



**Sir
William
Stanier
School**

**Success
and
Progress**

Strategic Lead
Charlotte Casewell
Assistant Principal
Achievement

Pupil Premium & Catch Up Premium Evaluation 2015 | 2016



Coronation Street, Crewe,
Cheshire CW1 4EB

T: 01270 685360
F: 01270 213809

W: sws.cheshire.sch.uk
E: office@sws.cheshire.sch.uk

Twitter:
[@SWS_School](https://twitter.com/SWS_School)

Part of The Heath Family Multi Academy Trust

SIR WILLIAM STANIER COMMUNITY SCHOOL

Coronation Street

Crewe CW1 4EB

Telephone: 01270 685360

Facsimile: 01270 213809

Email: office@sws.cheshire.sch.uk

www.sws.cheshire.sch.uk



INVESTOR IN PEOPLE

1. Background

The Pupil Premium is additional funding given to schools so that they can support those students deemed to be from a disadvantaged background (notably those who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'), have been looked after continuously for 6 months (CLA) or whose parents are currently serving in the armed forces. The funding is to be used by schools to fund strategies to close the attainment gap between them and their peers.

For the year 2015/2016 the Pupil Premium had a value of £935 per eligible child (Ever 6 FSM or CLA). Those children whose parents are currently serving in the armed forces attract a smaller level of funding of £300 per child.

2. Breakdown of Pupil Premium students at SWS (2015-2016)

	Year 7	Year 8	Year 9	Year 10	Year 11
% of year group Pupil Premium	54 %	48%	45%	46%	43%

Strategies for closing the gap – a brief overview

Sir William Stanier has a greater than average proportion of students eligible for Pupil Premium funding and as such there are a wide variety of strategies in place to meet the needs of a diverse group of students.

During 2015-16, with an allocation of £360,131, the following interventions were put in place to support our eligible students' improvement in the areas of Communication, Engagement, Transition and Attendance. A focus on improving literacy and particularly numeracy skills in the earlier years has been a focus this year in order to ensure the gap closes at a rapid yet sustainable pace.

3. Pupil Premium Funding and Spending

The total funding received by Sir William Stanier School for 2013-14 is shown below:

Funding Stream	Amount (£)	
	Planned	Actual (£)
Pupil Premium Allocation	387,455	367,455

In January 2016, DFE announced that funding for Summer Schools was to be stopped. This accounts for the £20,000 cut in anticipated funding.

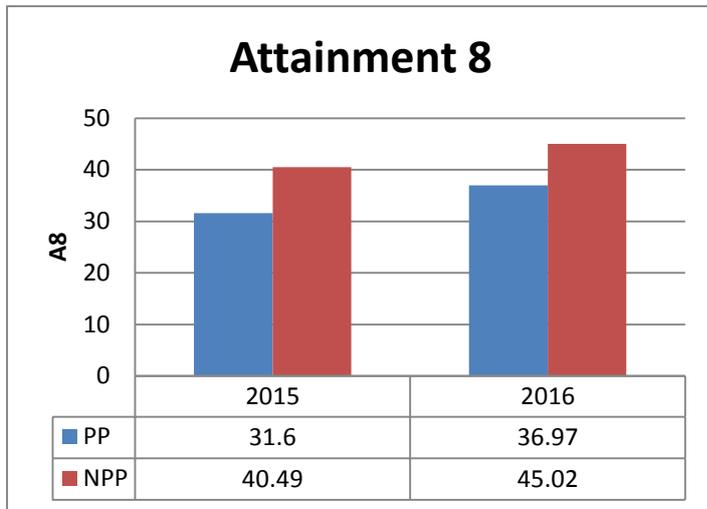
Provision	Cost (£)		Brief Description	Continue in 2016-17?
	Catch up Premium	Pupil Premium		
Early Bird Reading	700	0	Peer-mentoring breakfast reading scheme	Yes, focus on those with the lowest RA and develop alternative strategies for EAL students.
Early Bird Maths	496	0	Mathletics breakfast intervention	Strategy did not impact on as many students as we would have liked therefore we will focus on Quality First Teaching strategies with specialist numeracy teachers working with Catch-up students. Develop a club for EAL learners.
Literacy/Numeracy Small Group work	0	0	Withdrawal group to include precision teaching/inference training.	Not in Year 7. Focus work on strategy below.
Blue Pathway Additional English	0	0	Additional Literacy lessons in place of MFL in Year 7	Continue to give additional curriculum time to those who need to develop basic literacy skills which will support the wider curriculum
Accelerated Reader	3172	0	Reading strategy with motivational quizzes aimed at ensuring students are reading widely at a level which will boost their reading competency	Yes – continue to develop strategies to encourage reluctant readers through fortnightly library visits, rewards for progress and library club sessions.
Proportion of SWS TA Staffing for the above	10632	3608	Specialist Literacy Numeracy Teaching Assistant time to manage and deliver interventions	Yes – continued TA support with all strategies.
	Total: £15,000			
Over-staffing and extra tuition in Maths and English		92154	Retention of Lead teachers in core subjects to support high quality Teaching and learning delivery. Employment of specialist exam board moderation, marking and small group work. Menai residentials and extra-curricular support .	Yes – replacement of previous English consultant with one familiar to context and students. Use of consultant to train staff in order to improve feedback given to PP students in small group sessions run by SWS staff. Continue to fund additional staffing in the core, external marking and revision session costs.
Academic subsidy		5000	Bid fund for subject areas to ensure that disadvantaged students have access to resources needed to access the courses.	Reduce this funding where it has not shown impact in subject areas in order to ensure that areas where it has been effective can be sustained (e.g. Technology)
Engagement subsidy		18400	Breakfast Club Peripatetic music lessons Laptops Uniform subsidy Extra-curricular events	Yes, however, reduce the cost of breakfast club in order to include more students and have more impact. Decrease the contribution towards music lessons for those not currently studying GCSE to enable more PP students to access lessons at KS3.
Alternative Curriculum		158095	An alternative curriculum solution for those students most a risk of permanent	Increase provision to ensure that vulnerable KS3 students have access to a modified and

