

Pupil Premium

2017-18 spending & planned strategy for 2018-19



The Pupil Premium Grant is an additional sum of money paid to all schools in order to tackle educational disadvantage resulting from low income or family circumstance. The money schools receive for Pupil Premium students must be used to address disadvantage or improve outcomes for disadvantaged students. The amount is calculated on the number of students on roll who are currently eligible for free school meals or have been eligible within the last six years (*Ever 6*), children looked after in local authority care and those adopted from care and children who have a parent in the armed forces. The grant allows us to address inequality and provide for the students who need it most. The government allows schools to decide how the Pupil Premium is spent since we are best placed to assess what additional provision should be made for the individual students in this setting.

The figure, per student, for the year was £935 for students who have been eligible for free school meals in the last six years and £1900 for children looked after in local authority care. Those who have been adopted from care under the Adoption and Children Act 2002 and those who have left care under a Special Guardianship or Residence Order have a sum of £1,900. Finally, students whose parents are in military service have a sum of £300.

2016-17	No.	2017-18 (current spend)	No.	2018-19 (current spend)	
Students eligible for free school meals in the last 6 years (<i>Ever 6</i>)	170	Students eligible for free school meals in the last 6 years (Ever 6)	166	Students eligible for free school meals in the last 6 years (Ever 6)	168
Students looked after in local authority care (LAC)	6	Students looked after in local authority care (LAC)	2	Students looked after in local authority care (LAC)	2
Students who have been adopted from care under the Adoption and Children Act 2002 and those who have left care under a Special Guardianship or Residence Order	2	Students who have been adopted from care under the Adoption and Children Act 2002 and those who have left care under a Special Guardianship or Residence Order (PLAC)	2	Students who have been adopted from care under the Adoption and Children Act 2002 and those who have left care under a Special Guardianship or Residence Order (PLAC)	2
Students from military service homes	1	Students from military service homes	1	Students from military service homes	2
Total Pupil Premium 2016-17 - £166,850*		Total Pupil Premium 2017-18 - £163,110*		Total Pupil Premium 2018-19	166,880

*Figures are for financial years.

Rationale

In choosing how to spend the Pupil Premium grant, we take account of current ongoing research such as that provided by the Education Endowment Fund and our own data in order to maximise the impact that we can have on pupil progress. In some circumstances, we subsidise activities or equipment for individual students, but more often we spend the pupil premium grant in such a way that it benefits as many disadvantaged students as possible. Essentially, we wish to provide the best possible chance of excellent outcomes across the school for this group of students whilst also attempting to broaden their experiences, ensure excellent attendance and develop aspirations and engagement.

The Main Barriers & Our Priorities

Attendance, including persistent absenteeism, continues to be a high priority. In addition, we continue to work on prioritising our Pupil Premium students in our whole school focus on literacy. Particularly for Pupil Premium boys, this remains a significant barrier to achievement at GCSE and is a gateway skill to raise achievement across the curriculum. For the year 2018 to 19, we are continuing our focus on quality first teaching across the school that places our disadvantaged students at the heart of lesson and action planning, marking and tracking. We have recognised that there is a need to address aspirations for our higher achieving *Pupil Premium* students and we are working towards building pathways to university, including those that are highly selective. We have made spending choices to address each of these priorities.

One barrier we have worked closely to address is parental engagement and the home lives of some of our disadvantaged students. We have developed initiatives such as the Night Club to provide students a place to complete homework at the end of the school day.

We recognise that the new academic curriculum is not appropriate for some of our disadvantaged students. We have therefore developed alternative curriculum routes which provide tailored bespoke pathways for our students.

Headlines for 2017-18

Pupil Premium GCSE Outcomes

- In the 2018 GCSE results PP students achieved 41% grade 4 and above in the Basics Match – English and maths, in contrast to non PP students who achieved 71%. The gap at this level is 30%
- At grade 5 and above PP students achieved 19% in the Basics Match, in contrast to non PP students who achieved 49%. The gap at this level is also 30%
- The Progress 8 measure for PP students was -0.62, in contrast to the Progress 8 measure for non-PP students which was 0.18. This is a gap of 0.8, which is an increase from last academic year's gap of 0.27.
- It is important to note that national data has not yet been released and the figure could change.

Attendance

- Our *Pupil Premium* student's attendance was 89.74% compared with the figure for non-Pupil Premium students which was 94.99%.

