

# WICKERSLEY

SCHOOL & SPORTS COLLEGE

# POLICIES

PUPIL PREMIUM REPORT



## Pupil premium strategy statement (secondary)

| 1. Summary information  |  |                                  |   |  |                  |
|---|--|----------------------------------|---|--|------------------|
| School  | Wickersley School and Sports College   |                                  |   |  |                  |
| Academic Year   | 2017   | Total PP budget                  | £294 000                                | Date of most recent PP Review                  | Sept 17          |
| Total number of pupils  | 1660<br>(Yrs. 7-11)  | Number of pupils eligible for PP | 348 (PP), 10 (LAC) & 4 (Services)       | Date for next internal review of this strategy | Jan 18           |
| 2. Current attainment   |  |                                  |   |  |                  |
|   |  |                                  | Pupils eligible for PP<br>(your school) | Pupils not eligible for PP (national average)  |                  |
| % achieving expected progress in English / Maths (2015-16 only)   |  |                                  | 4+ 48.1% & 5+ 32.7%                     |  |                  |
| Progress 8 score average  |  |                                  | 0.17                                    |  |                  |
| Attainment 8 score average  |  |                                  | 38.39                                   |  |                  |
| 3. Barriers to future attainment (for pupils eligible for PP)   |  |                                  |   |  |                  |
| <b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>               |  |                                  |   |  |                  |
| A.  | Literacy and numeracy 'gap' on entry at end of KS2 and start of KS3  |                                  |   |  |                  |
| B.  | Slower rates of progress for some PP (Middle Ability Boys) in English at KS3&4   |                                  |   |  |                  |
| C.  | Lack of engagement of some students in lessons which contributes to a higher % of PP than non-PP sent to sanctions and higher exclusion rates amongst PP cohort. |                                  |   |  |                  |
| <b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i> |  |                                  |   |  |                  |
| D.  | Higher rates of absence and PA rates amongst PP cohort.  |                                  |   |  |                  |
| 4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>                                     |  |                                  |   |  | Success criteria |

|           |  |   |
|-----------|--|---|
| <b>A.</b> | Targeted intervention KS3 to reduce Lit. & Num. gap to aid progress & attainment in KS4. | Improved % PP making expected rates of progress KS4 E&M |
| <b>B.</b> | Effective & targeted intervention to reduce progress 'gap' in core at KS3&4.             | PP/Non-PP Progress 8 gap closed                         |
| <b>C.</b> | Improved engagement of PP with learning & subsequent decline in sanctions/exclusions.    | Reduction in Sanction & Exclusion rates                 |
| <b>D.</b> | Reduction in PA & absence rates amongst PP cohort.                                       | PP PA figure equivalent to Nat. Ave.                    |

## 5. Planned expenditure

**Academic year 2017/18**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

| Desired outcome  | Chosen action / approach   | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?  | Staff lead             | How/When will you review implementation?                 |
|--|--|---|--|------------------------|--|
| Improved pupil understanding of 'next steps in learning' | Develop quality of feedback (verbal/written) & provide opportunities for pupils to respond;                | Close Progress & Attainment Gaps: PP P8 0.17 & Non-PP P8 0.6. PP A8 38.39 & Non-PP A8 50.12 | Close the gap in Progress 8 score between PP & Non-PP                                | ACE/KBK                | MER, Learning Walks, Book Scrutiny & Pupil Voice. Dec 17 |
| Improved progress & attainment for PP Boys               | Identify & promote effective strategies to improve Boys literacy (quality & quantity of written responses) | Close PP Boys P8, A8, 4+E&M and 5+E&M with Non-PP Boys                                      | Reduce the gender differentials in 4+&5+ English and other literacy 'heavy' subjects | Senior Leadership Team | MER, Learning Walks, Book Scrutiny & Pupil Voice Dec 17  |

**Total budgeted cost** £15 000

### ii. Targeted support

| Desired outcome  | Chosen action / approach  | What is the evidence and rationale for this choice?                                  | How will you ensure it is implemented well?                   | Staff lead | How/When will you review implementation?         |
|--|---|--|---|------------|--|
| Reduce Progress & Attainment Gap                       | Provide Assertive Mentors/ key workers for underachieving KS4 PP          | Analysis of Data Collection – predicted-v-likely targets; need to close progress-gap | Close the gap in Progress 8 score between PP & Non-PP         | PAN/TDT    | Analysis DCs and analysis of summer 2018 results |
| Reduce Literacy & Numeracy deficit between PP & Non-PP | Lit/Num. intervention at KS3; Provide PP Learning Mentor support at KS3/4 | Lit/Numeracy attainment at end of KS2 lower for PP cohort                            | Reduce the PP/Non-PP differentials in 4+&5+ English and Maths | KBN/JMD    | Analysis DCs; GCSE results Aug 2018              |

