

Pupil Premium and Catch-Up Report 2015-16

Report to Governors: Mr T Bhambra: PP Lead

Full review date: June 2017

Background

Pupil premium strategy

For 2016-17:

- the amount of their pupil premium allocation
- a summary of the main barriers faced by eligible pupils how the allocation is to be spent to address those barriers and the reasons for that approach
- how impact will be measured
- The date of the next review of the strategy.

For 2015-16:

- how the allocation was spent
- Its impact on eligible and other pupils.

Executive Summary

Following disappointing outcomes for DA students during 2014-15, a complete overhaul of the leadership and management of this key group was instigated on August 25th 2015. An AHT was assigned to lead on the rapid progress of this cohort, during a year in which the LA would also be carrying out an audit of outcomes for DA students (led by a senior officer).

The AHT instigated grass-roots changes, assembling a PP 'core' team to make rapid improvements, comprising: PP ks3 champion; PP attendance champion and PP home engagement champion; for pedagogy, see appendix (A2).

In addition, fortnightly meetings were calendared with the interventions manager (a maths specialist) to review (current) progress and rapidly alter, start or stop interventions based on empirical (classroom) evidence. The focus was maths and English, across year groups but emphasis on Y11.

In addition, fortnightly meetings with heads of core subjects ensured that strategies could be reviewed (at subject level) and new intervention applied, as necessary. The progress of DA students became a standing item at every (weekly) SLT meeting.

Within a short space of time, progress was becoming evident. The LA carried out an extensive work scrutiny and concurred with this emerging picture. We were invited (by the LA) to lead a West Berkshire PP conference to share best practice. Further, we have been invited to present at a larger PP conference in 2016, at the behest of the LA.

Subsequently, the LA would report that: '*in English, gaps are closing and narrowing in Maths*'; they would go on to say: '*attendance is improving*' and that '*outcomes for pupils are (already) better than 2014*'; in terms of predictions, the LA stated: '*predictions are accurate*' and that tracking was '*forensic*', leading to interventions that '*set out to achieve impact*'. A summary of the LA review can be found in the appendix (A1).

Needless to say, we are very pleased that the additional funds received via PP, which have afforded various interventions, have made a significant impact on outcomes for DA students across the years and curriculum areas. From similar starting points, our DA students make **similar** or **better** progress than others, in Maths and English; see appendix (A4)

The AHT also leads on the rapid progress for those identified as 'catch-up' students. The evidence for the impact of catch-up intervention is equally compelling. Out catch-up students do well, very quickly. The additional, targeted support afforded by catch-up funds is leading to strong progress over a short period of time; see appendix (A3).

Tiered priority strategies have been instigated for identified Y11 DA pupils from start of September 2016 (A6). Students whose progress over two terms in Y10 is a cause for concern are prioritised for rapid intervention from September 2016

A detailed evaluation of each strategy and if it is to be continued was undertaken during the summer of 2016; see appendix (A5)

We have identified, in the main, the following to be barriers for our DA pupils:

- **Attendance**
- **Aspiration**
- **(some) low levels of literacy and numeracy on arrival**

We have bold aims for our DA students; during 2016-17, we want to:

- **Close** progress gaps in Maths + English
- **Close** or **massively narrow** progress gaps in EBACC subjects

- **Improve** attainment (**halve** the attainment gap in Maths & English over 2015)
- **Increase** uptake of EBACC (**double** the uptake by the next options cohort)
- **Improve** attendance (target of 95%, all year groups)
- **Increase** in numbers post-16 over 2015
- Ensure that **100%** of catch-up students are on-par with their peers

Funding

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

This section will outline the funding received for the academic year 2015-16.

Number of pupils and pupil premium grant (PPG) to be received as of October 2016	
Total number of pupils on roll	884
Total number of pupils eligible for PPG	145
Amount of PPG received per pupil	£935
Total amount of PPG received	£135,575
Total number of pupils eligible for LACG	5.3
Amount of LACG received per pupil	£1,900
Total amount of LACG received	£10,133
Total number of pupils eligible for Service Child Premium	13
Amount of Service Child Premium received per pupil	£300
Total amount of Service Child Premium received	£3,900
Total amount received	£149,608

