



Summary of GCSE performance for disadvantaged students in 2015/16

Introduction

A significant proportion of students at RCS are disadvantaged. We never use this as an excuse; rather, it adds to our moral purpose. Our school motto is: 'Committed to Success for All'; this is something we strongly believe in – we are, therefore, committed to the success of all our disadvantaged students.

Mr. J. Benstead is responsible, as part of the 'Achievement Team' for the provision made for disadvantaged students at the school. His official job title is Coordinator of Achievement (Disadvantaged). The linked Governor is Mrs. T Murray, with an SLT link to Mrs. S. Thompson as part of the Achievement Team.

This document will outline the performance of disadvantaged students, based on the Raise Online report that was published on 17th November 2016. It should be noted that:

- This summary report is based on validated data received in the March 2017 RAISEOnline.
- RAISEOnline did not identify trends in the report. Where appropriate, this report will compare the performance of the 2015/16 cohort to the 2014/15 cohort. This, however, is not outlined in the RAISEOnline document.
- In the RAISEOnline report, the performance of disadvantaged students at Redden Court School is compared to the performance of other students (those that are not disadvantaged) nationally.

What is a disadvantaged student?

A pupil is defined as disadvantaged in the 2015/16 performance tables and in RAISEOnline if they are recorded as:

- Eligible for Free Schools Meals (FSM) in the last six years; or
- Looked after continuously for 1 day or more; or
- Adopted from care.



Basic characteristics by year group 2016

This table includes all pupils listed in the School Census, and therefore values presented below may differ from other figures.

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
7	156	53.2 / 46.8	30.8	14.9	3.2	25.0	1
8	151	47.0 / 53.0	23.8	16.1	6.0	21.2	1
9	152	52.0 / 48.0	21.7	15.9	4.6	17.8	5
10	150	50.7 / 49.3	23.3	16.1	6.7	13.3	3
11	154	57.8 / 42.2	22.7	12.3	4.5	13.0	2

The screenshot above is taken directly from the November 2016 RAISEOnline report for the Redden Court School.

It gives an overall picture of the proportion of disadvantaged students in each year group (as well as other measures).



Progress 8 data

The table below outline the Progress 8 (P8) scores of our disadvantaged students. This data is correct for the Year 11 cohort at Redden Court School in 2015/16.

	RCS Data	National data (for disadvantaged students only)
Total number of students (including disadvantaged)	153	
Number of disadvantaged students	38	
Overall P8 score of disadvantaged students	0.24	
Number of low prior attaining disadvantaged students	11	
P8 score for low prior attaining disadvantaged students	0.42	0.19
Number of mid prior attaining disadvantaged students	21	
P8 score for mid prior attaining disadvantaged students	0.19	0.14
Number of high prior attaining disadvantaged students	6	
P8 score for high prior attaining disadvantaged students	0.06	0.07

Pleasingly, **ALL** high prior attainers who were disadvantaged achieved the EBACC. Similarly, all students from this sub group went on to continue their studies at Sixth Form College.



Progress 8 data

English Element

The table below outlines the P8 scores for disadvantaged students in their English (Literature and Language) GCSEs at Redden Court School.

Overall P8 score in English for disadvantaged students	P8 score for low prior attaining disadvantaged students in English	P8 score for mid prior attaining disadvantaged students in English	P8 score for high prior attaining disadvantaged students in English
0.14	-0.11	0.28	0.16

The table below outlines the national P8 performance of disadvantaged students in English.

National P8 score in English for disadvantaged students	National P8 score for low prior attaining disadvantaged students in English	National P8 score for mid prior attaining disadvantaged students in English	National P8 score for high prior attaining disadvantaged students in English
N/A	0.16	0.11	0.05

Mathematics Element

The table below outlines the P8 scores for disadvantaged students in their Mathematics GCSE at Redden Court School.