KS3 Most Able Strategy	
Achievement Centre/Nurture	
Attendance	
Assistant Progress Directors/Learning Mentors	

	exclusion with the target of ensuring all students leave with a September guarantee and a suite of qualifications for taking the next steps	appropriate curriculum to engage and prevent permanent exclusion. Fund to recruitment of specialist subject teachers to ensure student can access a full suite of academic subjects whilst still having access to alternative provisions and work placements.
2235	SWS match-fund of Cheshire East bid to embed the Sirius Most able strategy in Lower School to close attainment gaps.	Continue to fund this strategy along with Non-PP funding to ensure that PP students have access to extracurricular provision which inspires them to achieve the highest academic successes.
24984	A centre for those students whose behaviours make it difficult to engage with mainstream curriculum. This represents short periods of time for the students when time is taken to work with staff around the roots of the behaviours and work on restorative justice which then allows access to the curriculum and progress in subjects to accelerate..	Continue to fund and ensure that data collected shows a decrease in student repeat visits.
43335	Attendance Staffing (inc. Additional Educational Welfare Officer Hours) Minibus	Reduce the cost of the minibus strategy by using in-house staffing. Attendance is increasing and therefore this strategy needs to be sustained, however the utilisation of SWS staff to work with families to increase attendance will be increased with respect to EWO hours.
19644	Pastoral Team support for the Progress Directors to ensure PP students engage with interventions and barriers are quickly identified	No- funding will come from School budget for Assistant Progress directors. Further funding to be used to ensure Transition Summer School (which will focus on PP students) can be funded now that there is no external fund for this.
Total:	£367,455	

