Table 10 reports data for English Summer 2015 against national data shown in brackets.

Table 10: Attainment – English, Summer 2015 against latest National data (Summer2014)

Attainment Measure	Disadvantaged	Other students
English: A*-C	57% (nat 2014 = 51%)	72% (nat 2014 = 73%)
English: A*-C Disadvantaged Gap	The gap is 15 percentage points compared with a 2014 national gap of 21 percentage points. The percentage of Disadvantaged attaining A*-C is 6 percentage points higher than the 2014 national.	
English average point score	38.8 points (nat 2014 = 34.1 points)	40.3 points (nat 2014 = 40.4 points)
English average point score gap	The TSS average point score is 1.5 points compared to the national gap of 6.3. The 2015 average point score is higher for both Disadvantaged and Other students than 2014 national averages.	

Source: RAISE

Table 10 confirms that in 2015, the percentage of Disadvantaged students attaining English Language at A*-C was 6 percentage points higher than the 2014 national average. At the same time, the A*-C gap in school was 15 percentage points compared with a national A8-C gap of 21 percentage points. The average points score for Disadvantaged students was also higher (by over two thirds of a GCSE grade) compared to national 2014, whilst the average points score for Other students was almost identical to the national 2014 average.

Mathematics

Table 11 below reports progress outcomes for Summer 2015.

Table 11 - Progress in Maths, (Summer 2014)

Maths	Titus Salt School Summer 2015			National Summer 2014		
	Disadv students	Other	Progress gap	Disadv students	Other	Progress gap
Expected progress	58%	64%	6 percentage points	48%	71%	23 percentage points
Better than expected progress	19%	31%	12 percentage points			

Source: Titus Salt School, RAISE

The percentage of TSS Disadvantaged students making expected progress or better in Maths is 58% and higher than the 2014 national average of 48%. In 2015, our school progress gap was 6 percentage points and less than one third of the 2014 national average gap of 23 percentage points. One key priority remains on closing the gap further whilst increasing the proportions of both Disadvantaged students and Other students who make expected progress or better.

Table 12 shows that the progress gap in Maths has closed significantly: in 2013, the gap was 6 percentage points higher than the national and in 2015 it is close to one quarter of the size of the national 2014 gap. The priority remains to close the gap and raise overall proportions of students making expected progress or better.

Table 12 – Progress gaps in Maths (2013 – 2015)

	TSS 2013	National Gap 2013	TSS 2014 (best entry)	National Gap 2014	TSS 2015
Disadvantaged Progress gap	28 percentage points	22 percentage points	12 percentage points	23 percentage points	6 percentage points
	In 2013, the progress gap was 6 percentage points higher than the national average		In 2014, the progress gap was 11 percentage points **lower** than the national average gap.		In 2015, the gap has halved and is around one quarter of the 2014 national average.

Source: RAISE

The Transition Matrix below in Table 13 shows the proportions of Disadvantaged students whomade less than, expected or better than expected progress in Summer2015.

