

# Wadham School Pupil Premium Information

In the academic year 2017-18 the £ 80,178 Pupil Premium funding focused 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 attracting 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 of similar potential 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**

The intention of the pupil premium grant to provide funding so that any members of the school community with disadvantage will be aided to make the most of their time at school resonates strongly with the ethos of this Church school. At Wadham, we committed to delivering an education that enables the young people committed to our care, to live life in all its fullness and fulfils the words of Jesus in John 10:10 – “I came that they might have life, and have it abundantly”.

In school year 2017-2018 there were 95 students on roll who qualified for Pupil Premium funding, this equated to 18.7% of the student population. 6 were Service Children; 1 was Adopted from Care.

There are currently 96 students on roll who qualify for Pupil Premium funding, this equates to 23 % of the student population. 7 are Service Children and 1 is Adopted from Care.

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).

We do not differentiate strategies between year groups, but we identify the specific learning needs 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. The school also uses a range of out of school services to encourage students to engage with learning both academically and in terms of life skills. 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.

## Successful Strategies used in 2017 - 18.

Many strategies have been in place in 2017 -18 which have benefitted PP students and helped to close the gap between those who are disadvantaged and the remainder of the school cohort. The school recognises that some of these will have also benefitted other students, for example an after school opportunity provided for PP students had space to include other students to attend.

Intervention	Use again: why?	Cost
Improved tracking and monitoring to facilitate interventions. Better use of SIMS and SISRA	✓ Successful results of targeted students.	£1,000
Small group intervention teaching English, maths and science in Year 11 through a designated option where students dropped one subject to focus on the core curriculum	✓ As above. Particularly 4s in maths	£16,815
1:1 intervention teaching of subjects across different curriculum areas in Years 10 and 11 put in place through analysis of progress data throughout the year by HD and SJW	✓ As above.	£7,206
Individualised timetables for some students structured around their need:	✓	£7,699
Provision of revision guides to PP students free of charge.	✓ Well used: particularly for Science. (Better Science results)	£200
Provision of resources to support study and learning such as food ingredients, stationery, loan of cameras, engineering equipment, food available in the day, for Angel in particular	✓ All	£550
Funding for participation on school trips, both curricular and extra-curricular	✓ PP students in D of E, end of term trips and visits across the year	£500
A Year 11 after school work club focussing on homework and revision on a Thursday. GCSE results for some of these students were improvements on or as good as their Year 10 predictions. Members to the group picked through use of Progress 8 data and in-school progress reporting.	NO. Not sufficient benefit to enough students. Maybe in different guise.	£932
Work experience placements within an individualised timetable	✓	£200
Use of off-site provisions, such as REACH, Steps	✓	£7,480
Liaison with outside agencies – PFSA, CAMHS, SSPS, Children’s Social Care, School nurse	✓	£456
Mentoring of SMEH students,	✓	£25,934
Examination support through testing for concessions and necessary provision of particular support for PP students: in addition, the provision of booster food/fruit before exams	✓ . All successes for SMEH in TLC room	£10,869
Prioritised meetings with the careers’ advisor for PP students. Independent service (SSPS)	✓ Pupils prepared for post-16	£1,887

## Evaluation of results

Relatively small numbers of PP students (28 out of 149) mean that often 1 student has a large percentage impact.

### ENGLISH AND MATHS

PUPIL PREMIUM ENGLISH AND MATHS ATTAINMENT AT 4+ COMPARED TO SCHOOL OVERALL 4+

- Narrowed significantly. 2018 = -16.6% (2017 – 30%)
- At 5+ the gap has stabilised

### ENGLISH

PUPIL PREMIUM ENGLISH INTERNAL GAP

- This has reduced from -1.52 grades in 2017 to -1.25 grades.

P8 GAP FOR ENGLISH

- This has improved to -0.41 from -0.9 in 2017

### MATHS

PUPIL PREMIUM MATHS INTERNAL GAP

- This is stable -0.94 grades in 2017 and -1 in 2018

P8 GAP FOR MATHS

- -0.37. Stable in comparison to 2017

### **PROGRESS 8**

36% had a positive P8 score. This is similar to 2017. This is similar to the national cohort (from data the school has through data collaboration with schools, representing ½ the cohort across the country).

This represents the challenge we face as 50% of those not disadvantaged, achieved a positive P8 score.

### Financial Information

2017/18 financial year – funding received

£81,305

2018/19 financial year - funding received

£78,600

	<b>2017/18</b>	<b>2018/19</b>
Free School Meal / Ever 6	£77 605	£74 800
Children Looked After	£1 900	£2 300
Service Children	£1 800	£1 500

## **SUMMARY**

Improved tracking and monitoring to facilitate interventions. Better use of SIMS / SISRA	£1,000
Small group intervention teaching Maths, English and Science in Year 11	£16,815
1:1 intervention teaching of subjects in Years 10 and 11	£7,206
Individualised timetables	£7,699
Provision of revision guides	£200
Provision of resources to support study and learning	£500
Funding for participation in trips and extra curricular activities	£500
Year 11 after school homework club	£932
Work experience	£200
Off site provision	£7,480
Liaison with outside agencies	£456
Mentoring of SMEH students	£25,934
Examination support	£10,869
Careers meetings	£1,887
<b><u>TOTAL</u></b>	<b>£81,678</b>