



Temple Moor High School Disadvantaged results statement 2022 based on DfE unvalidated data

Last updated 8 September 2022

Introduction

Temple Moor High School's results for 2021-22 are published in this document. All figures included in this document correspond to the school's unvalidated figures, as of September 2022. Figures quoted do not include remarks at this stage but will be updated when all remarks are returned. Progress 8 figures are indicative estimates at this stage, taken from SISRA analytics' Wave 2 Share and Compare collaboration.

There were 62 Disadvantaged students included in the data below.

GCSE Disadvantaged results summary

Summary Data	2022 results	2019 results	2019 Disadvantaged national average	2019 NA (all students)	2018 results	2017 results
Achieving English Baccalaureate Certificate Strong pass	11.3%	1.6%	7.4%	17%	7.2%	1.4%
Achieving English Baccalaureate Certificate Standard pass	16.1%	1.6%	12.6%	25%	11.6%	1.4%
Achieving a 9-5 Strong pass in English and Maths	25.8%	16.4%	24.7%	43%	20.3%	9%
Achieving 9-4 Standard pass in English and Maths	37.1%	31.1%	44.7%	65%	33.3%	1.4%
Attainment 8	34.21	32.95	36.7	46.7	36.49	33.16
Progress 8	-0.36	-0.37	-0.45	-0.03	-0.34	-0.4
Progress 8 English	-0.33	-0.23		-0.04	-0.34	-0.83
Progress 8 Maths	-0.52	-0.58		-0.02	-0.61	-0.63
Progress 8 Ebacc	-0.35	-0.52		-0.03	-0.64	-1.06
Progress 8 Open	-0.50	-0.19		-0.04	0.13	0.68
% making progress above their peers (positive Progress 8)	48.1%	39%			37.3%	
% Ebacc entry	37.1%	13.5%	24.7%	29%	14.4%	5.7%
Ebacc Average Points Score	3.01	2.58	3.08	4.07	2.82	2.0
% studying separate Sciences	11.3%	4.9%		27%	7.8%	0%

GCSE results commentary

In 2020-21, the Pupil Premium Strategy was developed in response to COVID 19, and a time in which students had faced a significant time out of education. This funding, along with the Recovery premium, was targeted at supporting those students who were Disadvantaged and most affected by the pandemic, with the focus to diminishing inequality between students identified as FSM-Ever6 and national non-Disadvantaged students. For a full breakdown of spending, please refer to the Pupil Premium Spending Strategy on the Temple Moor website.

While key performance indicators demonstrate that the pandemic has not adversely affected Disadvantaged students, their progression remains in line with pre-pandemic lessons and their attainment has increased. This cohort of students will remain a key focus of the school and we will be evaluating the spending strategy to enhance the school experience for students.

The Progress 8 (P8) measure is used to judge a school's Attainment 8 (A8) against the Attainment 8 achieved by other schools nationally. The progress 8 measure compares student attainment to students with the same starting points nationally, with a figure of zero representing progress that is equal to national progress, across 8 subjects in four subject blocks. Our 2022 unvalidated **Progress 8 score of -0.36** (based on SISRA analytics share and compare) means that Disadvantaged students have on average, made about one third less progress across 8 subject areas compared to all students nationally. However, the school has shown improvement in the progress of Disadvantaged students in recent years, and this **progress has consistently been above the national figures for Disadvantaged students over recent years.**

Whilst this figure is unconfirmed at this stage, our 2019 progress 8 figures confirm this above average progress, with values of -0.4 being above the national average.

Despite this, the school has shown **previous year on year improvement in the Progress 8 measure** to achieve a P8 score of -0.37 in the 2018-9 series, performing above the national for Disadvantaged students. We do not currently have a national picture for Disadvantaged students, but we remain above the most recent national picture of -0.45 in 2019.

Temple Moor's results from the 2021-22 examination series showed that the Progress 8 measure for Disadvantaged students is in line with results in 2019, and the early FFT collaboration data suggests that for the first time ever Disadvantaged students' results are broadly in line with all students nationally. For the results of students who are Disadvantaged at Temple Moor this shows a strong trend of improvement overtime. There is also a vast improvement in the attainment of students who are Disadvantaged in both strong and standard passes in the English Bacculaureate. As well as an increase in those students achieving a 9-5 strong pass in Maths and English and those achieving a 9-4 standard pass in both Maths and English.

When progress is compared to the 2019 unvalidated national Disadvantaged P8 score of -0.45, we do anticipate that the **Temple Moor Disadvantaged students are making more progress than Disadvantaged students nationally.** This will be confirmed when the Department for Education releases validated performance measures later in the academic year.