Overall P8 score in Maths for disadvantaged students	P8 score for low prior attaining disadvantaged students in Maths	P8 score for mid prior attaining disadvantaged students in Maths	P8 score for high prior attaining disadvantaged students in Maths
0.2	0.88	-0.08	0.04

The table below outlines the national P8 performance of disadvantaged students in Maths.

National P8 score in Maths for disadvantaged students	National P8 score for low prior attaining disadvantaged students in Maths	National P8 score for mid prior attaining disadvantaged students in Maths	National P8 score for high prior attaining disadvantaged students in Maths
N/A	0.19	0.12	0.06



Progress 8 data

EBACC Element

The table below outlines the P8 scores for disadvantaged students in the EBACC subjects (Humanity [Geography or History]; Science and a modern foreign language), excluding English and Maths, at Redden Court School

Overall P8 score in EBACC for disadvantaged students	P8 score for low prior attaining disadvantaged students in EBACC	P8 score for mid prior attaining disadvantaged students in EBACC	P8 score for high prior attaining disadvantaged students in EBACC
-0.4	-0.89	-0.17	-0.08

The table below outlines the national P8 performance of disadvantaged students in EBACC.

National P8 score in EBACC for disadvantaged students	National P8 score for low prior attaining disadvantaged students in EBACC	National P8 score for mid prior attaining disadvantaged students in EBACC	National P8 score for high prior attaining disadvantaged students in EBACC
N/A	0.21	0.18	0.09

Open Element

The table below outlines the P8 scores for disadvantaged students in the non-EBACC subjects at Redden Court School

Overall P8 score in NON-EBACC for disadvantaged students	P8 score for low prior attaining disadvantaged students in NON-EBACC	P8 score for mid prior attaining disadvantaged students in NON-EBACC	P8 score for high prior attaining disadvantaged students in NON-EBACC
0.9	1.84	0.65	0.08

The table below outlines the national P8 performance of disadvantaged students in non-NON-EBACC subjects.

National P8 score in NON-EBACC for disadvantaged students	National P8 score for low prior attaining disadvantaged students in NON-EBACC	National P8 score for mid prior attaining disadvantaged students in NON-EBACC	National P8 score for high prior attaining disadvantaged students in NON-EBACC
N/A	0.18	0.13	0.06

Please note that most less able students (disadvantaged or not) did not follow the EBACC. However, from 2016/17, increasing numbers of students from this sub group will follow the EBACC.



Attainment 8 data

The table below outline the Attainment 8 (A8) scores of our disadvantaged students. This data is correct for the Year 11 cohort at Redden Court School in 2015/16.

	RCS Data	National data (for disadvantaged students only)
Total number of students (including disadvantaged)	153	
Number of disadvantaged students	38	
Overall A8 score of disadvantaged students	45.97	52.56
Number of low prior attaining disadvantaged students	11	
A8 score for low prior attaining disadvantaged students	31.36	31.16
Number of mid prior attaining disadvantaged students	21	
A8 score for mid prior attaining disadvantaged students	48.81	50.63
Number of high prior attaining disadvantaged students	6	
A8 score for high prior attaining disadvantaged students	62.83	65.00

As previously stated, it was pleasing that **ALL** high prior attainers who were disadvantaged achieved the EBACC. Similarly, all students from this sub group went on to continue their studies at Sixth Form College.



Attainment 8 data

English Element

The table below outlines the A8 scores for disadvantaged students in their English (Literature and Language) GCSEs at Redden Court School.

Overall A8 score in English for disadvantaged students	A8 score for low prior attaining disadvantaged students in English	A8 score for mid prior attaining disadvantaged students in English	A8 score for high prior attaining disadvantaged students in English
9.84	6.55	10.67	13.00

The table below outlines the national A8 performance of disadvantaged students in English.

