

# Review and Evaluation of the Impact of Pace Setter Spending 2017-18

**£294,075**

In 2015/16, our Pace Setter performance placed us in the 90<sup>th</sup> percentile. The three year average at C+ for English and Maths combined was below 30% due to performance in 2014 and 2015.

In 2016/17, the performance of Pace Setters was transformed and we were placed in the 18<sup>th</sup> percentile. The ECDL qualification secured by our students through the work of our consistently high performing ICT faculty contributed towards a number of our most vulnerable students securing places in Further Education with five good GCSEs. Without the ECDL in our figures in 2017, we would still have been in the 50<sup>th</sup> percentile with a P8 figure of -0.4

## Improving Trends Over Time

- Pace Setter Progress has moved from the 90<sup>th</sup> percentile in 2016 to the 50<sup>th</sup> percentile with -0.4 in 2018, consistent with our 2017 performance excluding the ECDL. The new measure including Looked After Children indicates it will be above national around the 45<sup>th</sup> percentile at -0.31.
- Our overall Pace Setter Attainment 8 score in 2018 of 40.43 is a significant achievement. It is above national, around the 45<sup>th</sup> percentile and placed us 5<sup>th</sup> out of 19 schools in Cheshire West.
- Our Basics 4+ figure in 2016 was 47% and 44% in both 2017 and 2018, leading to a much increased three year average of 45%. Our gap of 20% against other students placed us 6<sup>th</sup> out of 19 schools in Cheshire West in 2018.
- Our School Performance 5+ indicator in English & Maths has improved from 23% in 2017 to 27% in 2018. This placed us 4<sup>th</sup> out of 19 schools in Cheshire West. The gap of 11% with other students placed us 2<sup>nd</sup> out of 19 schools in Cheshire West in 2018.
- Maths 4+ was 58% (48% 2017) in 2018 and Maths 5+ was 29% (24% 2017), placing us 9<sup>th</sup> out of 19 schools on both figures in Cheshire West. English was also 9<sup>th</sup> with 5+ at 38% (36% 2017). All the gaps on these figures were respectable at 20% or lower.
- In Science, Pace Setters securing 77-99 outperformed other students and there was only a 3% gap at 55-99
- One Pace Setter secured 7+ in both English (8) and Maths (8) [and German (8)] for the first time.
- Our ambitious curriculum offer for Pace Setters is illustrated by 33% being entered for the Ebacc (10/19 schools). There was a further 3% increase in students securing the 4+ to 24% (21% 2017, 17% 2016) and 16% achieved 5+ (4/19 schools). The new measure for the Ebacc, the Ebacc Average Point Score (APS) is respectable at 3.38 (8/19 schools).
- The Open Bucket for Pace Setters is close to 0 which indicates a strong performance around the 30<sup>th</sup> percentile.

## Challenges

- **Attendance** – the link between attendance and progress could not be clearer for our Pace Setters. In 2017/18, 49% of Y11 Pace Setters (22 students) had attendance that was 95% or above. Their progress was +0.12. The progress of all other Pace Setters was significantly negative. If Progress 8 was recalculated with students attending 90%+, our figure would have been -0.15.

	Y11 2017/18 Attendance	Y11 2017/18 Progress	Y11 2018/19 Attendance in Y10 2017/18	Y11 2018/19 Progress
Below 85%	22%	-1.15	18%	-1.7
85%-90%	9%	-0.63	15%	-0.5
90-95%	20%	-0.85	38%	-0.5
95%-100%	49%	+0.12	29%	-0.2

The persistent absence (below 90%) of 31% for Y11 Pace Setters in 2017/18 could be worse in 2018/19 at 33% if the pattern established in Y10 continues to Y11. The 95+% which is critical to progress has dropped by 20% from 49% to 29%. This needs to be a major focus.

### Whole School Attendance for our Pace Setters

	Attendance Pace Setters	Whole School	Gap	Persistent Attendance
2015/16	91.9	94.9	3	24.8
2016/17	91.1	94.4	3.3	21.3
2017/18	89.6	93.8	4.2	31

If we removed 8/324 (2.4% of cohort) of our worst Pace Setter non-attenders from our figures, it increases the overall Pace Setter attendance in 2017/18 by 2% from **89.5% to 91.5%**

- **Feeder Primaries**- 13/45 students in 2018 came from two primaries where the Progress 8 score in **Primary A was -0.8** with 5 students and **Primary B was -0.9** with 8 students. This is a consistent pattern that can be traced back to previous years and the new Year 11 where Primary A with 5 students is currently -1.3 and Primary B with 4 students is -1.2

