

## Pupil Premium Funding 2015-16 review and plans for 2016-17

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. At Wolstanton we believe that all pupils from all backgrounds should be able to excel.

1. Summary information					
<b>School</b>	Wolstanton High School				
<b>Academic Year</b>	2016-17	<b>Total PP budget</b>	£223,897	<b>Date of most recent PP Review</b>	Sept 2016
<b>Total number of pupils</b>	844	<b>Number of pupils eligible for Pupil Premium:</b>	Whole school: 229 Year 7: 37 Year 8: 65 Year 9: 53 Year 10: 34 Year 11: 39	<b>Date for next internal review of this strategy</b>	May 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>% achieving 5A* - C incl. EM (2015-16 only)</b>	<b>25% (A*-C EM 32%)</b>	64.7%
<b>% achieving expected progress in English / Maths (2015-16 only)</b>	<b>58%/ 35%</b>	75.8% / 73.4%
<b>Progress 8 score average</b>	<b>-1.3</b>	0.12
<b>Attainment 8 score average</b>	<b>34.98</b>	52
3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )		

<b>A.</b>	Exclusions of Pupil Premium pupils due to persistent disruption	
<b>B.</b>	Weak literacy skills, particularly reading and spelling	
<b>C.</b>	Persistent absentees in each year group. Attendance for pupils eligible for PP at 92.28% compared to non -PP at 95.67%, particularly Y10 PP pupils at 89.05%	
<b>D.</b>	Low aspirations within the local community	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Poor home learning environment	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Reduce external exclusions where learning is lost	Internal isolation used more for PP pupils rather than exclusion whenever possible seeing a reduction in external exclusions of 50% in comparison with previous academic year. Sharper focus on pupils successfully completing work in isolation and hence not falling behind in their learning.
<b>B.</b>	Reduce Pupil Premium Persistent Absentees by increments throughout the Academic Year	PP PA is currently 66 pupils or 27% of PP total pupils 30% reduction by Easter 2017 will be a real terms reduction of 22 pupils 50% reduction by Summer 2017 will be a real terms reduction of 33 pupils 75% reduction by Christmas 2017 will be a reduction of 50 pupils
<b>C.</b>	Increase ability of Pupil Premium pupils to access the curriculum through increased reading and spelling ages	Lexia literacy programme to show an accelerated increase in reading ages for PP when compared with others. Targeted external support for Reading and Spelling for Pupil Premium pupils' participation
<b>D.</b>	Improved quality home learning being submitted on a regular basis for Pupil Premium pupils. Achievement and attainment supported.	Staff Homework and Fixed Line Management survey evidence shows that there is a termly incremental increase in good quality homework being produced in their classes by the Pupil Premium pupils.

	Measured by: Merit Marks for homework completion; records of attendance at additional school clubs; Work Scrutiny focusing on Pupil Premium home learning.	Provision of additional learning sessions attended i.e. revision sessions by Pupil Premium pupils to see an increase of 50% extra attendance at these sessions during the second examination period at KS4. (Not PPEs) Feedback from pupils indicates that revision guides and work books provided are used effectively by pupils for home learning support.			
<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2016/2017</b>				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we measure impact and ensure implementation is effective?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve the quality of teaching so that it is nothing less than good across the school.	Whole staff training Continuing Professional Development, Shaw Education Trust and Inspire Wolstanton High School Programmes NQT support programme Staff training - Supporting pupils with English as an Additional Language; 05/09/2016. One to one support for Year 11 English as an Additional Language pupils with Learning Mentor.	Outcomes and Quality Assurance cycles show some subjects and subgroups are underperforming	Monitored by analysis of internal school data and GCSE outcomes 2017. Quality Assurance cycles Fixed Line Management Agenda Internal Shaw Education Trust reviews	Assistant Heads; I. Verow (Teaching & Learning) C.Lakin (Personalisation)	Ongoing pupil voice and progress data.  Reports from Stoke on Trent College re: EAL students. Analysis of EAL competencies and Data Captures throughout Year 11 in English

