

## Pupil Premium spending Dragonfly Education Trust 2016-2017

Writhlington School and Mendip Studio School

| <i>Dragonfly Trust Pupil Premium Profile 2016-2017</i> |                             |
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| <b>Total number of pupils in the Trust</b>             | 1562                        |
| <b>Number of PP-eligible pupils:</b>                   | 260 (17%)                   |
| <b>Amount per pupil:</b>                               | £935                        |
| <b>Total pupil premium budget:</b>                     | £230,000 (minus LAC budget) |

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| <p><b>School's pupil premium statement:</b></p>                         | <p><i>The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure that they benefit from the same opportunities as students from less deprived families. From September 2015, the Pupil Premium is worth £935 and goes to students who are in receipt of free school meals or have been in receipt of free school meals in the last 6 years (Ever 6). Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority and Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order qualify for a £1900 grant. Students whose parents are currently serving in the Armed Forces also qualify (albeit at a lower rate).</i></p> <p><i>The way in which the Pupil Premium is spent is closely monitored and all schools are held to account for the impact of the money spent. At Writhlington School and Mendip Studio School, the Pupil Premium is used in order to enhance the life chances of those students who are more disadvantaged by focussing on student progress in literacy, numeracy, engagement in learning and wellbeing. The following documents show how the money is spent and also the impact of that spending.</i></p> <p><i>We have identified 3 key priorities for the coming year that we confidently expect to lead to increased success for our most disadvantaged pupils.</i></p> <ul style="list-style-type: none"> <li>● <i>Aspiration</i></li> <li>● <i>Access</i></li> <li>● <i>Achievement</i></li> </ul> |
| <p><b>Barriers faced by eligible pupils at Writhlington School:</b></p> | <ul style="list-style-type: none"> <li>● <b>Low levels of Literacy on entry</b></li> <li>● <b>Limited Parental engagement</b></li> <li>● <b>Disengagement</b></li> <li>● <b>Low aspiration and community pressure</b></li> <li>● <b>Attendance</b></li> <li>● <b>History of underachievement (primary school)</b></li> <li>● <b>Leadership at classroom level (teacher awareness)</b></li> </ul>  |

## ASPIRATION

| Focus   | Barriers to learning                       | Desired outcomes                                      | Success Criteria   | Chosen Strategies and cost       | Evaluation of impact (Summer 2017)  |
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| Improved parental engagement and specific individual pastoral care for disadvantaged pupils | disengagement; lack of parental engagement | improved engagement and attainment and wider outcomes | Gap in expected progress between disadvantaged pupils and others closes at KS3. Attainment at KS3 increases. Parental engagement increases. Pupils engage in wider community and extracurricular activities. | Achievement for All<br><br>£7500 | <ul style="list-style-type: none"> <li>i. +ve 11 students in the current year 11 cohort made accelerated progress in English in term 5/6.</li> <li>ii. +ve 8 students in the current year 11 cohort made accelerated progress in maths in term 5/6.</li> <li>iii. +ve 10 students in the current year 10 cohort made accelerated progress in English in term 5/6.</li> <li>iv. +ve 11 students in the current year 8 cohort made accelerated progress in English in term 5/6.</li> <li>v. -ve Investigate issues with 6/12 current year 10 students who did not make expected progress</li> </ul> |

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|  |  |  |   |   | <p>vi. in maths March-July<br/>(also a focus area for current year 9 and 8)</p> <p><b>Parental Communication: 100%</b> of PPI students are contactable through email or telephone</p>                              |
| Improving the access to extra curricular trips and curriculum enrichment               | lack of funds;<br>disengagement                            | improved engagement in school trips  | Percentage of disadvantaged pupils taking up school trips in line with others                     | Funding<br><br>£2000  | A result of the funding meant a <b>higher %</b> of PPI students gained access to extra curricular trips and curriculum enrichment.   |
| Increase the number of students who progress to 6th form study to improve life chances | Lack of aspiration<br>Lack of direction/career knowledge   | Improved aspiration for disadvantaged students with respect to further education | Improved % of PPI students staying on to 6th form by a further 5%.<br>(2016-2017 increase to 56%) | Targeted guidance for year 11 students relating to appropriate 6th form courses<br><br>£1000                                      | <p><b>2016-17</b> - 56%</p> <p><b>2015-16</b> - 39%</p> <p><b>2014-15</b> - 32%</p> <p>There has been a <b>17%</b> increase between 2015-16 and 2016-17 for the number of PPI students progressing to 6th form</p> |
| Careers Advice   | disengagement;<br>family background;<br>community pressure | Improved knowledge of options after year 11 and value of staying in 6th form     | Increased percentage of pupils staying on to 6th form rather than going to college                | Individual careers and direction interviews with all year 10 and 11 students - appointment of careers/pshe advisor<br><br>£15,400 | There was a <b>17%</b> increase in the current year of PPI students staying on to the 6th Form, from <b>39%</b> in the previous year to <b>56%</b> .   |