- 30.96% of the *Pupil Premium* students were deemed *Persistent Absentees*, by criteria set by the DfE (more than 15% absence over the entire year). This compares to 10.76% for the non-Pupil Premium students.

Exclusions

- 28 PP students were excluded in 2017 to 18. This is 48% of the students who received an exclusion during the year.
- 14% of the students listed as PP received an exclusion. This is a reduction from 2016 to 17.
- We have made use of off and on-site alternative provision in order to build personalised curriculum for the core group of students who were being repeatedly excluded. We hope to further increase this provision in 2017-18 in order to reduce exclusions further.

How did we spend our Pupil Premium and did it have an impact? (2017-18)

Strategy	Amount allocated	new or continued	Summary of the intervention or action,	Actual Impact
Literacy Intervention (1:8 withdrawal) KS3	£18,923	Continued with increased group size and rolling programme.	<ul style="list-style-type: none"> • In house, targeted literacy support to small groups of students from specialist English staff. 2hrs per week of intensive tuition. • Prioritise E6, LAC and adopted students. The focus of the sessions is developing their reading and writing skills, building confidence and re-engaging students with reading. • Students with similar key stage levels and literacy needs have been grouped together to ensure that teaching can be targeted on particular needs specific to the whole group. 	<p>Year 7</p> <p>Overall, when A8 Indicator scores are compared to AP6 A8 scores, Literacy students were closer to meeting their indicator grades (-0.31) than non-Literacy PP students (-0.93). However, the indicator grades of the Literacy students were lower than non-Literacy PP students and many of the Literacy students were listed as NSR at the beginning of Year 7.</p> <p>Year 8</p> <p>Overall, final Attainment 8 scores seemed to indicate that Literacy PP students have not made as much progress as Non-Literacy PP students. However, this is because students who attended Literacy classes were at weaker starting points. Where students ended the previous year below indicator, this increases the catch-up progress that students need to</p>

				<p>make. SEND Literacy PP students seem to have ended the year A8 -0.4 below their indicator whereas SEND Non-Literacy students have ended the year A8 -3 below indicator.</p> <p>Year 9</p> <p>Overall, students who attended Literacy classes (either in terms 1-3 or in terms 4-6) achieved a P8 score of 0.17 higher than Non-Literacy PP students. Girls who attended Literacy classes (either in terms 1-3 or in terms 4-6) achieved a P8 score of 0.27 higher than Non-Literacy PP girls. SEND students who attended Literacy classes (either in terms 1-3 or in terms 4-6) achieved a P8 score of 1.92 higher than Non-Literacy PP SEND students. This is positive.</p>
Accelerated Progress Coaches	£23,524.75	Continued	<ul style="list-style-type: none"> To work alongside a caseload, in class and through withdrawal, on managing students' GCSE workload. Open and positive dialogue with parents. Students on the caseload are mentored, tutored and organised. They are also involved in on going aspirational work such as college visits. Students chosen for this support are those who are struggling to manage their workload, but are not heavily disengaged from their learning. They are also students where parents are supportive, but cannot always enforce boundaries. 	<p>The accelerated Progress Coaches worked with 14 year 11 students.</p> <p>The degree of support depended on the specific needs of the student.</p> <p>Student A, a middle ability student, had an extended period of absence in year 10 and 11. He worked intensively with the coaches and achieved a progress 8 score of 0.64.</p> <p>Student B, a middle ability student, made such progress during the year that he was taken off the coaches' caseload during year 11, having worked with them throughout KS4. He was added back on as exams neared and achieved a progress 8 score of 0.13</p>
Counsellor	£4050	Continued	<ul style="list-style-type: none"> To address issues that serve as a boundary to learning at school including family breakdown etc. Students are usually referred for this support by the pastoral team. 	44% of the school counsellor's case load were pupil premium students.

