



Modern Measures

- ✓ P8 Scores for those with middle or low prior attainment is positive **(+0.27 and +0.00 respectively)**
- ✓ A8 disadvantaged / non-disadvantaged gaps closed in 2016 for middle and high prior attainers. Middle prior attainment A8 gap reduced from 16.33 in 2015 **to 9.26 in 2016**. High prior attainers gap was 5.17 in 2015 and **3.13 in 2016**.
- ✓ Those achieving the Ebacc measure at 62% (high prior attainers) and 38% (middle prior attainers)
- ✓ **P8 Score for pupils with high attainment slightly negative at -0.01**
- P8 Score for disadvantaged pupils **at -0.50** (FFT(D) indicated -0.28 and final predictions were -0.32). Discounting two pupils educated off site this figure **is -0.15****
- P8 Score for disadvantaged pupils in mathematics -1.02
- Whilst 65% of all those entered for the Ebacc achieved the measure, only 25% of disadvantaged pupils did

Legacy Measures

- ✓ Gender – Gap between boys and girls in mathematics for A*-C closed from 4% in 2014 to -5% in 2015 and is 0% in 2016. For expected progress girls outperformed boys by 3% in mathematics.
- ✓ Expected progress 2016 for high prior attainers above 2015 national averages for English by 12%, and equal to national figures for mathematics.
- ✓ Expected progress for middle prior attainers above 2015 national averages in English by 23% and mathematics by 1%
- ✓ English GCSE 2016 expected progress of disadvantaged pupils was 79% (2015 national figure was 57%)
- ✓ **Gender – English and Mathematics subject pillar above national figures for A*-C in 2016. Males at 71% (13% above NA) and females at 77% (11% above NA)**. Males and females above 2015 national figures (RAISEOnline); English above by 20% (males), 21% (females), maths by 6% (males), 6% (Females)
- Whilst the gender gap between boys and girls in English had shown evidence of closing, the A*-C gap of 9% in 2014 which reduced to 4% in 2015 grew to 21% in 2016 (national gap was 16%). For expected progress girls outperformed boys by 14%.
- Expected progress 2016 for disadvantaged not consistently in line with 2015 national averages. English rose from 52% in 2015 to 79% (national 57%) but maths dropped from 39% to 21% (national 49%).

Students educated off site:

P8 Score for disadvantaged pupils -0.50. Discounting two pupils educated off site this figure is -0.15

Student A	Student B
CP Tier 4– Child in Need Severe MH issues – under CAMHS Did not attend school in last term- managed to successfully get a place at the MES- refused to engage. School provided support- HUB/ home visits by PM/work sent home	MH issues- Under CAMHS Full time education in MES. Did not attend Wellington throughout KS3 and all of KS4. Regular liaison with MES- work provided. Due to ongoing issues Student B was not entered for any GCSE other than Maths and English- unable to engage in study/preparation due to MH issues
Post 16- successfully enrolled at college. Part time job. Achieved a C grade- English, Maths D, Eng Lit D, Science D, Add Science E, Psychology F	F grades on both Maths and English Not well enough to apply to post-16 course but is now doing an NVQ L1

Focus for next academic year:

- Most Able PP 17/30 of cohort are Most Able 2016-17
- Maths bucket (-1.02)
- Open bucket (-0.67)
- % of disadvantaged students achieving EBACC