

WICKERSLEY

SCHOOL & SPORTS COLLEGE

POLICIES

PUPIL PREMIUM REPORT



Pupil premium strategy statement

1. Summary information					
School	Wickersley School and Sports College				
Academic Year	2018-19	Total PP budget	£297,330	Date of most recent PP Review	N/A
Total number of pupils	1708	Number of pupils eligible for PP	351	Date for next internal review of this strategy	Dec 18

2. Current attainment	
	<i>Pupils eligible for PP</i>
% achieving 5+ in English / Maths	45.16%
Progress 8 score average (from 2017/18)	0.23
Attainment 8 score average (from 2017/18)	44.04

3. Recommendations for future attainment	
In-school recommendations	
A.	<p>Curriculum support:</p> <ul style="list-style-type: none"> • A member of the school's SLT to ensure DAS (disadvantaged students) progress is closely monitored and intervention is put in place to assist students when a need is identified. • A learning mentor is in post to manage and track the progress being made by DAS. The LM will work closely with an identified member of each of the schools faculties to target specific student needs. • To enhance parental engagement and increase the attendance of DAS at parents evening and other events where parental participation is requested. • Review setting of DAS to ensure a high quality of teaching is being given. • Ensure DAS are experiencing in a high level of vocabulary which is being delivered by the subject teachers and support staff. • Continue the excellent working relationship with the Curriculum Support departments in school (ACE space, Behaviour support (BASE), curriculum support (LSA), Hearing Impaired) and ensure all specific learning needs to DAS are being met. •
B.	<p>Pastoral support:</p> <ul style="list-style-type: none"> • Continued engagement with the school counsellor where a need for interaction is identified • Return to school meetings take place with the PP Learning Mentor after a school absence to identify the reason for absence and identify any barriers which may be in place which may cause future absence. If barriers are identified the DAS team will employ strategies to resolve the problem. • A database system is in place to track all intervention and activities received by each DAS. This will assist the DAS team in targeting students who may require further support, intervention or access to a cultural experience.

C.	<p>Extra-curricular enrichment and cultural capital:</p> <ul style="list-style-type: none"> • Ensure DAS have access to cultural capital experiences which potentially can enhance their engagement in school and in some circumstances raise their own personal aspirations. • A calendar of cultural capital visits is in place to ensure every DAS has access to an experience. • Increase the participation of DAS in extra curricular activities.
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External barriers

D.	<p>Attendance:</p> <ul style="list-style-type: none"> • Improve the attendance of DAS students by targeting the PA borderline students and identifying the barriers for attending school. • Working closely with a member of the SLT in charge of attendance and the attendance team to increase the attendance of DAS.
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the levels of attainment and progress of all DAS	<ul style="list-style-type: none"> • Faculties and the DAS team to analyse the results of all data collections. The results of which will allow the identification of cohorts of students who require intervention to improve attainment and prevent underachievement. • Learning walks, observations and MER (monitor, evaluate and review) will be used to identify additional support which may be needed for DAS. • Increase parental engagement in parents evenings and other events to ensure parents are involved in their child's education. • Increased attainment of DAS boys who under performed significantly when compared to the girls. <i>(boys progress 8 0.03, girls 0.39)</i>
B.	To increase attendance rates for DAS	<ul style="list-style-type: none"> • Return to school meetings will take place between a member of the DAS team and any student who is a PA student or a borderline PA. • Whole school incentive schemes for PA and borderline PA students. • Cultural capital visit to the South Yorkshire Air museum for PA and PA borderline DAS who improve their attendance for the last term. • Breakfast club for PA and PA borderline DAS. • Alternative provision for DAS school refusers, to enhance the re-engagement of the DAS. • Correspondence with home if students have less than 95% attendance (unless absence is due to a medical condition or other unavoidable circumstances).
C.	To increase DAS cultural capital experience	<ul style="list-style-type: none"> • Cultural capital visit programme is in place to allow DAS access to museum, theatres and other activities. • Planned activities (see section 7) • Oracy - to build students oracy skills through a whole school approach to oracy, and through the check-in/check-out system. Aimed at improving the vocabulary range of some of our disadvantaged pupils.
D.	To increase DAS attendance in extracurricular activities and whole school events	<ul style="list-style-type: none"> • Y7 extra curricular experience afternoon in September. During the afternoon students will select two taster sessions of different after school clubs available. This will increase Y7 engagement.

