

Pupil Premium Impact Assessment

1. Summary information					
School	St. Wilfrid's Academy				
Academic Year	18/19	Total PP budget	£34,595	Date of most recent PP Review	08/18
Total number of pupils	125	Number of pupils eligible for PP	37	Date for next internal review of this strategy	03/19

2. Current attainment – Sept 2018				
	Pupils eligible for PP		Pupils not eligible for PP	
% of PP Students achieving expected or above against FFT20 in English <i>on referral</i> .	0% (37 Y11)	Ave 3.64 grades below FFT	0% (16 Y11)	Ave 3.65 grades below FFT target
% of PP Students achieving expected or above against FFT20 in Maths <i>on referral</i> .	0% (37 Y11)	Ave 3.85 grades below FFT	0% (16 Y11)	Ave 4.04 grades below FFT target
% of PP Students achieving expected or above against baseline targets in GCSE Maths and English <i>on referral</i> .	10.81% (4 Y11)	33 Students working below GCSE Level 1	25% (4 Y11)	12 Students working below GCSE Level 1

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Literacy and Numeracy levels on entry	
B.	More Able Learners eligible for PP making less than expected progress in KS4.	
C.	Ongoing Social, Emotional and Mental Health (SEMH) issues are having detrimental effect on their academic progress and that of their peers.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance.	
E.	Previous lost learning through poor attendance and exclusion from previous mainstream school prior to referral.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	High levels of progress in literacy/English and numeracy/Maths for all pupils eligible for PP.	<p>Maths and English outcomes are above that of PP students in AP nationally. The gap between PP and non PP has narrowed.</p> <p>100% of students gain a literacy and numeracy qualification.</p> <p>Average reading ages of PP students improve. This is reviewed on a half termly basis.</p>
B.	Improved rates of progress for more able learners eligible for PP.	Pupils eligible for PP identified as more able learners from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 4. Where they are not, Subject Leads are putting in place wave 1 interventions, monitored by curriculum leaders (CL) and senior team.

C.	Reduction in behavioural issues of pupils leading to less fixed term exclusions	Fewer behaviour incidents recorded for PP students on the school system (without changing recording practices or standards).
D.	Increased attendance rates for all pupils	Reduce the number of persistent absentees (PA) among pupils eligible for PP and have attendance above 79% for pupils eligible for PP. (the National Average for AP Students in 2017/18)

5. Planned expenditure

Academic year	2018/19
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

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?
A. High levels of progress in literacy/English and numeracy/Maths for all pupils eligible for PP.	Teaching and assessment in English and Maths.	To use the KS3 Question Analysis so that the gaps in the literacy and numeracy skills of disadvantaged students can be identified. To target teaching to addresses these gaps.	Disadvantaged students make as much progress as 'other' students in English and Maths so that the attainment gap is closed by the end of the Academic Year.	ALN for Maths, JBU for English	Jan 19

A. High levels of progress in literacy/English and numeracy/Maths for all pupils eligible for PP.	CPD on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language.	Accelerated Reader was shown to have a positive impact in an independent evaluation.	SENCO to oversee resources and scheme development with English lead.	JTN & JBU	September 18, Jan 19 and June 19.
<p>A. High levels of progress in literacy/English and numeracy/Maths for all pupils eligible for PP.</p> <p>B. Improved rates of progress across KS3 and 4 for more able learners eligible for PP.</p>	Staff training on high quality feedback to be delivered by SLE.	Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	<p>Training delivered through CPD sessions and in line with the reviewed marking policy. During quality assurance calendar, feedback is monitored.</p> <p>Work scrutiny and student voice will take place throughout the year and will focus on underperforming disadvantaged students.</p>	SLT	Spring Term 2019
Total budgeted cost					£2000

ii. Targeted support					
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?

<p>A. High levels of progress in literacy/English and numeracy/Maths for all pupils eligible for PP.</p> <p>B. Improved rates of progress across KS3 and 4 for more able learners eligible for PP.</p>	<p>RMG meetings and a half termly data collection with a focus on personalised intervention.</p>	<p>Improving standards across the school for PP students. Following data collection it is necessary to provide a stronger accountability system and structure which leads to targeted intervention and raised progress for Pupil Premium students.</p>	<p>Scheduled meetings with a RAG proforma to track intervention and outcomes.</p>	<p>DPD</p>	<p>Half Termly data collection. Weekly MA/EN RAG Meetings.</p>
<p>A. High levels of progress in literacy/English and numeracy/Maths for all pupils eligible for PP.</p> <p>B. Improved rates of progress across KS3 and 4 for more able learners eligible for PP.</p>	<p>Intervention in place for small group support to focus on specific areas to improve.</p>	<p>Small group interventions with highly qualified staff are known to be effective. The EEF toolkit lists 1-1 tuition as being an effective strategy to raise attainment</p>	<p>Intervention on a half termly circle supports specific needs.</p> <p>Students have a reward system with attendance and progress</p> <p>Students are allocated an academic mentor / PLA</p> <p>1-1 intervention for offsite students in danger of not achieving GCSE outcomes.</p>	<p>JTN</p>	<p>Jan 19</p>
<p>C. Reduction in behavioural issues of pupils leading to less fixed term exclusions</p>	<p>Fortis Therapy session with pupils on the school site. 1:1 targeted sessions.</p>	<p>On site therapeutic support for pupils to enable them to focus on improving their behaviour and engaging in their learning.</p>	<p>Fortis undertake robust evaluation of work with pupils. This is overseen by a senior Fortis practitioner. Work is then shared and evaluated by the HoC.</p> <p>Fortis staff meet with staff to share progress, concerns and strategies for dealing with issues on day to day basis. Use of PIVATS assessments to record progress.</p> <p>Reduction in fixed term exclusions</p>		<p>Termly assessments.</p>