Details of 2015-16 spend

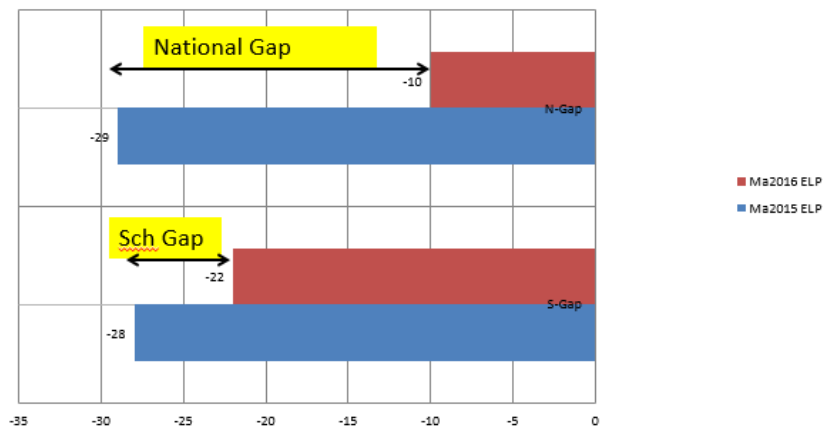
Trips & visits	£17000
staffing	£114000
Extra tuition	£6000

Headline news: Attainment and Progress of Y11 DA pupils

2014			2015			2015 NAT 'Other' %			
Ma %	ELP	MELP	Ma %	ELP	%imp	MELP	%imp	ELP	MELP
PP	43	10	PP	62	44	18	80	72	35
Other	71	38	Other	84	18	36	-5		
Gap	-28	-28	Gap	-22	21	-18	35		
N Gap	-29	-25	N Gap	-10	65	-17	32		

2014			2015			2015 NAT 'Other' %			
En %	ELP	MELP	En %	ELP	%imp	MELP	%imp	ELP	MELP
PP	43	7	PP	79	83	18	157	74	34
Other	73	38	Other	87	19	42	11		
Gap	-30	-31	Gap	-12	60	-24	22		
N Gap	-31	-27	N Gap	+5	+120	-16	40		

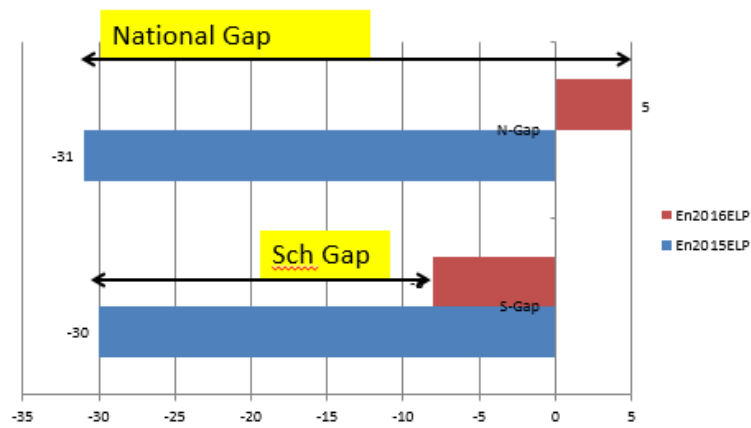
'Expected Level of Progress'



national gap reduced from -29% to -10%

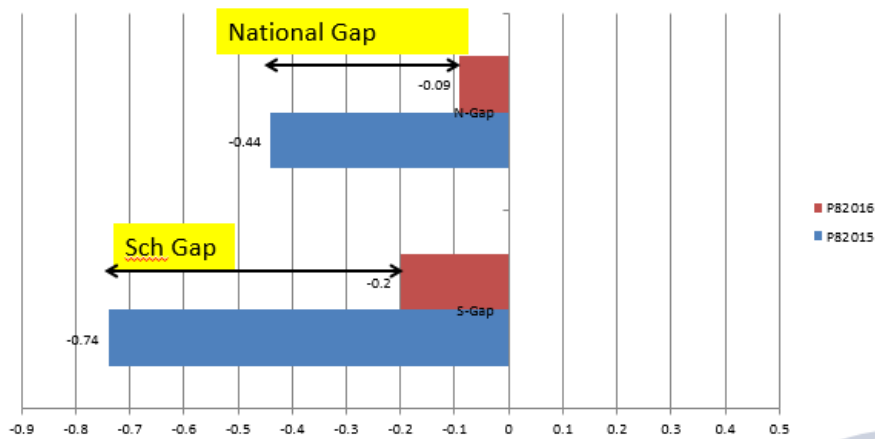


'Expected Level of Progress'