		<ul style="list-style-type: none"> The team to track the attendance of students in extracurricular activities and whole school events. DAS students will be encouraged to participate in activities which will enhance their school experience and cultural capital.
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5. Planned expenditure

Academic Year - 2018-19

A To improve the levels of attainment and progress of all DAS

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Identifying the correct cohort of students for intervention	Faculties and the DAS team to analyse the results of all data collections.	The results of which will allow the identification of cohorts of students who require intervention to improve attainment and prevent underachievement.	Half termly meetings between the DAS team and the PP faculty leads. Raised attainment for underachieving DAS, identified from the analysis. Improved Progress 8 score when the Y11 results are published.	DAS team PP faculty lead teachers Heads of faculty Heads of department	Following each data collection. Beginning in Oct 18.
Monitor the quality of teaching being delivered to DAS	Learning walks, observations and MER (monitor, evaluate and review).	This will be used to identify additional support which may be needed for DAS.	Reports and evidence from the QA.	SLT DAS team	MER (monitor evaluate & review) scheduled throughout the academic year.
Increased boys attainment	Increased attainment of DAS boys who under performed significantly when compared to the girls. (boys progress 8 0.03, girls 0.39)	The gap between genders is significant. Intervention will be put in place to support DAS boys who are not attaining their targeted grades.	Raised attainment for underachieving DAS, identified from the analysis.. Improved Progress 8 score when the Y11 results are published.	DAS team Heads of faculty Heads of department Learning mentors	After each data collection and after the 2018-19 results are published.

Increased parental engagement	Increase parental engagement in parents evenings and other events.	To ensure parents are involved in their child's education.	Higher parental attendance for parents evenings.	DAS team	Ongoing
Read Write Inc support	Lessons to raise the attainment of students regarding literacy.	To ensure students who need intervention for literacy skills are receiving the required intervention.	An established programme managed by experienced members of the english department.	English department and learning mentors	Ongoing
Total budgeted cost					£239785.24
B To increase attendance rates for DAS					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Fewer PA DAS students	Return to school meetings will take place between a member of the DAS team and any student who is a PA student or a borderline PA.	Make students aware of the impact absence has on their education and long term future.	DBN to log which students have received a return to school meeting. DAS team to track attendance on a weekly basis.	Attendance team DAS team Heads of Year & SDP	Monthly
Reward students who improve their attendance	Whole school incentive schemes for PA and borderline PA students.	Students will benefit for having good attendance.	Analyse the attendance figures to verify impact.	Attendance team DAS team Heads of Year & SDP	Monthly

Reward students who improve their attendance	Cultural capital visit to the South Yorkshire Air museum for PA and PA borderline DAS who improve their attendance for the last term.	Students will benefit for having good attendance. Additionally their cultural capital will be raised through the visit experience.	Analyse the attendance figures to verify impact.	Attendance team DAS team Heads of Year & SDP	Monthly
Breakfast club	Breakfast club for PA and PA borderline DAS.	Improve attendance and provide a meal at the start of the day for a targeted cohort.	Analyse the attendance figures to verify impact.	Attendance team DAS team	Monthly
Re-integrate school refusers	Alternative provision for DAS school refusers, to enhance the re-engagement of the DAS.	Reduce the quantity of PA and engage with school refusers in an attempt to reintegrate them into the school environment.	Analyse the attendance figures to verify impact.	DAS team	Monthly
Lower PA of DAS and enhance parental engagement	Correspondence with home if students have less than 95% attendance (unless absence is due to a medical condition or other unavoidable circumstances).	Enhance the awareness of parents/guardians of the impact of PA. Plus build a positive relationship with families.	Analyse the attendance figures to verify impact.	DAS team	Monthly
Total budgeted cost					£31881.51
To increase DAS cultural capital experience					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Enhance students cultural capital	Cultural capital visit program is in place to allow DAS access to museum, theatres and other activities.	Studies have identified the lack of cultural experience as a potential barrier to learning and an influence on students who have low aspirations.	Each activity will be reviewed. Student voice will assist in the evaluation of the impact.	DAS team	After each activity

