

Pupil Premium spending Evaluation 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) actual £201,820.63
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.

School's pupil premium statement:

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).

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.

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

- 1. Attendance, behaviour and readiness to learn*
- 2. High quality teaching through CPD*
- 3. Evidence-based intervention when students aren't making progress in line with non PP students*

These three priority areas will be addressed by our focus on the following three areas that are key to raising their attainment

- Aspiration*
- Access*
- Achievement*

Barriers faced by eligible pupils at Writhlington School:

- 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)
PL 2.6	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>This year Centre Assessed Grades were used and if we use the 2019 Progress methodology to estimate the Progress 8 score the PP students P8 score is -0.26 an increase on last year and above national for this group</p> <p>Year 11 had 38 students who are disadvantaged, 16 of the Students attended Parents Evening, 4 Students were on alternative provision or receiving HERS.</p> <p>NRE contacted home prior to the Parents evening to speak to Parents and identify barriers to attending and booked individual Information and Guidance slots to go through the Progress Review at a time they could to ensure all parents and students spoke with a staff member. Schools closed before this could take place.</p>

					<p>All of the parents contacted were more than happy to attend a 1:1 IAG appointment and felt appreciative of the phone call, no negative comments were received and pupil outcomes have risen.</p> <p>Work in lock down was completed well without any need for chasing of pupils and all attended an in-school catch up in July.</p>
<p>KWI</p> <p>2.6</p> <p>2.7</p>	<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>	<p>£7,500</p>	<p>Information is taken annually from parental feedback on the transition process and used to improve the process of transition between Y6 and Y7. Parents were happy that the transition process met the needs of the Students reported through parental feedback to Progress Leader of Year 7 and Deputy Headteacher Pastoral</p> <p>29% PP students staying onto sixth Form. (up by 6% on 2019) 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 PP students into their preferred destination can be addressed. KS4 Careers Co-ordinator and Careers Officer attend year 12 induction to support the students and share</p>

					<p>information about them with the Sixth Form team.</p> <p>Follow up careers meetings take place during Y12, to help support the students choices as they progress through the 6th form and improve retention.</p> <p>No recorded NEETs by October 2020</p>
EPA	<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	<p>29% (11 students) have enrolled on the Sixth form which improves retention further.</p> <p>Compass Careers Gatsby Benchmark tool shows a stable careers programme contributing to strong destinations.</p> <ul style="list-style-type: none"> ● Benchmark 1 a stable careers programme 100% ● Benchmark 2 learning from labour market 100% ● Benchmark 3 addressing the needs of every pupil 90% ● Benchmark 4 linking the curriculum to careers 87% ● Benchmark 5 Encounters with employers and employees 100% ● Benchmark 6 Experiences of workplaces 75% ● Benchmark 7 encounters with FE & HE 100%

					<ul style="list-style-type: none"> Benchmark 8 Personal guidance 100% <p>No NEETs recorded</p>																						
	<p>Improving the support network for disadvantaged pupils.</p> <p>Peer mentoring</p> <p>Boys Mentoring</p>	<p>Student disengagement</p> <p>Lack of peer support</p>	<p>Increased participation of disadvantaged pupils both in and outside of school across the curriculum measured through</p> <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 <p>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.</p>	£1,000	<p>(Data Sept-Mar - 2019-20)</p> <table border="1"> <thead> <tr> <th></th> <th>ALL</th> <th>NPP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>93.7%</td> <td>94.7%</td> <td>90.2%</td> </tr> <tr> <td>2019-20</td> <td>94%</td> <td>94.6%</td> <td>91.8%</td> </tr> </tbody> </table> <p>There was a 1.6% increase in the attendance of PP students compared to the previous academic year, the gap between PP and NPP students has reduced by 1.7% compared to the previous academic year.</p> <p>% PP students Predicted to be on track with their target by the end of the year when schools closed March 20th</p> <table border="1"> <thead> <tr> <th>Year</th> <th>% or P8</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>89</td> </tr> <tr> <td>8</td> <td>85</td> </tr> <tr> <td>9</td> <td>72</td> </tr> <tr> <td>10</td> <td>-0.42 (P8)</td> </tr> </tbody> </table>		ALL	NPP	PP	2018-19	93.7%	94.7%	90.2%	2019-20	94%	94.6%	91.8%	Year	% or P8	7	89	8	85	9	72	10	-0.42 (P8)
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score) and improving monthly by 0.09

This shows a priority for the school is year 10 moving into year 11 is catching up on lost learning.