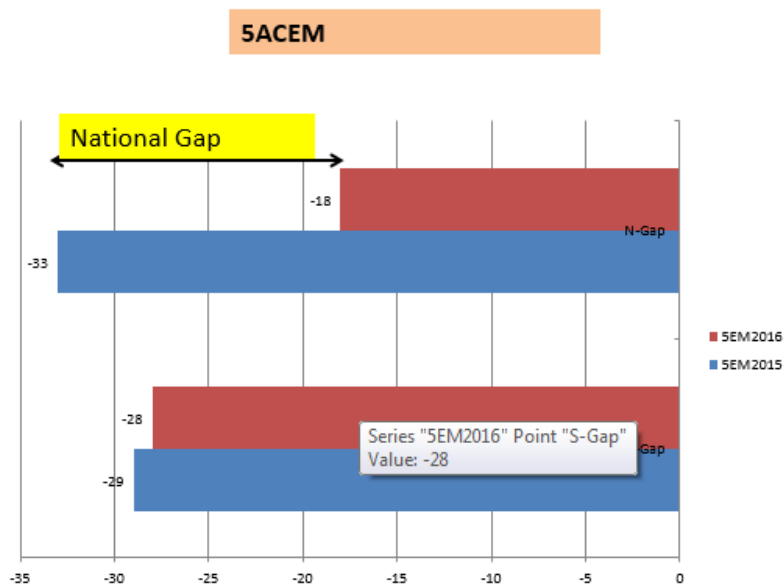


national gap reduced from -31% to +5%

P8 Gaps

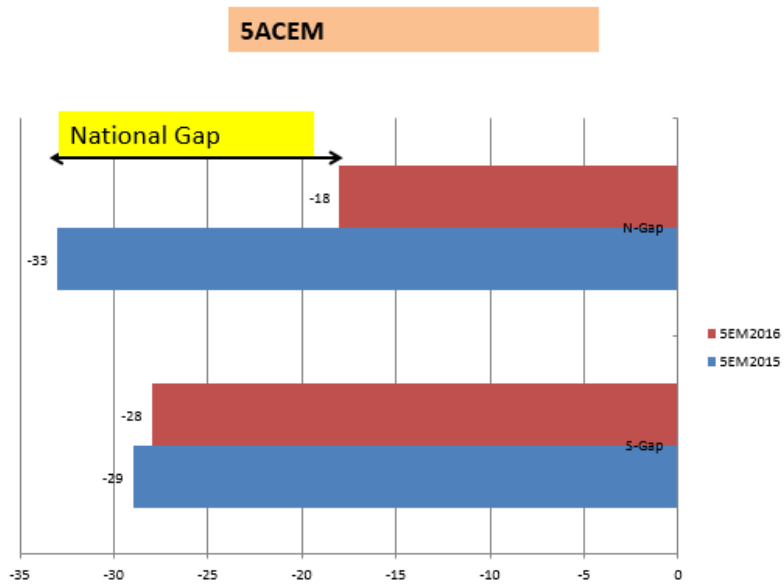


national gap reduced from -0.44 to -0.09



national gap reduced from -33% to =18%

The Emmbrook School Learning Together : Succeeding Together



national gap reduced from -33% to =18%

The Emmbrook School Learning Together : Succeeding Together

- Our best performing student disadvantaged student
- P8 score of +1.94
- Students of her ability nationally achieved Ds, E achieved 2As, 5Bs and 1C.

2014					2015					
	P8	A8	VA	5A*-C inc		P8	%imp	A8	5A*-C inc	%imp
PP	-0.44	3.78	973.3	35.5	PP	-0.09	80		48.6	37
Other	+0.3	5.15	1020.4	64.8	Other	+0.11	63		77.1	19
N Other			976.3	63.0						
Gap	-0.74	-1.37	-47.1	-29.3	Gap	-0.2	73		-28.5	
N Gap			-2.9	-28.0						

Y11 Narrative

Overall attainment (5 A*-C inc.)

Against an overall improving and strong headline, DA pupils improved their overall **attainment** (over 2014-15) by **37%**, against 19% for non-DA.

This has resulted in a slight narrowing of attainment gaps (*in-school*); attainment gaps against 'Nat Other' are expected to be **much narrower**. The overall attainment gap of DA pupils is moving towards **zero**.