**Total budgeted cost** £250 000

| <b>iii. Other approaches</b>                 |  |   |   |                   |  |
|--|--|---|---|-------------------|--|
| <b>Desired outcome</b>                       | <b>Chosen action / approach</b>                                | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>      | <b>Staff lead</b> | <b>How/When will you review implementation?</b>                |
| Improve attendance of PP cohort; reduce PA % | Targeted attendance intervention                               | Y11 all pupils 95.1% - PP 91%<br>Y11 PA all pupils  | Regular meetings with CGN, analysis at Data Collections | VLG/PAN/CGN       | Monthly analysis of attendance data – PAN meet CGN             |
| Reduce PP exclusions & sanctions referrals   | WSSC 'Restorative Practice (M Ferris) & Alternative Curric. Y9 | 13% of PP students were excluded 2106/16 (3.2% of Non-PP were excluded)<br>Sanctions & CFCs higher for PP than non-PP | Analysis of Sanctions/Exclusion data                    | PAN               | ½ termly, first OCT 17 and end of year evaluation summer 2018. |
| <b>Total budgeted cost</b>                   |  |   |   |                   | <b>£35 000</b>   |

| <b>6. Review of expenditure</b>       |   |  |  |                 |  |
|---------------------------------------|---|--|--|-----------------|--|
| <b>Previous Academic Year 2016/17</b> |   |  |  |                 |  |
| <b>i. Quality of teaching for all</b> |   |  |  |                 |  |
| <b>Desired outcome</b>                | <b>Chosen action / approach</b>   | <b>Estimated impact:</b>   | <b>Lessons learned</b>   | <b>Cost</b>     |  |
| Close P8 gap at KS4                   | Improve feedback - regular, consistent, focused & DIRT. Develop Exam Preparation techniques and strategies. | P8 whole school +0.37 & P8 PP +0.02. PP (H) +0.19 (All +0.15); PP (M) +0.02 (All +0.05) PP (L) 0 (All +0.03).<br>Removing 5 lowest PP P8 scores (students with long-term health and mental/health issues) PP P8 would be 0.29. | PP Girls (HML) all had +P8 scores (achieving above expectations); Boys overall & particularly Middle Ability did less well and additional strategies need to be developed and implemented. | <b>£2 000</b>   |  |
| Close P8 gap at KS4                   | Learning/PP Mentor support, 1-2-1 lessons, in-class support, Assertive Mentoring, Key Workers. *1           | 20 PP students had negative P8 scores, 32 PP had positive P8 scores. Female PP P8 H+0.36, M +0.53. Male PP P8 M-0.51   | PP Girls responded positively to intervention but PP Boys (particularly Middle ability) remain a key target groups 17/18*5   | <b>£120 000</b> |  |
| <b>ii. Targeted support</b>           |   |  |  |                 |  |
| <b>Desired outcome</b>                | <b>Chosen action / approach</b>   | <b>Estimated impact:</b>   | <b>Lessons learned</b>   | <b>Cost</b>     |  |

|   |   |  |   |                 |
|---|---|--|---|-----------------|
| Close Lit/Num. gap at KS3                           | Read Write Inc, Intensive Lit & Num support & personalised learning. Setting of students and smaller class sizes. In-class support. | Y7 81 PP: 71 made progress in English, 38 achieved their target; Maths 48 progress & 34 target. Y8 69 PP: 45 achieved Target in English and 54 in Maths. | Majority of PP make progress and Lit/Num. interventions will continue; forensic analysis at DC needs to identify those students at risk of not making progress so further action can be taken.                              | <b>£125 000</b> |
| Reduction in exclusions & improved pupil engagement | ACE Space, Curriculum Support, BASE, FFN & SDP interventions *2   | % and number of PP Students excluded increased (+3%) but remained 5% below Nat Ave for PP – non-PP exclusions also increased (+0.3%)                     | Persistent disruptive behaviour & behaviour of a cohort of PP Boys Y8 were key causes of increase; Alternative Curriculum Y9*7 & use of M Ferris – ‘Building Positive Relationships - Restorative Practice’ key actions. *6 | <b>£30 000</b>  |

### iii. Other approaches

| Desired outcome                              | Chosen action / approach  | Estimated impact:   | Lessons learned   | Cost           |
|--|---|---|---|----------------|
| Improved outcomes for LAC at KS3/4           | Personalised support by LAC mentor *3   | KS4 LAC P8 +0.29 (8A*-G +1.3 & 9 A*-G -0.79)<br>Y7/8 3 LAC students - 2 made 1 or 2 sub-levels progress in E&M                    | LAC students receive excellent levels of support and this approach will be continued.   | <b>£22 000</b> |
| Improved attendance & reduction of PA for PP | Attendance Team, HOY, FT, Assertive Mentor, Key Workers & personalisation of timetables | Y11 all pupils 95.1% - PP 91% (Y10 ALL 94.9 & PP 90.4)<br>28 Y11s were PA of which 14 were PP students (PA Non-PP 6% & PA PP 23%) | Although attendance from Y10 to 11 improved gap between PP and Non-PP remains, particularly significant on PA fig. PP is a key priority in 2017/18. Improve engagement & support with PP parents/guardians *4 | <b>£15 000</b> |