Transition TAs	£6,320	Continued	<ul style="list-style-type: none"> To provide support for our vulnerable students during year 6 and 7 in partnership with our main feeder primaries. Provide effective transfer of well-built home/school relationships for all students with a focus of identified families. 	Students were supported throughout the transition process by the TAs. This included preliminary visits to the school in the summer term and being a presence in term one. The links to our main feeder schools: Polegate and Willingdon, remain very close enabling us to target vulnerable families from the start of the transition process.
The Brilliant Club Scholars Programme	£3,840	New	<ul style="list-style-type: none"> To enable students to see study at a highly selective university as a potential and realistic option. To begin to build the necessary skills for success at this level. To provide an authentic experience of university style study through programmes of academic enrichment for two small groups of targeted students in years 7-10. 	Two cohorts of students undertook the programme. In the first cohort 10 out of 12 students passed. In the second cohort 100% of students completed and passed the course.
Talk the Talk Intensive Oracy workshops	£750	New	<ul style="list-style-type: none"> To provide students with a highly focussed opportunity to identify and use persuasive language techniques to communicate effectively. To nurture employability skills and to develop the use of structure in presentations, essays and exam questions. 	On the day of the workshop, motivation of those students involved was improved by the session. However, as the group was reserved for PP students the impact on their oracy was limited. As a result, this is not a strategy which is going to be taken forward in the same format.
Pastoral Support Assistants One PSA for each year group.	£23,996.50	New	<ul style="list-style-type: none"> To provide timely, ongoing and intensive support for students who struggle with anxiety and other issues of a mental health nature that can prevent good attendance and success in school. To provide wide ranging pastoral support to overcome disadvantage. 	This was a highly effective strategy. Students were given access to a key member of staff who was able to nurture and provide support for mental health issues, sometimes on a lesson by lesson basis. PSAs had a knowledge of all the vulnerable students in their year group and were able to put in place interventions to ensure they attended school.

				The strategy also freed up the Attendance Officer who was able to ensure more Persistent Absentees attended school.
Student Mentors	£4,496.45	New	<ul style="list-style-type: none"> To provide high achieving role models and to encourage high aspirations for PP students. To enable targeted key working for KS3 students. 	This proved highly successful and the strategy was extended to the full year. It is also an initiative which has been taken forward into 2018 to 19.
Motor Vehicle Maintenance	£19,800	New	<ul style="list-style-type: none"> To provide an opportunity for vocational study for targeted PP students, including an approve qualification. 	One year 11 PP student undertook the course. Another PP student who joined the school mid-year undertook the course but did not compete it and moved on to the Achieve Programme. One year 10 PP undertook the course
Book Buzz Scheme	£120	New	<ul style="list-style-type: none"> To provide a free, appropriate fiction book for all PP students in year 7 and to provide an additional text for home books packs for all literacy withdrawal students. 	This was highly successful. All students received a book. Students also were involved in the Read For Good project, a sponsored reading scheme to raise money to provide books for children in hospital.
Contingency	£10,000		<ul style="list-style-type: none"> To enable an in-year response to unforeseen spending needs. 	Funds were provided to set up the Night Club, a place for students to complete homework at the end of the school day. Money was also awarded to subsidise the new school uniform, launched in September 2018.
Teacher of Inclusion (LINC1)	£28,401.50	New	<ul style="list-style-type: none"> To enable the hardest to reach young people to engage with their education through greater flexibility of provision and an ability to personalise timetables. To provide a safe space for students to connect with staff who are skilled in building positive relationships and de-escalation. To build capacity for personalised curriculums for our hardest to reach young people through on-site alternative curricular provision. 	No student from the unit was permanently excluded. There were still a high amount of fixed term exclusions. The move has now been made to rebrand the unit and provide bespoke pathways and curriculum lessons, in order to better address the needs of the students.
Inclusion TA (LINC1)		New		

			<ul style="list-style-type: none"> To oversee the smooth reintegration of students at risk of repeated exclusion to our mainstream curriculum through intensive mentoring and support in and out of class 	
Misc. spend on individual hardship and contingency	£5000 (estimated)	Cont.	<ul style="list-style-type: none"> To continue to offer subsidy in cases of individual hardship and to hold back some contingent funds for needs as they arise during the year. 	A significant amount of students were subsidised to enable them to go on trips in Activities Week. A £300 contribution was made allowing one PP year 10 boy to go to Morfa Bay. One student had drum lessons subsidised.
Total	£149,222.20			

How do we plan to spend our Pupil Premium allocation in the academic year 2018 to 19?

Strategy	Amount allocated	new or continued	Summary of the intervention or action,	Specific Intended Outcomes
Literacy Intervention 1:4 withdrawal 2 teachers with 2 x 30 minute sessions per week	£4,064	Continued	<ul style="list-style-type: none"> In house, targeted literacy exam support to small groups of GCSE students from specialist English staff. 2hrs per week of intensive tuition. Prioritise E6, LAC and adopted students. The focus of the sessions is developing their reading and writing skills, enabling them to access the GCSE English papers. 	GCSE success for all targeted students at their indicated grade or above.