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| <p>Improving the support network for disadvantaged pupils</p> | <p>disengagement;<br/>lack of peer support</p> | <p>Improved engagement, attendance, behaviour and attainment</p> | <p>Increased participation of disadvantaged pupils both in and outside of school.<br/>Increased engagement in lessons.</p> | <p>Peer mentoring<br/><br/>£300</p> | <p>Year 7 and 8 PPI students received Peer Mentoring for a 5 month period. Evaluation showed an overall positive response to the support. The students reported that mentoring had helped with school work and attitude.</p> <p>5 staff intervened with groups of 6 disengaged PPI readers. After a six week intervention, <b>85%</b> of these students agreed or strongly agreed that they had enjoyed the book and could relate to the story. <b>36%</b> of these students agreed or strongly agreed that they would be more likely to read independently after the intervention. (Exit survey)</p> <p>Sixth form peer tutors listened to 15 individuals read to build confidence. After a six week intervention, <b>45%</b> of these students agreed or strongly agreed that they felt more confident in reading. (Exit survey)</p> <p><b>66%</b> of PPI students agreed that they are happy in school.</p> <p><b>85%</b> of PPI students thought they had made good or better progress in lessons this year. (student survey)</p> |
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|  |  |  |  |  | 21 PPI students in Y7 and Y8 participated in Rapid Readers. of those students, 18 made 3 levels of progress within the programme. |
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| <b>ACCESS</b>  |  |                                    |   |  |   |
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| <b>Focus</b>   | <b>Barriers to learning</b>  | <b>Desired outcomes</b>            | <b>Success Criteria</b>   | <b>Chosen Strategies and cost</b>  | <b>Evaluation of impact (Summer 2017)</b>   |
| Improving reading levels for disadvantaged pupils  | Disengagement, inability to relate to texts  | Improved engagement and attainment | Gap in expected level in reading, between disadvantaged pupils and others reduced by 6% percentage points | Rapid Readers - Reading comprehension and peer tutoring<br><br>£1,300    | 57% of disadvantaged students increased reading age in line with expectation or above expectation.  |
| Ensuring that all disadvantaged pupils have access to digital resources for enhanced learning and progress | Internet access at home, lack of funds for relevant apps etc   | Improved engagement and attainment | Usefulness of iPads in lessons is not hindered for disadvantaged pupils due to cost of technology         | iPad scheme<br><br>£26,000   | All PPI students have iPad.<br>Use of these is built in to Teaching and Learning schemes.   |
| Raising attendance of Pupil Premium students   | Disengagement;<br>Poor attendance;<br>transport issues;<br>inability to relate to school rules and environment; lack of parental support | improved engagement and attainment | Increased percentage attendance in line with non disadvantaged pupils                                     | Refine the role and focus of the attendance officer and Progress Leaders | 2014-15 - 91.6%<br>2015-16 - 92.3%<br>2016-17 - 93.2%<br><br>There was a 0.9% increase in the attendance of PPI students in comparison to 2015-16 |

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|   |   |  |   | £28,000  |   |
| Reducing the number of exclusions by disadvantaged students   | disengagement; lack of parental support;  | improved engagement and attainment                   | Decreased percentage of exclusions by a further 10% (relative)  | Re-organisation of pastoral team through implementation of advocate system.<br><br>£38,000                         | There was no significant increase or decrease in exclusions. Interventions will continue with relevant students.  |
| Provision of essential resources for all disadvantaged pupils | disengagement; inability to access revision material and essential equipment    | Improved access to the same resources as all pupils  | All disadvantaged pupils achieve at least expected progress in all subjects (in line with national averages) and have access to all relevant resources. Reduction in behaviour issues caused as a result of lack of correct equipment for disadvantaged pupils. | Revision guides<br>Motivational materials<br>Stationary<br>Uniform<br>text books<br>external courses<br><br>£ 4400 | Materials were purchased throughout the year to support PPI students in a range of lessons. Geography, English, French, German and Business purchased revision materials of the Y11 PPI students<br><br>Significant improvement was seen for in the results of <b>French</b> and <b>German</b> as a result of these resources.<br><br><b>14</b> PPI students were provided with a book for DEAR time. |
| Improved literacy and numeracy for year 7 students            | disengagement; inability to access curriculum due to poor literacy and numeracy | Improved access to all curriculum areas and concepts | Pupils within nurture group end year 7 with increased levels of literacy and numeracy enabling them to access all curriculum concepts   | Nurture group<br><br>£1,500  | Reading ages of students improved across the year Gap in reading ages has reduced by 0.2 months:<br><br><b>2016</b><br>PPI avg RA - 11.9<br>Non PPI avg RA - 12.3<br><br><b>2017</b><br>PPI avg RA - 12.3   |

