

Wallingford School

## **Pupil Premium Strategy**

### **Introduction**

The pupil premium is additional funding allocated to schools to help support disadvantaged students, therefore closing the attainment gap between them and their peers. At Wallingford School Pupil Premium is funding allocated to students who are currently Looked after Children (LAC), eligible for free school meals or who have been eligible for free school meals at any point in the last six years. The funding has contributed to a wide range of resources designed to maximise student potential in every possible way, e.g. extra teaching in core subjects, strong inclusion team (Reflex, counsellor, and education psychologists), and opportunities for extended school activities (Interventions/clubs).

In addition the school also receives an additional £500 for each year 7 pupil who did not achieve level 4 or better at Key Stage 2 in English and/or Mathematics (the expected Key Stage 2 attainment). This funding, known as 'Catch Up Premium' is used to give these pupils valuable additional provision and is intended to help these students catch up in literacy and numeracy as early as possible in their secondary education and therefore enable them to access the secondary curriculum more fully.

### **Principles**

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop his/her full potential, irrespective of need.

### **Background**

The pupil premium targets extra funding for pupils from deprived backgrounds. Research shows these students underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils to reach their potential. The Government have used pupils entitled to free school meals, children of service personnel and looked after children as an indicator for deprivation and have deployed a fixed amount of money to schools per pupil, based upon the number registered for FSM. At Wallingford school, we will be using the indicator of those eligible for FSM as our target children to 'narrow the gap' regarding attainment and progress. The Government have not dictated to schools how to spend this money, but are clear that schools will need to employ strategies that

they know will support these students to increase their attainment and narrow the gap.

### **Rationale**

We have always believed that pastoral care and support is an essential element of a first class secondary school and from the outset we have used Pupil Premium money to help us provide individual and group pastoral support of Pupil Premium students. In recent years there has been a shift in our focus, to ensure that our Pupil Premium money helps those students to achieve academically as well as their peers. In order to ensure there is equality of outcomes for this group of students we are focusing on providing the highest quality of teaching and Learning possible. We must ensure that Pupil Premium students have the highest of expectations in all aspects of school life. Research suggests that improving teaching and learning has a greater proportional benefit to disadvantaged students; hence our focus on differentiation, literacy, behavior for learning and 'the invisible child' for 2017-18. In 2018-19 our whole staff conference, lasting 2 days, was given over to providing for the most disadvantaged of our young people.

### **Priorities**

- Progress – Our aim is to ensure that the progress of Pupil premium students is in line with that of Non Pupil Premium students.
- Teaching and Learning – Providing high quality teaching for ALL students, ensuring that teachers focus on Pupil Premium students and plan lessons accordingly. This includes regular and high quality feedback to students on their work.
- An Inclusive community – Making Pupils Premium students feel valued as part of the school community and provide individual support for these students.
- Attendance – Research shows there is a direct correlation between attendance and academic outcomes. We must provide support and guidance to raise the level of attendance amongst Pupil Premium students.
- Experiences – Providing encouragement and financial support where necessary to make sure that Pupil Premium students are able to access all of the opportunities both in school and extra curricular.
- The Future – Disadvantaged students may need more guidance and support in making their next steps. We will ensure all Pupil Premium students leave Wallingford School with an appropriate plan of Further education, Apprenticeship. Employment or other training.

In deciding how to spend our Pupil Premium funding we sought guidance from relevant research. This considered the impact of different spending on outcomes for students and included The Sutton Trust EEF Teaching and Learning toolkit and research carried out by Dr John Dunford as 'Pupil Premium Champion' for the Government. We have invested in substantial amounts of small group intervention work for targeted students and this has spread from the core subjects into almost all curriculum areas. We have also established a whole school FAR marking policy, which is now embedded into the school.

### **How do we measure the impact of the Pupil Premium?**

The purpose of providing the Pupil Premium was two fold. Firstly, to ensure that the educational outcomes for students from these

groups are as high as non Pupil Premium students and secondly to ensure that those students, for whom the Pupil Premium is received, are able to access the same opportunities as non Pupil Premium students.