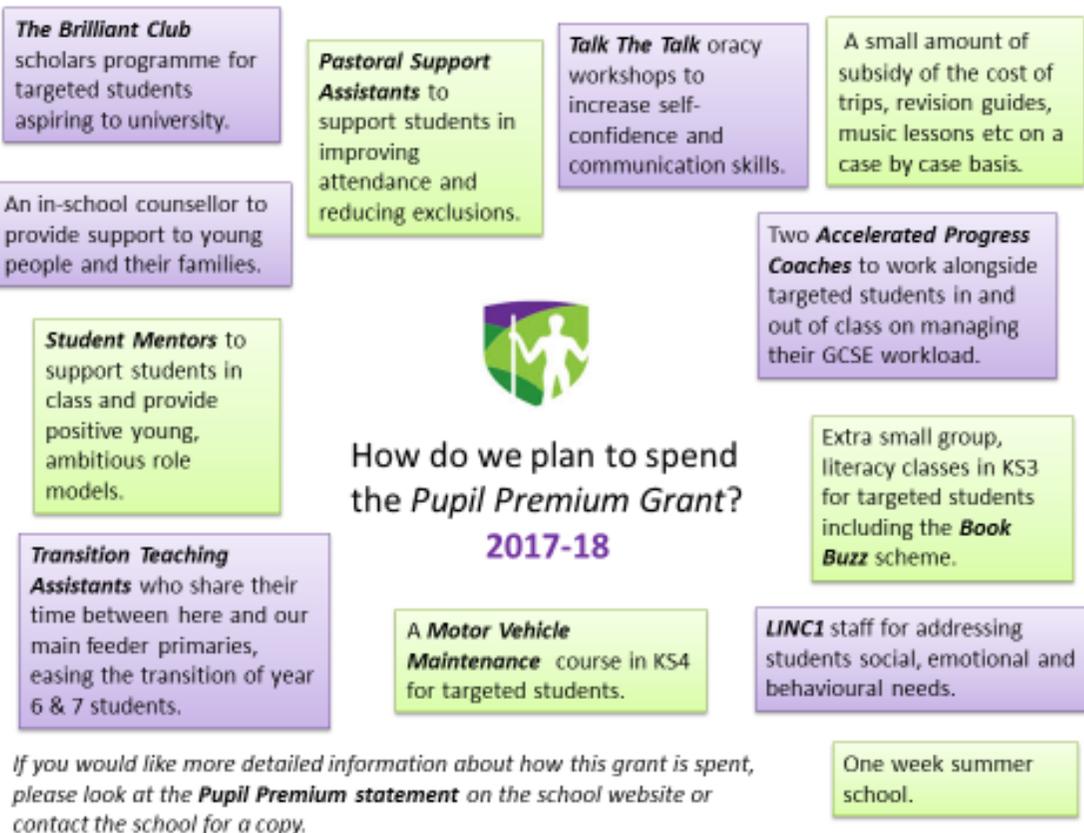
2 Smaller Year 10 English Groups	£16,690	New	<ul style="list-style-type: none"> • A tailored GCSE curriculum to meet the needs of learners. • Students will be taught in two small classes 5 times a week. They will have some lessons timetabled in ICT rooms to enable access to virtual learning platforms. 	<p>Increased student confidence in accessing the curriculum.</p> <p>Increased student motivation and engagement in English lessons.</p>
Accelerated Progress Coaches	£33, 740	Continued	<ul style="list-style-type: none"> • To work alongside a caseload, in class and through withdrawal, on managing students' GCSE workload. Open and positive dialogue with parents. Students on the caseload are mentored, tutored and organised. They are also involved in on going aspirational work such as college visits. • Students chosen for this support are those who are struggling to manage their workload, but are not heavily disengaged from their learning. They are also students where parents are supportive, but cannot always enforce boundaries. 	Students achieve the best possible GCSE grades and positive progress 8 scores.
Counsellor and Welfare Officer 50% of each role	£4250 + £11,734	Continued	<ul style="list-style-type: none"> • To address issues that serve as a boundary to learning at school including family breakdown etc. • Students are usually referred for this support by the pastoral team. 	Students' well-being is improved to prevent disengagement and / or lowered attendance.
Transition TAs	£13,398	Continued	<ul style="list-style-type: none"> • To provide support for our vulnerable students during year 6 and 7 in partnership with our main feeder primaries. • Provide effective transfer of well-built home/school relationships for all students with a focus of identified families. 	
The Brilliant Club Scholars Programme One cohort of students	£1,900	Continued	<ul style="list-style-type: none"> • To enable students to see study at a highly selective university as a potential and realistic option. To begin to build the necessary skills for success at this level. • To provide an authentic experience of university style study through programmes of academic enrichment for two small groups of targeted students in years 7-10. 	<p>Students to report greater interest and confidence at university pathway.</p> <p>Improved performance against indicators for targeted students.</p>

