

Pupil premium strategy for Wadham School – details.

1. Summary information					
School	Wadham School				
Academic Year	2019 - 2020	Total PP budget for Academic Year.	£82,940	Date of most recent PP Review	July 2019
Total number of pupils (Correct at 27/9/19)	420 (9-11) 35 (6 th)	Number of pupils eligible for PP (Correct at 27/9/19)	100	Date for next internal review of this strategy. (2019 information and evaluation)	Jan 2020

2. Summary of basis for PP Strategy Academic Year 2019-2020		
Key Priorities.	Expected Outcomes for PP students	Evidence of success
Identify gaps in learning for PP students, tracking progress across all subjects. Frequently liaising with subject teachers and CTLs, ensuring they are closely monitoring their PP students. Subject areas must identify the gaps for their PP cohort.	Teachers hold interventions for PP students to address any skills gaps if students are performing consistently under target.	Improved attainment for option subjects at GCSE, reduction in Gap Index (increased by 0.6 from 2018 results) and a positive VA for PP cohort (higher than -0.2 as last year results were -0.33) and a progress 8 score of -0.2 or better as detailed in the SDP. Important to say that all results are improving, PP and non-PP cohort, unfortunately this maintains the gap between the two.
Identify barriers to learning and progress	Successful interventions put in place to ensure a more positive experience for PP students in the classroom and of school generally. Improved behaviour	Interventions do work with engaged students, need to be carefully considered and targeted. Improved school attendance figures for PP students. Fewer mainstream lessons missed. Fewer days lost through internal or external exclusion for PP cohort. Review Jul. Attendance for Sep 18 – July 19. Yr 9: 86.96%, PA 14.38% Yr 10: 83.06%, PA 18.98% Yr 11: 90.67% PA 10.34%

		September 2019 13 PP students in IER so far this academic year.
Address barriers through whole school strategies and targeted support of individual students	More engaged learners. Improved attendance to lessons Improved literacy and numeracy skills.	Improved results for English and maths at GCSE with PP students at or exceeding their target grade. 2019 Results - 20/29 PP students achieved or exceeded their target grade in English Language. 20/29 PP students achieved their target grade in English Literature. 22/29 PP students achieved their target grade in Maths. Average PP VA -0.29 but was targeted at 0.67, Non-PP cohort achieved average -0.02 for GCSE however target was 0.78.
Reduce the gap in attainment between PP students and non-PP students, accelerating their progress.	Progress in attainment leading to students better equipped for post-16 choices.	More PP students choosing to embark on further study or apprenticeships. Higher attainment by Year 11 PP students and a closing gap between them and non-PP students in GCSE results in 2019. Ongoing assessment showing attainment in line with target grades in all three year groups. Jan Review. Yr 9 and Yr 11 reports show improvements.
Tackle mental health issues and low self-esteem.	Happier students with improved self esteem Improved concentration and engagement in learning. Improved attendance Progress made in attainment	All of the above. Any SMEH students electing to be Mental Health ambassadors as part of the SHARE project. Jan Review. 4 Wellbeing Champions September 2019 14 Wellbeing Champions (2 PP students among them) 7 Anti Bullying Ambassadors (2 PP students among them)

Current and Previous Attainment - Y11				
	Current y11 predictions (Summer 2019 Prediction)	Pupils eligible for PP (our school) 2019 results	Pupils not eligible for PP (our school) 2019 (Summer 2 Prediction)	Pupils not eligible for PP (our school) 2019 actual results
Progress 8 score average	-0.428	-0.33	0.232	0.14
% achieving 9-5 English and maths	25.8%	25%	43.8%	51.8%
% achieving 9-4 English and maths	45.2%	43%	76.2%	75%
Attainment 8 score average	35.77	35.67	47.29	49.17
3. Barriers to future attainment (for pupils eligible for PP)				
A.	Literacy and numeracy skills			
B.	Mental Health Issues			
C.	Poor attendance to school and lessons			
D.	Students not fully engaged in lessons			
E.	Low aspirations of pupils			
F.	Home circumstances and lack of resources to support learning			
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria		
A.	Improved literacy and numeracy skills	Progress shown in English and Maths at assessment points throughout the year with PP students' progress at least as good as non-PP students. PP students attaining target grades or better at GCSE.		
B.	Mental Health for PP students improves	SMEH students' attendance improves. Students more ready to seek help: increased access to mental health services. Any SMEH students take on role of mental health ambassador for SHARE project.		