We use a number of different ways of measuring the impact of the Pupil Premium. A key measure is obviously achievement and the progress students make from the point when they join the school at the start of Year 7 until they complete their compulsory education. We receive data from our Primary feeder schools as a starting point and then carefully track the progress of groups and individual students. Our main focus is on progress in English and Mathematics but we also look at comparisons between the progress of Pupil Premium and non Pupil Premium students across all GCSE subjects. We focus on the Levels Of Progress (LOPs) made by students, from Key Stage 2 as well as studying the percentage of students who achieve their target levels or grades. We regularly compare the progress and outcomes of Pupil Premium against Non Pupil Premium students.

The next measure looks at opportunities and engagement. If Pupil Premium money is spent well not only will Pupil Premium students achieve as impressive results in National Qualifications but they will also have been able to access the same opportunities, receive the same support and be equally involved in all school related activities. To this extent we monitor and analyse termly 'attitude to learning' scores, attendance and participation in extra curricular activities and school trips. As with Achievement, average figures for these measures are worked out for Pupil Premium students and compared with non Pupil Premium students in each year group.

### How has the money been spent?

The Pupil Premium fund is spent in a number of different ways, all of which are evaluated in terms of their impact on student achievement and engagement. On-going analysis of impact enables decisions to be taken about how to spend the Pupil Premium in the future. Provision that has had the greatest impact on raising standards will be invested in more fully, whilst those that have had least impact will be reviewed and adapted or will be replaced by other provision.

#### Pupil Premium numbers (including Service Premium, LAC premium)

	2015-16			2016-17			2017-18		
	Male	<b>Total</b>	Female	Male	<b>Total</b>	Female	Male	<b>Total</b>	Female
7	11	<b>25</b>	14	14	<b>34</b>	20	17	<b>31</b>	14
8	19	<b>31</b>	12	16	<b>34</b>	18	13	<b>29</b>	16
9	20	<b>40</b>	20	18	<b>29</b>	11	14	<b>29</b>	15
10	15	<b>32</b>	17	16	<b>38</b>	22	12	<b>22</b>	10
11	18	<b>32</b>	14	16	<b>32</b>	16	16	<b>38</b>	21
<b>TOTAL</b>	83	<b>160</b>	77	80	<b>167</b>	87	72	<b>149</b>	76

<b>INCOME</b>	2013/14	2014/15	2015/16	2016/17	2017/18
EFA Pupil Premium Grant : Normal	130,500	143,005	137,841	133,306	115,552
EFA pupil Premium: Additional award		5,000		-	-
Looked after children	2,908	2,829	1,355	570	-
Y7 Catch up	16,500	14,500	18,000	18,565	19,696
<b>Total Income</b>	<b>149,908</b>	<b>165,335</b>	<b>157,196</b>	<b>152,441</b>	<b>135,248</b>