Motivational Speakers Mr Bruff Contender Charlie Elevate	£2,000	New	<ul style="list-style-type: none"> To provide students with inspirational practitioners to enable them to develop appropriate study techniques and think positively about exams and future pathways. To develop subject knowledge and an understanding of how to approach GCSE language and literature papers. 	Student voice indicates increased confidence with how to approach revisions skills. Improved performance in GCSE English PPEs, following Mr Bruff visit.
Digital Learning Platforms IXL Sam learning	£3,500	New	<ul style="list-style-type: none"> To provide students with access to tailored curriculum materials in an interactive format. 	Increased student engagement with homework. Increased student independence.
Pastoral Support Assistants One PSA for each year group.	£18,602	New	<ul style="list-style-type: none"> To provide timely, ongoing and intensive support for students who struggle with anxiety and other issues of a mental health nature that can prevent good attendance and success in school. To provide wide ranging pastoral support to overcome disadvantage. 	Improved attendance for PP students. Student voice to report that students feel well supported and safe in school. Reduced exclusions for PP students.
Attendance Officer	£4187	Continued	<ul style="list-style-type: none"> To improve attendance of all student and reduce numbers of persistent absentees. 	Data to show a reduction in Pas and improved attendance of PP students.
Student Mentors	£19,904	Continued	<ul style="list-style-type: none"> To provide high achieving role models and to encourage high aspirations for PP students. To enable targeted key working for KS3 students. 	Student voice to report students feel motivated and more likely to move into higher education having worked with the mentors.
Motor Vehicle Maintenance	£9.900	Continued	<ul style="list-style-type: none"> To provide an opportunity for vocational study for targeted PP students, including an approve qualification. 	Targeted students to pass the level 2 qualification.
Contingency	£10,000		<ul style="list-style-type: none"> To enable an in-year response to unforeseen spending needs. 	Funds were provided to set up the Night Club, a place for students to complete homework at the end of the school day.

				Money was also awarded to subsidise the new school uniform, launched in September 2018.
ARCCH Provision Staffing	£58,490	Continued	<ul style="list-style-type: none"> • To enable the hardest to reach young people to engage with their education through greater flexibility of provision and an ability to personalise timetables. • To provide a safe space for students to connect with staff who are skilled in building positive relationships and de-escalation. • To build capacity for personalised curriculums for our hardest to reach young people through on-site alternative curricular provision. • To oversee the smooth reintegration of students at risk of repeated exclusion to our mainstream curriculum through intensive mentoring and support in and out of class 	<p>To avoid permanent exclusions and school to school placements for key ARCCH students.</p> <p>To improve attendance for key ARCCH students.</p>
Misc. spend on individual hardship and contingency	£5000 (estimated)	Cont.	<ul style="list-style-type: none"> • To continue to offer subsidy in cases of individual hardship and to hold back some contingent funds for needs as they arise during the year. 	
Total	£217,359			

And Finally.....

We recognise that it is high quality teaching that has the greatest impact on all students' ability to maximise progress and that outstanding teaching has an even greater impact on the progress of disadvantaged students. The provision of outstanding teaching and learning remains the absolute focus of our provision. Incorporated into outstanding learning, we work tirelessly on ensuring that students receive excellent feedback from staff in a variety of forms, within the context of their lessons, so that all students are clear about what they need to do to progress further. It is the quality of this feedback that has been evidenced as having the most impact on students' progress. Staff at Willingdon know their students and they work tirelessly and flexibly in order to secure the best possible outcomes for every student in their care. This often involves liaising closely with some of the people mentioned above and finding the most appropriate approaches for success, ensuring every effort is made to overcome the factors involved in educational disadvantage. We are very proud of this work.



For further information relating to the use of our *Pupil Premium Grant*, contact Sally Porter, Assistant Headteacher.