National A8 score in English for disadvantaged students	National A8 score for low prior attaining disadvantaged students in English	National A8 score for mid prior attaining disadvantaged students in English	National A8 score for high prior attaining disadvantaged students in English
10.95	7.33	10.69	13.10

Mathematics Element

The table below outlines the A8 scores for disadvantaged students in their Mathematics GCSE at Redden Court School.

Overall A8 score in Maths for disadvantaged students	A8 score for low prior attaining disadvantaged students in Maths	A8 score for mid prior attaining disadvantaged students in Maths	A8 score for high prior attaining disadvantaged students in Maths
9.84	6.00	9.05	12.67

The table below outlines the national A8 performance of disadvantaged students in Maths.

National A8 score in Maths for disadvantaged students	National A8 score for low prior attaining disadvantaged students in Maths	National A8 score for mid prior attaining disadvantaged students in Maths	National A8 score for high prior attaining disadvantaged students in Maths
10.95	5.46	9.95	13.14



Attainment 8 data

EBACC Element

The table below outlines the A8 scores for disadvantaged students in the EBACC subjects (Humanity [Geography or History]; Science and a modern foreign language), excluding English and Maths, at Redden Court School

Overall A8 score in EBACC for disadvantaged students	A8 score for low prior attaining disadvantaged students in EBACC	A8 score for mid prior attaining disadvantaged students in EBACC	A8 score for high prior attaining disadvantaged students in EBACC
10.34	3.00	12.00	18.00

The table below outlines the national A8 performance of disadvantaged students in EBACC.

National A8 score in EBACC for disadvantaged students	National A8 score for low prior attaining disadvantaged students in EBACC	National A8 score for mid prior attaining disadvantaged students in EBACC	National A8 score for high prior attaining disadvantaged students in EBACC
14.78	7.20	13.93	19.19

Open Element

The table below outlines the A8 scores for disadvantaged students in the non-EBACC subjects at Redden Court School

Overall A8 score in NON-EBACC for disadvantaged students	A8 score for low prior attaining disadvantaged students in NON-EBACC	A8 score for mid prior attaining disadvantaged students in NON-EBACC	A8 score for high prior attaining disadvantaged students in NON-EBACC
17.05	15.82	17.10	19.17

The table below outlines the national A8 performance of disadvantaged students in non-NON-EBACC subjects.

National A8 score in NON-EBACC for disadvantaged students	National A8 score for low prior attaining disadvantaged students in NON-EBACC	National A8 score for mid prior attaining disadvantaged students in NON-EBACC	National A8 score for high prior attaining disadvantaged students in NON-EBACC
16.44	11.16	16.06	19.57



A*-C data

The 2015/16 academic year was the last in which all students received grades (A*-U) in ALL subjects they studied at GCSE. In 2016/17 the new 921 grading system will be used in their English and Maths qualifications; in 2017/18 all other subjects will use the 921 grading system.

The RAISEOnline report for 2015/16 did outline the A*-C performance of our disadvantaged students in 2015/16.

A*-C grades in English and Mathematics

The table below outlines the A*-C grades our disadvantaged students achieved in English and Mathematics.

Overall % of RCS disadvantaged students who achieved a C grade or above in English and Maths.	% of low prior attaining disadvantaged students who achieved a C grade or above in English and Maths	% of mid prior attaining disadvantaged students who achieved a C grade or above in English and Maths	% of high prior attaining disadvantaged students who achieved a C grade or above in English and Maths
47%	0%	57%	100%

The table below outlines the A*-C grades non-disadvantaged students achieved nationally.

Overall % of non-disadvantaged students nationally who achieved a C grade or above in English and Maths.	% of low prior attaining non-disadvantaged students nationally who achieved a C grade or above in English and Maths	% of mid prior attaining non-disadvantaged students nationally who achieved a C grade or above in English and Maths	% of high prior attaining non-disadvantaged students nationally who achieved a C grade or above in English and Maths
62%	11%	62%	95%

The table below outlines the A*-C grades disadvantaged students achieved nationally.