We are very proud of the overall attainment of our DA pupils.

Progress Overall (P8: -0.09 v -0.44 (2014))

Against P8 measures, DA pupils made **80%** improvements against 63% for non-DA pupils (over 2014-15). This has resulted in a massive improvement in P8 outcomes for DA pupils (a gap narrowing of **73%** over 2014-15). Therefore, the P8 gap has massively narrowed and moving towards **zero**.

Progress Maths (P8: +0.11 v +0.22)

Gaps for ELP/MELP from 2014-15 have massively reduced (gap narrowing of: **21/ 35%** respectively against previous year , resulting in **further** narrowing of *in-school* gaps over time; progress gaps against 'Nat Other' are expected to be **much narrower** over the previous year (ELP gap: **-10%** – compared to -29%).

The overall progress gap in Maths is moving towards **zero**.

We are very proud of the progress made by our DA pupils in maths.

Progress English (P8: -0.12 v +0.11)

Gaps for ELP/MELP have massively reduced (gap narrowing of: **83%/157%** respectively against previous year), resulting in **further** narrowing of *in-school* gaps over time); progress gaps against 'Nat Other' are expected to be **zero** over the previous year (ELP **+5%** gap against 2014-15 'Nat Other' – compared to -31%).

The overall progress in English gap has **closed**.

We are very proud of the progress made by our DA pupils in English.

Summary

Strategic changes following last year's disappointing outcomes for DA pupils have yielded positive returns; our DA pupils have made massive improvements, in terms of overall attainment and progress.

Evidence of Impact – Progress Gaps in Years 7-10

Important note: the small number of DA students in some subject areas will skew percentages significantly.

Year 7 (2 sublevels are ELP)

2014			2015		
Ma %	ELP	MELP	Ma %	ELP	MELP
PP	56	32	PP	18	11
Other	79	60	Other	42	27
Gap	-23	-28	Gap	-24	-16

Comment: pupils in Y7 (2015) are following a more challenging 'mastery' curriculum and this will make a like-for-like comparison with 2014 irrelevant. Most of our PP students are MAT/LAT prior attainment and would be more challenged by a tougher curriculum and progress may appear slower, as some of the consolidation work begins to have impact. The Maths Department have devoted a lot of their time, at the behest of the new Head of Maths, to embed a mastery model.

2014			2015		
En %	ELP	MELP	En %	ELP	MELP
PP	48	15	PP	56	42
Other	43	17	Other	51	35
Gap	+5	-2	Gap	+5	+7

2014			2015		
Sc %	ELP	MELP	Sc %	ELP	MELP
PP	64	28	PP	53	25
Other	67	31	Other	53	20
Gap	-3	-3	Gap	0	+5

Commentary for Y7

Gaps are **closed** in English and Science and **narrowing** in Maths, over 2014. As the maths mastery content is consolidated, progress by MAT/LAT pupils (majority of DA pupils) will become more obvious through monitoring. This is concurrent with LA findings, work scrutiny and lesson observations.

Year 8 (4 sublevels are ELP)

2014			2015		
Ma %	ELP	MELP	Ma %	ELP	MELP
PP	50	31	PP	60	32
Other	67	44	Other	79	58
Gap	-17	-13	Gap	-19	-26

2014			2015		
En %	ELP	MELP	En %	ELP	MELP
PP	58	35	PP	56	32
Other	63	31	Other	56	35
Gap	-5	+4	Gap	0	-3

2014			2015		
Sc %	ELP	MELP	Sc %	ELP	MELP
PP	38	27	PP	33	8
Other	37	15	Other	51	24
Gap	+1	+9	Gap	-18	-16

Comment: A new specification is being pursued by the 2015 cohort, so like-for-like comparisons with 2014 are irrelevant.

Commentary for Y8

Gaps are **closed** in English, but widened in Maths over 2014. There are a number of identified DA pupils who will receive targeted and bespoke support in maths in 2016 to close this progress gap. These pupils are a high priority and 6-weekly intervention programmes are planned from September 2016.

