

Pupil premium strategy statement (secondary)

1. Summary information					
School	Wolstanton High School				
Academic Year	2017-2018	Total PP budget	Tbc approx. £181,500	Date of most recent PP Review	09/17
Total number of pupils	809	Number of pupils eligible for PP	229 Y7 –28 Y8- 73 Y9- 62 Y10 – 55 Y11 -34	Date for next internal review of this strategy	02/18

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2016, awaiting 2017)
% achieving English and Maths 4+ (2016-2017 only)	27%	64.7%
% achieving English and Maths 5+ (2016-2017 only)	14%	75.8% / 73.4%
Progress 8 score average	-1.99	0.12
Attainment 8 score average	25.06%	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Pupil Premium pupils more prone to inappropriate behaviours potentially leading to exclusions – internal and external
B.	Weak literacy and numeracy skills
C.	Some low aspirations within student body
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	<p>Poor home learning environment in some instances Mixed parental engagement Some low aspirations and self-esteem Some undesirable social pressures Some lower levels of attendance than non-disadvantaged pupils</p>	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Demonstration of positive BfL, engagement in lessons and around school community. Measured By: Observations, learning walks, staff feedback, rewards, BfL analysis, AtL analysis, exclusion data, isolation data</p>	<p>Exclusions of PP students shows a reduction. In-school BFL data for PP students is increasingly positive. Number of repeat offenders in internal isolation reduced. Pupil premium students receive regular rewards for positive behaviour, merit totals show an increase.</p>
B.	<p>Increased ability of Pupil Premium pupils to access the curriculum through increased numeracy, reading and spelling ages. Measured By: Data captures, Lexia data, 'TT Rock Stars' and Hegarty maths outcomes</p>	<p>Lexia literacy programme shows an increase in reading ages for PP when compared with others. English and mathematics assessments show improvement.</p>
C.	<p>Pupil Premium pupils show increased aspirations, a determination to do well and a can do attitude leading to improved outcomes and access to appropriately aspirational post 16 destinations. Measured by: Destination data, feedback from pupils and staff, AtL data, proportion of pupils graduating at KS3.</p>	<p>Positive activities in place and are effective including KS3 graduation, parent power sessions, final sprint and inspirational speakers. Pupil data indicates increasingly positive attitudes to learning and improved outcomes across the curriculum. A greater proportion of PP pupils attend more aspirational post 16 destinations.</p>
D.	<p>Pupil Premium absence and persistent absence significantly reduced. Parents are actively engaged in their child's education and attendance.</p>	<p>PP PA is currently 63 pupils or 24.6% of PP total pupils. PA reduction as follows: 30% reduction by Easter 2018 will be a real terms reduction of 21 pupils 50% reduction by Summer 2018 will be a real terms reduction of 32 pupils</p>

		75% reduction by Christmas 2018 will be a reduction of 48 pupils. Overall attendance shows an increase of at least 2% for PP pupils over the year. Greater parental engagement is evident.
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5. Planned expenditure

Academic year	2017-18
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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.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we measure impact and ensure implementation is effective?	Staff lead	When will you review implementation?
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	Outcomes and Quality Assurance cycles show some subjects and subgroups are underperforming	Monitored by analysis of internal school data and GCSE outcomes 2018. Quality Assurance cycles Fixed Line Management Agenda Internal SET reviews	Assistant Head I. Verow (Teaching & Learning)	Ongoing through QA activities and fixed line management agenda (FLMA)

Increased Pupil Premium reading ages improves their ability to access the curriculum and achieve well.	Regular and systematic use of Lexia. Clear Targets set through Lexia (additional to the Year 7 Catch-up programme) which are monitored regularly by English staff and form part of Faculty meetings	A good standard of reading is essential to being able to access the curriculum. Lexia as a programme has been proven to result in increases in reading ages.	Use of Lexia data Termly updates on pupils to identify improvement. Targets are set by teachers for every individual. English teachers to focus specifically on PP pupils setting aspirational targets.	Head of English Head of Year 9 (3 hours per week per staff member)	Termly with feedback to the Academy Council Final review to take place in July 2018
Improved quality homework being submitted on a regular basis for Pupil Premium Pupils	Provide a staffed space for homework completion after school. Support with additional funding for revision materials / examination where needed, specifically in Art, Photography and Design and Technology	The quality of homework is not as good for disadvantaged pupils as for others. Some pupils do not have a quiet space to work.	Feedback from staff and pupils; homework records. In-school data.	M. Hobson / I Verow (2 hours per week for Cover Supervisor) Material support	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
Improved outcomes in English and Maths for low ability PP pupils	Additional curriculum time. Additional English and Maths lessons given to low ability pupils in Y7, Y8, Y9 who are predominantly pupil premium pupils by increasing the teaching hours of an existing member of staff	The extra English input in Key Stage 3 has a positive impact on pupils' achievement. We need to continue with the additional English curriculum time and include additional Maths in Y7, Y8, and Y9 to ensure that pupils have the skills necessary to confidently	Progress data at each data capture	M Hobson/ HOD Maths / HOD Eng (6 hours per week – teacher)	After each termly data capture and through LM meetings

