

# Wadham School Pupil Premium Information

In the 2015-16 year the £93345 Pupil Premium funding focuses on the following strategies, actions and interventions.

Narrowing the achievement gap is highlighted in the School Improvement Plan.

## PUPIL PREMIUM IMPACT STATEMENT

Successful spending should lead to rising standards, the narrowing of the achievement gap and the broadening of opportunities for the most disadvantaged pupils.

Pupil Premium funding from central government is additional to the basic student formula funding received by Wadham School. This additional funding is allocated to schools to work with students who have been registered as being entitled to free school meals at any point during the previous 6 years. Also entitled, (but attract different rates of funding) are the children of service personnel and students who have been looked after for a continuous period of more than 6 months.

Evidence suggests that students from these backgrounds are more likely to underachieve than other students, and as a result, the Government allocates funding so that schools can target this underachievement and put personalised strategies in place to raise attainment and enable these students to achieve at least the same level as students not from a disadvantaged background.

Wider aims of the Pupil Premium funding include:

- To increase social mobility
- To enable students from disadvantaged backgrounds to better access further education
- To reduce the attainment gap between the highest and lowest achieving students, both locally and nationally.

### **Pupil Premium Funds at Wadham School**

In school year 2015-2016 there were 95 students on roll who qualify for Pupil Premium funding, this equated to 17% of the student population. 7 were Service Children; 2 were Adopted from Care, and 2 were Looked After Children.

There are currently 99 students on roll who qualify for Pupil Premium funding, this equates to 19% of the student population. 6 are Service Children and 2 are Looked After Children.

Wadham School has identified and used strategies that we believe have the greatest impact on closing the attainment gap between pupil premium students and non pupil premium students. This work has been supported by our involvement with PIXL (Partners in Excellence) via the Somerset Challenge.

We do not differentiate strategies between year groups, but we identify what the specific learning needs are of each individual student within the Pupil Premium group.

In addition to specified interventions, Wadham School uses a contingency to support personalised strategies that may be required in response to difficulties facing individuals. Some students may

require help with personal care, others with the provision of learning resources, others with support from external services. Use of out of school provision to encourage students to engage with learning both academically and in terms of life skills. The two programmes most extensively used are Reach and Steps. Whilst none of these are directly about raising attainment, ultimately, if a student is happy, well and comfortable at school amongst other students and staff, we believe they will engage and learn better and their outcomes will improve.

- A team led by a member of the Senior Leadership Team.
  - Senior Leadership Team member responsible to the Head Teacher and Governors.
  - A report on the use and impact of Pupil Premium funding produced by the team and presented to the governors for questioning and analysis of impact.
  - Pupil Premium Governors visit school day for information gathering, questioning and guidance on intervention strategies. Governors meet key staff tasked with supporting the narrowing the gap agenda.
  - Senior Leaders monitoring regularly the quality of teaching and the impact of intervention.
  - Responsible for the analysis of the data to identify target groups of underperforming, disadvantaged, vulnerable pupils and children looked after. Historic data utilised to identify patterns/trends and that require intervention in relation to groups, teachers, examination courses or subjects.
  - Evaluation of results of analysis, thereby identifying and discussing potential causes and effects with Curriculum Team Leaders.
  - Evaluation of intervention in relation to 'value for money'
- Visibility increased and focus sharpened so that specific progress groups have been identified and individuals identified and published. Increased focus on the quality of teaching and learning.
  - To ensure that every teacher has awareness of pupils who are eligible for FSM where acceleration of progress is required.
  - Teachers know the vulnerable pupils well and plan accordingly to support learning and progress.
  - Strategic placing of teachers, support and expertise with individuals / groups.
  - Development of a culture of 'removing barriers to learning' & 'no excuses'
- Focus support in GCSE Maths and GCSE English and GCSE English Literature in Key Stage 3/4
  - 1:1 and small group Intervention teacher
  - English and Maths as an option block subject for targeted students
  - 1:1 and small group Curriculum Support on a range of subjects in and out of the class room
  - Accelerating reading programme in Year 9.
- Personalised timetables / Additions to timetables
  - Students' programme of lessons tailored to meet needs. Reduction in GCSE's studied by 1 or 2 and intervention to raise achievement in the time made available. Interventions ranging from extra lessons in subjects, 1:1 intervention, small group curriculum support.
- Targeted full time provision - return to learning / supported learning centre. 80% of students using this resource are PP funded.
- Increased provision of opportunities for FSM pupils to participate in activities relating to the school ethos and Spiritual Moral Social and Cultural education

