



Pupil Premium spending Dragonfly Education Trust 2017-2018

Writhlington School

<i>Dragonfly Trust Pupil Premium Profile 2017-2018</i>	
Total number of pupils on roll	1284
Number of PP-eligible pupils:	254
Amount per pupil:	£935
Total pupil premium budget:	£222,495 (minus LAC AND PP+ funding of (£26,600))

<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 2018)
<p>Achievement for All: Improved parental engagement and specific individual pastoral care for disadvantaged pupils</p>	<p>Student disengagement</p> <p>Lack of parental engagement</p>	<p>70% of KS3 AFA students make accelerated progress in English and maths.</p> <p>Parental engagement increases by 50%.</p> <p>Closure of gap for Year 11 AFA cohort for P8 to within 0.15 of national other.</p>	£7500	<p>The AFA cohort made positive progress throughout the year in both English and Maths. There was an increase in parental engagement by over 75% in comparison to the year before, through a range of structured conversation and tutor consultations. Student attainment amongst this targeted cohort was positive, as was general motivation generally within school.</p>
<p>Transition Transition manager</p>	<p>Low levels of literacy on entry</p> <p>Student disengagement</p> <p>Parental engagement</p>	<p>95% satisfaction of transition processes from Year 6-7, years 11-12 parental survey.</p>	£6449	<p>Information was taken from parental feedback from 2016-17 transition process and used to improved the process of transition between Y6 and Y7, 95% of parents were happy that the transition process meet the needs of the students.</p> <p>The Y11-12 transition process takes place across the academic year with tutor consultations, careers meetings and 6th form interviews, meaning that any issues regarding the transition of PPI students into the 6th form can be addressed. Follow up careers meeting will also take place during Y12, to help</p>

				support the students choices as they progress through the 6th form.
Improving the access to extra curricular trips and curriculum enrichment	Lack of funds Student disengagement	Percentage of disadvantaged pupils taking up school trips in line with others	£2000	A result of the funding meant a higher % of PPI students gained access to extra curricular trips and curriculum enrichment. Trip organisers were asked to evidence how the trip was being made accessible to PPI students.
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	£15,400	The % of PPI students staying on at 6th is similar to 2016-17. This is due to the fact that 97% of PPI students had access to careers advice, which supported the students applications to 6th form, college or other education. All students across the school engaged in a variety of PSHE activities that were specifically tailored to their year of study. This was supported by assemblies and visits from external speakers. All PPI students also have access to PIXL Edge which is support through PSHE lessons and allows students to develop and log extra activities that they do inside and outside school. Some PPI students have been able to achieve accreditation from activities that they have participated inside and outside school.

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.	£300	Peer mentoring for identified PPI students was provided by trained sixth form students on a weekly basis, providing an opportunity for coaching to overcome barriers. Student voice recorded that PPI students found this a positive experience, to be able to have someone listen and understand their challenges. A result of the funding meant a higher % of PPI students gained access to extra curricular trips and curriculum enrichment. Trip organisers were asked to evidence how the trip was being made accessible to PPI students.
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ACCESS				
Focus	Linked barrier	Success Criteria	Cost	Evaluation of impact (Summer 2017)
Improving reading levels for disadvantaged pupils	Disengagement, Inability to relate to texts	Gap in expected level in reading, between disadvantaged pupils and others reduced by 6% percentage points	£1,300	PPI students are provided with books for DEAR to increase engagement. PPI students are targeted for guided reading during DEAR. Specific, targeted interventions are put in place for students whose RA is sig below CA.

				13 students benefited from bespoke intervention. The average gain in RA was 19 months in the summer term.
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	£26,000	All PPI students have an Ipad. Use of these is built in to Teaching and Learning schemes across all faculties.
Raising attendance of Pupil Premium students	Student disengagement Transport issues Lack of parental support	Increased percentage attendance in line with non disadvantaged pupils	£28,000	There was a small drop in attendance for the PPI students in 2017-18, although there was no significant difference between PPI and NPPI students' attendance across many of the different year groups
Reducing the number of exclusions by disadvantaged students	Student disengagement Lack of parental support	Decreased percentage of exclusions by a further 5% (relative)	£4,500	There was no significant increase or decrease in exclusions. Interventions will continue with relevant students.
Provision of essential resources for all disadvantaged pupils (including transport)	disengagement; inability to access revision material and essential equipment	Further closure of the gap to national other to within 0.15 (P8)	£ 3200	PPI students received extra support for the costs of travelling to and from school. A result of the funding meant a higher % of PPI students gained access to extra curricular trips and curriculum enrichment. All PPI students have an Ipad. Use of these is built in to Teaching and Learning schemes across all faculties.
Improved literacy and numeracy for year 7 students	Student disengagement	Pupils within intervention groups end year 7 with increased levels of literacy and numeracy enabling them to access all curriculum concepts	£1,500	PPI students are provided with books for DEAR to increase engagement. PPI students are targeted for guided reading during DEAR. Specific,