Increase Pupil Premium reading Ages to improve to improve the ability to access the curriculum and achieve well.	Clear Targets set through Lexia which are monitored regularly by English staff and form part of Faculty meetings	Focus on this specific cohort improved Reading Ages within the target group of Year 9 in previous academic year more than the other year groups	Termly round-robin on pupils to identify if staff have notice any improvement in lesson shared with House team.  Targets are set by teachers for every individual. English teachers to focus specifically on PP pupils setting aspirational targets	Head of English: K Pattinson	Termly with feedback to the Academy Council  Final review to take place in July 2017
Improved Quality Home Learning being submitted on a regular basis for Pupil Premium Pupils	Identify Focus Group in Year 11 for trial focusing on exam preparation  Support with additional funding for revision materials / examination where needed, specifically in Art, Photography and Design and Technology	Homework analysis to be initiated. We anticipate current picture shows average more Pupil Premium pupils would not complete homework than others.  Pupil Progress is good but we wish to make rapid progress with them supported by independent resources.	Track additional sessions attended by Pupil Premium pupils  Meet with Pupil Premium pupils to gain their views and parents leading up to public examinations and final examinations to ensure	Deputy Head; M Hobson / Assistant Head: I Verow  Deputy Head: M Hobson	Feedback to SLT at end of Spring term and Summer Term Interim report to the Academy Council Final feedback to the Academy Council in July
<b>Total budgeted cost</b>					<b>£6650</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Vulnerable pupils are provided with support to enable them to access the curriculum effectively.</p>	<p>Reduce class sizes for identified KS3 pupils</p> <p>Specialist subject teaching is delivered supported by a team of Teaching Assistants.</p>	<p>Targeted support for vulnerable pupils. Smaller classes that provide a more nurturing learning environment for KS3 pupils who would find following the full curriculum too demanding</p> <p>Pupils are re-integrated into classes which follow the full timetabled curriculum when this is felt appropriate.</p>	<p>Line managed by Assistant Headteacher, Closely monitored by the Raising Standards Leader and the SENCo</p> <p>Pupil pursuits of SENK and students with EHCPs by SENCo</p> <p>Weekly reports from Teaching Assistants</p>	<p>Deputy Head: M. Hobson. Assistant Head: C. Lakin. Assistant SENCo: C. Lear</p>	<p>Y7, 8 and 9 data captures</p> <p>50% of TA time <b>£x</b> Plus 1 x FTE M/S Teacher (inc on-costs) <b>£x</b></p>
<p>KS4 Maths / English outcomes improved</p>	<p>KS4 Learning Mentors (LM) for Maths &amp; English</p>	<p>Some students need targeted 1-2-1 or small group support to accelerate progress. This is offered through a range of options from weekly support to daily or and every lesson. Line Management work has been proven to support expected progress and more than expected progress</p>	<p>LM's line managed by Deputy Head Teacher and working closely with Head of Maths &amp; Head of English to identify and support targeted pupils for additional support</p>	<p>Deputy Head - HS</p>	<p>At Y10 and Y11 data captures throughout the year. <b>£x</b> Salaries inc on-costs; Breakfast Club (tea &amp; toast) Christmas Dinner <b>£400</b></p>

