

## **Pupil Premium 2017/18**

**11<sup>th</sup> October 2018**

This summary report provides information on Pupil Premium, how funds are calculated for schools, the purpose of the fund, the recent GCSE analysis of Pupil Premium and non-Pupil Premium performance and the interventions carried out by the school in English and Maths.

Students eligible to receive this funding are in four groups:

- students entitled to free school meals (FSM),
- students that have been entitled to FSM during the last six years (Ever6),
- children in care or looked after (CLA)
- services children.

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 eligible for free school meals and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The level of the premium in 2011-12 was £488 per student. It increased to £623 in 2012-13. The Government increased this further in 2013-14 to £900 and £935 for 2014- 2015, 2015-2016 and 2016-2017.

For students that are children in care or looked after the school receives an additional £765 (Pupil Premium Plus) per student. 41% of Wey Valley students are in the FSM/Ever6 cohort.

2017 - 2018: There are 219 Pupil Premium students in our cohort (34 in Y7, 49 in Y8, 54 in Y9, 42 in Y10 and 40 in Y11). This cohort changes periodically by one or two students as financial circumstances change for their families or students leaving / arriving in school. An action plan was drawn up to address the identified needs of the cohort and to establish a time frame for monitoring the impact of the provision.

### **Key Priorities**

The school improvement plan 'Improve provision and outcomes for Disadvantaged Students' includes the following targets:

- Improve attendance of all disadvantaged students
- Reduce persistent absence of disadvantaged students to school average
- Improve progress in English and Maths
- Improve progress in foundation subjects
- Refine processes for identifying impact and value for money of Pupil Premium strategies

### **Closing the gap statistics – Summer 2018**

	Number	English 4+	Maths 4+	Progress 8	Attainment 8
Pupil Premium	40	17.5%	10%	-0.98	32.28
Non Pupil Premium	82	12.2%	12.2%	-0.91	33.68
<b>Difference</b>	<b>-42</b>	<b>4.09%</b>	<b>-2.2%</b>	<b>-0.07</b>	<b>-1.41</b>

### **Pupil Premium funding**

	2013-14	2014-15	2015-16	2016-17	2017-18
Total Pupil Premium	£233,400	£225,980	£209,980	£213,180	£222,000
Number on roll	952	838	777	773	781
Percentage PP	27%	31%	29%	23%	23%

## Summary of student support and interventions in English and Maths

# English

### Year 11:

- Class teacher intervention using mock exam analysis (Pixl support)
- Re-organisation of year 11 teaching groups to enable some PP students to attain more effectively (HA boys, gender grouping)
- Breakfast club Monday the Thursday
- Walking talking mocks led by all staff in the run up to exam
- Regular after school intervention
- Holiday revision intervention programme – invite only
- Pixl testing – sent home for students with poor attendance
- Pixl paper and further intervention for summer term
- Pixl exam paper for all students including PP students who receives more detailed marking on their paper – Pixl TLC
- High 5 conference for borderline students
- Pixl immersion at the Rembrandt
- Focus of high ability gender groups since the ofsted report – proposed visit to local VI form college to engage with A level English lectures.
- KCH and JHA – Attending Jurassic Alliance meeting with local teachers for continued support of PP students.
- KCH, JHA SD examiners for AQA literature and language respectively
- KCH attends AQA exam meetings regularly
- Continuation of Pixl training to support GCSE teachers with resources and current developments in teaching English.

### Year 9 and 10

- Revision sessions given to target PP students – after school, by invite only to support literature exam in year 10
- Parental contact is better to support more PP students
- Consistent teacher intervention for marking and tracking led by SL analysis

- Pixl paper sat nationally to determine and identify students' progress
- Workshops help in WMH to support students below target
- Summer programme of work to help enable student progress.
- Creative writing workshops with The Arts Development Company for some PP students to engage with creative writing.

#### **Year 7 and 8:**

- Support given in intervention groups in the autumn term
- Teacher intervention and marking/tracking/reading in class
- Students tested three times a year on numeracy to check progress
- Students identified as below target attended workshops in WMH
- Use of Pixl phonics program to improve student's basic reading skill
- Workshops held in WMH to support student who were below target

#### **Year 6/7:**

- PP extended transition offered to year 6 students in July to enable effective transition to year 7.
- The pilot group continues with St Nicholas & St Laurence Primary School and Bincombe Primary School to monitor PP students. St Andrews school this year are to join (2017 – 18) in year 6 into year 7 to enable effective academic and pastoral transition. All pp students had two extra transition days to support them and this will continue. Primary school Pp co-ordinators engage in termly visits and with is reciprocated with JHA. The visits have mainly a curriculum focus to ensure the transition between KS2 and 3 is effective and the curriculum addressed to support the PP students. Two student mentors with accompany JHA to the primary schools who have designs on becoming primary school teachers.
- Visited primary schools to ascertain new PP cohort and current curriculum and SAT/curriculum changes.

## **Maths**

#### **Year 11:**

- Class teacher intervention using mock exam analysis – individual QLA for students. Use Mathswatch to consolidate understanding
- Tutor Time Interventions on Thursdays

- Intervention sessions held in Spring 2 Term for underperforming students after two mocks
- Walking talking mocks led by all staff in the run up to exam
- Regular after school intervention- Strive for 5 resources
- Organising UniTaster days to raise aspiration
- Edexcel practise exam papers for all students including PP students (clear breakdown of paper) Teacher led walk through
- High 5 conference for borderline students
- Pixl immersion at the Rembrandt
- Focus of high ability boys in Spring 2 term- Small focus group
- Maths & Business Trip – session to show where Maths is used

### **Year 9 and 10**

- Revision sessions given to target PP students starting in the summer term
- Revision guides and calculators issued
- Consistent teacher intervention for marking and tracking
- Year 10 Higher ability workshop offered at TutorTime in Spring 2- aiming for 4LP
- Edexcel paper sat nationally to determine and identify students' progress in Summer Term
- Summer programme of work to help enable student progress.
- Maths & Business Trip- focus on where Maths is used

### **Year 7 and 8:**

- Support given in intervention groups in the autumn term
- Teacher intervention and marking/tracking/reading in class
- Students tested three times a year on numeracy to check progress
- Student workshop ran in 2hour blocks to consolidate terms topics and reach for target grades
- G & T workshop offered for high ability of- % of PP attend
- Year 8 higher ability entered into JMC challenge

### **Year 6/7:**

- PP extended transition offered to year 6 students in July to enable effective transition to year 7.
- Visited primary schools to ascertain new PP cohort and current curriculum and SAT/curriculum changes.