- **Pace Setter Trends and Challenges with Individual Subjects**

	Overall		English P8		Maths P8		Open P8	
Pace Setters Disadvan	2016	90	2016	97	2016	91	2016	56
	2017	23	2017	61	2017	53	2017	4
	2018	50-55	2018	75-79	2018	65	2018	35
	2019	65-70	2019	70-75	2019	65	2019	65
	Ebacc P8		Science P8		Lang P8		Humanities P8	
Pace Setters Disadvan			2015	87	2015	58	2015	85
	2016	92	2016	69	2016	42	2016	86
	2017	42	2017	51	2017	25	2017	65
	2018	60	2018	65	2018	55	2018	65
	2019	45	2019	50	2019	30	2019	65
IDSR Internal Summary - National Percentiles of Pace Setters 2016-2019 (Projected)								

**Boys were -0.6 and Girls were -0.3 overall.** The same progress gender gap is evident in the new Y11. English boys are significantly negative. Maths and Science have no major gender difference.

In terms of ability banding, **High Ability (12 students) and Low ability (8 students) were both -0.6** in 2017/18

Live Y11 data suggests the most negative progress is with High (17 students) and Middle Ability (33 students) for 2018/19.

**English (P8 -0.76)**, particularly boys, continues to provide a challenge. This year's performance between the **75<sup>th</sup>-79<sup>th</sup> percentile** requires further improvement. **Middle and Low Ability Pace Setters were significantly negative. English 4+ dropped 13% from 2017 to 47% in 2018 and the gap increased to 28%.** English High (17) and Middle Ability Pace Setters (33) are also significantly negative in current Y11.

**Maths performance (P8 -0.52)** declined at Review 3 in April 2018. This managed to improve marginally between April and the final results but Maths was looking like it would be in the 50<sup>th</sup> percentile until Review 3. Maths performance is around the **65<sup>th</sup> percentile.**

**High Ability Pace Setters were significantly negative in both Maths and Science.**

Science continues to be significantly negative with High Ability Pace Setters (17) in current Y11. Maths Middle (33) and Low Ability Pace Setters (11) are significantly negative in current Y11.

The **Open Bucket** was predicted to be significantly negative in November 2017 because staff were cautious with their BTEC/ V Cert predictions. This performance shifted from the 65<sup>th</sup> predicted percentile to the **35<sup>th</sup> percentile** because excellent results were secured.

On current predictions for 2018/19, English will improve marginally, Maths will remain the same as will Humanities.

The overall predicted school percentile in 2018/19 (65-70) should improve because the Open Bucket should be closer to the 50<sup>th</sup> percentile or higher based on the last two year's performance.

9 students from Primary A and Primary B are having a significant impact on Y11 Pace Setter progress. 20 students with <90% attendance are having a major adverse impact on all subjects' Y11 progress.

# Review and Evaluation of the Impact of Pace Setter (PP) Spending 2017-18

Review of 2017-18 expenditure: **£294,075**

PP P8 2016: **-0.89 (Bottom 10%)**

PP P8 2017: **+0.05 (Top 30%)**

Nat Average: **-0.38**

PP P8 2018: **-0.42 (50<sup>th</sup> percentile)**

PP/CLA 2018: **-0.31 (45<sup>th</sup> percentile)**

Desired outcome	Chosen action/approach	Impact	Review/Evaluation	Cost																																												
PP attendance will improve across the cohort.	<ol style="list-style-type: none"> <li>1) Recruitment of a school 'EWO' to work with our poor attenders and their families (E Clark)</li> <li>2) Family Liaison Officer role further embedded into the school community.</li> <li>3) Dedicated APM time focusing on PP attendance specifically.</li> <li>4) Breakfast club rebranded and re-launched to encourage students in to school early. No cost for those in receipt of PP funding.</li> <li>5) FLO through more home visits with &lt;85% attendance PP students will further support desire to enhance student engagement with school.</li> </ol>	<p>The post holder is a very experienced ex-CWaC EWO who knows our students and families and has brought a wealth of knowledge and experience to the role.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Attendance</th> </tr> <tr> <th>Pace Setters</th> <th>Whole School</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>91.9</td> <td>94.9</td> <td>3</td> </tr> <tr> <td>2016/17</td> <td>91.1</td> <td>94.4</td> <td>3.3</td> </tr> <tr> <td>2017/18</td> <td>89.6</td> <td>93.8</td> <td>4.2</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Persistent Attendance</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>24.8</td> </tr> <tr> <td>2016/17</td> <td>21.3</td> </tr> <tr> <td>2017/18</td> <td>31</td> </tr> </tbody> </table>		Attendance			Pace Setters	Whole School	Gap	2015/16	91.9	94.9	3	2016/17	91.1	94.4	3.3	2017/18	89.6	93.8	4.2		Persistent Attendance	2015/16	24.8	2016/17	21.3	2017/18	31	<p>The attendance figures for Pace Setters and Other Students was detrimentally affected by illness which decimated staff and students alike in January 2018. There was a two week period unlike any we have ever experienced.</p> <p>Overall attendance of 89.6% for Pace Setters would increase by 2% to 91.6% if our 8 most persistent school refusers were removed from the figures (8/324 = 2.4% of cohort).</p> <p>The impact on progress is clear.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th>Y11 2017/18</th> <th>Y11 2017/18</th> </tr> <tr> <th>Attendance</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>Below 85%</td> <td>22%</td> <td>-1.15</td> </tr> <tr> <td>85%-90%</td> <td>9%</td> <td>-0.63</td> </tr> <tr> <td>90-95%</td> <td>20%</td> <td>-0.85</td> </tr> <tr> <td>95%-100%</td> <td>49%</td> <td>+0.12</td> </tr> </tbody> </table>		Y11 2017/18	Y11 2017/18	Attendance	Progress	Below 85%	22%	-1.15	85%-90%	9%	-0.63	90-95%	20%	-0.85	95%-100%	49%	+0.12	<ol style="list-style-type: none"> <li>1) £16,000</li> <li>2) £11,500</li> <li>3) £23,000</li> <li>4) £4,000</li> </ol>
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Close the gaps in attainment and progress in GCSE English, Maths and Science between PP & non PP.