<p>Improved aspirations, progress and attainment for Y 9 10 and 11</p>	<p><b>Data Conferences</b> An annual Focus Day for each year group in years 9, 10 and 11 of intensive activities designed to raise pupils' awareness of their current progress against targets, strategies to support them in achieving these targets, information advice and guidance relating to the next stages in their education and employability skills and qualities.</p> <p>External providers are used for this as available and appropriate. Eg, ARCH, T3, Colleges and Universities. 'Fast Tomato' on line careers programme used to enable pupils to research a range of careers and enables pupils to plan their pathways towards a chosen career.</p>	<p>To improve aspirations of pupils in Year 9, 10 and 11. Pupil voice from Disadvantaged pupils suggests low ambition and aspiration to persevere and to succeed We know that improved aspiration raises attainment</p> <p>eg interviews with the armed forces, local colleges and other post 16 Service providers.</p>	<p>Quality assurance by SLT, with an overview by DHT. Programmed timetable of activities including data conference, interviews with post 16 providers, interview techniques, revision techniques</p>	<p>Head of House – JW Y9 -Deputy Head MH</p>	<p>After each Year groups annual Data Conference <b>£483</b> (fast tomato plus refreshments/stationary)</p> <p>Growth minds et fix up team <b>£1,000 to promote positive thinking within Year 11</b></p>
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Improved progress and attainment for Y 9 10	<p><b>Year 9 Fit for English Group</b></p> <p><b>Year 10 MAD (More Able Disadvantage) Focus group</b></p> <p><b>Action plan available</b></p>	<p>Targeted group of Year 9 boys who are working with English teachers to increase aspirations and confidence.</p> <p>Ongoing data analysis indicates that there is a gap in attainment and achievement between disadvantaged pupils and non-disadvantaged pupils. There are also notable gaps in attainment and achievement in the more able disadvantaged pupils and others</p>	<p>Quality assurance by SLT, with an overview by DHT. Data drops monitored and Attendance and Behaviour stats analysed.</p> <p>Programmed timetable of activities.</p> <p>Monthly meetings, with an agenda, where performance progress monitored and impact analysed.</p>	<p>D Woodcock</p> <p>J.Rowley. D. Woodcock. D. Wilson-Cunningham M. Hobson C. Lakin</p>	<p>At Y9 Data Captures</p> <p>02/11/16 14/12/16 01/03/17 10/05/17 21/06/17 12/07/17</p> <p>At Y10 Data Captures</p> <p>19/10/16 10/11/16</p>
Improved attainment at GCSE for Y11	<p><b>Easter &amp; May Revision</b></p> <p>A programme of intensive, focused GCSE exam revision is arranged in each subject during the Easter &amp; May holiday. Subject specialist teachers lead the revision classes and are paid additional for their hours provided</p>	<p>To give the Pupil Premium pupils extra support and encouragement. Evidence from previous years suggests that disadvantaged children are less likely to attend after school and holiday revision classes. These also need to be incentivised.</p>	<p>Extra teaching time on a paid rather than voluntary basis. Parents of targeted pupils are contacted prior to classes to ensure attendance. Taxis may be paid for to help the safe attendance and commitment to classes.</p> <p>Data tracking through data captures to ensure impact of</p>	<p>Deputy Head – M. Hobson</p>	<p>July 2017</p> <p><b>£2,000</b></p> <p><b>£500</b></p>