		PSHE survey shows improved happiness at the end of the academic year.
C.	Attendance of PP students to school and lessons improves	The gap between PP and non-PP attendance to school narrows. Students are in lessons, not in internal or external exclusion.
D.	Improved progress across all subjects through engagement in learning	Progress shown at assessment points across the year.
E.	To raise the aspiration of PP students.	Analysis at the end of Year 11 of student destinations with a higher percentage moving on to college and further education than in previous years.
F.	PP students have the same opportunities as non-PP students to participate in all aspects of school life: lessons, homework, and trips.	PP students are equipped in all their lessons to learn as well as non-PP students and consequently make better or similar progress to non-PP students. Fewer recordings on behaviour log of problem with submission of homework. PP students participating in D of E, trips and activities if they so wish. Records kept of PP student participation.

5. Planned expenditure

Academic year

2019 - 2020

Actions taken to use funding as effectively as possible to overcome barriers, which may prevent PP students from achieving their potential.

i. Quality of teaching for all

Action	Intended outcome	Evidence and rationale for this choice.	Mechanisms for successful implementation	Staff lead	Review date	Cost
Class teachers positively involve all PP students in lessons. Carefully arranged seating plans, prioritised marking and feedback and provision of necessary support and intervention.	Promote high quality teaching and effective learning for all students, with additional focus on the classroom experience of PP students.	All students need to access the curriculum successfully. Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. (EEF) Feedback studies show positive effects on learning: high-quality feedback can lead to an average of 8 additional months' progress over the course of a year. (EEF)	Monitoring by Senior Leadership Team and Curriculum Team Leaders on a daily basis by visiting lessons across the school. Monitoring by Curriculum Team Leaders through: <ol style="list-style-type: none"> 1) Agenda item PP students 2) Discussion of PP students at line management meetings. 3) Targeted PP strategies to benefit whole class progress 4) CTLs to prioritise PP students when scheduling intervention sessions to tackle underachievement. Intervention schedules to be published to avoid clashes. 	JMO SLT, CTLs	Jan 2020	£1, 568
Continued improvement in use of data by staff.	Better interpretation of data leading to improved responses to poor progress. Improvement in tailored teaching within lessons.	Tracking of progress and consequent interrogation of data should lead to improved directed teaching and improved intervention as once poor progress is identified, barriers to learning may be addressed. Research indicates schools need to help all staff use data effectively. (NFER) This is the key to managing the impact of interventions.	Further training in the use of SISRA and the assessment module from SIMS for teaching staff and support staff. Regular information communicated to staff about PP cohort's progress throughout the year, using SISRA to evidence.	AMJ JMO		£416

PP Lead Teacher and Directors of Learning (DOLs) appointed for each year group will regularly monitor attendance, academic progress and behaviour logs.	Barriers to learning should become evident early on and can be addressed. Improvement in engagement of students and consequent improvement in attainment.	Academic progress may be slowed by poor attendance, behaviour and lack of homework.	Weekly behaviour logs and daily attendance logs analysed and appropriate actions taken. Fortnightly meetings with Student Support Team (WMM and Attendance), meetings with staff and parents when appropriate. Interventions scheduled and implemented to address skills' gaps. Safeguarding training. Interviews and regular check-ins with PP students.	DOLs JMO EC	Jan 2020	£11,322
Section (i) budgeted cost					£13,306	
ii. Targeted support						
Action	Intended outcome	Evidence and rationale for this choice.	Mechanisms for successful implementation	Staff lead	Review date	Cost
1:1, 2:1 and small group intervention in English and maths. Small group PP intervention in other subject areas with subject staff plugging skills gaps.	Improve literacy and numeracy skills of PP students. Improve attainment in option subject areas.	Targeted intervention is shown to have a positive impact on progress and achievement. (EFF) A majority of students eligible for FSM have not achieved a good standard in English and maths by age 19. (EEF)	Students selected using data showing progress and in collaboration with SJW and Student Support Team. 1:1 lessons for selected students with EC and members of Student Support Team. Flexibility to change interventions	EC/ SJW/JN	Jan 2020	£23,268
Small group learning in English and maths, not to exceed 10 students.	Improved literacy and numeracy.	Small group tuition is effective and, as a rule of thumb, the smaller the group the better: they have potential for the largest immediate impact on attainment. (EEF)	Selected students could drop one option and attend small group lessons instead: 3 x English, 2 X maths a fortnight. Small group for maths for Year 11 PP students with EC instead of one PE lesson a fortnight.	SJW/EC/JN EAD CF	July 2020	£7,982