Total budgeted cost					£31,138
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil Premium pupils show increased aspirations, a determination to do well and a can do attitude leading to improved outcomes and access to appropriately aspirational post 16 destinations.	Mentoring by ABC Success for identified pupils to build resilience and positive mental attitudes.	A can-do attitude to learning is essential to success; we have identified a need to improve self-esteem; ABC Success has had proven impact on these aspects.	Regular meeting between Hannah Kennedy Jackson (ABC Success) with Deputy Headteacher to monitor programme and impact; use of tutor time booklets and overview of the impact of these by the Heads of Year 10 and 11.	D. Moore HoYs Y10 / 11	Monthly
Identified Key Stage 3 pupils are provided with specialist intervention to meet their needs	Complete a diagnostic involving SET specialist colleagues to identify appropriate support needed for pupils. Implement approaches and provide specific action plans for pupils and advice and guidance for colleagues.	Some PP pupils presenting with undiagnosed issues; Specialist staff will be able to signpost strategies for support and intervention as necessary.	Through regular meeting with DHT and relevant professionals; review of data and monitoring of behaviour, group work, attitudes to learning	D.Moore	January 2018 SEN Audit PRU Support

<p>KS4 English outcomes improved for PP pupils</p>	<p>Deploy a KS4 Learning Mentor (LM) for English</p>	<p>Some students need targeted 1:1 or small group support to accelerate progress. This is offered through a range of options from weekly support to daily or and every lesson. Learning Mentor work has been proven to support progress</p>	<p>LM line managed by Deputy Head Teacher and working closely with Head of English to identify and support targeted pupils for additional support.</p>	<p>Deputy Head – D Moore</p>	<p>At Y10 and Y11 data captures throughout the year. Salaries inc on-costs; Breakfast Club (tea & toast) Christmas Dinner</p>
<p>Improved aspirations, progress and attainment for Y 9 10 and 11</p>	<p>Data Conferences - An annual Focus Day for each year group in years 9 - 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. External providers are used for this as appropriate.</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>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>Heads of Year 9,10 and 11 DM</p>	<p>After each Year groups annual Data Conference (fast tomato plus refreshments/stationary</p> <p>Growth mindset fix up team to promote positive thinking within Year 11</p>

Improved progress and attainment for Y 9 disadvantaged boys in English	Year 9 Fit for English Group of identified pupils working with English teachers to increase aspirations and confidence.	Identified group of Year 9 boys who have low aspirations and confidence;	Quality assurance by SLT, with an overview by DHT. Data drops monitored and attendance and behaviour stats analysed. Programmed	D Woodcock N. Charlesworth. DM	At Y9 Data Capture points
Improved progress and attainment for Y 10 more able disadvantaged boys	Year 10 More Able Disadvantaged) Focus group Action plan available	Ongoing data analysis indicates that there are notable gaps in attainment and achievement between the more able	Monthly meetings, with an agenda, where performance progress monitored and impact analysed.	E. Welch Moore DM	At Y10 Data Captures
Improved progress and attainment at GCSE for Y11 disadvantaged pupils	Easter & May Revision A programme of intensive, focused GCSE exam revision is arranged in each subject during the Easter & May holiday. Subject specialist teachers lead the revision classes. Taxis may be paid for to help the safe attendance and commitment to classes.	Previous experience indicates that these classes are well attended; some disadvantaged pupils do not have appropriate spaces and support for revision at home.	Parents of targeted pupils are contacted prior to classes to ensure attendance. Data tracking through data captures to establish impact of classes.	Deputy Head – M. Hobson	July 2018

