

Pupil Premium Strategy and Review of Spending, 2019-20

1. Students eligible

The number of pupils eligible for funding in each year group and Key Stage is as follows:

	2017-18	2018-19	2019-20
Year 7	11	21	22
Year 8	17	10	17
Year 9	19	15	10
Year 10	13	18	13
Year 11	13	11	18
Total KS3	47	46	49
Total KS4	26	29	23
Total in school	73	75	72

2. Pupil Premium Strategy, 2019-20

During 2018-19, work was undertaken to review our understanding of the main barriers to educational achievement faced by eligible students in this school. Eligible students were discussed, at student-level, during meetings chaired by the Headmistress and involving relevant Heads of Year and Pastoral Directors. A School Development Group also discussed barriers to educational achievement.

The key barriers identified were:

- **Inability to access essentials:** Some PP students struggle to afford essentials for school (such as textbooks and other basic equipment) and curriculum trips.
- **Lack of guidance outside of school:** Some PP students have more limited access to support with academic work and pastoral concerns outside of school than their non-PP peers.
- **Lack of confidence:** PP students have the potential to have lower self-esteem, confidence and aspiration than their non-PP peers.

It is also typical for a small number of the PP students in each year group to have significant pastoral needs. Whilst these vary from individual to individual, it will often be the case for these students that they have had a number of significant adverse childhood experiences, and lack sustained support at home.

The strategy for spending PP funding this year seeks to address these barriers. It has four strands:

- **Improving identification** of those PP students – and other vulnerable students – with greatest support needs.
- **Supporting access to essentials.**
- **Increasing pastoral support.**
- **Providing an appropriate curriculum, and ensuring students have the skills to access their learning.**

	Aim	Rationale, where required	Costs	How impact will be measured
Improving identification	Develop and pilot the use of a WGGS vulnerability index, which uses a range of indicators to identify PP and other vulnerable students most at risk.	It is widely recognised that not all PP students in any school are equally vulnerable or have the same needs. The Vulnerability Index allows key staff to identify, quickly, which students meet a number of conditions for being vulnerable in the school.	Nil	Vulnerability Index used regularly by Pastoral Directors and HoYs. Pastoral minutes reflect its use.
Supporting access to essentials	Provide PP students with school essentials – uniform, textbooks and stationery.		£1000, based on £480 spent between September 18 and March 19	
	Provide PP students access to curriculum trips and curriculum enrichment activities.		£2000, based on £1035 spent between September 18 and March 19	
	Provide Study Club	<ul style="list-style-type: none"> - Study Club provides quiet space for independent study. - The review of its use in 2018/19 shows it being used by vulnerable students. 	£4900 (35 weeks, 4 hours per week, cost of £35ph, which includes on costs)	<p>Feedback from PP students using Study club regularly – to be gathered in late autumn 2019.</p> <p>For some students (especially those who are encouraged to attend Study Club as a result of concern about work ethic), it will be appropriate to assess impact of attendance on work ethic and progress.</p>

Improving pastoral support	Provide additional mentoring for identified PP students. (Students to be identified using WGGs vulnerability index. Students mentored in first instance will be those in years 8 and 10 with several risk factors, and who are receiving no other intervention)	<ul style="list-style-type: none"> - 1:1 mentoring will allow student needs to be accurately identified and, wherever possible, appropriate support put in place. Historically, some mentoring for vulnerable PP students has been provided by teachers with no form group. Staff reductions mean the scope of what can now be offered in this way is very limited. - In summer 2017 and summer 2018, a very small number of PP students achieved very low P8 scores, and the performance of these students explains the continuing (if closing) gap between PP students and cohort. Appointing a mentor to work closely with individual students represents a logical response to this situation. 	Appointment of two-year, fixed term PP mentor - £650 pa Whilst mentoring will identify needs, the cost of meeting these may well be low. A key purpose of the role is to link students to provision already available in school.	Notes from mentoring sessions show student needs being identified and, where possible, met
	Share best practice for tutor-led academic monitoring via staff meeting.	<ul style="list-style-type: none"> - Academic mentoring benefits all students, but has particular potential to support vulnerable students. 	None	Observation of academic monitoring shows good practice across school.
Providing an appropriate curriculum, and ensuring students have the skills to access their learning.	Provide an alternative route through KS4 for a small number of identified students.	<ul style="list-style-type: none"> - A small number of KS4 students struggle to complete 9 GCSE subjects. Such students also often struggle to achieve good pass grades in GCSE Maths. - An alternative route allows these carefully identified students to complete one fewer GCSE and have additional Maths input. 	£5000 pa for staffing	Students show improved progress in Maths, and fewer concerns in other subject areas than might be typical.
	Provide targeted KS3	<ul style="list-style-type: none"> - KS3 HoYs have identified lack of confidence as a major 	£1040 for 3 blocks of 8	Very brief feedback

