

Pupil Premium spending Dragonfly Education Trust 2018-2019

Writhlington School

<i>Dragonfly Trust Pupil Premium Profile 2018-2019</i>	
Total number of pupils on roll	1235
Number of PP-eligible pupils:	229
Amount per pupil:	£935
Total pupil premium budget:	£274,643 (actual figure) - including LAC and PP+ 55k

<p>School's pupil premium statement:</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"> ● <i>Aspiration</i> ● <i>Access</i> ● <i>Achievement</i>
<p>Barriers faced by eligible pupils at Writhlington School:</p>	<ul style="list-style-type: none"> ● Low levels of Literacy on entry ● Limited Parental engagement ● Disengagement ● Low aspiration and community pressure ● Attendance ● History of underachievement ● Leadership at classroom level (teacher awareness)
<p>Planned Provision</p>	<p>Aspiration: Transition, raising aspiration, tackling disengagement, parental engagement, careers guidance</p> <p>Access: Literacy support, Numeracy support, Attendance, equipment and extra-curricular</p> <p>Achievement: Quality first teaching, SEND provision</p>

ASPIRATION	ACCESS	ACHIEVEMENT
<ul style="list-style-type: none"> ● Achievement for All, LAC and PP students receive transition support from the school to aid transition. ● AFA students allocated a mentor before starting at the school. ● All students visit Writhlington School with parents prior to starting. ● IAG and careers guidance is given from year 7, with PP students targeted for support. ● Improved parental engagement for PP students through the Achievement for all mentoring program. ● Consideration is made for PP students when trips, visits, extra-curricular clubs are offered to encourage pupils to engage. ● PP students are supported through key stage changes to ensure maximum take up for 6th form. ● Y11 identified PP students will receive a mentor to motivate them to success ● Peer and staff mentoring for PP students to help create a wider support network for PP students. 	<ul style="list-style-type: none"> ● Small group targeted intervention for PP students identified as having low reading and spelling ages (KS3 and 4) ● Students who are SEN and PP will receive support through SEN department interventions. ● Reading support through TAs and 6th form mentors for KS3 students with low reading ages. ● Small group targeted intervention for PP students identified as having low KS2 maths scores. ● Maths intervention groups for PP students identified as underperforming based on progress data and teacher referrals. ● Attendance officer weekly tracking of PP students and early intervention when falls below 95% in consultation with Progress Leader to ensure support is put in place where needed. ● PP students have access to support for uniform, equipment and trips on request and to the value of half the cost. ● All FSM pupils are provided with an iPad as a digital resource. 	<ul style="list-style-type: none"> ● Pupil Premium champion tracks all PP students and ensures interventions are put in place where necessary. ● All PP students are identified on lesson and seating plans. ● PP students' books are marked first to ensure best marking. ● All Subject Leaders track PP student's' progress and report to SLT line fortnightly. ● PP students are a priority for mentoring initiatives, data tracking, in-class and extraction interventions both in the SEN department and across subjects. ● Small group targeted interventions in Year 11 for students who are identified as underperforming in relation to their targets in English and Maths. ● Careful monitoring of curriculum planning across subjects to ensure all PP pupils are secure in all necessary skills, knowledge and understanding ● Monitoring and evaluation system for Teaching and Learning to ensure that the needs of all learners are met.