Improved attainment at GCSE for Y11	<b>ECDL (European Computer Driving Licence)</b>	Identified pupils to benefit from an additional useful qualification where success is planned for delivered by the ICT teaching team in school during study leave time and for those students for whom it would help with their points score. Currently being delivered to targeted Year 10 pupils in core ICT lessons and after February half term to targeted Year 9 pupils.	Pupils to understand the benefits and demands of the course and the previous year's huge success.	Deputy Head: M. Hobson  Head of ICT: S. Wilkinson	Exam entry plus ECDL of <b>£1,620</b>  Staff time backfill <b>£1,500</b>
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<p>Inclusive curriculum offer</p>	<p><b>Music Subsidy</b> 1:1 instrumental and vocal music tuition is delivered by Peripatetic Music Teaching Team. This is offered to all pupils at KS3 and to those pupils taking Music GCSE at KS4.</p> <p>The lessons are free of charge for Pupil Premium pupils.</p>	<p>The school is very proud to offer GCSE musicians free peripatetic tuition. As performing constitutes 40% of the current course content, it is vital all students receive the opportunity to study with an instrumental/vocal expert, to achieve their potential. We also are pleased that Music is not an 'elitist' subject only accessible to the brightest students, or to parents able to afford private tuition or the full parental contribution required by the school. This accessibility is celebrated and reflected in the consistent excellence achieved in the GCSE results 92% A* to C this year.'</p>	<p>On-going in music lessons and additional music opportunities – audit in take each year.</p> <p>Fixed line management agenda fortnightly meetings. Line Managed by Assistant Headteacher,</p> <p>Audit to see that Pupil Premium Pupils in all year groups receive their tuition free of charge</p> <p>Audit to ensure that pupils also benefit from no charge for the after-school theory club (one hour a week), should they wish to attend</p>	<p>Head of Music - A Welsh</p>	<p>June 2017 £10 x PP = <b>£1,400</b></p>
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<p>Improved attainment at GCSE for Y11</p> <p><b>Improved outcomes in Geography GCSE Summer 2017.</b></p>	<p><b>Trips and Visit Subsidy</b></p> <p>The school recognises the significant contribution that participation in trips and visits makes to all pupils' learning and overall development. The cost of trips and visits for Pupil Premium pupils is met by Pupil Premium funding.</p> <p>Geography Field work support is offered to all Pupil Premium with a reduction in cost (Annually during the Spring Term)</p> <p>Yr9 Disadvantaged pupils identified to attend an outward bound course to raise aspirations and consequently attainment. 27<sup>th</sup>-31st March 2017 at the Outward Bound Trust centre in Ullswater, Cumbria</p>	<p><b>Rationale:</b></p> <p>Geography Field work is an intrinsic part of the Key Stage 4 programme of study which counts as 40% of the final grade. All students on the option course attend a residential course at Castleton Youth Hostel, disadvantaged pupils pay a reduced price.</p> <p><b>Impact:</b></p> <p>Narrowed gap between cohort compared with Disadvantaged sub-group</p> <p><b>Outward Bound Course: Ullswater March 2017 (subsidised by Outward Bound trust)</b></p> <p>12 Disadvantaged students in Year 9 2016-17 Cohort selected by Heads of House to take part in a week long residential course to boost their self - confidence, aspiration and consequently attainment and progress.</p>	<p><b>Implementation.</b></p> <p>Monitored via LM and Appraisal.</p> <p><b>Course outcomes;</b></p> <p>Increased awareness of own skills and abilities</p> <ul style="list-style-type: none"> <li>• Increased awareness of own skills and abilities</li> <li>• Improved confidence and self- belief in own abilities</li> <li>• Improved ability to listen and communicate effectively with others</li> <li>• Increased awareness and concern for the natural</li> </ul>	<p>Assistant Head – Mr C Lakin (Educational Visits)</p> <p>Miss A Gripton (Geography)</p> <p>Mrs Sarah Henshall (Outward Bound Trust)</p>	<p>June 2017</p> <p><b>£2,000</b></p>
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<p>Improved attainment at GCSE for Key Stage 4 pupils with English as an Additional Language</p> <p>Inclusive curriculum offer</p>	<p><b>College Classes</b>  <b>Day release courses, personalising the curriculum to remove barriers to learning.</b></p>	<p>4 Year 11 pupils on and English as an Additional Language at Stoke-on-Trent College: One day a week. To boost levels of speaking, listening, reading and written communication in English. Impact will be felt in other curriculum areas and measured in 2017 GCSE results, tracked via levels of proficiency in English and in-school data.</p> <p>1 Year 10 and 2 Year 11 pupils studying Level 1 Motor Vehicle Maintenance one day a week at Stoke-on-Trent College.</p> <p>5 Year 11 pupils studying Level 1 Construction one day a week at Stoke on Trent College. These Year 11 pupils have reduced timetables / ILSP's (Individual Learning Support Plans) there is a lower risk of exclusion and potential increased motivation to succeed in school based courses and stay on post 16 in mainstream education.</p>	<p>Pupil voice. Weekly contact with college re-Attendance.</p> <p>Half termly reports on progress.</p> <p>Weekly progress updates on Looked After Children on the course.</p>	<p>Assistant Head; C. Lakin</p> <p>Teaching Assistant: G. Blackley</p>	<p>Half termly formal analysis of attendance at college and school and academic performance at each data capture.</p> <p>Visits to college to check pupils performance half termly.</p> <p>Visits to support College staff when issues arise with individual pupils</p> <p>£x</p>
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Reduction of Persistent Absenteeism within Pupil Premium pupils by 50% compared with previous academic year	Focus Groups created within each year group supported by identified key member of staff such as form tutor. A range of strategies being used and reviewed working with individual pupil and or family members and the Attend Service. These strategies to include personal barrier interviews, rewards trips and possibly a breakfast club (costs being investigated)	Whilst PP Persistent Absentees has improved over the last 3 years it is still below National Average.  Attend service providing consultancy support to the school and 1:1 support for students and families to help raise levels of attendance and attainment and progress.	Regular reports given by Attend and SLT, Mr Johnson to SLT and Academy Council half termly.  Attend service reports daily on visits and actions	Mr J Johnson	Termly with final review done in June 2017  <b>£7,500</b>
<b>Total budgeted cost</b>					<b>£186,777</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improvement in grades for year 7-11	Counselling arranged for vulnerable and / or underachieving pupils identified by MyConcern, Early Help Assessments, Child in Need, Child Protection Plan, Looked After Child etc.	To help pupils who have not got the external support	Fortnightly meetings with Heads of House to discuss progress of targeted pupils	Deputy Head – Mrs M Hobson	March 2017 <b>£7,500</b>
Fewer behaviour incident & detentions recorded	Pupil Support Worker (also Deputy Designated Safeguarding Lead) works alongside the 4 Heads of House and SENCo to provide bespoke one to one support for targeted pupils.	A dedicated pupil support worker can effectively deal with both safeguarding and behaviour issues daily.	Implemented well Daily meetings with DSL MyConcern triangulation Improved provision for Looked After Children and Children in Need.	Assistant Head – Mr C Lakin	January 2017 <b>£x</b>

