

# WICKERSLEY

SCHOOL & SPORTS COLLEGE

# POLICIES

PUPIL PREMIUM REPORT



# Pupil premium strategy statement 2019-20

1. Summary information					
School	Wickersley School and Sports College				
Academic Year	2019-20	Total PP budget	£288915	Date of most recent PP Review	October 19
Total number of pupils	1722	Number of pupils eligible for PP	341	Date for next internal review of this strategy	Jan 20

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>All Pupils</i>
% achieving 5+ in English / Maths	25%	51%
Progress 8 score average (from 2018-19)	-0.17	0.24
Attainment 8 score average (from 2018-19)	41.55	51.05

3. Recommendations for future attainment	
In-school recommendations	
A.	<p><b>Curriculum support:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• To enhance parental engagement and increase the attendance of DAS at parents evening and other events where parental participation is requested.</li> <li>• 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.</li> </ul>
B.	<p><b>Pastoral support:</b></p> <ul style="list-style-type: none"> <li>• Continued engagement with the school counsellor where a need for interaction is identified</li> <li>• 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.</li> <li>• 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.</li> </ul>
C.	<p><b>Extra-curricular enrichment, cultural capital and raised aspirations:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• A calendar of cultural capital visits is in place to ensure every DAS has access to an experience.</li> </ul>

	<ul style="list-style-type: none"> <li>• Increase the participation of DAS in extra curricular activities.</li> <li>• Careers programme to be implemented to meet the needs to individual DAS and raise their aspirations.</li> </ul>
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**External barriers**

D.	<b>Attendance:</b> <ul style="list-style-type: none"> <li>• improve the attendance of DAS students by targeting the PA borderline students and identifying the barriers for attending school.</li> <li>• Working closely with a member of the SLT in charge of attendance and the attendance team to increase the attendance of DAS.</li> </ul>
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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"> <li>• 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.</li> <li>• Learning walks, observations and MER (monitor, evaluate and review) will be used to identify additional support which may be needed for DAS.</li> <li>• Increase parental engagement in parents evenings and other events to ensure parents are involved in their child's education.</li> </ul>
B.	To increase attendance rates for DAS	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Whole school incentive schemes for PA and borderline PA students.</li> </ul>
C.	To increase DAS cultural capital experience	<ul style="list-style-type: none"> <li>• Cultural capital visit programme is in place to allow DAS access to museums, theatres and other activities.</li> <li>• 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 communication skills of all our students, but also those with communication deficits and vocabulary deficits.</li> </ul>
D.	To increase DAS attendance in extracurricular activities and whole school events	<ul style="list-style-type: none"> <li>• Y7 extra curricular experience afternoon in July. During the afternoon students will select two taster sessions of different after school clubs available. This will increase Y7 engagement.</li> <li>• 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.</li> <li>• Increase the participation of DAS in the school council and leadership activities.</li> </ul>

**5. Planned expenditure**

Academic Year - 2019-20

**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?
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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.	Meetings after each data collection 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 19.
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 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, and Curriculum Support	English department and learning mentors	Ongoing
Total budgeted cost					£256452.86
<b>B To increase attendance rates for DAS</b>					
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.	Mentor to log which students have received a return to school meeting.  DAS team to liaise with the attendance team to track attendance on a monthly 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 and the Coal Mining 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					£35416.31
To increase DAS cultural capital experience and aspirations					
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 programme 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
Enhanced aspirations	Targeted careers provision for disengaged cohorts across KS3 and KS4.	Provision of opportunities to experience the workplace and raise aspirations post school.	Plan of dates has been tailored to meet the needs of individual students.	Careers Team	Monthly
Total budgeted cost					£41039.77

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 July. During the afternoon students will select two taster sessions of different	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 19

	after school clubs available.				
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 school experience and cultural capital.	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
Total budgeted cost					£10199.46

## 6. Review of expenditure

Previous Academic Year 2018-19

### 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
To improve the levels of attainment and progress of all DAS	Provide Assertive Mentors/ key workers for underachieving KS4 PP	Y11 DAS students attained -0.14 progress 8. This in comparison with the school progress 8 of 0.28 still evidences a gap which could be potentially closed.	Intervention has largely been successful. Strategies and tracking methods are now being used to address potential underachievement.	£239785.24

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, Literacy Planet, Quest resources and intervention will be used to assist students who need intervention for literacy.  Maths to work on numeracy packages.	
Monitor the quality of teaching and learning received by DAS	Use school monitoring and quality assurance systems to ensure the high quality of provision received by DAS students.	DAS are making good progress compared to other DAS nationally. Additionally the provision received by DAS students was judged to be of a good to outstanding level.	Quality assurance and monitoring will continue to allow the DAS to check the quality of provision received by DAS.	
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
Improve attendance of PP cohort; reduce PA %	Targeted attendance intervention: <ul style="list-style-type: none"> <li>Return to school meetings</li> <li>Incentive prizes</li> <li>Incentive trips</li> <li>Breakfast club</li> <li>Correspondence with home</li> </ul>	A figure of 13% DAS PA students is better than the national average. However this is a target for improvement in the next academic year.	Progress has been made in the PA for DAS (21% in 2017-18). This approach has proven successful and will continue.	£31881.51
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



To increase DAS cultural capital experience	A programme of cultural capital opportunities were in place for students across the key stages.	Students took part in opportunities which enhanced their cultural capital. Non PP students also benefited from some of the activities.	This approach proved successful (based on feedback from students and parents) and will be continued into the next year.  An English trip enhanced the students' understanding of the play and assisted them in the GCSE exam.	£36928.23
To increase DAS attendance in extracurricular activities and whole school events	Students surveyed to gauge participation (20% of participants were 99). DAS were encouraged (posters discussions, Y7 event) to increase participation.	20% of the students taking part in extra curricular activities are DAS. This is slightly greater than the percentage of PP students in school which is 20%.	This approach will continue. This next target is to increase the participation of DAS in leadership roles (school council, etc).	