ASPIRATION

Provision	Linked barrier	Success Criteria	Cost	Evaluation of impact (Summer 2019)
Achievement for All: Improved parental engagement and specific individual pastoral care for disadvantaged pupils	Student disengagement Lack of parental engagement	70% of KS3 AFA students make accelerated progress in English and maths. Parental engagement increases by 50%. Closure of gap for Year 11 AFA cohort for P8 to within 0.15 of national other. Gap between NPPI and PPI boys decreases	£7500	
Transition Transition manager	Low levels of literacy on entry Student disengagement Parental engagement	95% satisfaction of transition processes from Year 6-7, years 11-12 parental survey.	£6449	
IAG and Careers Advice Individual careers and direction interviews with all year 10 and 11 students - appointment of careers/pshe advisor IAG from year 7 onwards	Student disengagement Lack of aspiration Family background Community pressure	Improve % of PPI students staying on to 6th form by a further 5% Improved engagement in PSHE and IAG strategies in the school	£16,400	
Improving the support network for disadvantaged pupils. Peer mentoring	Student disengagement Lack of peer support	Increased participation of disadvantaged pupils both in and outside of school. Increased engagement in lessons.	£1000	

ACCESS

Focus	Linked barrier	Success Criteria	Cost	Evaluation of impact (Summer 2019)
Improving reading levels for disadvantaged pupils	Disengagement, Inability to relate to texts	Average improvement in reading ages of PPI students in excess of 12 months.	£2500	
Access to digital resources for enhanced learning and progress	Internet access at home Lack of funds for relevant apps etc	Usefulness of iPads in lessons is not hindered for disadvantaged pupils due to cost of technology	£34,052	
Raising attendance of Pupil Premium students	Student disengagement Transport issues Lack of parental support	Increased percentage attendance in line with non disadvantaged pupils, and for PPI attendance is improved from 2017-18	£28,000	
PPI students have Food Technology ingredients provided.	Lack of funds Students disengagement	100% of students will have their ingredients provided for them across KS3 and KS4	£1,242	
Provision of peripatetic lessons for disadvantaged pupils for Y7	Disengagement; lack of confidence; lack of funding for instrument	Percentage of disadvantaged pupils taking up an instrument in line with others	£2000	
Reducing the number of exclusions by disadvantaged students	Student disengagement Lack of parental support	Decreased percentage of exclusions by a further 5% (re -lative) and no significant difference between PPI and NPPI students.	£8000	
Provision of essential resources for all disadvantaged pupils (including transport) Improving the access to extra-curricular trips and curriculum enrichment.	Disengagement; inability to access revision material and essential equipment	Further closure of the gap to national other to within 0.15 (P8) Percentage of disadvantaged pupils taking up school trips in line with others.	£10,000	.

Improved literacy and numeracy for year 7 students	Student disengagement In ability to access curriculum due to poor literacy and numeracy	Pupils within intervention groups end year 7 with increased levels of literacy and numeracy enabling them to access all curriculum concepts	£3500	
A2L tutor group - providing an appropriate and secure environment for the most vulnerable students at the start of the school day	Student disengagement	Improved attendance, reduction in exclusions and increased attainment for all pupils in the inclusion tutor group	£24,000	

ACHIEVEMENT

Focus	Linked Barrier	Success Criteria	Cost	Evaluation of impact (Summer 2019)
Improving levels of progress in English and Maths for disadvantaged pupils in Year 11: Small group intervention	Student disengagement SEND	The progress of the PPI students in English and Maths is in line with the progress of the NPPI students.	£25,000	
Targeted TA support for PP/SEND students	Literacy and Numeracy Student engagement	Narrowing of the gap in all subjects at KS3, 4 and 5 Improved attendance and reduction in exclusions	£18,000	
Curriculum planning to ensure all disadvantaged pupils are secure in all necessary skills, knowledge and understanding	Student disengagement Tackling low literacy and numeracy Leadership at classroom level	All disadvantaged pupils achieve at least expected progress in all subjects (in line with national averages)	£42,000	
Monitoring and Evaluation of teaching and learning QUALITY FIRST TEACHING	Student disengagement Leadership at classroom level	All disadvantaged pupils achieve at least expected progress in all subjects (in line with national averages) Quality first teaching for all	£45,000	

Pupil Premium co-ordinator; identification and tracking	Improved tracking of students	Tracks all PP students and ensures interventions are put in place where necessary to reduce the gap between PP and non-PP students.	UPR3 role	
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