- 1) Increased staffing in both departments.
- 2) Recruitment of Pupil Premium Interventionists in Science and English using additional staffing capacity in English and Dr Moon in Science, experienced, excellent, existing member of teaching staff.
- 3) Intervention in Maths delivered by Maths specialist interventionists.
- 4) CPD delivered through PiXL, local cluster groups & external providers linked to PM objective.

Maths 4+/C+	Non PP	PP	Gap
2016	71	47	-24
2017	69	48	-21
2018	76	58	-18

Maths 5+	Non PP	PP	Gap
2017	44	24	-20
2018	47	29	-18

English 4+/C+	Non PP	PP	Gap
2016	72	59	-21
2017	75	60	-15
2018	74	47	-27

English 5+	Non PP	PP	Gap
2017	57	36	-21
2018	55	38	-17

Basics 4+/C+	Non PP	PP	Gap
2016	68	47	-21
2017	62	44	-18
2018	65	44	-21

Basics 5+	Non PP	PP	Gap
2017	39	23	-16
2018	38	27	-11

Significant Improvements have been sustained with both closing the gaps and progress indicators for English and Maths, both within school, across Cheshire and at National Comparison levels.

Maths 4+ was 10% higher and the gap closed to -18. Maths 5+ increased 5% to 29% and the gap narrowed to -18.

English 4+ deteriorated by 13% to 47% and the gap increased to -27

English 5+ improved by 2% to 38% and the gap closed to -17

The three year average for the C+/4+Basics measure has increased from <30% between 2014-16 to 45% between 2016-18 with a gap of only -21

The 5+ Basics figure (4/19 schools) of 27% shows a 4% increase. This placed us 4/19 schools in Cheshire. The gap of -11 puts us 2<sup>nd</sup> out of 19 schools. **The 5+ figure appears to be comparatively robust.**