The **2022 Attainment 8 score of 39.89** has increased from 2019 by 6.94 points. This demonstrates that despite the pandemic the students who are Disadvantaged have made progress. This highlights that students are improving their grade quality when comparing the attainment score to 2019. When compared to the 2019 national A8 figure of 36.7, this demonstrates that we should continue with the strategies which are focused by improving attainment 8 as this has had a significant impact on improving outcomes for students who are Disadvantaged.

Of the Disadvantaged cohort, **26 students have achieved a positive Progress 8 score**, an increase of two students from 2019. When compared to 2019, there has been a 0.01 increase in P8 and **the number of students making positive progress across eight subjects has increased**. As an inclusive school we ensure that all our students have access to a broad and balanced education which provides them with life chances, these students do have a disproportional effect on the overall results. The decision to base eight Disadvantaged students at either our offsite provision (ELECT), or an accredited DfE Alternative Provision was taken to provide specialist curriculum support and staffing. Each student had a multitude of complex needs, which could not be supported through a mainstream curriculum. The specific results for each element and the outliers' effect can be compared in the table below.

Across the individual progress elements, the 2022 Disadvantaged results have seen continuing strength. In English, the P8 score of -0.32 demonstrates the high-quality teaching and learning experience that students have access to within the classroom.

Maths results have continued to narrow marginally in 2022 to -0.52, maths has a positive 3-year trend of improvement with the gap narrowing consistently since 2017, this demonstrates the positive impact that the curriculum and leadership is having in the Maths faculty. Maths will continue to be an area of focus of the coming year.

The Ebacc element results have also shown vast improvement, with the Ebacc certificate entry at standard and strong pass has significantly increasing standard pass seeing a 14.5% increase and strong pass seeing a 9.7% increase. This reflects benefits of students having a wide and knowledge rich curriculum, as well as a supportive options system which supports a balanced curriculum for all.

Our results in the Open element have diminished from 2019, with a P8 of -0.49. Despite this, there are some **excellent subject performances from the vocational qualification suite** in Health and Social Care and Creative Media. This indicates the success our students have in their options subjects and the value we place on having a broad and balanced curriculum, which caters for the skills and ambitions our students have.

Progress Element	Disadvantaged 2022	PP 'outliers' (8 students)	Difference
Overall	-0.36	-1.98	2.34
English	-0.32	-1.48	+0.45
Maths	-0.52	-1.56	+0.20
Ebacc	-0.35	-2.21	+0.32
Open	-0.49	+2.48	+0.42

Post-16 Disadvantaged results

FSM-ever 6 students receive a daily financial allocation which can be used to pay for food purchased at the school. Temple Moor enhances this allocation to allow students to choose from a wider variety of food and at multiple mealtimes. FSM-ever6 students are also allocated a Post -16 discretionary bursary, which is administered to specifically support learning and aspiration.

There are ten students who are included in the 2022 Yr13 leavers Disadvantaged group, and 678 in the whole year group. This status reflects that each student was in receipt of FSM in some of the previous six years through the school. The Level 3 Value Added Score for students is -0.41, the overall Average Point Score per student (APS) stands at 93.40 compared to 106.85 of the whole cohort. The overall Points per Entry was 28.83 compared to 32.05 this demonstrates that students who are Disadvantaged in Sixth Form have performed less well than their peers. However, compared to the last National Validated data suggests that Disadvantaged students performed slight above their peers nationally for APS. The average grade per Entry stands at a C for Disadvantaged students where it stands at a C+ for the whole cohort. Again, students who are Disadvantaged students have achieved less well than their peers, yet they are in line with the last validated data for how Disadvantaged students achieved nationally.

The subgroup analysis based on the chosen programme of study shows that at A Level, the APS was 29.05, with an average grade of a C, improving since 2019. The Applied General APS is 26.50 with an average grade of a Merit which remains consistent with vocational qualifications averages for 2019.

Resit English and Maths

Within resit English students made +2.00 grades progress across their time studying in Sixth Form, and within Maths the achieving a 0.00 score. These results demonstrate that students who are Disadvantaged have progress in line with their peers, or well above their peers nationally.

Destinations

Currently of the KS4 cohort of 62 students 1 student is reported as being NEET, which has reduced on the on previous years and compares favourably to National Performance. The school continues to work with 5 families as well as the students themselves to develop their opportunities after Temple Moor. Progression to Sixth Form has seen 21 students who are disadvantaged continue to study with us, this demonstrates the aspiration of students and the support they are offered regarding careers and decision making. A further 32 students went on to study at an alternative Sixth Form provider with Leeds City College and Leeds building college being the most popular other institutions. 1 student was successful in gaining an apprenticeship.



Currently there are no post-16 former FSM-ever 6 students reported as NEET but 3 are still unknown and are continuing to work with the careers team. There are 3 students who are disadvantaged that are currently studying within Higher Education, 1 has gained an apprenticeship and 2 are employed.