

Pupil Premium: Strategy Review of the 2017/18 Academic Year - Grant £167,247

Strategy	Aim	Reason	Cost
Enhanced Pastoral & Attendance Support	<ul style="list-style-type: none"> • Use of Student Support Manager time to support eligible pupils via attendance work, monitoring, tracking, mentoring, organisation and access • Use of attendance officer • Attendance Improvement worker to provide targeted support to eligible families. To work with families and outside agencies to support wider pupil and school needs. 	Attendance is of paramount importance in the educational journey. National figures suggest that the attendance of eligible pupils is below that of non-eligible pupils.	£41,400
1-1 and small group tuition Reduced class sizes	<p>Tuition of individuals and pairs, small group withdrawal and specialist teacher support; mainly in English, maths and science, but also in other subjects such as art, ICT, languages, PE and Humanities. (This includes Phonics, accelerated reader, corrective reading and corrective numeracy support across key stage 3). This includes 1:1 music tuition.</p> <p>Students supported to allow full curriculum access through additional groups to allow for a more personalized learning journey, with specific learning targets.</p> <p>Developing the 3 year key stage 4 and increasing setting in English, Mathematics, RE and Science will enable smaller groups.</p>	<p>1:1 tuition and small group tuition supports the needs of pupils who are in danger of falling behind. Without an individualised approach it might be hard for these children to make progress needed to achieve their full potential.</p> <p>There is a demonstrable effect of reducing class size and an increase in time for individual instruction and feedback.</p>	<p>English £10,000 Maths £30,000 Science £10,000 EBAC & Other Elements £15,000</p> <p>Total £65,000 Includes match funding</p>
Careers Guidance & Work Related Learning	Careers advisor or Work Related Co-ordinator working with SEND and Disadvantaged Pupils including Child in Care and SGO. To improve pupil aspiration and signpost possible future pathways. Enhanced careers provision including 1:1 interviews, year 8 careers input, year 9 careers tasters, year 10 University visits & year 11 post-16 provision and transition planning. All eligible pupils from all year groups will have career input throughout their time in school on a yearly basis.	Young people are faced with many life-changing decisions, so it is essential that eligible pupils benefit from supportive advice so that they can make well-informed decisions.	£9,000 Covers partial post for Work Related Learning Co-Ordinator and half Wigan LA careers

Whole School and Core Subject PPG Co-ordinators	A member of staff with whole school responsibility for eligible pupils and a team consisting of a member of the core teams of English, maths and science will be allocated time, resources and responsibility for tracking, monitoring and utilising strategic intervention on a whole school level and in their curriculum area for eligible pupils. Access to the 'Find & Fix' PPG budget (see outlined strategies for 'Find & Fix'.)	Eligible pupils are constantly monitored in terms of progress, with the provision of strategic direction to positively impact on eligible pupil progress.	£14,652 Staffing TLR's Timetabled sessions £12,000 £10,087 Fix & Find
General Hardship Fund	This provides specific support for pupils with short or long term hardship, whose needs are not fully met within the categories listed above, or they do not initially qualify as eligible but are on the border.	It is essential that barriers are removed for pupils so that they make the progress they are capable unhindered.	£2,500
Eligible MA cohort support	Provide equipment, experiences, resources, additional teaching, tailored CEIAG, mentoring and MA champion to support students in realizing their potential.	It is essential that barriers are removed for pupils so that they make the progress they are capable unhindered.	£1,000
Pupil Premium Review	This provides external scrutiny to help maximise effective deployment of pupil premium resources across the school to benefit pupil premium pupils.	Supportive measure to ensure that the school is providing the best care and opportunities for eligible pupils.	£1,000
Curriculum Adaptation	Improve attainment in most relevant subjects, and provide alternate curriculum where necessary.	Use of Vocational placements 1 day per week, and work experience to help student with attendance and post 16 planning. Access to vocational courses and placements will be facilitated for appropriate eligible pupils. This includes additional courses, extended placements and other miscellaneous costs.	£11,400

