

Pupil Premium spending Writhlington School 2019-20

Writhlington School

Writhlington Pupil Premium Profile 2019-20	
Total number of pupils on roll	1148
Number of PP-eligible pupils:	228
Amount per pupil:	£935
Total number of LAC/PP+ on roll:	7
Total Pupil Premium income:	£229,280 (expected figure)
Additional amount per LAC/PP+ pupil:	£2300 available for each child
Total LAC/PP+ budget:	£ Available This funding is applied for through the Virtual School on a case by case basis through students' PEP meetings. The funding will be used to provide 1:1 tuition or mentoring, access to sports facilities including horse riding, art and drama therapy, revision guides and other learning resources, access to school trips with an educational value etc.

<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 £2300 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, 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 next three years that we confidently expect to lead to increased success for our most disadvantaged pupils, these are</i></p> <ol style="list-style-type: none"> <i>1. Attendance, behaviour and readiness to learn</i> <i>2. High quality teaching through CPD</i> <i>3. Evidence-based intervention when students aren't making progress in line with non PP students</i> <p><i>These three priority areas will be addressed by our focus on the following three areas that are key to raising their attainment</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 • Middle and High ability students not progressing at the same rate as their peers • Limited Parental engagement • Disengagement • Low aspiration and community pressure • Attendance • History of underachievement • Leadership at classroom level (teacher awareness)

Planned Provision	<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>
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ASPIRATION	ACCESS	ACHIEVEMENT
<ul style="list-style-type: none"> ● Looked after children (LAC) and Pupil Premium (PP) students receive transition support from the school to aid transition. ● ● 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 a community engagement 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 evidence-based 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, allocates them to a group relevant to their ability so they receive targeted strategies and evidence-based interventions are put in place where necessary. ● All PP students are identified on lesson and seating plans. ● PP students' are given priority in lessons by <ul style="list-style-type: none"> ○ Targeted questioning ○ checking their understanding ○ praise and reward ○ Developing their literacy ○ High expectation that they can achieve as well as anyone ○ Ensuring they catch up on missed work ● 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 evidence-based interventions both in the SEN department and across subjects. ● Small group targeted evidence-based interventions in Year 11 for students who are identified as underperforming in relation to their targets in English, Maths and Science.

		<ul style="list-style-type: none"> 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.
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ASPIRATION				
Provision	Linked barrier	Success Criteria	Cost	Evaluation of impact (Summer 2020)
Improved parental engagement and specific individual pastoral care for disadvantaged pupils	<p>Student disengagement</p> <p>Lack of parental engagement</p>	<p>All PP parents attend a parent and student Information Advice and Guidance (IAG) session with a member of staff along with their progress review to identify barriers to overcome.</p> <p>PP students achieve P8 0 or above</p>	£6,500	
<p>Transition</p> <p>Transition manager</p> <p>KS4 Co-Ordinator</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 to 7, years 9 to 10 and 11-12 through parental Information Advice and Guidance (IAG) sessions with a member of staff measured through a survey and student voice.</p>	£7,500	
<p>IAG and Careers Advice</p> <p>Individual careers and direction interviews with all year 10 and 11 students - appointment of careers advisor</p> <p>IAG from year 7 onwards</p>	<p>Student disengagement</p> <p>Lack of aspiration</p> <p>Family background</p> <p>Community pressure</p>	<p>Improve % of PP students staying on to 6th form by a further 5%</p> <p>Improved delivery and engagement in Personal, Social and Health Education (PSHE) and Information and Guidance (IAG) strategies in the school measured through School Improvement Plan and Student Voice</p>	£15,000	

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 across the curriculum measured through <ul style="list-style-type: none"> - Attendance for PP students is at least 95% - Extra Curricular - establish attendance of PP and Non PP at clubs and on trips then close the gap to that of non-disadvantaged in the school by % of population Increased engagement in lessons measured by a closing gap using %P or P+, P8, Attitude to Learning from Progress Reviews, work scrutiny, student voice and attendance.	£1,000	
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ACCESS

Focus	Linked barrier	Success Criteria	Cost	Evaluation of impact (Summer 2019)
Improving reading levels for disadvantaged pupils	Disengagement, Inability to relate to texts	All KS3 PP students improve their reading ages by an average of 6 months with a long-term target of their reading age being at least in line with their chronological age	£3000	
Access to digital resources for enhanced learning and progress through iPads and educational software is not hindered for Pupil Premium students	Internet access at home Lack of funds for relevant apps etc	Access to school specific educational software including SAM Learning, Mymaths, Rapid Readers and measured through usage statistics increasing 3 times per year.	£25,000	

Raising attendance of Pupil Premium students	Student disengagement Transport issues Lack of parental support	PP attendance is improved from 2018-19 and their attendance is in line with non PP pupils	£28,000	
PP 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	£1,000	
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 is in line with other students taking up an instrument	£1500	
Reducing the number of exclusions by disadvantaged students	Student disengagement Lack of parental support	Decreased percentage of exclusions by a further 5% (relative) and no significant difference between PP and Non PP students.	£5,000	
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	Closure of gap for Year 11 PP cohort for P8 to at least 0 At least 10%PP pupils attend school trips Extra Curricular - establish attendance of PP and Non PP at clubs and on trips then close the gap to that of non-disadvantaged in the school by % of population	£5,000	
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 years 7 to 9 with increased levels of literacy and numeracy enabling them to access all curriculum concepts measured through Reading Ages and Numeracy Ninja scores.	£3,500	

A2L and iBase 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	£15,000	
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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 evidence-based intervention	Student disengagement SEND Middle and High ability students not progressing at the rate of their peers	PP students achieve P8 0 or above	£18,000	
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, engagement and reduction in exclusions	£20,000	
Professional development in 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	PP students achieve P8 0 or above Gap between Non PP and PP boys decreases to at least in line with national	£35,640	
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	£41,000	

<p>SLT and Pupil Premium Co-ordinator; identification and tracking</p>	<p>Improved tracking of students with focussed interventions when behind.</p>	<p>SLT and PP lead tracks all PP students and ensures evidence-based interventions are put in place where necessary to reduce the gap between PP and non-PP students.</p> <p>Each Middle Leader and classroom teacher have Pupil Premium performance in their appraisal target</p>	<p>UPS3 role</p>	
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