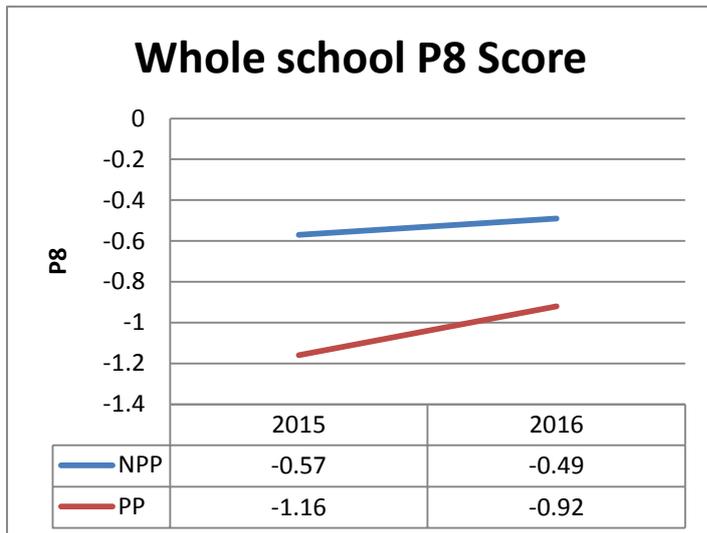
4. Impact of Spending

Outgoing Year 11



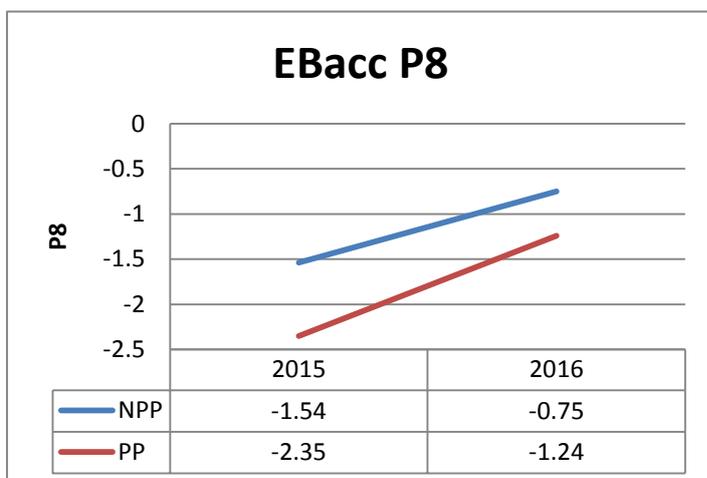
Attainment continues to improve for PP students

Gap between PP students and their SWS peers is diminishing



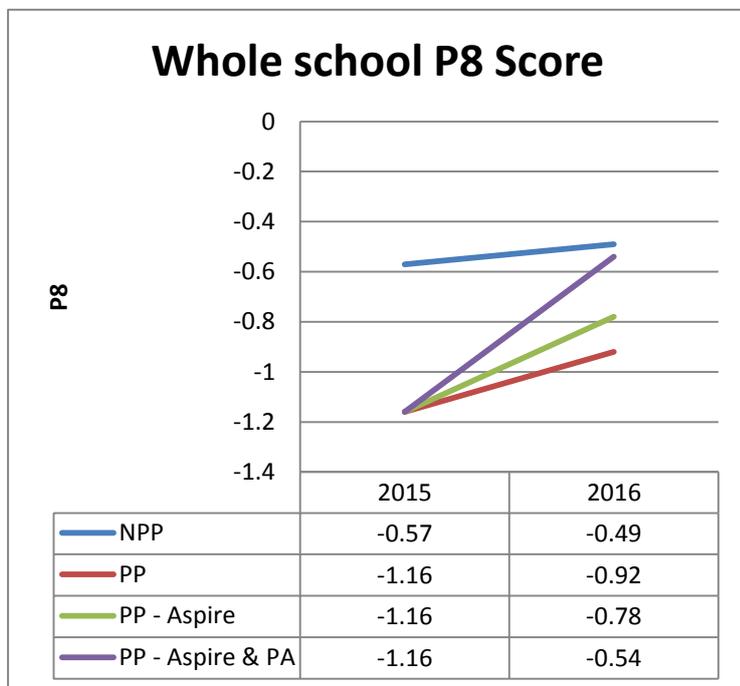
Gaps continue to diminish between PP students and their SWS Peers

Outperforming their peers in Art, Child, Food, Textiles, Music (funding applied in these areas in terms of material resources, peripatetic music lessons, ingredients for cooking)



Rapid increase in the progress PP students are making against national expectations.

Gap between PP students and their SWS peers is diminishing



Attendance continued to be a barrier to learning for some PP students and those students studying in the Alternative curriculum centre. Those students in the main building, whose attendance was good achieved broadly in-line with their Non PP peers. This indicates that greater funding needs to be allocated next year to improve attendance and engagement of students along with a review of the Alternative Curriculum provision ensuring a greater suite of subjects are offered to allow for a higher P8 score.

Lower School Sirius Strategy

	Average End of Yr 7 level		
	PP	Non PP	Gap?
Most Able students			
Y7 2014 – 2015 (before Sirius programme)	4b	5c	2 sub levels
Y7 2015 - 2016	5b	5a	1 sub level

PP students made accelerated progress and closed the gap in attainment between them and their peers due to the provision put in place.

PARENT VOICE:

- 100% of parents are clear about the Sirius programme and what opportunities it offers their child
- 95% of parents feel that the Sirius programme has helped their child's academic development.

STUDENT VOICE:

- 90% of students have enjoyed being part of the Sirius programme.
- 90% of students feel that being part of this programme has helped to accelerate their progress and develop their key skills.