<p>Reduction in Pupil Premium exclusions</p>	<p>Internal exclusions wherever possible for Pupil Premium pupils except in extreme situations</p> <p>Sustained internal alternative exclusions used rather than short external exclusions used to support behaviour sanctions but prevent loss of learning</p> <p>Use of Short term Personalised Learning Provision at KS3 as an alternative to exclusion</p>	<p><b>50%</b> of all exclusions in previous academic year were for Pupil Premium pupils</p>	<p>Identify Pupil Premium students who have hit internal isolation thresholds and allow an additional 2 visits, using internal exclusion instead of Fixed Term Exclusion.</p> <p>Close Monitoring of Pupil Premium students by Pastoral team and Planning meetings organised with parents to intervene earlier to increase parental engagement</p> <p>Target group created in Year 9 from internal records at the end of Autumn 2016. Track progress following interventions during Spring 2017</p>	<p>Mr J Johnson</p>	<p>Termly with report to the Academy Council</p> <p>Final review to take place in July 2017</p> <p>Termly with final review in July 2017</p>
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Reduction in SEN exclusions	<p>Internal exclusions wherever possible for any EHCP (Education, Health and Care Plan) students</p> <p>Sustained internal exclusions used rather than short external exclusions used to support behaviour sanctions but prevent loss of learning</p> <p>Direction of Teaching Assistant to support EHCP students as part of their plan to focus on behavioural elements in lessons</p>	33% of all exclusions in previous academic year were for SEN students.	<p>Identify SEN EHCP students who have hit isolation thresholds and allow an additional 4 visits, using internal exclusion instead of Fixed Term Exclusion.</p> <p>Close Monitoring of EHCP students by Learning Support team and Planning meetings organised with parents to intervene earlier.</p>	<p>Mr J Johnson</p> <p>Mr C Lear</p>	<p>Interim reviews to the Academy council</p> <p>EHCP reviews to reflect this.</p> <p>Final review to take place in July 2017</p>
<b>Total budgeted cost</b>					<b>£228,942</b>

## 6. Review of expenditure and strategies 2016-17

<b>Previous Academic Year</b>	<b>2015-2016</b>			
<b>i. Quality of teaching for all</b>				
<b>Desired Outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Reflections</b> (and whether you will continue with this approach)	<b>Cost</b>

