



Disadvantaged Students – Statement 2017 - 2018

Year 11: Actuals 2017	Progress 8			English			Maths			Ebacc			Other		
	P8	All	Nat	P8	All	Nat	P8	All	Nat	P8	All	Nat	P8	All	Nat
All Pupils	-0.4	+0.1	0.00	-0.8	-0.6	0.00	+0.1	+0.5	0.00	-0.4	+0.4	0.00	-0.4	-0.2	0.00
Disadvantaged	-0.4	-0.1	-0.32	-0.8	-0.6	-0.25	+0.1	+0.4	-0.29	+3.1	+0.2	-0.41	-0.4	-0.3	-0.29
Non DS	-0.4	+0.3	0.12	-0.7	-0.6	0.09	+0.0	+0.7	0.11	+2.9	+0.7	0.15	-0.3	+0.0	0.11
DS HPA	-1.6	-1.6		-1.8	-1.8		-1.3	+1.3		-1.8	-1.8		-1.5	-1.5	
DS MPA	-0.6	-0.6		-1.0	-1.0		-0.2	-0.2		-0.6	-0.6		-0.7	-0.7	
DS LPA	+1.0	+1.0		+0.4	+0.4		+1.6	+1.6		+1.0	+1.0		+0.9	+0.9	

Attainment 8		
P8	All	Nat
3.3	3.3	4.95
3.4	3.4	4.10
3.0	3.0	5.27
4.5	4.5	
3.3	3.3	
3.1	3.1	

Attendance		
P8	All	Nat
96.0%	96.1%	awaiting
96.0%	94.7%	awaiting
96.0%	96.7%	awaiting
96.4%	96.4%	
96.3%	96.3%	
96.1%	96.1%	

Commentary:

- The achievement gap has closed between disadvantaged and non-disadvantaged Progress 8 students. However, there is still work to be done as the achievement gap needs to close for both groups. Non disadvantaged students still achieve more than their counterparts and this is reflected in their attendance. Disadvantaged HPA students are still behind their counterparts across all groups and will be a key target for 2017-18
- In the English element, non-disadvantaged perform slightly better than disadvantaged students and all groups are working below the 2016 national averages. HPA and MPA disadvantaged students are performing well below their counterparts. DS LPA students are performing better than all groups and above the national averages for both all disadvantaged and non-disadvantaged students
- In the maths element, all groups performed well; however, disadvantaged students did not perform as well as all students and their non-disadvantaged counterparts. However, DS HPA students performed significantly better than in any other area and DS LPA students are performing better than all groups and above the national averages for both all disadvantaged and non-disadvantaged students
- In the Ebacc element, disadvantaged students as a whole performed better than all groups and well above the national average. DS HPA students are still behind their counterparts across all groups and will be a key target for 2017-18
- In the other element, non-disadvantaged students perform marginally better than other students with DS HPA being a cause for concern
- Attendance for P8 Ds and non-DS students are all broadly in line with each other. All DS students are -1.3% behind all non-DS students and will remain a target group for 2017-18



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Current Cohort of disadvantaged students at Tile Cross Academy – September 2017

Year Group	Total No: of Students	Non Disadvantaged (*with KS2 data)	Disadvantaged (*with KS2 Data)	% Disadvantaged
Year 7	90	43	N/A	DS data awaiting
Year 8	108	21	44	40.74%
Year 9	107	26	40	37.38%
Year 10	141	20	57	40.42%
Year 11	146	23	58	39.72%
Total Cohort	592	133	199	33.61%

Year Group	Total No: of Disadvantaged Students	K2 Data	No KS Data	SEN	EAL	HPA	Male	Female	LAC
Year 7	n/a	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Year 8	50	44	6	24	14	2	23	27	0
Year 9	49	40	9	13	20	8	23	26	0
Year 10	80	57	23	23	39	8	48	32	0
Year 11	77	58	19	12	45	13	45	32	0
Total Cohort	256	199	57	72	118	31	139	117	0

Year Group	Total No: of Non Disadvantaged Students	KS2 Data	No KS2 Data	SEN	EAL	HPA	Male	Female	LAC
Year 7	90	43	42	16	53	1	52	38	0
Year 8	58	21	37	3	39	3	32	26	0
Year 9	58	26	32	3	43	6	39	19	0
Year 10	61	20	41	4	49	8	33	28	0
Year 11	69	23	46	5	57	10	30	39	1
Total Cohort	336	133	198	31	241	28	186	150	1



Disadvantaged Students – *Statement 2017 - 2018*

Disadvantaged Students 2016-17

The Disadvantaged Students is additional Government funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Addressing Individual Needs

Educational support staff are equally important in closing the gap for Disadvantaged Students youngsters. Mentoring, Safeguarding and Behaviour specialists are all employed to deal with issues within students' lives, as does support from the school nurse service and attendance officer. The school has created a supportive learning environment to aid students who are falling behind on their studies.

A large portion of the funding goes to supporting students' equality of opportunity. This includes, but is not exclusive to, free resources such as: revision guides, stationery, peripatetic music tuition, trips and after school activities with no charge and transition Summer Schools.

Key Principles

Disadvantaged Students funding was used to support a raft of interventions around the 39% of students with Disadvantaged Students status in Year 11 and the students with this status throughout the other year groups. The key principles of the use of our Disadvantaged Students funding are addressing individual need where there are difficult circumstances and providing strong additional academic support for our Disadvantaged Students with the allocated funding.

Disadvantaged Students is an identified and monitored attribute for students at a whole school and departmental level. All teaching staff are aware of these students within their classes and are asked to be mindful of when and where support needs to be drawn from the funding to provide equality of opportunity.

Increased Monitoring and Support

Students are named and given to staff in terms of lesson planning. Individual targets are given for study support, monitoring and intervention.

A member of the Senior Leadership team takes oversight of these programmes and manages a cohort of students in year 11 to boost their attainment through one on one meetings, parental engagement and managing additional support.

All middle leaders now present as part of their examination analysis on Disadvantaged Students performance. This is built into half termly meetings with the designated DS lead, based on data collections across all year groups.

A school target to reduce the progress 8 gap between disadvantaged and non-disadvantaged students has been set for 2017-18; in 2017, we achieved a closed gap between the two groups – both groups achieved at -0.4. This year we aim to increase the achievement to 0.00



Disadvantaged Students – *Statement 2017 - 2018*

Financial Spend in 2016-17			
Potential Spend / Expenditure	Spend	Funded by DS Allocation	
Revision Guides - Yr 11	£3,027.49	£1,637.51	
Camping	£2,000.00	£1,081.27	
Drayton Manor		£3,070.00	
School Uniform - Support		£5,000.00	
Enrichment Activities		£2,625.00	
ICT Equipment			
Bus Passes		£3,000.00	
Taxi Fares		£1,000.00	
Motivational Events		£3,000.00	
Summer School		£2,000.00	
Exercise Books		£4,869.00	54.1% of costs
Staff Support Initiatives			
Pastoral Staff		£98,616.00	54.1% of costs
Learning Mentors		£16,230.00	54.1% of costs
Student & Family Welfare		£56,068.00	54.1% of costs
Other Support Staff Costs			
Data / Exams(NG)		£10,000.00	54.1% of costs
General Assistants (Aggregate)		£75,320.00	54.1% of costs
SENCO		£30,099.00	54.1% of costs
TA's		£98,616.00	54.1% of costs
TOTAL		£412,231.78	
Expenditure in Excess of Income 2016/17		£28,581.78	