<p>Improved progress and attainment for disadvantaged pupils</p> <p>Awareness of own skills and abilities; Improved confidence and self- belief in own abilities; Improved ability to listen and communicate effectively with others</p>	<p>Trips and Visit Subsidy: The cost of trips and visits for Pupil Premium pupils is met by Pupil Premium funding. E.g.; 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. Outward Bound Course: Aberdyfi March 2018 (subsidised by Outward Bound trust)</p> <p>12 Disadvantaged students in Year 9 2017-18 Cohort selected by the Head of Year.</p> <p>Year 8 disadvantaged pupils outdoor pursuits visit to Aberdovey for 1 week</p>	<p>Disadvantaged are less likely to have funding available to take part in trips and visits to enhance and enrich the curriculum and to meet essential parts of the specification e.g. in geography.</p> <p>Analysis indicates that some disadvantaged pupils have lower aspirations; participation in team work and outward bound activities has been found to have a positive impact.</p> <p>As above</p>	<p>Evaluation of participation of disadvantaged pupils in trips and visits; pupil voice and assessment information to capture impact.</p> <p>Pupil voice and parental feedback following visit; Tracking of engagement and achievement of participating pupils.</p> <p>As above</p>	<p>Assistant Head – Mr C Lakin (Educational Visits)</p> <p>Mrs Sarah Henshall (Outward Bound Trust)</p> <p>Mr Williams, Mr Lakin</p>	<p>June 2018</p> <p>(£30 contribution per pupil, transport costs and extra teacher accommodation)</p>
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<p>Disadvantaged pupils are provided with creative enrichment opportunities.</p>	<p>Music Subsidy 1:1 instrumental and vocal music tuition is delivered by Peripatetic Music Teaching Team. The lessons are free of charge for Pupil Premium pupils.</p>	<p>Disadvantaged pupils are less likely to have access to additional music tuition. This area of the curriculum enriches the wider experience of pupils.</p>	<p>Audit of number of PP pupils participating in instrumental and vocal tuition; review of impact through pupil and parental voice.</p>	<p>Head of Music - A Welsh + SLT line manager VE</p>	<p>June 2018</p>
<p>Improved attainment and progress at GCSE for Key Stage 4 pupils who would benefit from a vocational curriculum offer.</p>	<p>College Classes Day release courses, personalising the curriculum to remove barriers to learning. Courses include Motor vehicle maintenance, construction, hairdressing.</p>	<p>Evidence indicates that as a result of appropriate vocational opportunities there is a lower risk of exclusion and 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. Half termly reports on progress. Weekly progress updates on Looked After Children / Children in Need on the course.</p>	<p>Assistant Head; Mr C. Lakin Teaching Assistant: G. Blackley</p>	<p>Half termly formal analysis of attendance at college and school and academic performance at each data capture. Visits to college to check pupils performance half termly. Visits to support College staff when issues arise with individual pupils</p>

Reduction of Persistent Absenteeism of Pupil Premium pupils by 50% compare with previous academic year.	Focus Groups created within each year group supported by AHOY. 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).	Attendance of disadvantaged pupils is not as good as others; greater need for 1:1 support.	Regular reports given by Attend and SLT, Mr Moore to SLT and Academy Council half termly. Attend service reports daily on visits, meetings and interventions.	Mr Moore Attend Service	Termly with final review done in June 2018
Total budgeted cost					£ 99,400
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved mental health and wellbeing to support improving outcomes for all	Counselling arranged for vulnerable and / or underachieving pupils identified by My Concern, Early Help Assessments, Child in Need, Child	Tracking and evidence suggests that large numbers of pupils require additional and significant support. Disadvantaged figure highly in the statistics.	Fortnightly meetings with Heads of House to discuss progress of targeted pupils	Assistant Head – Mr C Lakin	April 2018

	Protection Plan, Looked After Child etc.				
A reduction in behaviour incidents; more positive attitudes to learning.	Pupil support worker (also DDSL) works alongside 5 Heads of Year, SENCO and Asst SENCO providing bespoke 1:1 support for targeted pupils.	High levels of 1:1 support needed; positive impact of this work previously.	Daily line management meetings and updates re. all referrals.	Assistant Head – Mr C Lakin	Termly
A reduction in PP pupil exclusions	Internal exclusions used wherever possible for PP pupils Greater use of SAS provision for PP pupils Sustained internal exclusions used rather than short term external exclusions to support behaviour sanction but avoid loss of learning time. Use of short term personalised Learning provision at KS3 as alternative to exclusion. Use of Nurture provision and intervention	67% of all exclusions in the previous academic year were for PP pupils	Identify Pupil Premium students who have hit internal isolation thresholds and allow an additional 2 visits, using internal exclusion instead of Fixed Term Exclusion. Close Monitoring of Pupil Premium students by Pastoral team and Planning meetings organised with parents to intervene earlier to increase parental engagement Target group created in Year 7, 8 and 9 from internal records at the end of December 2017. Track progress following interventions during Spring 2018	Mr D Moore	Termly with report to the Academy Council Final review to take place in July 2018 Termly with final review in July 2018