Work scrutiny on PP boys books in KS3 to establish good effort showed

Year	% Good effort
7	86%
8	76%
9	85%

Figures show improvement of approximately 11% from previous baseline

These students received praise letters home, those whose work didn't match our high expectations were given target cards and monitored by their Progress Leader.

ACCESS

	ACCESS								
	Focus	Linked barrier	Success Criteria	Cost	Evaluation of impact (Summer 2019)				
SSI 2.4 2.5	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	End of year Reading and Spelling tests couldn't take place due to school closure with COVID-19, they will be tested during the Autumn term, but we expect roughly 1 month on average above the chronological age.				
CHO	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	All PPI students have an Ipad. Use of these is built into Teaching and Learning schemes across all faculties. All PP students have access to digital resources including MyMaths and SAM Learning, where there is an issue with access to resources support is put into place to ensure that the students are not disadvantaged. 10 PP students have received Government funded Laptops & Dongles during Covid Lockdown.				
KPA	Raising attendance of Pupil Premium students	Student disengagement	PP attendance is improved from 2018-19 and their attendance is in line with non PP pupils	£28,000	(Data Sept-Mar - 2019-20) <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;">ALL</td> <td style="width: 25%;">NPP</td> <td style="width: 25%;">PP</td> </tr> </table>		ALL	NPP	PP
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		<p>Transport issues</p> <p>Lack of parental support</p>			<table border="1"> <tr> <td>2018-19</td> <td>93.7%</td> <td>94.7%</td> <td>90.2%</td> </tr> <tr> <td>2019-20</td> <td>94%</td> <td>94.6%</td> <td>91.8%</td> </tr> </table> <p>There was a 1.6% increase in the attendance of PP students compared to the previous academic year, the gap between PP and NPP students has reduced by 1.7% compared to the previous academic year.</p>	2018-19	93.7%	94.7%	90.2%	2019-20	94%	94.6%	91.8%
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CLO	PP students have Food Technology ingredients provided.	<p>Lack of funds</p> <p>Students disengagement</p>	100% of students will have their ingredients provided for them across KS3 and KS4	£1,000	All PP students within Food Technology were provided with ingredients ensuring that they could fully participate in practical tasks. 97% participation matching whole-school								
JNE 2.6	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	The number of PP students taking up an instrument (Sept 19') was 11%, which was slightly down from the 14% in 2018-19. We will adapt the approach to this for year 7 students and funding music lessons moving forward.								
NMA /PL	Reducing the number of exclusions by disadvantaged students	<p>Student disengagement</p> <p>Lack of parental support</p>	Decreased percentage of exclusions by a further 5% (relative) and no significant difference between PP and Non PP students.	£5,000	The % (as a whole cohort) of PP students being given an FTE reduced significantly from the previous academic year. In 2018-19 46.3% of the PP students had at least 1 day of FTE compared to 19.23% for 2019-20. This will continue to be a focus to ensure FTE								

					measures are at least below national
2.8	<p>Provision of essential resources for all disadvantaged pupils (including transport)</p> <p>Improving the access to extra-curricular trips and curriculum enrichment.</p>	<p>Disengagement; inability to access revision material and essential equipment</p>	<p>Closure of gap for Year 11 PP cohort for P8 to at least 0</p> <p>At least 10%PP pupils attend school trips</p> <p>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</p>	£5,000	<p>A result of the funding meant a higher proportion of PP students gained access to extra curricular trips and curriculum enrichment and the cost wasn't a barrier.</p> <p>All of Year 10 PP students Studying Geography had the Field Trip element of the course paid for.</p>
RJO 2.5	<p>Improved literacy and numeracy for year 7 students</p>	<p>Student disengagement</p> <p>In ability to access curriculum due to poor literacy and numeracy</p>	<p>Pupils within reading 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.</p>	£3,500	<p>All students in KS3 participated in Numeracy Ninja Maths during tutor time and starter tasks in maths lessons, the tasks were differentiated to help engagement and progression, Tutors recorded the results weekly, this data was used by the Maths department to support lesson planning and interventions for students.</p> <p>Students across all of the KS's participated in DEAR time during tutor time, this was either through reading or revising depending on their KS. Individual students across KS3 were selected for reading interventions to help develop their skills further.</p>