Total: £168,539

Find & Fix' Strategy Review (to address specific identified barriers) 2017-2018

Strategy	Aim	Reason	Cost
Pupil Premium (PP) focus group meetings.	Raising Achievement	Continuous focus on PP cohort with regular impact analysis of whole school and subject specific strategies.	Time
PP pupils identified from mock results and in-class data in English, maths and science to attend tailored morning booster sessions	Improve exam skills, resilience, literacy	Research (EEF) demonstrates +4 month improvement possible	Time ~£300
PP pupils involved in mentoring programme to have regular meetings focussed on their current academic performance	Improve Organisation, resilience	Research (EEF) demonstrates +1 month improvement possible	Costs identified by mentors (~£200)
Mock Examination Review Meeting based on performance in mock exams	Raising Achievement Improving Resilience	Personalised feedback to support progress (EEF +3) PP pupils made aware of where they are underperforming	identified in meeting (~£100)
Form group revision libraries	Improve organisation	Ensuring that PP pupils have access to all subject required revision materials	£500
Subject specific strategies supported by individual bids and impact proforma	Improve attainment	Identify and remove Subject specific barriers. Support for departments to access extra funding to support PP cohorts with specific subject strategies	Variable subject to approval
Compulsory after school GRIT sessions to show good attendance of PP pupils	Improve attainment, organisation, resilience, exam skills	Designed to support mastery learning for PP pupils (+5 month)	Rewards (£500)
1 st Day absence response Reward programme led by HoH	Improve attendance and attainment	EEF research (SEL) shows +4 month improvement possible	~£400
PP pupils identified from barrier feedback to be subject to monitoring	Improve behaviour, organisation and attainment	EEF research shows +3 to +5 month improvement possible	Time
Curriculum Adaptation	Improve attainment in most relevant subjects.	Use of reduced timetable or alternate support to boost attainment levels following March mock by HLTA, provide alternate curriculum where necessary.	£4587

Total: £7587 - £2500 carry forward

Impact of Whole School and Find & Fix Strategies

Year 11 leavers July 2018

- Some individual disadvantaged pupils scored an A8 of 54 and P8 of +1.5.
- Science morning boosters ran from October until the end of the year. The triple science boosters proved effective as disadvantaged attainment improved to 100% 4-9 in all three disciplines, from the previous 56-78 % A-C in 2017. In Physics and Chemistry 100% achieved a strong pass at 100% 5-9.
- There was an improvement in the performance of disadvantaged Geography students with 60% achieving 4-9 compared to 47% A-C last year.
- There was an improvement in the performance of disadvantaged PE students with 57% achieving 4-9 compared to 45% A-C last year.
- There was an improvement in the performance of disadvantaged Photography students with 25% achieving a 7-9 compared to 12% A-A* last year.
- There was an improvement in the performance of disadvantaged Food Technology students with 33% achieving a 7-9 compared to 25% A-A* last year. Additional curriculum sessions were given to Geography, PE, FT and Photography for dual staffing or teacher / pupil support from the disadvantaged grant.
- Additional curriculum support for a small group of pupils enabled 4 disadvantaged pupils to improve attainment. One by a grade each in Eng Lit, Lang and Maths. 1 pupil improved 3 grades in English Lit and 1 in Maths. 1 pupil improved 1 grade each in English Literature and Language and 1 pupil achieved 1 grade higher in English Lit, since their mock exam
- Some disadvantaged pupils were involved in the mentoring programme. This encouraged them to prepare for exams as well as support them with the period of stress prior to the examination period by providing them with a member of staff to discuss concerns with.
- Staff supported the disadvantaged on an individual basis over the academic year. This included study support material, school equipment, music lessons and uniform. All these allowed the disadvantaged cohort to engage more positively with school and removed some of the barriers that they had. This will be repeated next academic with a weekly reminder to staff that they are able to access this to support the attainment and emotional wellbeing of the cohort across all years.
- Attendance to after school GRIT sessions by the disadvantaged cohort varied. Where pupils showed good attendance, they attained broadly in line with their FFT50.
- 10/18 of the disadvantaged cohort achieved in line or above FFT 50 in either English, Maths, Geography, French, History, Science, Food & Photography. No disadvantaged in the German or music options.
- 1 student entered for EBAC from the 18 disadvantaged pupils in the year group and she attained this and all her FFT's. Unfortunately this pupil does not count in the P8 figure as we have no KS2 data.
- Destination data for the 18 disadvantaged students shows that 89% have enrolled at college on an appropriate course Level1-3 (72%) or with a training provider. (17%). 2 pupils have a place at college but have not yet enrolled (Sept), both have been referred to Aspirational Futures at the LA.
- Sustained destination data for 2015 leavers showed that 81% of disadvantaged pupils stayed in education, employment or training, school data 92%. 2016 DFE data indicates that 25/34 disadvantaged pupils stayed in education or training (74%), however the measure here has changed and does not include employment. Of the remaining 9 we believe 5 are in employment, taking the disadvantaged data to 88% (30/34 in employment, education or training.) 1 not captured due to out of area move and 3 NEET.

