3 Year Pupil Premium strategy plan

# The Background

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children meeting certain criteria and their more advantaged peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. It is to be used to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

The Pupil Premium was introduced in April 2011 and is paid to schools based on the number of children registered for Free School Meals (at any point in the last 6 years), Looked After Children (CLA) and children of service personnel at the January census. Waseley Hills High School is due to receive £104,720 for the academic year of 2019/2020.

Schools are free to spend the Pupil Premium as they see fit; however they will be held accountable for how they have used the additional funding to support those eligible. Additional support must ensure it is used to help raise attainment, achievement and allow students to reach their full potential. At Waseley Hills High School we believe it is paramount for all of our students to Aspire, Invest and Respect and we pride ourselves in supporting all of our student’s, whether in receipt of Pupil Premium or not, to reach their full potential.

# Actual Funding

* Pupil Premium is allocated to students who are currently known to be eligible for Free School Meals (FSM).
* Students who were eligible to FSM in the last 6 years, this is known as Ever 6
* Students who are in care and are classified as Looked After (CLA)
* Students who have a parent in the armed forces

**Current Funding Levels per Academic Year are:**

* £935 per student who is FSM or Ever 6 (Years 7 – 11)
* £2300 per looked after student – this figure is received by the Local Authority (LA) and then depending on the LA will distribute a proportion of the funding to school
* £300 for each student of service personnel.

# Review of expenditure from previous academic year 2018/2019

| Previous Academic year 2018/2019 |  |  |
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| TOTAL AMOUNT: £105, 391  |   |  |  |  |
| Quality of teaching for all  |   |  |  |  |
| **Action - Pupil Premium Used For** | **Summary of the intended action**  | **Impact**  | **Lesson Learned**  | **Cost**  |
| Improve attainment and progress in English  | Additional TA to support PP students within lessons  | Support has been given in lessons but the impact of this is limited.  | Staff absence has had an impact with this target, which has meant support has been inconsistent  | £8661 |
| Improve attainment and progress in Maths  | Appoint a leader within the Maths department to have a position of responsibility to improve numeracy attainment. A TA to support PP students in lessons  | Support has been given in lessons but the impact of this is limited. Little impact from the numeracy coordinator | Staff absence has had an impact with this target, which has meant support has been inconsistent. Numeracy coordinator ineffective at whole school strategy | £11,657 |
| Improve teaching and learning strategies  | Through encouraging internal and external staff CPD.  | Teaching staff have been given a range of in-house CPD twilight sessions on improving their classroom practice, which they have taken back and used in lessons. Whole school INSET on strategies for providing effective feedback to students has meant that teachers now provide regular opportunities for students to reflect on their strengths and weaknesses. Student voice has attested to the positive affect this is having on students’ learning. | Ensure that all teaching staff are checking that PP students have responded to their written feedback and acted upon it. Ensure greater consistency and reduce in-school variation. | £750 |
| Remove barriers for PP students to access technology based lessons  | PP students to be provided with cooking ingredients | PP students able to access KS4 Food Technology lessons, progress measured as attainment improved through having correct equipment to access lessons.  | Ensure this also applies to students at KS3 | £30  |
| Raise engagement of PP students in Science  | Happy Chick Company  | Students able to engage in Reproduction module as able to nurture and watch chicks develop and grow. Impact saw the level of engagement from students improve  | Target a larger proportion of PP groups, difficulty with chicks being based in one teaching classroom, restricted the amount of lesson coverage  | £284  |

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| Targeted Support  |   |  |  |  |
| **Action - Pupil Premium Used For** | **Summary of the intended action**  | **Impact**  | **Lesson Learned**  | **Cost**  |
| Enhance PP students attainment in Maths  | Use of My Tutor as a targeted intervention  | Attainment in Y11 for some individuals improved in Maths from completing My Tutor  | Variation of weekly timings sometimes meant different tutors, concerns around the consistency when tutors change  | £600 |
| Enhance PP students attainment in English  | Use of My Tutor as a targeted intervention  | Attainment in Y11 for some individuals improved in English from completing My Tutor  | Variation of weekly timings sometimes meant different tutors, concerns around the consistency when tutors change  | £300 |
| Additional support available from school student support center regarding well-being  | Provide additional emotional well-being support as necessary  | Staff now Mental Health First Aid Trained and are able to triage issues regarding student emotional wellbeing. Impact is dependent on each individual student, evidence of work with individuals and impact is measured by lesson attendance, attitude to learning and staff feedback | Use of Strengths and Difficulty Questionnaire (SDQ) not accurate in recording/identifying concern areas/improvements. To look at changing method of recording | £34435Towards staffing  |
| Additional mentoring and intervention for students in receipt of PP | Mentoring around organisation, resilience, aspiration on a 1-2-1 basis to help reduce barriers to learning  | Impact can be seen in improvements in individual students behaviour logs, less incidents of low level entries | Internal referral form created to ensure referrals are coordinated in a central place and are then screen by the same person  | £34435 Towards Staffing  |