Year 9(3 'levels' are ELP)

2015		
Ma %	ELP	MELP
PP	87	30
Other	90	41
Gap	-3	-11

2015		
En %	ELP	MELP
PP	90	28
Other	86	35
Gap	+4	-7

2015		
Lit %	ELP	MELP
PP	90	28
Other	88	36
Gap	+2	-8

2015		
Core %	ELP	MELP
PP	50	0
Other	52	7
Gap	-2	-7

A8 (ALL): 5.0 P8 (ALL): -0.19 5 A*-C (Inc ALL): 81.3%

A8 (PP): 4.15 P8 (PP): -0.1 5 A*-C (Inc PP): 73.3%

Commentary for Y9

DA students, on average, perform on par with their peers and this progress is **strong**.

Year 10(3 'levels' are ELP)

2015		
Ma %	ELP	MELP
PP	76	12
Other	90	44
Gap	-14	-32

2015		
En %	ELP	MELP
PP	56	20
Other	84	30
Gap	-28	-10

2015		
Ad %	ELP	MELP
PP	65	9
Other	62	23
Gap	+3	-14

2015		
Ad %	ELP	MELP
PP	65	9
Other	62	23
Gap	+3	-14

A8 (ALL): 4.9 P8 (ALL): -0.12 5 A*-C (Inc ALL): 79.4%

A8 (PP): 3.69 P8 (PP): -0.72 5 A*-C (Inc PP): 50.0%

Commentary for Y10

DA students are making **strong** progress in science and progress gaps in Maths are expected to narrow further so that they are completely **closed** by 2016. In English, the results are skewed by a handful of students who have yet to complete some important work, due to attendance. The expectation is that gaps will be closed by 2016, as they generally are in English

Attendance

Sum of Present + AEA Row Labels	Attendance %		
	non	PP	All
Year 7	97%	93%	96%
Year 8	96%	91%	95%
Year 9	94%	91%	94%
Year 10	95%	91%	94%
Year 11	81%	79%	81%
Grand Total	94%	91%	93%

Narrative

Several interventions were placed in Y7 to tackle known attendance problems, as soon as they surfaced (competition run by PP coordinator during term one (LA) and home visits by engagement champion (GB)).

The 'I can' project was also started to help raise pupil self-esteem and to boost pupil motivation, resulting in improved attendance.

This was supported by closer (daily) monitoring of attendance, with immediate follow-up and pupil collection from home (if appropriate).

The following strategies will be carried forward to support other year groups and to secure a minimum and targeted attendance figure of **95% for all year groups**.

- Daily attendance monitoring of all Y10 DA pupils with (logged) intervention by attendance staff
- Weekly attendance reviews for all DA pupils who have been absent (PP Lead + PP coordinator)
- Half-term parent reviews for all PP pupils whose attendance falls below 93%
- 'Reward' system to be instigated for all DA pupils whose attendance exceeds 95%

Appendix – A5

Evaluation of interventions

Intervention	Focus grp	Funding	Impact	Evaluation
• Half-term Mathematics intervention for GCSE pupils	Y11	6 hours with maths specialist; transport; lunch; resources	Early entry progress gaps narrowed over 2014 (Y11)	To be continued in 2016 + extended to another day
• Half-term English intervention for GCSE pupils	Y11	6 hours with English specialist; transport; lunch; resources	Early entry progress gaps virtually closed over 2014 (Y11)	To be continued in 2016 + extended to another day
• Provision of small group intervention sessions at Key Stage 3 and 4	Y7-Y11	Provision for: 'Gold' teaching (around 50% DA); specialist TA support to focus on identified DA students, mainly at KS3	Monitoring shows strong progress of DA pupils in all year groups, with progress gaps narrowing or closing	To be continued, though no pupils to be removed from lessons – all additional support provided in class or at form-time
• Providing revision materials and resources to support independent study	Y7-Y11	Provision of learning material in: technology; art; geography and revision books in all other subject areas. Additional TA support in Food (1 day each week)	DA students have essential exam preparation material to use at home to make more progress	To be continued in 2016 + extended support in technology
• Providing focused revision sessions in holiday times and on Saturdays	Y10, Y11	3 separate sessions of 6 hours (each) in all subject areas that require it (based on monitoring outcomes); transportation; resources; lunch	Sharply focussed revision sessions allowing DA pupils to ask questions and clear-up misconceptions, leading to progress over time and in lessons	To be continued in 2016
• Improved tracking and monitoring of students to enable direct intervention	n/a	Use of 4-matrix to track DA progress – cost of software/licensing	Early identification of underachievement and multi-disciplinary approach by AHT ensures that the 'right' intervention is put in place at the 'right' time and appropriately reviewed (always within a 6-week window)	To be continued in 2016
• Additional capacity within English and maths to deliver high quality intervention lessons to specific students deemed to be at risk of not achieving a target grade in these subjects.	Y7-Y11 with special focus in Y11	Overstaffing in maths and English to ensure that DA students are given more attention and opportunities to learn	Smaller classes allow teachers to spend more time with individual DA pupil. Lesson observations have shown that this allows DA pupils to ask more questions, leading to stronger progress over time	To be reduced in 2016 because the increased awareness of the DA agenda embedded this year means that ALL teachers (ALL subjects) know their DA pupils' strengths and weaknesses very well and lesson observations reveal increasing levels of differentiation
• Forensic monitoring of pupil progress to determine necessary	n/a	Redeployment of AHT to champion DA & catch-up progress; additional core	A team approach to DA pupil outcomes ensures that each team member	To be continued in 2016