Current Y11

- Early entry RS year 10 results for disadvantaged pupils show a favourable performance compared to FFT 50, despite undertaking the examination a year early. 61% of the Disadvantaged pupils entered for RS achieved FFT 50 or up to 4 grades higher. Disadvantaged attainment versus FFT 50 shows that this cohort achieved 10.52% above FFT for 7-9 and 5.27% above for 5-9.
- Positive outcomes from current Year 11 sitting GCSE Music in Year 10. 5 Disadvantaged pupils in this Music cohort, 80% achieved FFT 50 or up to 2 grades higher. 80% of disadvantaged students achieved a Grade 4 or above, the other hit his FFT target. The disadvantaged performed 4.3% above the non-disadvantaged nationally for year 11 for Grade 4-9
- Summer data for 2017-2018 for the disadvantaged shows an increase in expected target position from earlier in the year in the following areas: Biology from 20% to 80%, Physics from 60% to 80%, Combined Science 56% to 61%, Creative I media 40% to 80%, 80% to 100%, DT 17% to 80%, FT 33% to 50%, French 100% exceeding, Geography 50% to 67%, Maths 58% to 68% spring to summer.
- All current year 11 cohort have been met with so that pupil profiles can be drawn up for them. These pupils profiles will be shared with staff to utilise in their planning for high quality first teach as part of the next pupil premium strategy and action plan – making the disadvantaged a whole school focus.

Maths Disadvantaged – based on summer data by year groups – priority development area 2017-18

Y7 - Additional maths class in Y7 for catch-up taught by HOD Maths / SENCO plus maths in class support, basic number and maths recovery, from January. Impact - improved catch up pupils on target from 62% to 91%, a 29% improvement. Disadvantaged maths improved from 77% to 88%, an increase of 11%. SEND maths improved from 56% to 80%. New SOW utilised - White Rose

Y8 – Additional maths set, and full linear blocking allowing fine setting for careful ability grouping and varying class sizes.

Disadvantaged improved on or above target position from 65% to 97%, an increase of 32%. SEND maths improved from 58% to 87%, an increase of 29%. Firm foundations for transition to Y9 and KS4, avoid Y8 dip for first time in 3 years.

Y9 – Full linear blocking, additional TA support and careful matching of teacher and groups and the use of in year adjustments. Disadvantaged improved from 71% to 91% on or above target, and SEND from 54% to 100%

Y10 - Additional maths set, and full linear blocking allowing fine setting for careful ability grouping and varying class sizes. Multiple staff changes impacted on attainment of disadvantaged in higher sets. On or above target broadly maintained at 68/70% over the year, following a dip in Spring data to 60%. SEND improved from 67% to 93%, a 24% improvement.

Disadvantaged End of KS3 data – Expected Target position or above - Summer 2018 (32 Pupils)

Computing, DT & PE 100%. Drama & Maths 97%, Art & Geography 94%, Photography & Music 91%, MFL 85%, English & History 81%, Science & RS 75%

Catch-Up Disadvantaged (15 Pupils)

Maths Catch-Up Target position for the disadvantaged improved from 53.3% in the autumn term to 87% in the summer term. 73% of the disadvantaged Catch-Up cohort were at expected target position by the end of the summer term.