Overall % of disadvantaged students nationally who achieved a C grade or above in English and Maths.	% of low prior attaining disadvantaged students nationally who achieved a C grade or above in English and Maths	% of mid prior attaining disadvantaged students who achieved a C grade or above in English and Maths	% of high prior attaining disadvantaged students who achieved a C grade or above in English and Maths
69%	13%	68%	97%



Percentage of students achieving the EBACC

The English Baccalaureate (EBACC) consists of:

- English
- Mathematics
- Science
- Humanity (defined as either History or Geography)
- A modern foreign language

The table below outlines the percentage of disadvantaged students at Redden Court School that achieved the EBACC in 2015/16

Overall % of RCS disadvantaged students who achieved the EBACC	% of low prior attaining disadvantaged students who achieved the EBACC	% of mid prior attaining disadvantaged students who achieved the EBACC	% of high prior attaining disadvantaged students who achieved the EBACC
32%	0%	29%	100%

The table below outlines the A*-C grades non-disadvantaged students achieved nationally.

Overall % of non-disadvantaged students nationally who achieved the EBACC.	% of low prior attaining non-disadvantaged students nationally who achieved the EBACC	% of mid prior attaining non-disadvantaged students nationally who achieved the EBACC	% of high prior attaining non-disadvantaged students nationally who achieved the EBACC
24%	1%	15%	55%

The table below outlines the A*-C grades disadvantaged students achieved nationally.

Overall % of disadvantaged students nationally who achieved the EBACC	% of low prior attaining disadvantaged students nationally who achieved the EBACC	% of mid prior attaining disadvantaged students who achieved the EBACC	% of high prior attaining disadvantaged students who achieved the EBACC
29%	1%	17%	57%



Attendance data

The school places huge emphasis on the importance of regular attendance in order for our students, disadvantaged or otherwise, to succeed.

The table below details the absence figures, as detailed in the November 2016 RAISEOnline report*:

	RCS Data	National Average
% of sessions missed, by FSM students, due to overall absence	7%	7.2%
% of sessions missed, by non-FSM students, due to overall absence	3.6%	4.1%
% of FSM students who are persistent absentees**	22.2%	21.6%
% of non-FSM students who are persistent absentees	6.9%	8.3%

*Note: The abbreviation FSM stands for Free School Meals.

**Note: 'Persistent absentee' is defined as someone absent for 10% or more of sessions.

At Redden Court School, we work very hard to ensure disadvantaged students' attendance is as good as possible. In order for this to be the case, listed below are some of the procedures we have in place:

- Weekly attendance reports produced – includes persistent poor attendees.
- Heads of Year visit homes of persistent absentees.
- Weekly meetings held between Director of Pastoral Team and Heads of Year, discussing persistent absentees.
- Students record their attendance fortnightly in their planners.
- Attendance data shared with all staff fortnightly.
- Heads of Year ensure teaching staff provide work for students who are absent.

More details about the work of our Pastoral Team can be provided on request.



Exclusion data

The school has a very clear rewards and sanctions policy, which can be found on our website.

The table below details the exclusion figures, as detailed in the November 2016 RAISEOnline report*:

	RCS Data	National Average
% fixed term exclusions for FSM** students.	8.99%	18.77%
% fixed terms exclusions for non-FSM students	1.07%	4.58%
% of FSM students with one or more fixed term exclusions	7.3%	8.93%
% of non-FSM students with one or more fixed term exclusions	0.89%	2.7%
% of FSM students with more than one fixed-term exclusion	1.69%	3.84%
% of non-FSM students with more than one fixed-term exclusion	0.18%	0.87%
% of FSM students who were permanently excluded	0%	0.39%
% of non-FSM students who were permanently excluded	0%	0.07%

*Note: This data is from 2015. The School Census collects this data two terms in areas.