Table 13 – Maths Transition Matrix, Summer2015

Disadvantaged			GCSE Attainment Grade															
			No Data	U	G	F	E	D	C	B	A	S	Total number of pupils	Number achieving National Expected Progess	% achieving National Expected Progess		Number exceeding National Expected Progess	% exceeding National Expected Progess
KS2 Grade		No Data	0	0	0	0	0	1	0	0	1	1	2	0	0%		2	100%
		<1	0	0	0	0	0	0	0	0	0	0	0	0	0%		0	0%
		1	0	0	0	0	0	0	0	0	0	0	0	0	0%		0	0%
		2	0	1	0	1	0	0	0	0	0	0	2	0	0%		0	0%
	3	3c	0	0	0	0	2	0	0	0	0	0	2	0	0%		0	0%
		3b	1	1	1	3	5	2	0	0	0	0	13	2	15%		0	0%
		3a	0	0	1	0	1	0	0	0	0	0	2	0	0%		0	0%
	4	4c	0	1	0	0	0	1	3	1	0	0	6	3	50%		1	17%
		4b	1	1	0	0	1	11	19	3	0	0	36	19	53%		3	8%
		4a	0	0	0	0	0	0	3	2	1	0	6	3	50%		3	50%
	5	5c	0	0	0	0	0	0	1	2	0	0	3	2	67%		0	0%
		5b	0	0	0	0	0	0	3	5	4	3	15	5	33%		7	47%
		5a	0	0	0	0	0	0	0	1	1	0	2	1	50%		1	50%
	6	6c	0	0	0	0	0	0	0	0	0	0	0	0	0%		0	0%
		6b	0	0	0	0	0	0	0	0	0	0	0	0	0%		0	0%
		6a	0	0	0	0	0	0	0	0	0	0	0	0	0%		0	0%
	7	7c	0	0	0	0	0	0	0	0	0	0	0	0	0%		N/A	0%
		7b	0	0	0	0	0	0	0	0	0	0	0	0	0%		N/A	0%
		7a	0	0	0	0	0	0	0	0	0	0	0	0	0%		N/A	0%
	8	8c	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A		N/A	N/A
		8b	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A		N/A	N/A
		8a	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A		N/A	N/A
												Summary Count	89	35	39%		17	19%

Pupils exceeding National Expected Progress
Pupils achieving National Expected Progress
Pupils not achieving National Expected Progress
Pupils whose progress could not be determined and who have therefore been excluded from the school calculation, These pupils are included in the figure for the total cohort

COHORT	90

1

Two prior attainment groups – 3b and 4b – represented the majority of the underperformance.

Turning to attainment in Maths, Table 14 reports data for Summer 2014 against national data.

Table14: Attainment – Maths, Summer 2015

Attainment Measure	Disadvantaged	Other
Maths: A*-C	60% (nat 2014 = 49%)	66% (nat 2014 = 70%)
Maths: A*-C Disadvantaged Gap	The school gap is 6 percentage points against the national 2014 gap of 21 percentage points at the same time as the school Disadvantage A*-C percentage is higher than the national 2014.	
Maths average point score	37.3 points (nat 2014 = 32.0 points)	39.5 points (nat 2014 = 40.1 points)
Maths average point score gap	The school gap is 2.2 points and equal to around one third of a GCSE grade compared to the national gap of 8.1 points, which is equal to 1 and a third whole GCSE grades.	

Source: Titus Salt School, Statistical First Release, RAISE

The percentage of Disadvantaged students attaining GCSE A*-C was higher than the 2014 national average by 11 percentage points. The average point score for Disadvanatge student was 5.3 points higher than the national 2014 (and close to 1 whole GCSE grade higher than national). The average point score gap between Disadvantaged and Other students was around one quarter of the 2014 national average gap.

Key Stage 3

Analysis shows that progress gaps are small by the end of Key Stage 3 as a result of a clear identification of who our Disadvantaged students, their needs and a swift intervention to support outcomes.

Table 15 below shows the progress gaps that were evident at the end of the Summer 2015: the gaps are small and subject action plans address these.

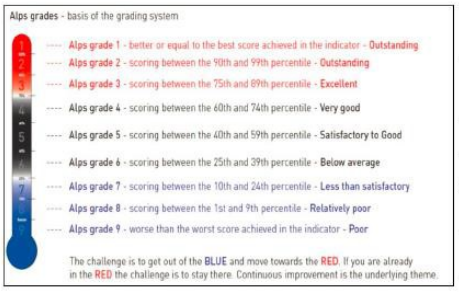
Table 15: Progress by end of Key Stage 3

Progress Gap at the end of Key Stage 3	Percentage point difference between Disadvantaged students making Expected Progress and Other students	
Maths	-6%	A smaller percentage of Disadvantaged students make expected progress or better compared to the whole of Year 9
History	-4%	
Geography	-4%	
Computer Science	-3%	
English	-3%	
RS	-3%	
German	-2%	
PE	-1%	
Food and Textiles	-1%	
Art	0%	An equal percentage of Disadvantaged students make expected progress or better compared to the whoe fo Year 9
Music	0%	
French	1%	A higher percentage of Disadvantaged students make expected progress or better compared to the whole of Year 9
Product Design	1%	
Science	2%	
Spanish	6%	

Key Stage 5

ALPS analysis confirms that Disadvantaged students secure strong value-added outcomes in Post-16, as illustrated in Table 16 below:

Table 16: Disadvantaged students and Post 16 Value Added



A2 ALPS Score		
3 year score T score	2014	2015
Disadvantaged	3	4
All students	5	3
Vocational		
3 year score	2014	2015
Disadvantaged	2	2
All students	3	2

There is some variability in outcomes across subjects although these can be magnified by small numbers. A key priority remains to ensure high value added outcomes are secured for all students.