	<p><b>Mentors for Maths &amp; English</b>  We have a team of 4 Learning Mentors which supports pupils who are underachieving in either literacy or numeracy at both Key Stage 3 and Key Stage 4. Learning Mentors work with pupils in a variety of ways:</p> <p>1:1 sessions in the with pupils who are withdrawn from lessons</p> <p>Small group work with 2-4 pupils who have similar support needs;</p> <p>In-class support during maths and/or English lessons.</p>	<p>In 2016 GCSE there was an increase in the % of disadvantaged pupils achieving the key indicators when compared to 2015 GCSE results.</p> <p><b><u>A*C MAEN</u></b>  A*C MaEn <b>32%</b> provisional grade is 7% below 2015 National figures(39%) and is 12% above WHS 2015 disadvantaged A*C MaEn results.</p> <p>Gap between National ‘other pupils’ and WHS disadvantaged pupils is -33% which is significantly better than the 2015 National and WHS results gap of -45%</p> <p>64% most able disadvantaged pupils have achieved A*C MaEn compared to 87% most able pupils achieving this indicator.</p> <p><b><u>Expected progress and more than expected progress maths</u></b></p> <p>There has been an improvement in the % of disadvantaged pupils making expected progress in Maths compared to 2015 expected progress maths (WHS 2016 35%, WHS 2015 17%, Nat 2015 49%)</p> <p>Gap between National ‘other pupils’ and WHS disadvantaged pupils making expected progress in maths has improved (2016 gap - 37% 2015 gap -49%)</p> <p>9% most able disadvantaged pupils have achieved more than expected progress in maths compared to 35 % most able pupils achieving this indicator in maths</p>	<p>Incentive to persuade pupils to stay after school as this has been a hindrance over the previous year.</p> <p>To be continued</p> <p>Earlier intervention so pupils can have Learning Mentor support at the end of summer term y10 once the y11s have left.</p> <p>More support so quality time can be spent with Pupil Premium pupils as throughout the year as other pupils have needed additional mentoring/ support with Maths /English</p> <p>Additional support in Maths in Year 7, 8 and 9 classes.</p> <p>Teaching Year 7 and 8 lower ability Maths classes.</p> <p>Maths Learning Mentor is also a qualified teacher.</p>	
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**Expected progress and more than expected progress English**

There has been a significant improvement in the % of disadvantaged pupils making expected progress in English compared to 2015 expected progress English (WHS

2016 58%, WHS 2015 39 %, Nat 2015 57%).

This indicator is now in line with National figures.

Gap between National 'other pupils' and WHS disadvantaged pupils making expected progress in English has significantly improved (2016 gap -16% 2015 gap -29%)

9% most able disadvantaged pupils have achieved more than expected progress in English compared to 29 % most able pupils achieving this indicator.



<b>Form Tutor Mentoring Programme</b>	1:1 mentoring by form tutors of their Year 11 tutees to set challenging yet achievable targets for attendance, behaviour, attainment and progress and to agree strategies which will help pupils reach these targets.	<p><b><u>Expected progress and more than expected progress maths and English</u></b></p> <p>There has been an improvement in the % of disadvantaged pupils making expected progress in Maths and English compared to 2015 expected progress maths and English. Gap between National ‘other pupils’ and WHS disadvantaged pupils making expected progress in maths and English has improved</p>		No Cost
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>Easter revision classes:</b> Improved attainment at GCSE for Y11	A programme of intensive, focused GCSE exam revision is arranged in each subject during the Easter holiday. Subject specialist teachers lead the revision classes.	<p><b><u>Expected progress and more than expected progress maths and English</u></b></p> <p>There has been an improvement in the percentage of disadvantaged pupils making expected progress in Maths and English compared to 2015 expected progress maths and English.</p> <p>Gap between National ‘other pupils’ and WHS disadvantaged pupils making expected progress in maths and English has improved.</p>	Cost effective method to increase progress and attainment for Y11 GCSE results.  To be continued	<b>£2,200</b>

<p><b>Music Subsidy</b> Inclusive curriculum offer /Improved attainment at GCSE for Y11</p>	<p>1:1 instrumental and vocal music tuition is delivered by the Local Authority Peripatetic Music Teaching Team. This is offered to all pupils at KS3 and to those pupils taking Music GCSE at KS4. The lessons are free of charge for Pupil Premium pupils.</p>	<p>This accessibility is celebrated and reflected in the consistent excellence achieved in the GCSE results of 92% A* to C this year.'</p> <p>Increases participation of pupil premium pupils in school orchestra and concerts</p>	<p>To be continued.</p>	<p><b>£1,305</b></p>
<p><b>Attend Service</b></p>	<p>A service providing consultancy support to the school and 1:1 support for students and families to help raise levels of attendance and attainment and progress.</p>	<p>The Attend service was employed to improve attendance across the board from a low of 92% in 2013 and is increasingly used to target both PA and more specifically PP PA. The use of the service has increased attendance to 94.5% as of Autumn 2016.</p> <p>In addition Attend provide Safe and well checks and take work to pupils when required.</p>	<p>To be continued</p>	<p><b>£7,500</b></p>
<p><b>Pupil Support worker:</b> Fewer behaviour incident &amp; detentions recorded</p>	<p>A worker who supports students with behaviour and social issues through 1:1 interviews and mentoring.</p>	<p>Daily meetings with the DSL, Heads of House and individual form staff where required.</p> <p>MyConcern triangulation and improved provision for all children on Early Help Assessments, EHCPs and Personal Education Plans</p>	<p>To be continued</p>	<p><b>£x</b></p>