Strong liaison of JMO and EC with Student Support team (SST)	Needs of PP students with identified specific learning barriers are met and progress is made by these students	Teaching assistants working in structured ways with small groups can boost pupils' progress (EEF). There is a larger attainment gap for pupils with special educational needs than any other group (EEF) A high proportion of PP students also have additional needs. 49% PP students have a need addressed by the SST: SMEH, SpLD, Literacy, dyslexia, SLCN, Medical.	Effective use of TAs working with students on 1:1 basis and in small groups. Regular meetings with members of SST. (WMM Fortnightly) Updated learning passports and good links with home.	JMO, EC, JN, JK, SC		£2,827
Monitoring points across the year linked to assessment schedule and PP data scrutinised.	Any new barriers are identified and attainment remains the same or better at the next assessment point. Aiming for target grade to be achieved or exceeded.	Student progress may improve or deteriorate: regular monitoring needed for effective intervention.	JMO receives data on PP cohort at each assessment point. Lack of progress recognised and changes/intervention made. All changes recorded on spreadsheet and in student folder.	JMO, EC Karen Mitchell	Jan 2020	£9,441

Section (ii) budgeted cost **£43,518**

iii. Other approaches

Action	Intended outcome	Evidence and rationale for this choice	Mechanisms for successful implementation	Staff lead	Review date	Cost
PP Lead Teacher and Learning Mentor appointed to coordinate and facilitate actions and interventions across the school.	To reduce the gap between PP and non-PP students' achievement.	Need for coordinated approach across the school to deliver appropriate actions to reduce the gap.	A joined-up approach in place involving all members of the school community. Regular meetings with SLT – weekly with Dep Head (SC) Attendance to Middle Management meetings, Attendance and WMM meetings with PP a regular agenda item.	MG, SC, JMO	Jan 2020	£8,479
INSET to highlight PP cohort and ensure staff know the PP students	Students feel an integral part of the school community. Better planning of lessons	Staff must know the PP students before they can take effective action in their relationship with them and in preparing lessons for them.	Delivery of INSET on the first day of term. Updates on the cohort emailed to staff.	JMO, EC		£225

<p>Daily contact with Attendance Officer.</p>	<p>Address barriers to school attendance and reduce days missed from school by PP students.</p>	<p>PP cohort attendance figures below those of non-PP students: Attendance for Sep 18 – July 19. Yr 9: 92.65%, Yr 10: 92.15% . Yr 11: 95.2% Persistant Absence: Y9 – Y11 13.87% Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics (NFER)</p>	<p>Fortnightly interrogation of attendance figures and appropriate actions taken where necessary and possible. Attendance officer aware of PP cohort and correspondence with these families flagged to JMO. Meetings with parents of students whose attendance is dipping to immediately address potential issues.</p>	<p>JMO, EC, Adele</p>	<p>Jan 2020</p>	<p>£7,058</p>
<p>Use of BVPT SMEH mentoring Focus on well-being and mental health in PSHE programme</p>	<p>To improve the mental health and well-being of students and reduce the stigma associated with it.</p>	<p>Poor mental health can be a major barrier to learning. 24% SMEH students are PP. Students with low confidence and self-esteem underachieve (Sutton Trust) Social and emotional learning (SEL) programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils. (EEF) SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment (EEF)</p>	<p>Graduated response to intervention using BVPT data. Role of tutors emphasised through training and Year Team meetings.</p>	<p>DoLs, Tutors IRT</p>	<p>Jan. 2020</p>	<p>£5,573</p>
<p>Employment of specialist independent careers advisor to work with Year 11 and 10 students and staff. Key input in Year 11 PSHE programme on careers. Students on Somerset Transition Skills Programme</p>	<p>All students have access to high quality 1:1 careers guidance and no Wadham students join the NEET cohort. Raising of aspirations and improved outcomes post-16 for PP students. Successful work experience placements for disadvantaged students.</p>	<p>Previously some PP students have had unsuccessful work placements. Low aspirations of Year 11 students, typical of SW rural areas, with 'I don't need GCSEs' a view voiced too often by PP students. A clear pathway and therefore increased self -expectation has a positive benefit (DfE) Learning Pathway being developed for all students from First school until end of y13.</p>	<p>Liaison between JMO and Careers advisor (Beth Church) PP students prioritised at Transition Panel Reviews 1:1 mentoring/meetings to focus on aspirations for Year 11 Students. PP students prioritised in finding positive work placements for work experience. Increased hours to find placements for prioritised PP students in Year 10.</p>	<p>JMO, EC Beth Church Tina Saunders</p>	<p>July 2020</p>	<p>£2,811</p>