Catch up Premium

Catch Up Premium

Table 17 below reports the latest attainment data for current Year 7 students who are eligible for Catch Up Premium.

Table 17: Catch Up Premium Outcomes

Maths	**Catch up premium**	**Not Catch up premium**	**All of cohort**
Average attitude to learning	1.6	1.5	1.5
Progress (number of GCSE steps) **As at: November 2014**	+0.83 GCSE steps	+0.70 GCSE steps	+0.73 GCSE steps
As at: Summer Term 2015	+2.1 GCSE steps	+2.1 GCSE steps	+2.1 GCSE steps
English	**Catch up premium**	**Not Catch up premium**	**All of cohort**
Attitude to learning (as at May 2015)	2.0	2.0	2.0
Progress (number of GCSE steps) **As at: November 2014**	+1.56 GCSE steps	+0.16 GCSE steps	+0.39 GCSE steps
As at: May 2015	+2.2 GCSE steps	+2.2 GCSE steps	+2.2 GCSE steps
Average Attendance	95.4%	96.7%	96.5%

The Catch-Up Premium has been targeted carefully so that students make rapid progress and this is sustained. The average attendance of Catch Up Premium students is 95.4% compared to an average attendance of 96.5% for the whole cohort.

In Maths, within 12 weeks of starting in Year 7 the attainment in Maths of Catch Up Premium students had improved by nearly one third of a GCSE grade and by May this had increased to just over +2 GCSE steps (equal to two thirds of a whole GCSE grade). The rate of progress of Catch up Premium students was higher than for those not eligible for the Catch up Premium and by the Summer Term 2015 both groups had made on average +2.1 GCSE steps of progress.

In English, the rate of progress of Catch Up Premium students was more pronounced than the rate of acceleration of those not eligible for Catch Up Premium: by November the attainment of Catch Up Premium students had increased by an average of +1.56 GCSE steps (equal to just under half a full GCSE grade) and by the Summer Term this was +2.2 GCSE steps (equal to two

thirds of GCSE grade). The impact of our reading programme has been significant.

Year 7 Reading Programme, 2014/15

34 Year 7 students have receiving one to one reading intervention since September 2014. These students had an average negative reading age variance of -44.4 months and were selected by a range of diagnostic data including whether they were Disadvantaged, eligible for Catch Up Premium or SEN. Using the Salford reading test our results show:

- 91% of the cohort have made better than expected progress with an average of 33 months of progress.
- Every student with SEN has made better than expected progress.
- 87.5% of Disadvantaged Students (pupil premium)
- 89% of Catch Up Premium students made better than expected progress.

Looked After Children

There were 10 Looked After Children in 2014/15 and a summary of their progress in Maths and English by year group is shown below:

Table 18: Progress of CLA in 2014/15

2014/15	Number of CLA students	Comment on progress	
		English	Maths
Year 8	Student 1	Expected	Better than expected
	Student 2	Expected	Better than expected
	Student 3	Better than expected	Better than expected
	Student 4	Not in school during assessment	
Year 10	Student 1	Better than expected	Better than expected
	Student 2	Better than expected	Better than expected
	Student 3	Not in school during assessment	
	Student 4	Not in school during assessment	
	Student 5	Expected	Expected
	Student 6	Expected	Expected

We had one CLA student in Post-16 and their value-added outcomes are reported below:

	Subject 1	Subject 2	Subject 3
Student 1	Grade Merit - Met ALPS target i.e. in top 25%	Grade U - did not meet ALPS target	Grade U - did not meet ALPS target

The student had decided in the Spring Term that he wanted to pursue a career in the Armed Forces and focused on his BTEC course. He left Post 16 at the end of Year 12 and has joined the Army.