intervention by the examination of regular assessments and consultation with HoDs and HoYs		members include: ks3 champion (a few hours each week); home engagement champion (minimum 5 hours each week); attendance champion/PP coordinator (25 hours each week)	is a specialist in their own right with a specific set of responsibilities. This leads to higher quality conversations and engagement with all stake-holders	
• Morning Mathematics intervention for GCSE pupils	Y11	Specialist TA support of 1 hour each week	Opportunities for DA pupils to get support with homework related issues	Not to be continued – attendance was sporadic
• Morning English intervention for GCSE pupils	Y11	Specialist TA support of 1 hour each week	Opportunities for DA pupils to get support with homework related issues	Not to be continued – attendance was sporadic
• Creation of an English and Maths Tutor Group in Year 11	Y11	Re-deployment of English and maths teachers to form groups in Y11, post mocks. Additional tutor support (hours) required to ‘bridge’ difference	Rapid response to post-mocks ensures that the maximum time is used to tackle issues revealed by mock exams	To be continued in 2016 (post mocks)
• Spellodrome (online spelling and vocabulary software) for Key Stages 3 and 4	Y7-Y9	Use of specialist software to support literacy coordinator in improving reading and writing at KS3, with a special focus on DA outcomes	Improvements in reading and writing scores	To be continued in 2016
• Into Science (online science software) for Key Stages 3 and 4	Y7-Y11	Use of specialist software to support science teachers at KS3, with a special focus on DA outcomes	Increased pupil engagement in science, leading to progress over time (monitoring)	To be continued in 2016
• Lexia phonics programme to raise reading ages for Key Stage 3 and 4	Y7-Y9	Use of specialist software to support literacy coordinator in improving reading and writing at KS3, with a special focus on DA outcomes	Improved reading scores	To be continued in 2016
• Year 11 study club to reduce underachievement for those who are most challenged by completing independent study	Y11	1 hour each week (after school) with specialist TA support and supervision; refreshments; transportation	Lower sanction points for DA pupils, because fewer homework missed, leading to stronger progress over time	To be continued in 2016
• Increased data literacy for staff to identify under achievement and target Pupil Premium students more easily by using intelligent seating plans	n/a	AHT to disseminate minimum expectation of ALL staff, in terms of SWOT and DA pupils in their lessons. Regular feature at all briefings and curriculum leaders	Greater awareness of DA pupil strength and weakness, leading to better tailoring of activity (differentiation), leading to stronger progress over time	To be continued in 2016
• Financial support for curriculum related trips and visits	Y7-Y11	DA students to automatically attend all educational visits and trips	DA pupils are included in 100% of all learning activities	To be continued in 2016
• Music tuition	Y7-Y8	Head of Music to identify those DA students with	DA pupils are included in 100% of all learning	To be continued in 2016 + extended

		an interest in pursuing music and for PPG to support tuition via Berkshire Maestros	activities, especially those areas of the curriculum which they couldn't normally access	
• Increasing enrichment opportunities for higher achieving pupils through university outreach programmes and open days	Y10, Y11	Y10, Y11 DA students to visit a Russell University; transportation; staffing	Increase the number of DA pupils post-16	To be continued in 2016 + extended to lower year groups
• Aggressive programme to engage with PP families to improve attendance at PCE	Mainly Y7	Home engagement champion to visit Y7 PP whose attendance is between 90 and 95% OR whose progress and/or behaviour presents a concern	Develop stronger relationships with parents and carers, leading to improvements in attendance and behaviour over time; create a culture whereby DA parents engage more strongly in all aspects of school life	To be continued in 2016 + extended, in terms of staff hours
• self-esteem and confidence building programme for Y7	Y7	DA specialist programme (delivered by careers specialist) to raise aspiration and ambition amongst DA pupils so that more opt for EBACC routes	Inspire young DA pupils to think about themselves and their future early-on; inculcate a culture of high expectation and high ambition early on, so that DA pupils are driven to achieve the very best	To be continued in 2016 + extended to include follow-up visits to colleges, galleries and libraries