	Good preparation for students to access the world of work.					
Use of appropriate offsite provision for some PP students	Students cope better in school and achieve more whilst there. Students more ready for life post-16.	Some disadvantaged students need greater support to achieve and make progress than a relatively small school can provide. Previous successes in such actions.	SSPS, STEPS, Individualised timetables. A modified curriculum for some students, which includes extended work experience.	SJW, JN, EC	Ongoing	£4,000
Financial support in the purchase of resources	Students can participate in any lesson without barriers of necessary equipment. No PP student to miss school learning time through infringement of uniform rules.	Disadvantaged students should not be in a situation where they cannot engage in learning through lack of material resources. Evidence suggests pupils from disadvantaged backgrounds are more likely to underachieve than other students (DfE)	Liaison with CTLs, DOLs to ensure departments provide necessary items: revision guides, food ingredients, calculators, textile and technology materials, cameras, stationery items, music lessons. (Loan and/or purchase) Provision of uniform if necessary.	JMO, EC CTLs, DOLs. Cathy Bailey SAT	Jan 2020	£1,500
Financial support to increase access to extra-curricular activities and educational trips and visits	All PP students participate in planned whole-cohort activities school visits, which are part of the whole-school programme. More students participate in extra-curricular activities.	Cost can prevent some disadvantaged students participating in extra-curricular activities.	Liaison with D of E coordinators All students participate in planned school visits, which are part of the whole-school programme: financial support given if needed. Priority to FSM students. Trip organisers liaise with JMO	EAD Cathy Bailey JMO EC	July 2020	£2,000
Support for PP students in public exams.	Students can access exam papers with suitable, tailored support. Successful attainment in GCSEs	SMEH students are particularly stressed in exam situations. Students with learning needs often require special dispensation to allow them to achieve their potential. The number of PP students with such a need is ever changing	Effective scheduling of PPEs Support provided in PPEs as well as GCSEs. Reader pens, computer access, TLC room, readers and scribes. Assessment for exam concessions. Food, drink available before exams.	AMJ JK SAT	After PPEs June 2020	£11,700
Possible provision of a breakfast club	No disadvantaged (FSM) students beginning the school day without any food.	Concentration levels will fall quickly without suitable nourishment. This may lead to deteriorating behaviour and lack of progress made in lessons.	JMO and DOLS look at behaviour log for patterns in poor behaviour. Open dialogue with tutors, SST, and JMO Liaison with canteen service. Checking new FSM list for new students with eligibility.	JMO, EC, SAT	Oct. 2019 Dec. 2019 Feb. 2020 April 2020	£500

					June 2020	
Provision of lunch time sessions for homework.	Students are not prevented from successful completion of homework: fewer PP students recorded on behaviour log as a homework concern.	Students may not have access to ICT/internet at home. Evidence has shown that effective use of digital technology has positive impact on achievement (EFF)	Rooms with ICT and a member of staff available for students to use at lunch time.	EC	Dec. 2019 March 2020	£1,766
Section (iii) budgeted cost					£45,612	
Total budgeted cost					£ 102,436	