Appendix 1 Disadvantaged Students: Summary of Strategies 2014/15			
Ref	**Intervention**	**Scope and rationale**	**Detail of intervention**
1	Y7 Literacy curriculum	Y7 English lessons per class group	1 period per week. Curriculum adjusted English has additional 2 periods per fortnight. Additional Transition activity with primary schools – programme allows swift identification of Catch Up premium students long before they formally start attending Year 7.
2	Y11 progress intervention	Targeted Maths and English interventions which can include use of Lifetracks, after school clubs and Easter Revision sessions	2 period per teacher per week X 3 off + 1 period per week for HIL Revision Guides bought for all Disadv students that want them AQA Moderator working with small groups to raise standards in English exam performance (Year 11)
3	Progress Clubs	To include ICT resources and AYL costs	5 teaching and 5 support staff; 1 period per week each; Progress Clubs led by year teams to provide intensive support for Disadv who need it._
4	Pastoral support	Additional support by year team	5 teachers (2 periods per week) and 5 AYLs (0.5 days per week)
5	Learning Support Centre	LSC management and leadership	30% of nominated staff time
6	Vertical tutoring	Overview of Y7 - Y9 Year teams	12 periods over 2 weeks + 60% TLR
7	Literacy - whole school	Reading matters, Units of Sound, Partner reading	2 periods per week for Teachers; 50% for support staff

Appendix 1 Disadvantaged Students: Summary of Strategies 2014/15			
Ref	**Intervention**	**Scope and rationale**	**Detail of intervention**
8	Numeracy intervention	Maths mastery	Teachers; 2 periods per week: Support staff ; 2 periods per week Use of ARK Academies' Maths Mastery programme to accelerate learning through consolidation of basic skills programme
9	Reading Programme	KS3 & KS4 reading interventions	ROS; 2 periods per fortnight; HUN / HRS 30%; 9 teachers 1 period per week Reading age programme to support acceleration of literacy levels e.g. one to one and regular reading; Units of Sound programme delivered through Achievement Support
10	Marking Strategies	Ongoing development of Green pen / Star Star Wish programmes	MIL 10% of time + 1 period from 9 faculties every 2 weeks
11	Alternative Provision	Kip McGrath, Yorkshire Tiling, Lighthouse Grp, UMMID, Educate thro' Sport, Prism, JAS, OnTrac	Costs of Alternative provision
12	Attendance intervention	Attendance Manager	Separate analysis
13	Exam support	Invigilation - extra staff	30% of invigilation costs
14	Access programme	Exam screening, training of Reader/Scribe	KLK 10 hours and 40 hours from LSAs
15	Wellbeing	Harry Stoyles, Dilys Bruce, DTY	DTY 40% + 30% of Pastoral Consultants cost
16	Behaviour Intervention	Behaviour Intervention Centre	40% of staff time
17	Enrichment	Y11 advice	25% of budget + 2 x iPad minis
18	Inclusion	Hardship funding distribution	50% of budget
19	Free School Meals	Take-up value of FSM	Total FSM budget
20	IT kit	Laptop provided	10 x laptops @ £300 each
21	Careers	External provision	30% of costs

Appendix 1 Disadvantaged Students: Summary of Strategies 2014/15			
Ref	**Intervention**	**Scope and rationale**	**Detail of intervention**
	guidance		
22	Careers	NEET	30% of NEET project costs
23	Uniform clothing allowance	£26 per student per annum	For all Disadvantaged students
24	Safer schools	Police officer	30% of costs
25	SLT Leadership and Management	Implementation of effective strategies across school	5 days per year each
Catch up premium		• Additional literacy and numeracy after school through Year 7 team • Summer Reading Challenge to engage students with reading and a love of reading • ICT license for access to Maths materials, targeted towards Catch Up Premium students so they can accelerate their learning and progress at home • Further differentiation of Maths materials to help Lower attaining students • Additional Transition activity with primary schools – programme allows swift identification of Catch Up premium students long before they formally start attending Year 7.	