

## WBGs Pupil Premium Strategy 2014/15

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#### **1. Whole School Strategies**

##### **a) Measures**

- High expectations as to progress, attendance and behaviour
- Use of data at school, key stage, year group, subject levels to track progress of students
- Provision of wide, academic curriculum, extra-curricular activities and trips
- Development of students' independence and metacognition skills
- Promotion of reading
- Provision of highest quality Learning Support

##### **b) Success criteria**

##### **c) Costs**

#### **2. Targeted Strategies for Pupil Premium students**

##### **a) Measures**

- Raise profile of Pupil Premium students
- Engagement of PP parents with school's measures, opportunities and interventions
- Measures to develop metacognition/study skills of PP students
- Measures to address literacy issues and performance in GCSE English Language
- Measures to improve PP students' attendance, punctuality & behaviour
- Measures to remove barriers to learning
- Promotion of engagement with wider curriculum, extracurricular activities and trips

##### **b) Success criteria**

##### **c) Costs**

#### **3. Strategies for underperforming Pupil Premium students**

##### **a) Measures**

- Academic interventions
- Pastoral interventions
- Use of weekly target card and mentoring programme

##### **b) Success criteria**

##### **c) Costs**

#### **4. Summary of planned expenditure**

## **1a: Whole School Strategies – measures**

### **Whole school measures which apply to all students but which particularly benefit Pupil**

#### **Premium Students:**

- High expectations for all students (academic targets, culture of high achievement, behaviour & attendance expectations)

*Assistant Heads/HoYs/HoDs/Teachers closely monitor progress, behaviour and attendance of all students*

- Use of data at school, key stage, year group, subject levels to track progress of all students

*Clear identification of PP students and consideration of data about PP performance at school, Key Stage, year, department and teacher level*

*HoDs report on PP performance in SEF and propose actions.*

*AHT/HoY discuss PP students as standing item after each tracker, to identify any issues with attendance, behaviour or progress and consider appropriate actions*

*AHTs compare PP performance with other groups and national standards*

- Provision of wide, academic curriculum, extra-curricular activities and trips.

*AHT/HoY to monitor extracurricular & trip engagement of PP students on an annual basis and employ and review strategies for promoting PP engagement*

*AHT/HoY to meet PP students re GCSE and A level options*

- Development of students' independence and metacognition skills

*School to explore ways of developing 'learning to learn' programme. Review of subject curriculum and tutorial time.*

- Planned programme to promote reading across the whole school

*Uniform practice for use of form time*

*Provision of series of assemblies to promote reading*

*English department development of Year specific support materials for home use*

- Provision of highest quality Learning Support

*Effective use of subject-specific Learning Support Assistants*

*Provision of transition programmes, focus groups, 1:1 support, counselling and other interventions to support students requiring learning support*

## **1b: Whole School Strategies – impact**

### **Success criteria:**

- Narrowing of gaps in end of KS4 attainment;
- 2011-2013 – 5A\*-C(E&M) – All Pupils VA +5%, EverFSMs +1%
- 2011-2013 – 5A\*-C(E&M) – All Pupils CVA +1%, EverFSMs -2%
- Proportion of PP students transferring to WBGs Year 12 to be in line with whole cohort.
- Participation in extracurricular and trip activities by PP to be in line with whole cohort.
- School, departmental and individual teacher data provides up to date information on PP progress against targets
- Data analysis enables impact of intervention to be assessed and evaluated in terms of effectiveness
- Completion of relevant documentation to record monitoring, analysis and discussion of PP progress – SEFs, meeting minutes.
- Plan for development of whole school learning to learn skills.
- Number of students attaining grade C at GCSE English Language

### **1c) Whole School Strategies - costs:**

Additional HoY, SENCo and AH time - £10,000

*[Reduced HoY contact time: £6,000 per annum*

*Reduced HoDs, Eng, Maths, Science: £2,000 per annum.*

*AHT/SENCO time: £2,000 per annum.]*

*In 2013-14, HoYs were given 2 periods less teaching time, partially to recognise the increased burden of identifying and addressing the needs of students in vulnerable key groups, inc PP students. HoDs of Eng, Maths, Science lost 1 period. These figures represent about 40% of that total cost and the time AHTs need to devote to the measures described.*

Contribution to cost of Learning Support - £15,000

## **2a): Targeted Strategies for PP students – measures**

### **Measures which are specifically adopted in order to benefit Pupil Premium Students:**

- Measures to raise profile of Pupil Premium students  
*Presentation to staff / INSET time; regular updates*
- Measures to engage parents with PP strategy and opportunities  
*Annual parents evening with PP parents*  
*Taster lessons for PP parents*

- Measures to develop metacognition/study skills of PP students

*Peer mentoring /learning to learn programme ('Mind Skills' Year 11. ) All PP students to engage in this programme unless current progress is outstanding. Weekly sessions alternate between provision by external mentor and mentoring by older students.*

*Provision of private revision courses in Easter of Year 11*

- Measures to address literacy issues and performance in GCSE English Language

*Provision of an extra English teacher asap to enable creation of small extra, low ability sets in Years 9-11 to support performance at GCSE; disproportionately benefits PP students.*

- Measures to improve PP students' attendance, punctuality & behaviour.