## EXPENDITURE

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
<b>HSLW</b> – The Home school link worker supports parents and families to improve relationships and improve engagement. Annual caseload of approx. 20 families of whom 75 % + are Pupil Premium students.	6938	13177	12235	-	18063	
<b>Flex</b> – ‘Flex’ is our Inclusion provision. In 2015/16 there were 15 students with Flex support, 11 of whom attracted Pupil Premium support – Staff Resources	74487	58334 2037	68100 1850	70000 2643	63817 1358	
<b>Counselling</b> – This is provided by ‘Pheonix Counselling’, an Independent service. Currently 5/12 students are PP. From 2012-July 2016 they have supported 73 students of whom 42 were Pupil Premium students, 3 were Looked after children and 5 were from Service families.	7455	13912	15749	13572	14625	
<b>TA support</b> – Additional Teaching Assistants employed to carry out small group intervention work in Maths and English.	46000	41114	25100	42300	44710	
<b>Subject Teacher Coaching</b> - Coaching programme to improves skills of teachers to differentiate within lessons	1880	4442	0	2000	-	
<b>School Uniform</b> – To assist parents with providing school / PE uniform. We agree to pay a minimum of 50% of any Pupil Premium uniform requests and often pay for complete uniforms, including PE kit.	1185	1157	827	1335	676	
<b>Support for school trips</b> – To assist parents in enabling Pupil Premium students to access school trips. We contribute 50% of the total cost when requests are made. (or higher if requested by the family)	6707	1639	3187	3565	3436	
<b>TRAX</b> – Trax is an alternative provision accredited course run by O.C.C. and is used with individual Key stage3/4 students. On average 2-3 students attend this course each year.	3850	2160	500	4712	8967	
<b>Earth Trust</b> – This is an accredited Course run at KS4 for a small number of students. Currently 6 out of 10 students who attend are in receipt of Pupil Premium support.	1500	4672	2688	7577	11680	
<b>Re- Flex re fit / Upgrade</b> – Equipment, resources. This is our inclusion unit and deals with students requiring high level behavior or emotional support.	0	6500	0	-	-	
<b>Vocational ‘Off site’ courses – Meadowbrook college/ BCA Ks4 course/Path Hill.</b> These courses help us to keep our permanent exclusions very low as they are tailored to individual needs and sit alongside mainstream provision. In 2015-16 3 pupil premium students attended these 2 year courses	15	4262	22837	1479	8765	
<b>Curriculum support</b> – Design Technology projects, Food Tech, Music lessons. This enables P/P students to have the same opportunities with Curriculum practical activities as other students. This pays for food ingredients, raw materials for projects etc.	833	894	750	1352	3043	

<b>Extra curricular activities</b> – Boxing, Gym membership, Horse riding, etc. To help engagement and improve attendance we sometimes offer alternative extra curricular activities	129	1500	123	-	-
<b>Breakfast club</b> – Available to Pupil premium students to help improve attendance	344	1526	1133	544	846
<b>Transport</b> = for external courses, eg Trax, College, etc. Without using some of the pupil premium money in this way we would not be able to provide personalized timetables for some pupil premium students.	880	167	2102	1210	10850

	2013/14	2014/15	2015/16	2016/17	2017/18
<b>Total Expenditure</b>	151858	157526	157196	152289	190836

TOTAL INCOME	149908	165334	157196	<b>152441</b>	<b>135248</b>
TOTAL EXPENDITURE	151858	157526	157196	152289	190836
<b>NET UNDERSPEND / OVERSPEND</b>	<b>(1950)</b>	<b>7808</b>	<b>0</b>	<b>152</b>	<b>(55588)</b>

## PUPIL PREMIUM – Impact ‘CLOSING THE GAP’

Whole school – The tables below shows the % of Non Pupil Premium students achieving 3 Levels of Progress against Pupil Premium students achieving 3 levels of progress for the Year 2012 – 13, 2013-14, 2014 – 15, 2015-16.

2013/14	Non Pupil Premium	Pupil Premium	Difference
All GCSE subjects	84%	81%	3%
English	88%	83%	5%
Maths	93%	83%	10%

2014/15	Non pupil premium	Pupil Premium	Difference
All GCSE subject	86%	72%	14%
English	93%	94%	-1%
Maths	90%	74%	16%

2015/16	Non pupil premium	Pupil Premium	Difference
All GCSE subject	83%	69%	14%
English	94%	84%	10%
Maths	87%	68%	19%

2016/17	Non pupil premium	Pupil Premium	Difference
Progress 8	+0.44	-0.42	-0.86
English and Maths (L4+)	+14%	-1%	-15%

2017/18	Non pupil premium	Pupil Premium	Difference
Progress 8	+0.25	-0.59	-0.84
English and Maths (L4+)	+8%	-12%	-20%

## GCSE Results

	2013/14	2014/15	2015/16
Whole school 5+ A* - C	78%	84%	79%
Pupil Premium 5+ A* - C	59%	74%	44%

	2016/7	2017/8	
Whole school L4 English and Mths	76	76	
Pupil Premium L4 English and Maths	35.1	35	