



Wolverley CE Secondary School

Pupil Premium Overview 2019-20

At Wolverley CE Secondary School we strongly believe that all of our students should have an equal entitlement and opportunity to a wealth of experiences which develop their skills and abilities, build their confidence and resilience and also prepare them for a happy and successful life beyond their time at our school. It is our aim to ensure that all students, irrespective of their social or financial background, thrive and share our passion for their 'Ambition Unlimited'.

The government allocates additional money to our school called 'Pupil Premium' to help us improve the outcomes for students who are in the care of the local authority, known to be currently eligible for free school meals or have been in the last 6 years. Based on national data, the chances of a Pupil Premium eligible student achieving five or more GCSEs at grades 9-4 including English and Mathematics is less than those of a non-Pupil Premium student. We believe that it is unacceptable that disadvantaged students perform less well than their peers and so we plan to work tirelessly to ensure that the funding is used as effectively as possible to improve the achievement of students for whom it is intended. At Wolverley, we pride ourselves on knowing our students and parents well and recognise that not all of our students who are socially disadvantaged are registered for or qualify for free school meals. Therefore we target our Pupil Premium funding to all students who may be disadvantaged so that they too are supported to thrive with a determination to achieve well.

Our spending plan below shows how we are going to use our Pupil Premium funding to raise the ambition and expectations of our disadvantaged students so that it directly impacts on improving their achievement.

School Action Plan 2019-20

Key Priority:

To reduce social inequality, raise aspirations and attainment through targeted support for disadvantaged students.

Barriers to future attainment:

- Attendance rate is lower for disadvantaged students, when compared to other students
- Rates of progress at Key Stage 4, particularly in English, when compared to other students
- Potentially less access to resources and support outside of school
- In some circumstances, low aspirations resulting from a lack of experience or the value of further education
- Poorer literacy and numeracy skills for some disadvantaged students

Success Criteria:

Targeted additional support strategies resulting in every student, however disadvantaged, being able to:

- Improve levels of attainment and progress
- Close attainment gaps relative to school averages
- Have full access to our curriculum
- Improved access to some of our extra-curricular provision
- Improved attendance of disadvantaged students

Context for 2019-20

The Government have allocated a specific sum per pupil (FSM, LAC and Services)

As a school we have been allocated £192, 500

- Total number of students E6FSM = 225 students 29%
 - Y7 = 27%
 - Y8 = 27%
 - Y9 = 36%
 - Y10 = 35%
 - Y11 = 27%
- The total number of students who are 'Ever 3 Service Children' = 3 students
- The total number of students who are 'Post LAC students' = 20 students
- The money is allocated a year in advance i.e. this figure includes year 11 leavers but not the new year 7s coming in.

2019-20 Action plan

Interventions for each student will be decided on an individual, needs-led basis. This means that students are able to benefit from more than one intervention at any one time.

The funding will be used for the following initiatives to raise student progress and attainment:

- Reduced class sizes, as we believe this will contribute towards every students' learning and progress.
- Small group intervention classes in English and Maths. Targeted students receiving additional personalised and focused support.
- Provision of alternative curriculum plans for particular groups and individual students with the aim of providing them with the opportunity to achieve some learning outcomes, which would have been unlikely if the main stream curriculum had been continued to be imposed.
- Funding of additional musical instrument tuition fees, where E6FSM students have demonstrated a genuine aptitude in playing a musical instrument.
- A systematic approach to monitor progress, attendance and behaviour much more effectively.

- Raising aspirations of disadvantaged groups of students e.g. external speakers/activities
- Improved tracking of PP students leading to early interventions.
- An additional TLR awarded to focus of Quality First Teaching with a specific focus on Pupil Premium
- Whole school CPD and sharing of effective practice for continually raising the quality and impact of teaching