					<p>End of year Reading and Spelling tests and Numeracy tests couldn't take place due to school closure with COVID-19, they will be tested during the Autumn term.</p> <p>Pupil voice showed that pupils felt they were better able to cope with lessons as they were becoming faster readers.</p>
CEN	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	All Students who attended Ibase inclusion projects through year 11 have secured an appropriate Post 16 destination.

ACHIEVEMENT

	Focus	Linked Barrier	Success Criteria	Cost	Evaluation of impact (Summer 2019)
MBU /LLE 2.2	Improving levels of progress in English and Maths for disadvantaged pupils in Year 11: Small group evidence-based intervention	<p>Student disengagement</p> <p>SEND Middle and High ability students not progressing at the rate of their peers</p>	<p>PP students achieve P8 0 or above</p>	£18,000	<p>All PP students prioritised for relevant small group intervention in Maths and English.</p> <p>Maths P8 -0.28 English P8 -0.51</p> <p>This improved on previous years by 0.1 This will continue to be a high priority and is still too low.</p>
SSI	Targeted TA support for PP/SEND students	<p>Literacy and Numeracy</p> <p>Student engagement</p>	<p>Narrowing of the gap in all subjects at KS3, 4 and 5</p> <p>Improved attendance, engagement and reduction in exclusions</p>	£20,000	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 leading to better quality teaching.										
MBr T&L	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	<p>Clear and consistent focus on T&L priorities of High Expectations, Differentiation, challenge and working and long term memory has led to better quality teaching.</p> <p>Good/Outstanding lessons within the school across the first 2 terms, from 67% (T6 2018-19) to 82% (T2 2019-20), as well as a reduction in lessons graded RI from 33% (T6 2018-19) to 18% (T2 2019-20)</p> <p>P8 score -0.26 using CAG and 2019 methodology</p> <p>% PP students Predicted to be on track with their target by the end of the year when schools closed March 20th</p> <table border="1"> <thead> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>89</td> </tr> <tr> <td>8</td> <td>85</td> </tr> <tr> <td>9</td> <td>72</td> </tr> <tr> <td>10</td> <td>-0.42 (P8 score)</td> </tr> </tbody> </table>	Year	%	7	89	8	85	9	72	10	-0.42 (P8 score)
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					Progress of disadvantaged students in KS3 is improving, year 10 going into year 11 will be a priority moving forward.
MBR T&L	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	Teaching and Learning was split up into 4 core expectation: High Expectations Differentiation Challenge Working and Long-term memory Various CPD opportunities, as well as rigorous monitoring was put into place to secure the improvement in teaching, as well as ensuring the continuous development of teachers. CPD such as the 'Lazy Teacher' helped to underpin the core principles for the year, with lesson observations, temperature checks and regular work scrutiny, teaching and learning and the consistent approaches of teachers in the classroom were always being reviewed. A result of this was an improvement in Good/Outstanding lessons within the school across the first 2 terms, from 67% (T6 2018-19) to 82% (T2 2019-20), as well as a reduction in lessons graded RI from 33% (T6 2018-19) to 18% (T2 2019-20)

<p>MBU /CLO</p>	<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 track all PP students and ensure 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>	<p>SLT, Pupil Premium Coordinator and other stakeholders meet on a regular basis to review the progress of PP students across the school, these reviews also include work scrutiny and learning walks to carry out quality assurance of the data.</p> <p>Ensuring that PP students are prioritised for maths and English small group intervention of non-PP students.</p> <p>It is unclear if this has had a tangible impact other than raising the profile of PP children. We expect to see a longer-term impact over time of this provision.</p>
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