

Pupil Premium Spending Priorities 2016-2017

At Wallingford School every student will receive an outstanding education. We will ensure this through outstanding teaching and learning and a rigorous programme of interventions based on regular monitoring of student progress. A focus on Pupil Premium students will be an integral part of this process ensuring that they make the best possible progress. As a result we feel it important to spend a proportion of Pupil Premium money in a targeted manner on those aspects of school life that will complement their school experience.

Aspiration

We believe our Pupil Premium students are capable of greater academic achievement and we are not satisfied to just encourage 'expected progress'. We have a rigorous academic curriculum and do not offer qualifications (academic or vocational) that provide insufficient challenge or value. All our students sit both English Language and English Literature. Pupil Premium students receive additional support and guidance around GCSE and post-16 options. For GCSE, this includes a meeting with SLT and at post-16 it includes priority advice and guidance from our independent Careers Advisor. We will use Pupil Premium funding to ensure every student has the opportunity to study courses such as Design Technology where materials must be purchased. Impact will be measured through academic outcomes, NEET figures and the appropriateness of pathways students choose in and after leaving school.

Home circumstances

Spending is used for additional home-school link support where Pupil Premium students are targeted for additional intervention and personalised support tailored to their individual needs. We will provide uniform where appropriate in order to make all students feel valued and a part of our school community. Impact will be measured through attendance figures, behavioural incidents, external agency referrals, progress towards objectives of the Flexible Learning Programme and student/parent voice.

Feedback on academic progress

We have invested in Show My Homework and parent/student voice has been extremely positive. Similarly our FAR marking policy has enabled more consistent and effective feedback and research shows that Pupil Premium students benefit even more than non-Pupil Premium students when the quality and frequency of feedback are high. Impact will be measured by academic progress and by student/parent voice.

Literacy and numeracy

We believe one of the most effective ways in which we can raise achievement is by raising standards of literacy and numeracy of students. We run small group interventions at both Key Stage 3 and Key Stage 4. These are run by our learning support department. These small-group interventions focus on diminishing the differences between Pupil Premium and non-Pupil Premium students. Impact will be measured by academic progress at Progress Report points as well as through 'Diagnosis, Therapy, Testing' as part of the intervention.

Behaviour and engagement

We will continue to implement our behaviour systems, which have dramatically reduced exclusions and are continuing to reduce low-level disruption in lessons. This is of particular importance to Pupil Premium students with research suggesting that they are disproportionately impacted by such behaviour in lessons. We will continue to run our Re-Flex department which supports some of our most vulnerable learners. Some of these learners may benefit from alternative provision and where appropriate we will ensure this is funded. The impact will be measured through behavioural

incidents, exclusions and isolations, Attendance-Behaviour-Concern (ABC) meetings and student/parent/staff voice.

Attendance

Our Heads of House prioritise Pupil Premium students for attendance intervention and act quickly to intervene before students become 'persistent absentees'. Students at risk of low attendance are invited to attend breakfast club. Where attendance becomes low despite school intervention, external agency support is sought and Student Services work closely with the student and their family to improve attendance, setting achievable targets for improvement. Impact will be measured by weekly tracking of attendance and through SLT line management meetings.

Social and emotional skills

Our school counsellor works with relevant Pupil Premium students to support them in managing their emotions as well as giving them the tools to improve self-esteem, resilience and self-control. Impact will be measured through student/parent voice and achievement of personal goals.

Extra-curricular opportunities

We have continued to allocate funds towards support for school trips and visits and this will continue. Our priority this year is to also incentivise participation in our vast extra-curricular programme. Impact will be measured by participation rates in extra-curricular activities, trips and visit and participation rates in house competitions.

Projected areas of spending for 2016-2017 are as follows:

- Home-school link worker
- Re-flex unit
- Counselling
- Small group intervention
- Uniform
- Support for school trips
- Alternative provision
- Curriculum support
- Extra curricular activities
- Breakfast club
- Transport

Year 7 Catch up Funding

What are the priorities for this year?

Based on the successes of the previous years, we intend to continue to offer additional support in literacy and Maths to the students who meet the criteria set by the DfE. This year, the literacy and numeracy programmes will be in the format of a rolling programme, where students will be extracted from different lessons. There will be support in the form of additional lessons for students in English and Maths, delivered by trained Teaching Assistants.

We intend to use the Catch Up Premium spending in the following ways:

- Weekly literacy programme, delivered by a specialist TA
- Weekly Maths programme, delivered by a specialist TA
- Registration support from sixth formers for reading
- TA support for maths and English lessons containing relevant students