2019-20 Planned Expenditure

Description of expenditure	Cost
Additional staffing in EBacc subjects to allow for targeted support and intervention, at KS4. This has resulted in greater curriculum time and smaller class sizes.	£90,469
TLR awarded to lead Quality First Teaching with a focus on groups of learners	£2,112
Appointment of Pupil Premium mentor/coach to support students during school, further support and strengthen home-schools relationships and deliver aspects of the school's Pupil Premium plan	£7,000
Intensive maths intervention in Years 7 & 8: additional staffing for small group work.	£9,462
Additional literacy/numeracy intervention	£17,029
Staff CPD – specific focus on Pupil Premium	£5,500
Support with curriculum based subscriptions	£1,095
Cost of support with curriculum based trips and visits (learner support)	£4,200
Funding for additional music lessons	£100
To support department projects with a specific focus on Pupil Premium	£5,200
Small groups projects for raising aspirations of vulnerable learners	£4,000
To train year 8 students in peer mentoring	£575
Contribution towards the employment of a fulltime attendance officer. PP student receive priority home visits, attendance meeting and reward systems for improving attendance.	£6,000
Maintenance of SLT roles and responsibilities, therefore continuing a leadership position with specific responsibility for the progress of disadvantaged students in years 7 – 11 – this includes QA	£12,000
Additional tutor group with a focus on skills, intervention and wellbeing	£6,830
Provision of a daily homework club	£3,500
Funding for revision packs so that students can access these resources to support with GCSEs.	£4,500
Delivery of bespoke 'how to revise' sessions and follow up	£2,500
Careers/IAG support	£3,928
Additional tutor Intervention, specifically English and Maths (using part time staff who are not tutors)	£6,000

Monitoring and evaluation strategies

- Regular monitoring and tracking of student progress in the key pupil premium cohorts.
- Regular monitoring and tracking of student attendance and behaviour in the key pupil premium cohorts.
- Analysis of progress and implementation of targeted intervention for key pupil premium cohorts.
- Analysis of behaviour for learning needs and targeted intervention for key pupil premium cohorts.
- Regular monitoring and consultation via student voice.
- Annual evaluation of impact and areas for development.

Analysis

Pupil Premium - Non Pupil Premium trends
Achievement gap analysis 2017-19

New measures starting 2017

% 9-5 English and maths

	Results 2019	Results 2018	Results 2017
All pupils	28.4	42	37
Pupil Premium	12.5	20	17
Non-Pupil Premium	35.1	48.5	45
Within school gap	22.6	28.5	28

% 9-5 English element

	English Element 2019	English Element 2018	English Element 2017
All pupils	62	69	64
Pupil Premium	29	50	29
Non-Pupil Premium	75	75	76
Within school gap	46	25	47

% Progress 9-5 maths element

	Maths Element 2019	Maths Element 2018	Maths Element 2017
All pupils	33	43	44
Pupil Premium	17	20	52
Non-Pupil Premium	40	50	21
Within school gap	23	30	31

Progress 8 Overall

	Results 2019	Results 2018	Results 2017
All pupils	-0.05	-0.01	-0.07
Pupil Premium	-0.75	-0.35	-0.75
Non-Pupil Premium	+0.25	+0.10	+0.15
Within school gap	-0.99	-0.45	-0.9

Progress 8 English element

	English Element 2019	English Element 2018	English Element 2017
All pupils	-0.04	+0.30	+0.09
Pupil Premium	-1.11	-0.15	-0.70
Non-Pupil Premium	+0.42	+0.43	+0.42
Within school gap	-1.54	-0.58	-1.11

Progress 8 maths element

	Maths Element 2019	Maths Element 2018	Maths Element 2017
All pupils	-0.43	-0.41	-0.28
Pupil Premium	-0.79	-0.78	-0.51
Non-Pupil Premium	-0.28	-0.3	-0.19
Within school gap	-0.51	-0.48	-0.32

Pupil Premium Expenditure 2018-19

Description of expenditure	Cost
Additional staffing in EBacc subjects to allow for targeted support and intervention, at KS4. This has resulted in greater curriculum time and smaller class sizes.	£89, 000
TLR awarded to lead Quality First Teaching with a focus on groups of learners	£1,800
Appointment of Pupil Premium mentor/coach to support students before and during school, further support and strengthen home-schools relationships and deliver aspects of the school's Pupil Premium plan	£7000
Intensive maths intervention in Years 7 & 8: additional staffing for small group work.	£13,462
Additional literacy/numeracy intervention	£17,000
Staff CDP – specific focus on Pupil Premium	£2,500
Contribution to funding for raising attendance with a specific focus on Pupil Premium students	£3,785
Support with curriculum based texts	£1895
Cost of support with curriculum based trips and visits (learner support)	£5,200
Funding for additional music lessons	£1,500
To support department projects with a specific focus on Pupil Premium	£12,000
Small groups projects for raising aspirations of vulnerable learners. For example: External speakers, Year 9/10 Girls project	£4,000
To train year 8 students in peer mentoring	£575
Support funding for attendance – small group projects to improve attendance.	£5,242
Additional Tutor Intervention, specifically English and Maths (using part time staff who are not tutors)	£6, 820

Leader: Deputy Head of School

Review: Annually – next review October 2020