Oracy - ACE	Whole school training on oracy approaches. Scaffolded discussion framework built into check-in and check-out.	It's been identified that PP students nationally have a language gap when compared to non PP students.	Whole school training to launch with all staff for the buy-in and rationale. This will then be pushed through the English department initially, training a large group of teachers to trial strategies. Support staff to be trained on guidelines in a specific inset to model best practice.	ACE/EPS and English team ACE/JSN	Spring 2
Total budgeted cost					£36928.23

To increase DAS attendance in extracurricular activities and whole school events					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased engagement in Extracurricular activities	Y7 extra curricular experience afternoon in September. During the afternoon students will select two taster sessions of different after school clubs available.	This will increase Y7 engagement and enhance the whole school experience of DAS.	Experienced staff members develop the taster sessions.	DAS team Subject teachers	Oct 18
Increase the quantity of DAS taking part in school activities	The team to track the attendance of students in extracurricular activities and whole school events. DAS students will be encouraged to participate in activities which will enhance their	This will increase Y7 engagement and enhance the whole school experience of DAS.	Track the information and registers regarding the participation of PP students.	DAS team Subject teachers Heads of Year	Monthly

	school experience and cultural capital.				
Total budgeted cost					£9622.72

6. Review of expenditure

Previous Academic Year 2017-18

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved pupil understanding of 'next steps in learning'	Develop quality of feedback (verbal/written) & provide opportunities for pupils to respond;	Increased attainment in subjects through the quality of feedback received by DAS.	Feedback for DAS students have improved and are embedded into most subjects.	£15 000
Improved progress & attainment for PP Boys	Identify & promote effective strategies to improve Boys' literacy (quality & quantity of written responses)	Y11 DAS boys attainment has improved in comparison to the previous academic year. DAS boys progress 8 of 0.03 placed the students higher than the national evidence for all students.	Strategies are now in place to develop boys' learning in the whole school development plan.	

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Reduce Progress & Attainment Gap	Provide Assertive Mentors/ key workers for underachieving KS4 PP	Y11 DAS students attained 0.23 progress 8. This in comparison with the school progress 8 of 0.6 still evidences a gap which could be potentially closed.	Intervention has largely been successful. New strategies and tracking methods (stated in this report) are now being used to address potential underachievement.	£250 000

Reduce Literacy & Numeracy deficit between PP & Non-PP	Lit/Num. intervention at KS3; Provide PP Learning Mentor support at KS3/4	The deficit of literacy and numeracy between DAS and non DAS students has narrowed however there is still room for improvement.	Read Write Inc and intervention will be used to assist students who need intervention for literacy and numeracy.	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attendance of PP cohort; reduce PA %	Targeted attendance intervention	A figure of 21% DAS PA students is better than the national average. However this is a target for improvement in the next academic year.	DAS attendance requires significant improvement (strategies are detailed in this report)	£35 000
Reduce PP exclusions & sanctions referrals	WSSC 'Restorative Practice (M Ferris) & Alternative Curric. Y9	DAS exclusions have reduced from the previous academic year.	Good progress was made in the reduction of exclusions and improvements have been made in the behaviour of DAS.	

7. Additional detail

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