<p><b>Younger MIND Counselling Service:</b> Improved Progress 8 outcomes</p>	<p>A counselling service for pupils fortnightly. These pupils are generally signposted to the service by the Pupil Support Worker. The service is offered to pupils from all years knowing that their outcomes in Year 11 will benefit from a better state of mental health earlier in their school career.</p>	<p>To support their emotional needs and help them attend regularly and achieve in their academic studies. Heads of House continually track progress as a sub-group.</p>	<p>Student voice clearly evidences the success of this provision. Case study evidence of success of attendance and academic achievement available.</p> <p>To be continued.</p>	<p><b>£7,500</b></p>
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<p><b>Trips &amp; Visit Subsidy</b> Improved attainment at GCSE for Y11</p>	<p>The school recognises the significant contribution that participation in trips and visits makes to all pupils' learning and overall development. The cost of trips and visits for Pupil Premium pupils is met by Pupil Premium funding.</p> <p>Geography Field work support is offered to all Pupil Premium with a reduction in cost.</p> <p>Year 9 Disadvantaged pupils identified to attend an outward bound course to raise aspirations and consequently attainment. (Deposits funded from 2015-16 spend, course fees in current spending)</p>	<p>Geography Field work is an intrinsic part of the Key Stage 4 programme of study which counts as 40% of the final grade. All students on the option course attend a residential course at Castleton Youth Hostel, disadvantaged pupils pay a reduced price.</p> <p>Analysis of GCSE results showed an improvement in the course work component (25% of the total mark) for all pupils and disadvantaged pupils. See department analysis</p> <p>Expected Impact: Improved outcomes at GCSE Summer 2017. Narrowed gap between cohort compared with Disadvantaged sub-group</p> <p>In addition to a grant awarded by The Outward Bound Trust for a 3 year period) Outward Bound Course: Ullswater 27<sup>th</sup> – 31<sup>st</sup> March 2017 12 Disadvantaged students in Year 9 2016-17 Cohort selected by Heads of House to take part in a week long residential course to boost their self - confidence, aspiration and consequently attainment and progress.</p>	<p>To be continued</p> <p>Focus group of pupils to be mentored prior to the course by course leader and Heads of House.</p> <p>Mr Lakin is the Lead organiser and Miss Henshall is the Lead member of staff for the visit.</p>	<p><b>£2,000</b></p>
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<p><b>Progress / Foundation Group Staffing</b></p>	<p>The Foundation group provides a more nurturing learning environment for KS3 pupils who would find following the full curriculum too demanding. Some specialist subject teaching is delivered but much of the curriculum is taught by the Foundation teacher supported by a team of Teaching Assistants. Pupils are re-integrated into classes which follow the full timetabled curriculum (see Progress Classes below) when this is felt appropriate.</p> <p>Progress classes are small teaching sets made up of pupils who need more support in literacy and numeracy (eg those pupils being re-integrated from the Foundation group). Progress classes follow the normal school timetable.</p>	<p>The Progress/Foundation group was not successful. It did not meet the needs of the pupils for whom it was planned to cater. A change of leadership and staffing are now in place for this area of school.</p> <p>It was disbanded May 2016 and a different model adopted for September 2016.</p> <p>Work on the curriculum design has been extensive at KS3 and KS4. New courses have been adopted to allow improved equality to a range of CEAIG. Greater flexibility at KS3 to focus on literacy for some identified pupils.</p>	<p>There is now a clear structure of monitoring outcomes, progress and accountability in place in school which is expected to avoid the inadequate performance of this area, this combined with the new leadership and staffing leads us to expect this to be an exemplar of best practice in the future.</p>	<p><b>£138,607</b></p>
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<b>Lexia</b>	Proven on line package that aids literacy.	This was not successful either because it was linked to the Progress/Foundation classes. It is being revisited for Spring 2017 with different leadership.	Revisit with change of leadership and internal organisation and accountability Spring 2017	<b>£850</b>
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