Total budgeted cost					£23,000
iii. Other approaches					
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?
D. Increased attendance rates for pupils eligible for PP.	EWO and PLA Team to monitor pupils and follow up quickly on truancies. First day response provision.	We can't improve attainment for children if they aren't actually attending school. Addressing attendance as a key step.	Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable.	EWO/PLAs	Half Termly
			Personalised support and PLA mentor assigned to each PA pupil eligible for PP. Attendance and progress discussed at weekly with progress manager	EWO/PLAs	Half termly
			Letters about attendance and EWO to visit all PA at home to discuss attendance with parents / guardian and explore barriers	EWO	Half termly
			Reward system in place for individuals and tutor groups to raise the importance of attendance.	SLT	Half Termly
Total budgeted cost					£1000

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
Improve progress for all students eligible for pupil premium	Feedback for learning has been the priority focus in lessons.	All students are aware and use strategies from feedback which support the progress of students. Impact shown below:	Marking and Feedback policy has been adapted. Clear whole staff CPD has been done Focus will remain this year with department areas on using feedback to support progress.	

Comparison vs Alternative Provision National Tables – Summer 2017/18 Results			
Performance table measures			
	2017 National	2018	+/-
Number of pupils	9,575	54	
Progress 8 score	-3.10	-2.95	+0.15
Average Attainment 8 Score	6.2	7.1	+0.90
Progress 8 score: Maths	-2.50	-2.16	+0.34

Percentage of Students Entered for GCSE Maths & English	40.1%	100.0%	+59.90
Grade 5 or above in English & maths GCSEs	4.5%	1.9%	-2.6%
Grade 4 or above in English & maths GCSEs	1.3%	0.0%	-1.3%
Other measures			
Proportion achieving 5 or more qualifications (approved)		14.8%	
Proportion achieving 5 or more qualifications (any)		59.3%	
Proportion passing a literacy and numeracy qualification (combined) - including entry level and functional skills		96.3%	

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
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<p>High levels of progress in literacy/English and numeracy/Maths for all pupils eligible for PP</p>	<p>Additional staffing to support student tracking and support in the class and small groups.</p> <p>1-1 Tutors working with disengaged and school phobic students off site.</p>	<p>HLTAs supporting in Maths and English lessons with students eligible for PP being their main focus.</p> <p>87% of Y11 PP students met their English Language Targets from Baseline. 5% met their FFT20 Targets.</p> <p>81% of Y11 PP students met their Maths Targets from Baseline. 4% met their FFT20 Targets.</p> <p>54% of Y11 PP students passed both Maths and English GCSEs.</p> <p>96.5% of Y11 PP students passed both Literacy and Numeracy Qualifications at EL or higher.</p>	<p>Addresses attendance, behaviour and progress issues. Will continue into the next academic year.</p>	<p>£27238.20</p>
<p>iii. Other approaches</p>				
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
<p>Improve attendance</p>	<p>EWO prioritises support needed for the attendance of Pupil premium students</p>	<p>PLAs and EWO are trained to support families.</p> <p>72% of students improved attendance since joining SWA by an average of 40.8%.</p> <p>54% of students made over 20% improvement in their attendance.</p> <p>Whole School attendance up 6% on previous year. PA reduced by 9% on previous year.</p>	<p>Case studies available from JTN. Practice will continue.</p>	<p>£2385.97</p>

Raised aspirations	Enrichment Subsidy of uniform and travel costs to school and Work Related Learning Placements	Subsidised trips and enrichment activities to widen cultural experiences and raise aspirations linked to university and careers. 100% of PP students in each year participating on external trips/enrichments Disadvantaged students provided with the equipment to be able to attend school and succeed and resources to support learning at home Targeted parent invitations to discuss progress and attainment at Student Progress days every half term.	Opportunities provided for disadvantaged students to visit a range of educational venues and participate in reward trips. Increase targeting parents/carers to support further progress.	£7441.57
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7. Additional detail
<p>In 2018/19 we will have 37 pupils which qualify for Pupil Premium Funding, all in Year 11. Throughout each year, further pupils who qualify for pupil premium join the Academy on dual-roll registration. The Pupil Premium Funding for these students remains with the home Academy as it is recognised that the Funding is used to cover the Alternative Provision top-up costs of St Wilfrid's.</p> <p>The targeted and strategic use of pupil premium supports us in achieving our aim of helping everyone achieve their potential.</p> <p>We will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.</p> <p>As part of the additional provision made for pupils who belong to vulnerable groups, we will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through pupil progress monitoring every half term.</p>