**Note: The abbreviation FSM stands for Free School Meals.

***Note: 'Persistent absentee' is defined as someone absent for 10% or more of sessions.



Destination of students upon leaving RCS

Destinations in 2014/15 of 2013/14 KS4 pupils

		Overall percentage going to a sustained education or employment/training destination		Sustained education		Sustained employment and / or training	
		Sch	Nat	Sch	Nat	Sch	Nat
All Pupils	Cohort 113	93	94	90	90	3	3
Gender							
Male	64	95	93	-	90	-	3
Female	49	90	94	-	91	-	3
Disadvantaged pupils							
Disadvantaged pupils	33	82	87	-	83	-	4
Other pupils	80	98	96	-	93	-	3

		Sustained education - breakdown										No sustained education or employment		No activity captured in data	
		Further education college or other FE provider		School sixth form (state funded)		Sixth form college (state funded)		Other education destinations		Apprenticeships *		Sch	Nat	Sch	Nat
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat				
All Pupils	Cohort 113	40	38	13	39	37	13	0	2	6	6	-	6	-	1
Gender															
Male	64	39	40	-	36	44	11	0	2	-	7	-	6	-	1
Female	49	41	35	-	41	29	14	0	1	-	5	-	5	-	1
Disadvantaged pupils															
Disadvantaged pupils	33	52	45	-	26	-	10	0	2	9	5	-	11	-	1
Other pupils	80	35	35	-	43	-	14	0	1	5	6	-	3	-	1

This screenshot is taken directly from the November 2016 RAISEOnline report.

It contains the destinations of the students who left the school in August 2014. This is the most recent cohort for which data is provided on the RAISEOnline report.

We will update these figures as each RaiseOnline report is published.

Staff with responsibility for careers are placing increasing emphasis on tracking students' destinations after Year 11.

* Young people counted as being on apprenticeships are included within the figures for further education colleges, sixth form colleges and school sixth forms or employment/training. They are shown again in the column headed 'Apprenticeships'. A young person will be reported as an apprenticeship destination if they are in the 'Overall sustained education and/or employment / training destination' and also recorded as taking a funded apprenticeship at any time between August and July.

All school and national figures are percentages.

Other education destinations include independent schools, alternative provision, special schools, specialist post-16 institutions, UK higher education and education combination destinations.



Conclusions

- Teaching staff need to ensure that they are aware of the performance of 'sub-groups' of disadvantaged e.g. high/mid/low prior attainers. More sophisticated procedures now in place to ensure that staff ensure work is pitched at an appropriate level for all students (including those that are disadvantaged).
- One explanation for the progress and attainment of our low prior attainers was the fact that many did not follow the EBACC. From 2016/17 onwards, more students from this sub-group will follow the EBACC qualification.
- We will look to also improve the overall Attainment 8 figure for disadvantaged students from the mid-prior attainers sub group.
- The percentage of high-prior attainers (who are disadvantaged achieving the EBACC was well above the national average for all students; very pleasing.
- The performance of disadvantaged students from all sub groups in the Open Element was well above national average.
- With the new, enhanced GCSE specifications being implemented, staff ensure that students have appropriate tasks in order to achieve the best possible results.
- It should be noted that our attendance data for persistent absentees improved in 2015/16 to be in line with the national average. However, our goal remains to be well above national average for this.
- As has been stated throughout, the data used in this report has been based on the November 2016 RAISEOnline report. Several faculties successfully appealed the results for several students (disadvantaged and otherwise), which is not reflected in the November 2016 report. RAISEOnline will send a validated report to the school in March 2017. This summary will be edited accordingly at that stage.
- Mrs. S. Thompson led training on the RAISEOnline report in December 2016. As such, all teaching staff are aware of the areas of strength and weakness identified in the report.
- Mr. J. Benstead, as Coordinator of Achievement (Disadvantaged), will use the data in the report to inform future training / presentations to all staff. In particular, he will ensure that all faculty advocates, who are responsible for leading the provision for disadvantaged students in their area, use the data to inform their work with colleagues.