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| Other approaches  |   |  |  |  |
| **Action - Pupil Premium Used For** | **Summary of the intended action**  | **Impact**  | **Lesson Learned**  | **Cost**  |
| All students in receipt of PP support able to take a full part in all areas of the curriculum and extra-curricular activities  | Financial support given on an individual basis for the contribution towards the cost of trips linked to educational outcomes and some extracurricular activities  | Students able to access a wide range of activities including academic based activities in school time and social, emotional and wellbeing activities outside of school time. This has ensured students are not further disadvantaged by not being able to access extra-curricular activities due to cost.  | Ensure covers a wide range of extra-curricular activities and spread of funding is even across departments | £650 |
| PP students to a have access to course texts and revision materials in English, Maths and Science | Purchase of revision materials and additional materials produced in departments  | Revision guides distributed to core subject PP students; impact is sporadic as method for measuring the impact of the use of them is unclear.  | More structured approach to the use of the revision guides, to ensure able to measure the impact of them | £459 |
| Additional support provided to raise the aspirations of PP students at KS3  | Participation in the Be You Project  | Students competed an exit review after each session to measure their emotional wellbeing. Resilience and self-confidence nurtured in identified students over the duration of the program  | If use course again how is the lasting impact measured across the school | £4006 |

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| Children Looked After Funding  |   |  |  |  |
| **Action - Pupil Premium Used For** | **Summary of the intended action**  | **Impact**  | **Lesson Learned**  | **Cost**  |
|  Pupil Premium Plus / Post CLA  | Through Pupil Education Plan (PEP) Meeting identify areas of need and provide additional support and assistance as required  | Improvements in attainment data, emotional well-being, each measured dependent on the individual and the method used.  | Continue to develop support agency network to cater for differing needs of CLA/Post CLA students | £16350  |

**Pupil Premium Spending Current Academic Year 2019/2020**

| Summary information |
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| Date of most recent Pupil Premium Review  | November 2019 (internal and external audit)  |
| Date of next Full Pupil Premium Review  | November 2022  |
| Date of next Annual Pupil Premium Review  | November 2020 |
| CURRENT PUPIL INFORMATION 2019 - 2020 |
| Total number of pupils: | 728 | Total pupil premium budget: | £104,720  |
| Number of pupils eligible for pupil premium: | 130 | Amount of pupil premium received per child: | £935 |

| Cohort information |
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| CHARACTERISTIC | NUMBER IN GROUP | PERCENTAGE OF GROUP |
| Boys | 387 | 53% |
| Girls | 341 | 47% |
| SEN support | 129 | 18% |
| EHC plan | 20 | 3% |
| EAL | 20 | 3% |

Assessment data

| Prior attainment (PA) |  |
| --- | --- |
| Year Group  | Higher PA  | Middle PA | Lower PA |
| Year 7 | 16%  | 16% | 58% |
| Year 8  | 29% | 28% | 43% |
| Year 9  | 19% | 52% | 29% |
| Year 10  | 29% | 24% | 41% |
| Year 11  | 20% | 40% | 40% |

Progress 8 Over Time

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| Year Ending  | Subject  | Overall PP | PP | Non PP | Gap  |
| 2019 | English | -0.14 | -0.21 | -0.7 | 0.49 |
| 2019 | Maths | -0.24 | 0.46 | 0.04 | 0.42 |
| 2019 | Overall | -0.15 | -0.26 | -0.04 | 0.22 |

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| Year Ending  | Subject  | Overall  | PP | Non PP | Gap  |
| 2018 | English | -0.57 | -0.98 | -0.47 | 0.51 |
| 2018 | Maths | -0.85 | -1.13 | -0.79 | 0.34 |
| 2018 | Overall | -0.75 | -0.99 | -0.65 | 0.34 |
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| Year Ending  | Subject  | Overall  | PP | Non PP | Gap  |
| 2017 | English | -0.46 | -0.44 | -0.46 | 0.02 |
| 2017 | Maths | -0.55 | -0.71 | -0.52 | 0.19 |
| 2017 | Overall | -0.49 | -0.72 | -0.44 | 0.28 |