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|  |  |  |  |  | <p>Non PPI avg RA - 12.6</p> <p>PPI students in Y7 were able to achieve <b>GREEN</b> in a range subjects in skills that linked to numeracy and literacy eg. Evaluations, weights and measures, creative writing, timing.</p> <p>Pupils within <b>nurture group</b> ended year 7 with increased levels of literacy and numeracy enabling them to access all curriculum concepts</p> <p>In end of year assessments against Doddle data:</p> <p><b><u>English:</u></b></p> <p>T- 16%</p> <p>T= 67%</p> <p>T+ 17%</p> <p><b><u>Maths:</u></b></p> <p>T- 6%</p> <p>T= 94%</p> <p>T+ 0%</p> <p>Students' reading ages in this class <b>increased</b> by 1.5 years over the course of one academic year.</p> |
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| Improved transition process   | disengagement;<br>lack of parental engagement                           | Improved well-being, confidence and attainment of disadvantaged pupils as a result of transition process | Parent and pupil surveys to establish positive and negative aspects of primary transition                         | Primary Liaison Manager<br>+ on costs<br><br>£27,600                                     | Parental feedback regarding improved transition process has been very positive, <b>91%</b> of parents said they were very positive with the transition process between Y6 and Y7.<br><br>Relationships with Primary schools have improved and we are now more aware of the needs of disadvantaged pupils and how to meet them.<br><br>Progress will be monitored with expected evidence of impact by end of year. |
| Provision of peripatetic lessons for disadvantaged pupils   | disengagement;<br>lack of confidence;<br>lack of funding for instrument | Improved engagement and takeup of extra curricular activities  | Percentage of disadvantaged pupils taking up an instrument in line with others                                    | Peripatetic lessons<br><br>£800  | 2016/17 - <b>146</b> with <b>15</b> PPI (Data only for Y8 and Y9 as Y7 have free lessons)<br><br>2015/16 - 179 in total with 12 PPI<br><br>2014/15 - 129 in total with 4 PPI  |
| Providing an appropriate and secure environment for the most vulnerable students at the start of the school day | disengagement;<br>lack of home routine;                                 | Improved mental health and wellbeing of disadvantaged students through small tutor group                 | Improved attendance, reduction in exclusions and increased attainment for all pupils in the inclusion tutor group | Inclusion Tutor Group (staffing and resources)<br><br>And A2L tutor group<br><br>£20,600 | This successfully catered for the needs of vulnerable and disadvantaged students and increased engagement in education (academically, socially and emotionally)<br><br>There was a <b>0.9%</b> increase in the attendance of PPI students in comparison to 2015-16  |

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| Access to transport | Lack of funding for school journey (out of 'catchment') | To ensure disadvantaged pupils can access school daily and attend fully | Closure of differences with regards to attainment, progress and attendance | Paying for transport to and from school or additional education activities<br><br>£3000 | PPI students received extra support for the costs of travelling to and from school.<br><br>A result of the funding meant a <b>higher</b> % of PPI students gained access to extra curricular trips and curriculum enrichment.<br><br>This resulted in a <b>0.9%</b> increase in the attendance of PPI students in comparison to 2015-16 |
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| <b>ACHIEVEMENT</b>  |                             |  |  |  |   |
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| <b>Focus</b>  | <b>Barriers to learning</b> | <b>Desired outcomes</b>  | <b>Success Criteria</b>  | <b>Chosen Strategies and cost</b>  | <b>Evaluation of impact (Summer 2017)</b>   |
| Improving levels of progress in English and Maths for disadvantaged pupils in Year 11 | Disengagement, SEND,        | improved access to curriculum in English and Maths and mastery of key concepts | Gap in both English and Maths between disadvantaged pupils and others reduced to within 8% | Intervention coaches in both English and Maths for withdrawal lessons plus consultant support<br><br>£22,000 | Progress 8 for PPI students in <b>2016-17</b> students has significantly improved compared to 2015-16<br><br>2016-17 - <b>-0.187</b><br>2015-16 - <b>-0.66</b><br>2014 -15 - <b>-0.69</b> |