	In ability to access curriculum due to poor literacy and numeracy			targeted interventions are put in place for students whose RA is sig below CA. 13 students benefited from bespoke intervention. The average gain in RA was 19 months in the summer term.
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	£18,000	This successfully catered for the needs of vulnerable and disadvantaged students and increased engagement in education (academically, socially and emotionally)

ACHIEVEMENT

Focus	Linked Barrier	Success Criteria	Cost	Evaluation of impact (Summer 2018)
Improving levels of progress in English and Maths for disadvantaged pupils in Year 11: Small group intervention	Student disengagement SEND	Gap in both English and Maths between disadvantaged pupils and others reduced to within 8%	£18,000	The VA of PPI students in English had improved from 0.79 in 2016-17 to 0.86 in 2017-18. In Maths the VA for PPI students remained constant 2016-17 0.79 and in 2017-18 0.80
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	PP/SEND students are supported in lessons by specialist TAs. This support has enabled these students to make more progress both inside and outside lessons. Teaching staff have also been given CPD focussing on support for a variety of SEND needs and developing a deeper understanding of differentiation in the classroom.

<p>Curriculum planning to ensure all disadvantaged pupils are secure in all necessary skills, knowledge and understanding</p>	<p>Student disengagement</p> <p>Tackling low literacy and numeracy</p> <p>Leadership at classroom level</p>	<p>All disadvantaged pupils achieve at least expected progress in all subjects (in line with national averages)</p>	<p>£42,000</p>	<p>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.</p> <p>Curriculum CPD has been put into place for all teaching and support staff to ensure that the SOW created are suitable to allow all students to make the required level of progress.</p> <p><u>Y7 and Y8:</u></p> <p>PPI students in both Y7 and Y8 were able to achieve GREEN in a range of skills across a varied array of subjects areas. Inventions and 'GO GREEN' weeks were introduced to increase PPI students motivation and awareness to succeed in the individual subject areas. The use of GEM tasks for home learning helped to give the students the opportunity to extend their learning further.</p> <p>The progress of PPI vs NPPI across Y7 and Y8 is comparable with many students demonstrating exceptional progress in some subject areas.</p> <p><u>Y9:</u></p>
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				<p>Many subjects are using this year to upskill the students in preparation for the GCSE's in KS4 or starting the GCSE. This helps the students begin to develop the necessary skills and knowledge which will allow them to be successful in KS4 and onwards.</p> <p><u>Y10 - Y13:</u></p> <p>With the advent of many new specifications this curriculum is constantly developing and evolving. Many of the specifications for the GCSE and A-Level were being offered for the first time. The progress of the PPI students is at the forefront of all curriculum development and will continue to be analysed and developed over the next few academic years.</p>
<p>Monitoring and Evaluation of teaching and learning</p> <p>QUALITY FIRST TEACHING</p>	<p>Student disengagement</p> <p>Leadership at classroom level</p>	<p>All disadvantaged pupils achieve at least expected progress in all subjects (in line with national averages)</p> <p>Quality first teaching for all</p>	£32,986	<p>The AFA cohort made positive progress throughout the year in both English and Maths. There was an increase in parental engagement by over 75% in comparison to the year before, through a range of structured conversation and tutor consultations. Student attainment amongst this targeted cohort was positive, as was general motivation generally within school</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&L and plan for the support and guidance of PPI students in lessons</p> <p>Monitoring and enhancement of PLC's (Doddle) to ensure all PPI students have the opportunity to succeed.</p> <p><u>Y7 and Y8:</u></p> <p>PPI students in both Y7 and Y8 were able to achieve GREEN in a range of skills across a varied array of subjects areas. Inventions and 'GO GREEN' weeks were introduced to increase PPI students motivation and awareness to succeed in the individual subject areas. The use of GEM tasks for home learning helped to give the students the opportunity to extend their learning further.</p> <p>The progress of PPI vs NPPI across Y7 and Y8 is comparable with many students demonstrating exceptional progress in some subject areas.</p> <p><u>Y9:</u> The Y9 targets and data entries were altered to be more in line with the</p>
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			<p>new GCSE grading 1-9. This has allowed subjects that have started the GCSE early to have more relevant and accurate tracking of the students. PPI students generally achieved well compared to NPPI students with many students achieving individual successes.</p> <p><u>Y10:</u></p> <p>The attainment of the PPI students is comparable to NPPI students across a range of subjects across the curriculum. With many individual successes.</p> <p><u>Y11:</u></p> <p>The VA of PPI students in English had improved from 0.79 in 2016-17 to 0.86 in 2017-18. In Maths the VA for PPI students remained constant 2016-17 0.79 and in 2017-18 0.80</p> <p>There was lot of individual successes within individual subjects for the PPI students</p> <p><u>KS5:</u></p> <p>PPI students achieved on par with NPPI students across a range of</p>
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				A-level subjects, with many individual success.
Pupil Premium coordinator; 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	There is a designated teacher who analyses PPI data and advises interventions needing to take place and ask challenge questions of school leaders. Also responsible for overseeing AFA with the result that the AFA cohort made positive progress throughout the year in both English and Maths. There was an increase in parental engagement by over 75% in comparison to the year before, through a range of structured conversation and tutor consultations. Student attainment amongst this targeted cohort was positive.