Where enrichment and intervention was focussed, impact has been shown (particularly in Maths)

Attendance

Attendance dropped in 2016 due to a number of significant factors. The gap between the attendance of students eligible for Pupil Premium and their peers reduced from 4.44% to 2.22%

However, the gap for Persistent Absence increased by 3.3%.

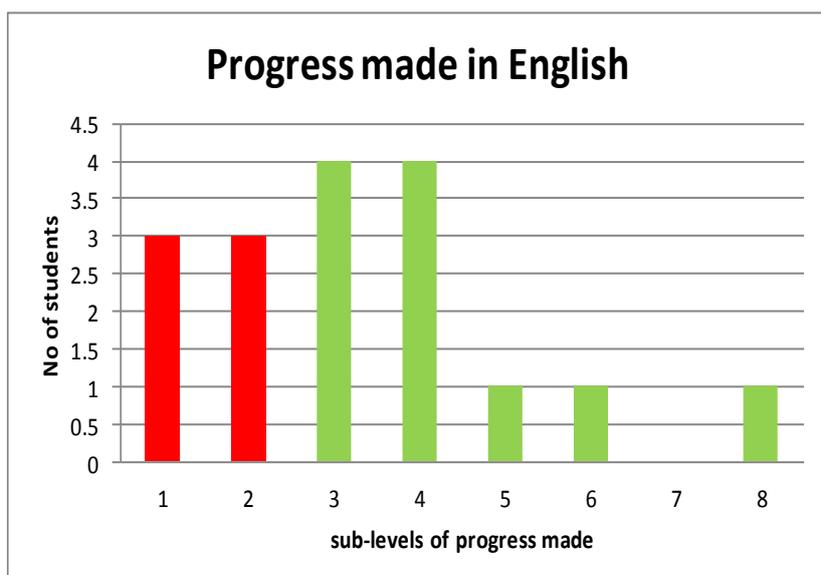
Attendance of PP students will have a much greater focus in 2016-17 by increasing the numbers of students attending breakfast club, focussed work by the Family Support Worker and further actions to reduce the frequency of exclusions for PP students.

Catch-up Premium

The Literacy and Numeracy Catch-Up Premium is a type of funding additional to the main school funding. It is received from the government and is allocated to students who did not achieve the expected standard in reading or maths at the end of Key Stage 2. Schools are free to spend the Catch-Up Premium as they see fit within specific parameters.

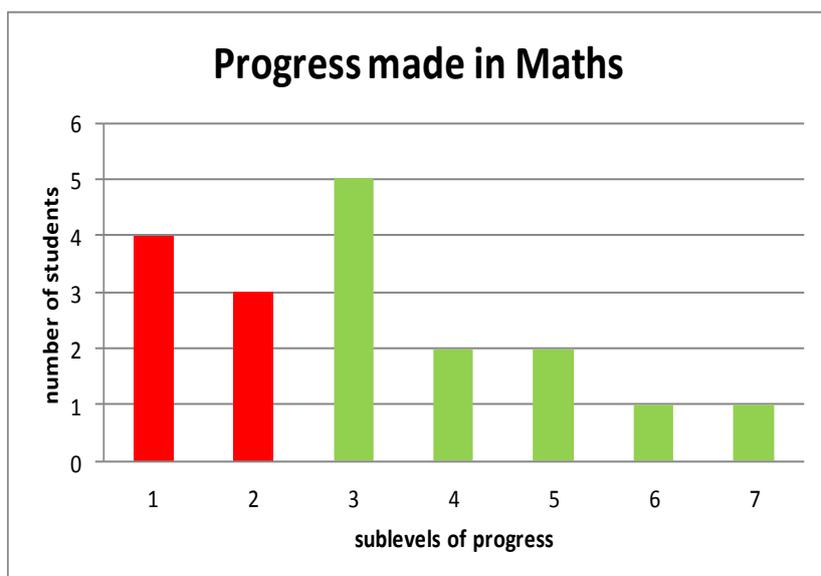
Unlike Pupil Premium, the Catch-Up Premium is only awarded to students in Year 7.

English



Due to gains made in Reading Age through Early Bird Reading and extra Literacy support, the majority made greater than expected progress in a year and accelerated progress with respect to their peers.

Maths



The Mathletic program allowed those catch-up students to make accelerated progress and secure the basic numeracy needed to access KS3 lessons effectively. It was well supported by parents and many students were accessing the program from home. Those not making accelerated progress were put with a additional specialist teacher for the final term to ensure greater gains were made in lesson.