Appendix – A1

Summary: Meeting with PD (Senior Officer WBC) February 2016

Judgement on outcomes for disadvantage students (based on Ofsted criteria):

In English, gaps are closing. Year 11 English results show gaps closed or closing, except for more able on entry for both first and best entry (3 L5 PP pupils will re-sit English and should make more than expected progress).

Maths has not had the same impact but gaps are narrowing. Year 11 results were below target. Work is focussed on re-sits for 5 pupils which could improve results.

Disadvantaged attendance has improved. Compared to the same time last year the gap narrowed by almost 1% with non-PP pupils (both groups >90%).

Explanation of judgement:

Outcomes for pupils are better than in 2014. Year 10 interventions are having an impact. Twice the number of disadvantaged pupils made 3 levels progress. The cohort is weaker academically and the gaps have closed. Behaviour for Learning interventions are having an impact – FTEs are down and attendance of disadvantaged pupils has improved – see 2nd half Spring Term attendance report.

Behaviour in the 1st half Spring Term shows that disadvantaged pupils accounted for 31% of incidents – above the proportion in school.

Strengths of provision – aspects of provision that are having an impact:

Interventions are having an impact in the lower school – Year 7 Catch-Up has resulted in no gaps.

Predictions are accurate. Tracking is regular and forensic leading to interventions that set out to achieve impact, e.g. the maths super-group, or the personal support plan for one Y8 PP/SEN pupil (Blake Atkinson) that has resulted in a significant drop in sanctions.

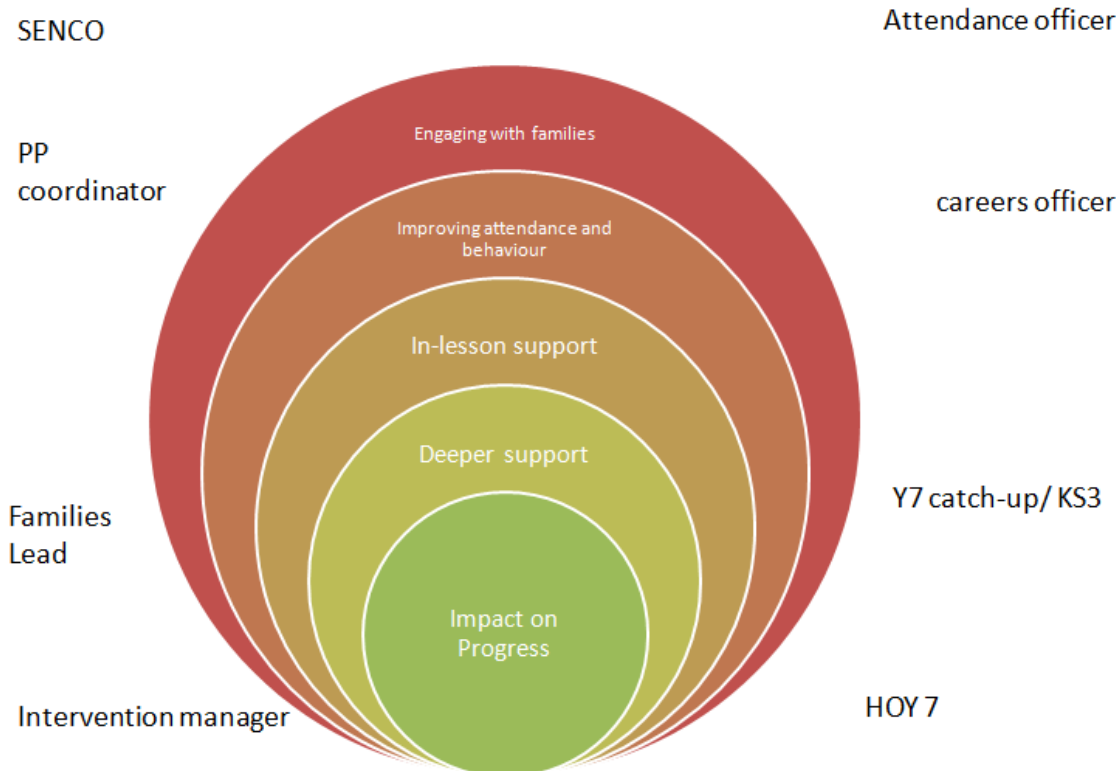
Interventions are working to improve attendance¹³¹³.