- Off-site education provision
- After-school transport
- Educational trips
- Duke of Edinburgh Award scheme

## Data Analysis

At time of last inspection PP students achieved on average 2 grades lower at GCSE in English Language and in Maths. This narrowed to just under 1.5 grades in Maths and under 1.3 grades in English Language in 2015 and in 2016 has narrowed again to 1 grade in both English Language and Maths.

Relatively small numbers of PP students mean that often 1 student achieving has a large percentage impact. This is why in the analysis below numbers of students as well as percentages are used.

## ENGLISH

### PUPIL PREMIUM ENGLISH EXPECTED PROGRESS 2016 (using 2015 national figures)

- In each sub-band, the progress of these students was in line with the **national** non-pupil premium percentages. Where there was a gap in percentage terms, this gap represented no more than 2 students.
- In 2015 the middle, L4 band, had a wider gap and the extra effort and resource used this year helped to narrow this

### PUPIL PREMIUM ENGLISH MORE THAN EXPECTED PROGRESS 2016

- In the 'Low' prior attainment categories, 1 more student would have been needed to make better than expected progress to achieve the national PP percentage. We were close to the national non-pupil premium percentage, therefore.
- The 'middle' level, more is needed to be done as 3 more students were needed to achieve these levels.
- In the 'high' prior attainment category 50% achieved this, against a national percentage of 40%

## MATHS

### PUPIL PREMIUM MATHS EXPECTED PROGRESS 2016

- For students in the 'Low' and 'High' prior achievement bands an equal or higher percentage made expected progress, than the national non-pupil premium percentage. The figures were 50% (Nat - 50%) and 100% (Nat- 82%) respectively.
- In the 'Middle' prior attainment category, 63% made more than expected progress, against a national non-pupil premium percentage of 74%. 2 more students would have taken Wadham to 74%, so we were close to the national non-pupil premium score.

## PUPIL PREMIUM MATHS MORE THAN EXPECTED PROGRESS 2016

- For students in the 'Low' and 'Middle' prior achievement bands a higher percentage made more than expected progress, than the national non-pupil premium percentage. The figures were 50% (Nat - 23%) and 37% (Nat- 26%) respectively
- In the 'High' prior attainment category, 40% made more than expected progress, against a national non- pupil premium percentage of 50%. 1 more student would have taken Wadham to 60%, so we were close to the national non pupil premium score.

### Summary

Focus required in school year 2016-2017 especially on the 'middle' prior attainment level for PP students and focus more time on English

This has been identified and interventions as identified above are in place.

With the strategies and interventions described we aim to increase further the rate of progress.

To build capacity for further improvements we are working to strengthen leadership in English and Mathematics to ensure teaching and interventions are robust and timely.

### Financial Information

2015/16 financial year - funding received £93 345

2016/17 financial year - funding received £91 185

	2015/16	2016/17
Free School Meal / Ever 6	£78 540	£85 085
Children Looked After	£5 300	£4 300
Service Children	£2 100	£1 800
Children Adopted from Care	£3 800	

### Costing 2015-2016 (Financial Year)

- **Maths and English Interventions:** £28,663
- **Out of School Provision:** £16,391
- **1:1 Subject Interventions** £16,448
- **1:1 Curriculum Support (30 students)** £19,030
- **Homework Club / After School Transport** £2,999
- **Additional materials to support accessing learning** £1,000

Support for use of technologies in exams and 1:1 support during the exams is also done but is difficult to quantify precisely in terms of costing from the pupil premium income