## 7. Additional detail of actions to be taken to support PP cohort

**\*1 Support for KS3/4 PP cohort includes:**

- Forensic analysis of PP performance at each DC for KS3 & KS4
- Implementation of appropriate strategies & intervention: attendance, HOY, SDP, LAC mentor (**AMN**), BASE, Assertive Mentors, ACE Space & Curriculum Support
- Implementation of appropriate curriculum developments: Hof F/Dep's & class-room teachers' analysis of PP performance by individual classroom teachers, feeding into HoD/HoF data reports, appropriate strategies implemented.
- Early identification of students in KS4 who are at risk of not making expected progress, use mentors within subject areas to target.
- KS4 target assertive mentoring currently used in school as a specific strategy for PP students; with PAN to mentor PP on AM cohort.
- BASE staff to work with cohort of PP students – IAG, Anger Management, enhanced transition, out-of-school placements etc.
- Provision of Period 0 & Period 5 by PP mentors

**\*2 Through IAG & Options Process:**

- Work with KS3 students to encourage ideas for the future, make sensible choices at options and develop skills and qualities required for interview / life at work
- Identification of career aspirations for those students who have issues with effort and those at risk of underachieving.
- Develop Duke of Edinburgh scheme at KS4&5
- Link to Fast Tomato programme: consider IAG/Careers input and work-based skills acquisition; look at trip, links with local Universities and HE based past students

**\*3 LAC support includes:**

- Monitor attendance to lessons
- Attend termly PEP meetings & LAC reviews
- Collate and disseminate progress and attainment data
- Liaise with foster carers, guardians, social care and independent review officers
- Seek to eliminate barriers to learning and raise aspirations
- Provide evidence to access additional funding
- Develop Primary Transition activities to promote positive aspects of school life; Students to be familiar with many aspects of life at WSSC, including older students / staff / T&L styles & classroom expectations

**\*4 parental engagement to support the learning and progress of their children:**

- Provide information on how to support students with homework and exam preparation/revision – general and subject specific; including revision/hwk evenings
- Develop parental involvement with options process
- Develop links with parents, home visits where appropriate, invites into school: attendance, HOY, SDP, LAC mentor (**AMN**), BASE, ACE Space & Curriculum Support
- Continue to use the WSSC newsletter to involve parents in student progress and curriculum news.
- Subject specific homework/revision evenings for students & parents – supported by PP mentors
- Study Skills evenings for PP cohort and parents – supported by PP mentors.
- Effective Parenting' classes for invited cohorts of parents

**\*5 Middle/High ability PP boys:**

- Tailored T&L support for teachers of middle/high boys
- Forensic analysis of formative data to identify potential underachievement and act upon it.
- Creating personalised study timetables for exam period; Students able to focus on imminent exams with targeted revision classes
- High Achievers & Low Aspirations programme to be introduced:
- Seek to raise aspirations at start of Y9 options process

**\*6 Summary of key actions to be undertaken to manage exclusions:**

- In-class support by staff from variety of departments within school
- Anger Management sessions and 1-2-1 with FFN Director of Therapeutic & Counselling Services
- Parents of students invited into school to sign/agree re-integration forms and action plans.
- Curriculum review – students removed from some options to work with mentors on improving and consolidating other subjects.
- Y11 students assigned a senior member of staff as mentor in the Assertive Mentoring programme; other students had a key worker.
- Work placements and alternative educational provision as part of personalised timetables.
- 1-2-1 tuition with teaching staff, ACE Space, BASE, Curriculum Support, LMs & SLT.
- Outside agencies such as social care, CAHMS involved with some students
- Personalised and reduced timetables
- Managed Moves & 'respite' sessions at other schools within the MAT
- Utilising the training provided by Mark Ferris – 'Building Positive Relationships - Restorative Practice'; attempting to change behaviour of some pupils by changing the behaviour of some staff. This approach focuses on reducing incidents of negative behaviour and exclusion by developing strong relationships between students and staff that are based on respect, commitment and ownership of behaviour.
- The Curriculum Support & Inclusion team early identification students who demonstrate negative to involve Educational Psychologist
- Curriculum Support to apply for Education, Health and Care Plan (EHCP),
- School to work with parents to secure placements at specialist provisions outside of the authority

**\*7 Y9 Alternative curriculum:**

- Alternative curriculum created for Y9. This curriculum provides students with a wide variety of opportunities: to achieve at least 8 GCSE qualifications (or equivalents) by the end of Y1
- Alternative curriculum will provide opportunities to learn life skills; develop social and teamwork skills; engage in more practical learning; enhance physical fitness and prepare for later life.
- The alternative curriculum lessons are intended to improve pupil engagement and reduce instances of challenging behaviour, include Health & Safety (road safety, online Safety, personal hygiene); Team Building (trust, group activities to meet a common goal); Money & Finances (costs of running a home, bank accounts); Outdoor Activities (camping, orienteering, visits off site, Ulley trips); Charity Project (planning activities, roles & responsibilities, fund raising); Aspirations, CV & Job Applications & Work Shadowing (career pathways, apprenticeships, further education, applying for jobs, creating a CV, careers) and Social Skills (communication skills, building self-esteem).