Aspects of provision that require further development – barriers to student achievement that need to be addressed:

A curriculum that meets the needs of 10 Year 10 pupils.

Improving behaviour through: better uniform, better readiness for learning, targeting the highest offenders and reduce repeat offending.

Appendix –A2



<p>Engaging with families</p> <ul style="list-style-type: none"> * targeted Y7 & Y8 * links to summer school <p>Structure: GB- Lead JD/SW/LA/GB – identification Y8 SH- identification Y7</p> <p>Review: Summer 2016</p> <p>Interim review: Spring 2016</p> <p>Success criteria: Improved attendance Improved behaviour</p>	<p>Improve attendance</p> <ul style="list-style-type: none"> * target lowest attendees Y7-Y11 <p>Structure: Case load to be split between: GB/SW/LA</p> <p>Review: December 2016</p> <p>Success criteria: Improved attendance</p>	<p>Improve behaviour</p> <ul style="list-style-type: none"> * target highest sanctions Y7-Y11 <p>Structure: Case load to be split between: GB/LA/TB</p> <p>Review: December 2016</p> <p>Success criteria: Reduced sanctions</p>	<p>In-lesson & additional support</p> <ul style="list-style-type: none"> * Focus on targeted ‘at risk’ Y7-Y11 Ma & En * Focus on those receiving intervention (AP) <p>-programme of scheduled in class support & monitoring</p> <p>TB: Y11, Y10, Y9 ES: Y8, Y7 AP: Intervention</p> <p>Review: December 2016</p> <p>Success criteria: Improved monitoring 2</p>	<p>Deep support</p> <ul style="list-style-type: none"> * Creation of ‘super classes’ in Ma & En to support rapid progress of targeted Y11 <p>-programme of scheduled in class support & monitoring (SLT)</p> <p>Review: December 2016</p> <p>Success criteria: Improved monitoring 2</p>
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Appendix A4 – Progress from similar starting points DA v Other

	L (n)	En PP (non-PP)		% ELP NAT	% MELP NAT	Ma PP (non-PP)		% ELP NAT	% MELP NAT
		ELP %	MELP %			ELP %	MELP%		
7 2-sub	3 (7)	43(29)	14(14)			0(43)	0(14)		
	4 (25)	44(51)	20(37)			20(25)	4(10)		
	5 (7)	43(21)	0(1)			43(59)	14(40)		
8 4-sub	3 (6)	50(64)	33(27)			33(55)	33(37)		
	4 (6)	50(59)	17(32)			67(73)	17(51)		
	5 (12)	67(54)	42(40)			75(95)	42(77)		
9 3- level	3 (5)	80(88)	80(75)			80(50)	80(50)		
	4 (14)	100(93)	14(25)			100(98)	14(17)		
	5 (4)	100(87)	50(44)			75(94)	75(65)		
10 3- level	3 (11)	64(100)	27(83)	62	24	64(100)	18(67)	44	19
	4 (10)	90(99)	20(40)	70	28	90(98)	10(31)	68	23
	5 (3)	67(77)	0(27)	77	38	100(89)	33(75)	79	48

Y	Ma	En
7	From 1/3 starting points, DA students make ELP on par with non-DA	From ALL starting points, DA students make ELP on par with non-DA
8	From 2/3 starting points, DA students make ELP on par with non-DA	From ALL starting points, DA students make ELP on par with non-DA From 2/3 starting points, DA students make MELP on par with non-DA
9	From ALL starting points, DA students make ELP on par with non-DA	From ALL starting points, DA students make ELP on par with non-DA From 2/3 starting points, DA students make MELP on par with non-DA
10	From 2/3 starting points, DA students make ELP on par with non-DA From ALL starting points, DA students make ELP on par with NAT	From ALL starting points, DA students make ELP on par with non-DA From ALL starting points, DA students make ELP on par with NAT