Total budgeted cost					£58,052
Grand Total					188,590

6. Review of expenditure

Previous Academic Year 2016-17

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved outcomes in English for PP pupils	<p>English Additional curriculum time. Additional Literacy lessons given to low ability pupils in Y7,Y8, Y9 who are predominantly pupil premium pupils</p> <p>Learning Mentor employed to support pupils who are underachieving in literacy Learning Mentor worked with Y11 pupils in a variety of ways: 1:1 sessions with pupils withdrawn from lessons</p> <p>Small group work with 2- 4 pupils with similar support needs;</p> <p>In-class support during English Y11 lessons.</p>	Additional curriculum time in Key Stage 3 is having a positive impact on pupils' progress. The impact at Key Stage 4 is less evident but with an investment in time in Key Stage 3, this will pay dividends for pupils as they move through school.	<p>English The extra input in Key Stage 3 has a positive impact on pupils' achievement. We need to continue with the additional curriculum time in Y7, Y8, and Y9 to ensure that pupils have the skills necessary to confidently move to KS4.</p> <p>We aim to maintain learning mentor support for Y10/ Y11 pupils.</p>	

	Maths Additional curriculum time Additional maths lessons given to low ability PP pupils in Y7,Y8, Y9	Maths Internal progress tracking shows positive impact at Key Stage 3. In Year 8 in particular, the percentage of pupil premium pupils making at least expected progress from KS2 was slightly better than the other pupils in the year group in Maths	Maths We aim to continue with the additional curriculum time in Y7, Y8, and Y9 as this is having a positive impact on performance and will prepare pupils effectively for GCSE study.	
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Easter revision classes: Improve outcomes at GCSE	A programme of intensive, focused exam revision is arranged in each subject during the Easter holidays. Subject specialists lead the classes	When comparing to the March data capture there is evidence to show that there was a positive impact in most subjects areas for the pupil premium pupils	To be continued but greater liaison with parents and carers, transport provided for those pupil who had difficulty getting to the classes	£2,200
Music Subsidy Inclusive curriculum offer /Improved attainment at GCSE for Y11	1:1 instrumental and vocal music tuition was delivered by the Local Authority Peripatetic Music Teaching Team. This was offered to all pupils at KS3 and to those pupils taking Music GCSE at KS4. The lessons were free of charge for Pupil Premium pupils.	This accessibility was celebrated and reflected in GCSE results. 40% of the pupil premium pupils achieved an A*C grade in music Increases participation of pupil premium pupils in school orchestra and concerts	To be continued.	£1,305

<p>Attend / EDC service</p>	<p>The service provides consultancy support to the school and 1:1 support for pupils and families to help raise levels of 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 overall attendance to 94.1% as of November 2017. The attendance of disadvantaged pupils is lower than their peers and this remains an area of focus. Assistant Heads of Year now work directly with ATTEND and focus on PP pupils.</p>	<p>School will continue to work with Attend EDC and target 95% for school year end 2018. All Pastoral staff trained to use Data Sec to show greater impact on attendance and PA particularly with PP.</p>	<p>£7,500</p>
<p>Pupil Support worker: Fewer behaviour incident & detentions recorded</p>	<p>A worker who supports students with behaviour and social issues through 1:1 interviews and mentoring.</p>	<p>More rapid response and greater support provided through daily meetings with the DSL, Heads of Year and individual form staff where required. Daily activity to ensure My Concern triangulation and improved provision for all children on Early Help Assessments, EHCPs and Personal Education Plans.</p>	<p>To be continued</p>	
<p>Younger MIND Counselling Service: 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>Support provided for emotional needs helping attendance and achievement in their academic studies. Heads of Year 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. To be continued in 2017-18</p>	<p>£7,500</p>

<p>Trips & Visit Subsidy 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. 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.</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. 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 27th – 31st 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>There were 8 pupil premium pupils who took GCSE Geography in 2017. All of these students attended the visit to Castleton. 50% (4) of the pupils achieved their target grade or higher on the controlled assessment aspect of their GCSE</p> <p>Focus group mentored prior to the course by course leader and Heads of House, subsequently by the new Head of Year 9. Mr Lakin was the Lead organiser and Miss Henshall was the Lead member of staff for the visit.</p> <p>64% of pupils taking part graduated at the end of Year 9. 25% achieved a scholarship from the Outward Bound Trust and the visit has been recommissioned at another Outward Bound Centre in March 2018.</p>	<p>£2,000</p>
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We believe, you achieve