- 1) £82,000
- 2) £45160
- 3) £7,500
- 4) £6000

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<p>Close the gaps in attainment and progress in all subject areas, including progress for HAPP, MAPPs and LAPPs (High, Middle, Low Ability Banding PP)</p>	<ol style="list-style-type: none"> <li>All staff have a Challenge based objective on their performance management with a tight focus on Pace Setters</li> <li>CPD on feedback – EEF research shows this has a very positive impact on progress.</li> <li>CPD for all staff on SISRA data monitoring with a focus on monitoring the progress of PP students.</li> <li>Online learning programmes to allow students to consolidate and develop their knowledge out of the classroom.</li> <li>Intervention strategies within subject areas.</li> </ol>	<p>P8 overall is the 50<sup>th</sup> percentile at -0.4. A8 is above national average at 40.43, around the 45<sup>th</sup> percentile and 5<sup>th</sup> out of 19 Cheshire West schools.</p> <p>24% achieved the 4+ Ebacc (4<sup>th</sup>/19) 16% achieved the 5+ Ebacc (4<sup>th</sup>/19) Ebacc APS is 3.38 (8/19 schools)</p> <p>The Open Bucket close to 0 is the 35<sup>th</sup> percentile</p> <p><b>P8 Banding Progress</b> HAPP in 2016 was 1.24(13 students) HAPP in 2017 was -0.14 (14 students) <b>HAPP in 2018 was -0.64 (12 students)</b></p> <p>MAPP in 2016 was -1.04 (35 students) MAPP in 2017 was 0.04 (37 students) <b>MAPP in 2018 was -0.25 (25 student)</b></p> <p>LAPP in 2016 was -1.24 (13 students) LAPP in 2017 was 0.33 (11 students) <b>LAPP in 2018 was -0.61 (8 students)</b></p>	<table border="1"> <thead> <tr> <th></th> <th>Percentile</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>50</td> </tr> <tr> <td>English</td> <td>75</td> </tr> <tr> <td>Maths</td> <td>65</td> </tr> <tr> <td>Ebacc</td> <td>60</td> </tr> <tr> <td>Open</td> <td>35</td> </tr> <tr> <td>Science</td> <td>65</td> </tr> <tr> <td>Language</td> <td>55</td> </tr> <tr> <td>Humanities</td> <td>65</td> </tr> </tbody> </table> <p>Further improvement will be required from English, Maths, Science and Humanities. All the figures still show significant sustained improvement compared to 2016.</p> <p>For the first time, one High Ability student secured 7+ in English &amp; Maths (8 in English, Maths, German)</p> <p>Period 7, intervention classes, extra forms, mentoring were all deployed in 2017/18.</p>		Percentile	Overall	50	English	75	Maths	65	Ebacc	60	Open	35	Science	65	Language	55	Humanities	65	<ol style="list-style-type: none"> <li>No cost.</li> <li>No cost.</li> <li>£500</li> <li>£4,100</li> <li>£6,500</li> </ol>														
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<p>D: Engage a small cohort of disengaged students in Y10 and Y11.</p>	<ol style="list-style-type: none"> <li>1) Strengthened provision in 2017-18 to provide high quality alternative to FTE where appropriate.</li> </ol>	<p>The number of Fixed Term Exclusions involving PP students fell by almost half between 2016 and 2017. There were 59 PP FTEs in 2014/15, 50 in 2015/16 and only 27 in 2016/17. This was maintained in 2017/18</p> <p>The number of PP students that had an FTE fell by half from 30 in 2014/15, 25 in 2015/16 to 15 in 2016/17. This was maintained in 2017/18</p>	<p>Our most disengaged students prior to 2016/17 followed courses at college that secured many careers for them. This changed in 2016/17 as we retained similar students in-house to secure them success with qualifying subjects for P8.</p>	<ol style="list-style-type: none"> <li>1) £18,000</li> </ol>
<p>E: Raise the aspirations of PP students.</p>	<ol style="list-style-type: none"> <li>1) Secure high quality CEIAG and ensure that PP students engage.</li> <li>2) Secure high-quality work experience placements for Y10 PP students and remove any barriers.</li> <li>3) Engage PP students with the idea of Higher Education with visits to a local university.</li> <li>4) Academic mentors in place for selected PP Y11s.</li> </ol>	<p>All Y10 students completed a work experience placement.</p> <p>All Y8/9/10 PP students were invited to attend a bespoke widening participation visit to University of Chester.</p>	<p>We worked with Mploy and our own contacts to secure work placements for Y10 PP students. The barriers that needed to be removed were: transport costs, clothing, equipment, pre-visits due to unfamiliar location etc.</p>	<ol style="list-style-type: none"> <li>1) £4,000</li> <li>2) £13,000</li> <li>3) £325</li> <li>4) £13,500</li> </ol>
<p>F: Raise the literacy and numeracy levels of Y7-Y9 students.</p>	<ol style="list-style-type: none"> <li>1) Lexia reading programme for all identified Y7 students and Y8 with additional lessons.</li> <li>2) Sixth Form reading buddies for identified students – weekly session.</li> <li>3) KS3 RSL who will influence the performance of PP students.</li> </ol>	<p>Lexia reading shows improvement in reading ages across Y7.</p> <p>The reading buddies scheme has had a positive impact for both the Y7 literacy levels and also confidence. The 6<sup>th</sup> form buddies have also really benefitted from the experience.</p>	<p>We have identified a growing number of students with very low literacy levels on entry. Catch up money has been spent alongside PP funding to ensure that barriers to learning with literacy and numeracy are removed as selected students receive extra time and a differentiated programme.</p>	<ol style="list-style-type: none"> <li>1) £2,000</li> <li>2) £150</li> <li>3) £2500</li> </ol>

G: Ensure that PP students have access to the same educational /enrichment activities as other students.	1) Bidding pots available for pastoral and curriculum areas.	Staff bid for funding for a variety of actions: -Y7 Menai trip (all Y7 PP funded) -Music lessons -Art enrichment visits -Drama residential visit...	Accessing visits and trips is not just about the cost of the trip but often additional factors such as cost of equipment, additional transport, food etc.	1) Curriculum £10,000 2) Pastoral £10,000 3) Menai £6,200
H: Emotional and mental health	1) Additional capacity in the mentoring team in school. 2) Programmes for identified students. ELSA, The Amy Winehouse Project,			1) £8,140
				<b>294, 075</b>