	<p>students with public speaking lessons to boost confidence in oral work.</p>	<p>barrier to learning for a number of KS3 PP girls. This lack of confidence often manifests as a reluctance to speak in public.</p> <ul style="list-style-type: none"> - A lack of confidence speaking in public has the potential to have an impact on academic progress. It prevents a student engaging fully in lessons. - A pilot programme of public speaking lessons with Y9 PP students in 18/19 saw positive outcomes. Students worked with a LAMDA teacher over a period of weeks: students therefore had sustained input, and the opportunity for feedback on practice undertaken outside of lessons. All students reported an increase in confidence speaking publicly, and said this had an impact on their willingness to engage in lessons. 	<p>lessons (one block per key stage)</p>	<p>about the engagement of students in lessons to be sought from teachers before and after public speaking sessions.</p>
	<p>Provide additional support for PP students in Maths.</p> <p>Identified students to be provided with 1:1 or small group sessions, during registration times, about how to learn in Maths.</p>	<ul style="list-style-type: none"> - Whilst outcomes for PP students in Maths are very good, they have been a little below those in English (Maths P8 in 2017/18 was 0.3; English P8 was 0.6). The department has identified that those students who struggle often do not know how to learn, and that some input linked to metacognition would be valuable. 	<p>£1,000, to cover costs of releasing Maths teachers occasionally from registration to undertake work with students during am reg (care will be taken not to reduce their impact as tutors – interventions will be occasional, spread across the department, and can occur on assembly days)</p>	<p>Students involved in the programme show improved progress in Maths.</p>
	<p>Provide challenge activities in Science</p>	<p>The CREST award offers the opportunity for able scientists to develop their work in a rigorous way at KS3. It requires students to work in a sustained way as part of a team.</p>	<p>£1000 to cover the cost of PP students identified by the department participating in CREST.</p>	<p>PP students who participate in the scheme produce high quality outcomes.</p>

21. Pupil Premium for 2018-19

3.1 Sums received by the school

In 2018-19, the school received £72,465, and in 2017-18 the sum received was £78,140. Funding for the current academic year is anticipated to be £74,332

Summary of how funding was spent in 2018-19 to support the strategies

Strategy	Costing
Learning enrichment	56,458
Enterprise and citizenship education	6,000
Study club	4,500
Supporting access to trips and music lessons	2,140
Tutoring and exam workshops for Y11	420
Spires club	1,000
Y8 and Y9 Confidence groups	620
Miscellaneous spending to meet immediate needs of PP students	1,327

21. 2 Measuring the impact of Pupil Premium funding – performance data

KS4 exam data

Changes to the exam system over the last three years means that data for different years is not directly comparable. However, this table provides some key data about performance of PP students in the school over the last four years.

	2019	2018	2017	2016
Progress 8 for cohort	1.04	1.0	0.8	
Progress 8 for PP students	0.79	0.5	-0.3	
National progress quintile for cohort		Top quintile	Top quintile	Top quintile
National progress quintile for PP students		Top quintile	Middle quintile (i.e. 60% to 40%)	Top quintile

The gap which existed between PP and non-PP students in 2017 closed in 2018. Early figures for 2019, produced using HCC estimates of P8, suggest

Internal data, Years 7-10:

Internal assessment data suggests that students in years 7-10 during 2018-19 were enabled to make strong progress:

- In year 10, PP students performed strongly. Their internal GCSE predictions at the end of Year 10 – a key measure of progress being made – compared as favourably to FFT targets as predictions for the cohort as a whole.
- PP students in years 7-9 achieved progress grades (the key measure of progress at KS3) that were comparable to their non-PP peers.

3.3 Measuring the impact of Pupil Premium funding – impact of specific measures

Strategy employed during 18/19	Impact
Regular monitoring of progress of PP students through high-profile 'Pupil Progress meetings', chaired by Headmistress.	Meetings have ensured that the progress of each PP student has been discussed. Minutes show individual action plans for students.
Provision of after-school Study Club	<ul style="list-style-type: none"> - During the autumn and spring terms, Homework Club was used for 1992 'student hours'. - Of the 1992 'student hours', 118 (5.9%) were 'student hours' completed by PP students. 6.7% of the school population are PP. - Students who are vulnerable but not PP also made use of the Homework Club. In Year 9, for example, a further 26 'student hours' were completed by students who are judged to be vulnerable using our vulnerability index, but who are not PP. There are indications in pupil questionnaire responses that Homework Club is being used by students who are vulnerable in some ways(6/40 respondents report no quiet place to work at home)
Provision of Spires Club – an enrichment club for KS3 PP students	Qualitative feedback was obtained from Spires Club members about the impact of the Spires days. This was universally positive. Students saw the events as enabling them to learn, boosting their confidence, and suggesting new career paths.

<p>Financial support for PP students to enable them to access the curriculum and enrichment opportunities in school. This may involve providing textbooks, uniform or financial support for participation in trips.</p>	<p>Record of spending shows PP students being supported to participate in school life.</p> <p>21 student places on trips were supported by PP funding.</p> <p>Essentials, such as uniform and textbooks, were provided for a small number of students.</p>
<p>Elevate Education session – a revision skills session run for Y11 students.</p>	<p>100% of attendees felt this was time well spent and would recommend to another student.</p>
<p>Small-group tuition in Maths at KS4</p>	<p>Students who received tutoring achieved, on average, 1.5 GCSE grades above their predictions.</p>
<p>Learning support</p>	<p>LSAs have provided additional support to targeted students throughout the academic year. 14 students have received direct support from LSAs in timetabled lessons (and other students in these lessons will also have benefitted from support from the LSA in the room). LSAs have also run a series of small-group and individual intervention and mentoring sessions.</p> <p>A measure of the impact of LSA work is given by outcomes for Spelling and Reading clubs run by LSAs for students in Years 7 and 8.</p> <ul style="list-style-type: none"> - 15 of 21 students participating in Reading Club made more than 8 months of progress during the 8 months of the intervention, narrowing the gap between their chronological age and reading age. - 14 of 22 students participating in Spelling Club made more than 8 months of progress during the 8 months of the intervention, narrowing the gap between their chronological age and reading age.
<p>Citizenship and enterprise education</p>	<p>Pupil evaluation of activities undertaken during School Activities Week indicates that it spending had positive impact.</p>

Date of next review: July 2020