*Engagement of Attendance Officer for PP students whose attendance falls below 90% (higher threshold than for rest of cohort).*

*See AHT/HoY provision above. AHT/HoY discuss PP students as standing item after each tracker, to identify any issues with attendance, behaviour or punctuality and consider appropriate actions.*

- Measures to remove barriers to learning.

*Provision of Workshop (pre-school support) and Homework Club (after hours support).*

*Financial support for PP students unable to afford trips, uniform, items of school equipment.*

- Measures to promote engagement with wider curriculum, extracurricular activities and trips.

*Funding of all school trips for PP students*

*Prioritisation of PP students where school trips are oversubscribed*

## **2b): Targeted Strategies for PP students - impact**

- **Success criteria:**

Learning to Learn mentoring programme in Year 11; analysis of average residuals of students on the programme at subsequent tracker points.

PP students' absence rates to remain in line with the whole school average.

PP students' persistent absence rates to close towards the whole school average.

*2013 Whole school absence rate – 5%; Ever6FSMs absence rate – 6%*

*2013 Whole school persistent absence rate – 2%; EverFSMs persistent absence rate – 6%.*

AHTs to include PP data on Behaviour & Attendance reports to Governors.

HoYs to report that punctuality issues related to PP students in line with whole school

Exclusion rates for PP students to be in line with whole school average.

Presentation to all staff on STAFF INSET Day during 2014/2015

PP Parents Evening to take place and feedback from evening to inform subsequent policy

Private revision course Easter 2015 to take place and feedback taken from participants

**2c): Targeted Strategies for Pupil Premium Students - costs:**

'Mind Skills' Learning to learn programme (proportion attributable to PP) – £2,000

Provision of Easter Revision Courses to Year 11 - £3,000

Contribution to Homework Club costs - £2,000

Engagement of a non-teaching member of staff (an 'intervention officer') to focus on 'vulnerable group' students' attendance, punctuality and engagement with interventions - £6,000

Budget held by AHTs for PP students' financial support inc trips - £10,000

**3a): Strategies for underperforming PP students - measures**

- Use of weekly target card and mentoring programme

*After each tracker AHT to identify any PP students with an average residual below the average for the whole cohort. Students' needs to be considered at a meeting with AHT/HoY/SENCO (at which student also responds to survey questions to assess confidence) and student to meet weekly with a mentor to set and review specific targets for the week ahead. Student remains on this target card until the next tracker review point.*

- Academic interventions – see whole school strategies.

*HoDs/SENCO/AHTs to apply lower thresholds for intervention than with other students, as appropriate.*

- Pastoral interventions – see whole school strategies.

Engagement of HCC Attendance Officer.

Engagement of life coach.

*AHTs/HoYs/SENCO to apply lower thresholds for intervention than with other students, as appropriate.*

**3b): Strategies for underperforming PP students – impact**

**Success criteria:**

PP students' average residual to rise to the whole cohort average or beyond.

Students to report greater confidence at the end of a period on target card programme.

Students' to meet end of year / Key Stage targets.

HoYs to report on PP interventions in annual SEF and feedback to AHT.

Tracker analysis of PP students to demonstrate improvements between tracker points.

### **3c): Costs**

HCC Attendance Officer - £1,000.

Life Coach – £2,000

Intervention Officer – see above.

### **4. Summary of all costs:**

<b>Strategy level</b>	<b>Strategy</b>	<b>Targeted Year(s)</b>	<b>Cost</b>
Whole school	Higher level monitoring of PP student progress	All	£10,000
	Contribution to cost of LS Dept	All – partic. KS3	£15,000
Targeted Measures at PP students	'Mind Skills' Learning to Learn Programme	Year 11	£2,000
	Easter Revision Courses	Year 11	£3,000
	Contribution to Hwk Club	KS3 (+)	£2,000
	Extra English teacher	KS4	£10,000
	Individual contributions	All	£15,000
Strategies for Underperforming Students	Intervention Officer	Year 11	£6,000
	Engagement of HCC Attendance Officer	All	£1,000
	Engagement of Life Coach	All	£2,000
		<b>Total</b>	<b>£66,000</b>