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| Year Ending  | Subject  | Overall  | PP | Non PP | Gap  |
| 2016 | English | -1.23 | -1.17 | -1.24 | 0.07 |
| 2016 | Maths | -0.56 | -0.71 | -0.53 | 0.18 |
| 2016 | Overall | -0.48 | -0.6 | -0.45 | 0.15 |

# Barriers to future attainment of pupils in receipt of Pupil Premium Funding

1. Teaching, Learning and Assessment, ensure consistency of Quality First teaching across all groups of students
2. Attendance and punctuality in comparison to other students
3. Organisation including homework completion, correct equipment for school and a readiness to learn
4. Parental engagement and support
5. Resilience, increasing the self-confidence and esteem of students to access learning without the feeling of failure

**Planned Expenditure 2019/2020**

The headings below enable the school to demonstrate how we are using Pupil Premium funding to improve classroom pedagogy, provide targeted support and support whole school strategies:

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| 1. **Quality of teaching for all**
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| **Desired Outcome**  | **Chosen Approach**  | **What is the evidence and rationale for this choice?**  | **How will you ensure it is implemented well?**  | **Staff Lead**  | **When will you review this?**  |
| All students actively engaged in learning and making good progress in all subjects  | Quality assurance cycle/ Behaviour Policy/ Teaching and Learning whole school training strategies  | Teachers able to meet the individual needs of students and accommodate different abilities within the classroom. Staff to ensure lesson sequencing scaffolds learning. | Learning walks, lesson observations, work scrutiny, CPD | SLT, DoFs, SLs, HoY  | Weekly  |
| All students actively engaged in learning and maintain a positive attitude to learning  | Feedback  | Students receiving meaningful feedback in all lessons are able to recognise strengths, areas for improvement and development. Use of the SWANS marking style structure. Research evidence about feedback was part of the rationale for Assessment for Learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback (EEF).  | Learning walks, lesson observations, work scrutiny CPD  | SLT, DoFs, SLs  |  Half Termly  |
| Access to high quality resources in particular Maths, English and Science  | Additional resources to ensure individual students have full access to required text books, texts and equipment  | Students have access to the resources they need to take an active part in their learning | SL’s to request funding to purchase additional resources required. Must also provide evidence as to how the resources will benefit the students | SLs | July 2020  |
| PP students to make good progress as a result of high quality teaching and learning strategies that support their learning  | Further support and staff CPD  | Quality First Teaching (QTF) ensures all students receive good quality teaching and have the opportunity to achieve taking into account any emotional and mental health difficulties, cognition and learning needs and sensory and/or physical needs | Learning walks, lesson observations, work scrutiny, CPD | SLs, DoFs, SLT | Half Termly  |
| PP students prior knowledge to be taken into account to underpin transition from KS2 to KS3 | Assessment  | Use prior data to inform gaps in the classroom from Question Level Analysis | Primary Transition  | SLs  | April 2020  |
|  |  |  |  | Total Budget Cost  | £ 25000 |

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| 1. **Targeted Support**
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| **Desired Outcome**  | **Chosen Approach**  | **What is the evidence and rationale for this choice?**  | **How will you ensure it is implemented well?**  | **Staff Lead**  | **When will you review this?**  |
| All students in receipt of PP funding to make good progress in English and Mathematics  | Selected students to receive My Tutor support  | Additional individual support will enable the needs of students to be met, including stretching those who are Higher Prior Attainers (HPAs) in Years 10 and 11 | Impact measured through My Tutor and progress assessment points  | HoY  | Termly  |
| All students in receipt of PP funding to make good progress in English and Mathematics  | Selected student’s to be given additional curriculum time in English and Mathematics  | Students to attend additional support as and when required to cater for individual learning needs  | Monitor progress through assessment  | SLs | Termly |
| Improve organisation of PP students  | Selected students to attend homework based intervention as required  | To help selected students manage their time and complete homework tasks | Monitor homework completion through behaviour log  | SLs, HoY | Half Termly  |
| Improve self-confidence/resilience of PP students  | Selected students to complete group therapy/1-2-1 resilience coaching, through the use of the Fresh Air Room  | To help empower students to have a more confident approach to their learning, where necessary | Boxall Profile to recognise areas of concerns and measure progress  | HoY, SSC Manager, SLT | July 2020  |
|  |  |  |  | Total Budget Cost  | £ 64000 |