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| Keep class sizes small                          | Budget;  | To ensure staff to pupil ratios in the classroom are low to enable effective individual learning | KS3 1:28<br>KS4 1:24<br>KS5 1:18                     | Curriculum planning and assessment of pupil numbers to ensure ratios<br><br>£23,000 | We have worked hard to keep class sizes small and the averages for this year are:<br><br><b>KS3: 1:27 (Better than average)</b><br><b>KS4: 1:24 (On target)</b><br><b>KS5: 1:8 (Better than average)</b>  |
| Plan curriculum around skills and understanding | disengagement;<br>lack of numeracy and literacy skills | All disadvantaged pupils able to access the curriculum   | narrowing of the gap in all subjects at KS3, 4 and 5 | Department planning time<br>£3,000  | The process of narrowing the gap is ongoing with the development of the curriculum and monitoring strategies allowing relevant interventions to be put into place to support the students.<br><br><b><u>Y7:</u></b><br><br>PPI students in Y7 were able to achieve <b>GREEN</b> in a range of skills across a varied array of subject areas. Interventions and <b>'GO GREEN'</b> weeks were introduced to increase PPI students motivation and awareness to succeed in the individual subject areas.<br><br><b><u>Y8:</u></b><br><b>3 sub levels</b> - GAP of <b>-8.2%</b> between NPP and PPI students<br><br><b>4 sub-levels</b> - GAP of <b>-9.4%</b> between NPP and PPI students |

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|  |  |  |  |  | <p><b>5 sub-levels</b> - GAP of <b>-8.9%</b> between NPP and PP students</p> <p><b>Y9:</b></p> <p><b>3 sub-levels</b> - GAP of <b>0%</b> between NPP and PPI students</p> <p><b>4 sub-levels</b> - GAP of <b>+2.6%</b> between PPI and NPP students</p> <p><b>5 sub-levels</b> - GAP of <b>+2.8%</b> between PPI and NPP students</p> <p><b>Y11</b></p> <p>Progress 8 for PPI students in <b>2016-17</b> has significantly improved compared with 2015-16</p> <p style="text-align: center;">2016-17 - <b>-0.187</b></p> <p style="text-align: center;">2015-16 - <b>-0.66</b></p> <p style="text-align: center;">2014-15 - <b>-0.69</b></p> <p><b>KS5 (Year 13)</b></p> <p>GAP between NPP and PPI students significantly improved:</p> <p>A-B 2016-17 - <b>6.4</b> (<b>-23.7</b> 2015-16)<br/> A-C 2016-17 <b>-16.1</b> (<b>-29.1</b> 2015-16)</p> |
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| <p>Monitoring and Evaluation of teaching and learning</p> |  | <p>Improved challenge, questioning, marking and feedback</p> | <p>All disadvantaged pupils achieve at least expected progress in all subjects (in line with national averages)<br/>Quality first teaching for all</p> | <p>CPD<br/>Inset<br/><br/>£4,600</p> | <p><b>64%</b> of students agreed that teachers adapt their teaching to their individual needs.<br/>(student survey)</p> <p>PACE document used to monitor/improve teaching and learning across the school</p> <p>Whole school CPD and Departmental CPD time given to develop T&amp;L and plan for the support and guidance of PPI students in lessons</p> <p>Monitoring and enhancement of PLC (Doddle) to ensure <b>all</b> PPI students have opportunity to succeed</p> <p>Reading ages of students improved across the year Gap in reading ages has reduced by 0.2 months, primarily through intervention but also through DEAR time and shared</p> |

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|  |  |  |  |  | <p>accountability of literacy across the curriculum.</p> <p><b>2016</b><br/>PPI avg RA - 11.9<br/>Non PPI avg RA - 12.3</p> <p><b>2017</b><br/>PPI avg RA - 12.3<br/>Non PPI avg RA - 12.6</p> <p><b><u>Y7:</u></b></p> <p>PPI students in Y7 were able to achieve <b>GREEN</b> in a range of skills across a varied array of subject areas. Interventions and <b>'GO GREEN'</b> weeks were introduced to increase PPI students motivation and awareness to succeed in the individual subject areas.</p> <p><b><u>Y8:</u></b></p> <p><b>3 sub levels</b> - GAP of <b>-8.2%</b> between NPP and PPI students</p> <p><b>4 sub-levels</b> - GAP of <b>-9.4%</b> between NPP and PPI students</p> |
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|  |  |  |  |  | <p><b>5 sub-levels</b> - GAP of <b>-8.9%</b> between NPP and PP students</p> <p><b>Y9:</b></p> <p><b>3 sub-levels</b> - GAP of <b>0%</b> between NPP and PPI students</p> <p><b>4 sub-levels</b> - GAP of <b>+2.6%</b> between PPI and NPP students</p> <p><b>5 sub-levels</b> - GAP of <b>+2.8%</b> between PPI and NPP students</p> <p><b>Y11</b></p> <p>Progress 8 for PPI students in <b>2016-17</b> has significantly improved compared with 2015-16</p> <p>2016-17 - <b>-0.187</b></p> <p>2015-16 - <b>-0.66</b></p> <p>2014-16 - <b>-0.69</b></p> <p><b>KS5 (Year 13)</b></p> <p>GAP between NPP and PPI students significantly improved:<br/> A-B 2016-17 - <b>6.4</b> (<b>-23.7</b> 2015-16)<br/> A-C 2016-17 <b>-16.1</b> (<b>-29.1</b> 2015-16)</p> |
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