

Pupil Premium Impact Assessment

1. Summary information					
School	St. Wilfrid's Academy				
Academic Year	19/20	Total PP budget predicted	£ 28050	Date of most recent PP Review	08/198
Total no. of pupils (PAN)	125	Number of pupils eligible for PP (Y11)	34	Date for next internal review of this strategy	03/20
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% (34 Y11)	Ave 3.48 grades below FFT	0% (16 Y11)	Ave 3.22 grades below FFT target

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% of PP Students achieving expected or above against FFT20 in Maths <i>on referral</i> .	0% (34 Y11)	Ave 3.33 grades below FFT	0% (16 Y11)	Ave 3.07 grades below FFT target
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<p>3. Barriers to future attainment (for pupils eligible for PP)</p> <p>In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)</p>	
A.	Literacy and Numeracy levels on entry
B.	More Able Learners eligible for PP making less than expected progress in KS4. (2 students)
C.	Ongoing Social, Emotional and Mental Health (SEMH) issues are having detrimental effect on their academic progress and that of their peers.
<p>External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)</p>	
D.	Attendance.
E.	Previous lost learning through poor attendance and exclusion from previous mainstream school prior to referral.

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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 66.8% for pupils eligible for PP. (the National Average for AP Students in 2018/19)

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5. Planned expenditure					
Academic year		2019/20			
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, KRN/JD for English	Jan 20
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 staff.	JTN & JD /KRN	September 19, Jan 20 and June 20.

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Education House, Spawd Bone Lane, Knottingley, WF11 0EP

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<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>Delta Staff training for English & maths staff. Literacy strategy and Reading Reconsidered training for whole staff, delivered by Reading Director Lead.</p>	<p>Delta MAT priorities to raise literacy and numeracy levels, impacting ultimately on social mobility through better academic outcomes.</p>	<p>Training delivered through CPD sessions</p> <p>Work scrutiny and student voice will take place throughout the year and will focus on underperforming disadvantaged students.</p>	<p>SLT</p>	<p>Spring Term 2020</p>
<p>Total budgeted cost</p>					<p>£2000</p>

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Education House, Spawd Bone Lane, Knottingley, WF11 0EP

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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 20</p>

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Education House, Spawd Bone Lane, Knottingley, WF11 0EP

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C. Reduction in behavioural issues of pupils leading to less fixed term exclusions	Fortis Therapy session with pupils on the school site. 1:1 targeted sessions.	On site therapeutic support for pupils to enable them to focus on improving their behaviour and engaging in their learning.	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. 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. Reduction in fixed term exclusions		Termly assessments.
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					Total budgeted cost £35 000
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?

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Education House, Spawd Bone Lane, Knottingley, WF11 0EP

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D. Increased attendance rates for pupils eligible for PP.	EWO and PLA Team to monitor pupils and follow up quickly on trancies. 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					£3000

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6 . Review of expenditure

Previous Academic Year	2018/19
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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.	

Y11 Validated Qualifications and Attainment			
	2017 Cohort	2018 Cohort	2019 Cohort
Average number of qualifications taken per pupil	4.8	5.7	6.9 ▲
% entered for at least 5 qualifications	55%	98%	92%
% achieving 5 or more qualifications at Level 2	2%	0%	25% ▲

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% achieving 5 or more qualifications at Level 1	23%	37%	38% ▲
% achieving 5 or more qualifications at any level	25%	63%	69% ▲
% achieving 1 or more qualifications at Level 2	23%	26%	84% ▲
% achieving 1 or more qualifications at Level 1	76%	80%	94% ▲
% achieving 1 or more qualifications at any level	82%	98%	100% ▲

English and Mathematics

	2017 Cohort	2018 Cohort	2019 Cohort
% achieving a pass in English and Maths GCSEs	43.4%	48.2%	59.2% ▲
% achieving a pass in English GCSE	63.8%	71.1%	73.3% ▲
% achieving a pass in Maths GCSE	51.1%	64.7%	76.1% ▲
% achieving a pass in a literacy and numeracy qualification at any level	51%	98%	100% ▲
Average grade improvement in GCSE English from Y11 baseline	1.2	1.3	1.3
Average grade improvement in GCSE Maths from Y11 baseline	1.4	1.3	1.35 ▲

Approved qualifications: Progress 8 & Attainment 8 vs Validated National Data

Figures in the table below are calculated using qualifications approved for the 2019 performance tables.

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	2017 Cohort	2018 Cohort	2018 National AP/PRU figure	Difference
Progress 8 score	-3.04	-2.95	-3.11	-0.16 ▲
Average attainment 8 score per pupil	7.4	7.1	6.6	+0.5 ▲

Other Notable qualifications achieved:

- 100% pass rate in GCSE Biology, GCSE Art & L1 Catering & Hospitality.
- 18 students passed L2 Personal Finance, 1 gained grade B GCSE.

Year 11 Destinations

* Figures in the table below are correct as of 18/11/2019 and continue to improve. However, we continue to work with our students following their graduation to ensure as few students as possible are Not in Employment, Education or Training (NEET).

Year 11	Results 2017	Results 2018	Improvement 2017 - 2018	Results* 2019	Improvement 2018 - 2019
DESTINATIONS:	%	%	%	%	%
School Sixth Form	0.0	1.9		2.0	
Sixth Form College	0.0	0.0		0.0	

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Education House, Spawd Bone Lane, Knottingley, WF11 0EP

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Further Education College	48.0	48.2		57.1	
Apprenticeship	13.0	5.6		4.1	
Traineeship	2.2	0.0		8.2	
Training	10.9	20.3		6.1	
Employment with Training	4.3	20.4		18.4	
NEET	21.6	3.7**	17.9% Improvement	4.1	*TBC

**In 2018, the reported 16-18 NEET figure nationally was 6.3%. This includes Mainstream, AP and PRU.

<https://www.gov.uk/government/statistics/participation-in-education-training-and-employment-2018>

2017/18 Neet Tracking History			2018/19 Neet Tracking History		
Checked	NEETS	Percentage	Checked	NEETS	Percentage
Summer 18	54	100.00	Summer 19	49	100.00
1st Sept	44	81.48	1st Sept	6	12.24
1st Oct	11	20.37	1st Oct	6	12.24
1st Nov	8	14.81	1st Nov	4	8.16
1st Dec	8	14.81	1st Dec	2	4.08
1st Jan	8	14.81	1st Jan		0.00
1st Feb	6	11.11	1st Feb		0.00
1st Mar	3	5.56	1st Mar		0.00
1st Apr	2	3.70	1st Apr		0.00

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1st May	2	3.70	1st May		0.00		
1st Jun	2	3.70	1st Jun		0.00		
1st Jul	2	3.70	1st Jul		0.00		
1st Aug	2	3.70	1st Aug		0.00		

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High levels of progress in literacy/English and numeracy/Maths for all pupils eligible for PP	<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>91% of Y11 PP students met their English Language Targets from Baseline. 6% met their FFT20 Targets.</p> <p>97% of Y11 PP students met their Maths Targets from Baseline. 0% met their FFT20 Targets.</p> <p>55% of Y11 PP students passed both Maths and English GCSEs.</p> <p>100% of Y11 PP students passed both Literacy and Numeracy Qualifications at EL or higher.</p>	Addresses attendance, behaviour and progress issues. Will continue into the next academic year.	<p>1:1 tutors £45593.40</p> <p>Accelerated Reader resources £781.53</p>
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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
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7. Additional detail

In 2019/20 we will have 34 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.

The targeted and strategic use of pupil premium supports us in achieving our aim of helping everyone achieve their potential.

We will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

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.

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