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| 1. **Other approaches**
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| **Desired Outcome**  | **Chosen Approach**  | **What is the evidence and rationale for this choice?**  | **How will you ensure it is implemented well?**  | **Staff Lead**  | **When will you review this?**  |
| Early intervention of PP students with emerging difficulties via school referral system | HoY to liaise with Tutors and parents/carers regarding emerging pastoral issues  | To ensure PP students pastoral needs are met, addressing these issues will ensure they are able to fully access school | HoY to use referral systems and feedback within weekly Pastoral Meetings where issues are raised and actioned | HoY, SLT | Weekly Pastoral Meetings  |
| Engage the parents of PP students who have limited, if any communication with school  | Engagement through an allocated Family Support Worker  | Early Intervention from Family Support will help to overcome barriers and issues families may have which have a detrimental effect on PP students. This leads to a disadvantaged student not then being furthered disadvantaged. “Effective partnership with parents islikely to be supported by several ingredients at the school level, including a leader who prioritises it and ensures that it is integrated into school planning, and a plan for working with parents that is informed by an understanding of families’ lives” (EEF).  | Family Support Worker to be sourced and implemented. Direct feedback through Malachi  | ED  | Weekly at Pastoral Meetings, Termly Review  |
| Ensure positive and consistent parental engagement through school communication  | Frequent positive communication.  | School communications with parents are likely tobe more effective if they are personalised, linked to learning, and framed positively (EEF).  | A weekly update sent to parents, engaging and promoting success | HoY, SLT  | Termly at parent forum  |
| Improve attendance and punctuality of all PP students  | Attendance Officer to work with families and mentor students whose attendance is a cause for concern, home visits to support  | In order for students to make progress they must attend school. Regular attendance is linked to improved academic attainment (EEF).  | Attendance Officer to feedback during Tuesday Pastoral Meeting | Attendance Officer   | Weekly Pastoral Meetings  |
| Improve attendance and punctuality of all PP students  | Robust attendance procedures adhered to when signs of poor attendance  | In order for students to make progress they must attend school. Regular attendance is linked to improved academic attainment (EEF).  | Attendance Officer to feedback during Tuesday Pastoral Meeting | Attendance Officer | Weekly Pastoral Meetings  |
| Understanding of Primary curriculum on transition, especially literacy and numeracy  | Subject Leaders (SLs) to link with primary schools to gain a clear picture of curriculum  | Understanding the curriculum at KS2 will better prepare the delivery of literacy and numeracy at KS3 and help to identify any gaps in knowledge/teaching methods used | SLs to link with Primary schools and feedback into Department Meetings/DOF Meetings  | SLs, DoFs  | April 2020  |
| Closely monitor the progress of KS3 PP students  | Use baseline assessment tests in Y7 to inform planning  | If there are gaps in learning from KS2 this will have an impact on the learning at KS3 and again at KS4 if this is not addressed  | SL’s to use data from Baseline Tests in Y7 to inform planning  | SLs, DOFs,   | Dec 2020  |
| All PP students able to take part in all areas of the curriculum and extra-curricular activities  | Financial support given on an individual basis for uniform, trips, equipment where a need is identified  | Students do not miss out on opportunities and experiences due to hardship. Students emotional wellbeing is not affected by inability to access uniform | Requests on a individual basis. SLs to apply if necessary | SLs, DoFs, SLT | July 2020  |
| Breakfast made available to PP students  | Provide fresh breakfast in school  | Students who access a nutritional breakfast will perform better emotionally and academically  | Liaise with catering for uptake  | SLT | Termly  |
| Student learning council to include the voice of PP students  | Student learning council to hear the views of PP students and their learning  | This will allow PP students to have an investment in their learning, raising their aspirations  | Council meetings held with JW and agendas shared/minutes updated | SLT | Termly  |
| Raise aspiration of PP students through careers advice  | Careers pathway for each year group through ACE program. Individual mentoring for individuals most in need.  | Students to see the context of subjects in the wider world, to raise aspiration for attending school and future.  | Carers ACE adhered to, coordinated by JN. Carer experience with outside speakers  | JN | Termly  |
|  |  |  |  | Total Budget Cost  | £ 10000 |

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| **3.1 CLA and Post CLA**  |   |  |  |  |  |
| **Desired Outcome**  | **Chosen Approach**  | **What is the evidence and rationale for this choice?**  | **How will you ensure it is implemented well?**  | **Staff Lead**  | **When will you review this?**  |
| Pupil Premium Plus / Post CLA | Through Pupil Education Plan (PEP) Meeting identify areas of need and provide additional support and assistance as required  | CLA and Post CLA students require support on an individual basis | Closely monitoring progress internal data/behaviour/sanctions  | SLT | Termly  |
|  |  |  |  |  |  |
| Contingency Fund  | For further interventions or support that may be required over the course of the academic year.  | Dependent upon the need  | SLT   | Weekly SLT Meetings  |
|  |  |  |  | Total Budget Cost   | £ 98000 |