

Pupil Premium and Year 7 Literacy and Numeracy Catch-Up Funding Statement.

Pupil premium numbers 2019-20

Year	PP students
7	20
8	18
9	20
10	13
11	13
Total	84

PP funding is currently £935 per pupil for years 7 -11 but the money is lagged.
Total allocation for the Deprivation Pupil Premium £56,100

Main barriers to educational achievement faced by PP students:

1. Potential to be less aspirational;
2. Potential to have lower confidence and self-esteem than their peers;
3. Access to school trips and extra-curricular enrichment activities;
4. Access to support for learning beyond the classroom.

Strategies being used in school to overcome the above barriers 2019-2020:

1. Raising the profile of Pupil Premium students in subject areas and with all staff through use of PPFfirst and inclusion in staff INSET and staff briefings and whole school emails from time to time;
2. Targeting engagement of parents of Pupil Premium students at parents evenings and through other communications and events (eg Fathers' Book Club);
3. Programmes to develop study skills in Years 10 and 11;
4. Easter revision courses for Year 11;
5. PP funded strategies in our Learning Support department, including homework club, transition programmes, focus groups in core subjects and key skills, emotional and behavioural support in small groups or 1:1;
6. Funding of school trips;

7. Funding of specific individual contributions for equipment and music lessons;
8. Reduced contact teaching time for Heads of Year to allow time to be spent on assessment, monitoring provision and interventions for PP students;
9. Provision of an extra English teacher to create small extra, low ability sets in Years 9 to 11 to support performance at GCSE;
10. Measures to improve PP students' attendance and punctuality, where needed.
11. Provision of English textbooks/ novels/plays for all age groups.
12. Provision of Maths revision packs for Year 11.
13. Funding for materials for DT and Art.
14. Provision of devices for year 9 boys as part of the BYOD scheme.
15. Payment for Kick London Mentoring/Coaching service targeted at PP boys.

Measuring the impact of PP funding.

Analysis of average PP student residuals, attitude and behaviour for learning, as well as attendance rates is carried by the Assistant Head and Heads of Year at school, during Tracker points and after internal and external exam results. There is a termly report to governors on PP progress.

PP expenditure in 2018-19.

In 2018-19 PP funding was £60,775 and this was spent as follows:-

Miscellaneous individual contributions include funding trips for individual students, Duke of Edinburgh fees, theatre trips, purchasing equipment and music lessons.

Strategy Level	Strategy	Targeted Year(s)	Spend (£)
Whole School	Higher level monitoring of PP student progress - reduction in HoY contact time	All	10,000
Whole School	Early morning workshops, homework club, extra skills, resilience training, other LS interventions	All - particularly KS3	12,000
Targeted at PP boys	mentors	Ks3/4	4,000

	Revision Course	Year 11	3,000
	Extra English teacher	Ks4	10,000
	Study Skills	KS3 and 4	1,000
	Music lessons	Individual students	4,775
	Uniforms and devices	Individual students	3,500
	Funding for Trips	Individual students	10,000
	Curriculum materials	Individual students	2,500

Total 60,775

Impact of Pupil Premium Funding 2018-19.

Headline figures for progress of PP students' results 2019 (as of Nov.2019) are summarised in the following table:

	Number in cohort	Average KS2 Prior attainment	Average attainment 8 Grade	Average total Progress 8
PP students	11 <i>Nb: number of PP pupils included in Progress 8 coverage is 9</i>	5.02	4.6	-0.08

The progress 8 figure for PP boys is -0.08 with confidence interval of -0.88 to +0.71

At WBSG PP students make significantly more progress than PP students nationally (**Progress 8 for disadvantaged students nationally is -0.45**).

At WBSG 91% of this cohort are entered for the English Baccalaureate. This compares with 27% in terms of like for like nationally. WBSG does not limit or reduce academic expectations on this group.

Figures thus far released by the DfE demonstrate that this cohort at WBGS are more likely than their national counterparts to remain in the school sixth form.

For Years 7-10, overall academic progress for PP students was broadly in line with non-PP students and although there will be variation on an individual basis, this is examined closely by pastoral teams as part of our Tracker review process.

Date of next Pupil Premium review.

The school's pupil premium strategy is next due for review by the senior leadership team in February 2020. In that review the impact of the new strategy for PP boys, 'Kick London' will be assessed.

Year 7 Catch Up Grant.

The Intent of the grant is to raise levels of numeracy and literacy levels of this targeted cohort.

The Year 7 literacy and numeracy catch up grant is allocated for each Year 7 student who did not achieve expected levels (a standardised score of 100) in Mathematics, Reading or Grammar Punctuation and Spelling tests at the end of Key Stage 2. In 2018-19 the school received a catch up grant of £2,500. The funding for 2019-20 is provisionally £2,950. Official allocation will be in February 2020.

Implementation of grant: how this grant is used.

Early morning weekly tuition in Mathematics by a Learning Support assistant with accompanying resources;

Online Mathematics resources for consolidation of learning at home;

Additional reading resources for use in English classes including First News Ihub (weekly activities on news);

Staff training on interventions to teach 'inference' to students struggling in reading comprehension with groups of students starting the intervention activities. Training to enable dissemination into the classroom;

'Catch Up Literacy' to help boost reading levels of year 7 students with low literacy scores in the baseline assessment;

Dyslexia certificate training to support students struggling in reading and writing.

Training by an external professional to staff in order to help support the students in 'Mental imagery' – a different approach learning spelling and reading Impact Students have increased their reading and spelling ages.

Impact of grant:

Boys are selected through a combination of in-house observations, reports from primary school and baseline tests plus any other needs. As with all our SEN provision, a continuous Assess-Plan-Do-Review cycle is followed to identify students, strategise to meet their needs, review impact and then assess again.

In the 2018-19 cohort:

11 students were identified for the catch up literacy sessions. 10 students who participated made good progress; all students benefited from extra support and developed confidence while becoming more receptive to extra help.

82% of students were either on track or exceeding their targets in English by the end of the year.

5 boys were selected to take part in numeracy catch up sessions; all were observed to become more confident with mathematical strategies.

100% of these students were on track at the end of the school year.

Next steps

Continue with strategies in place for current year 7. Continue to monitor students previously eligible for this funding as they progress through the school and provide appropriate support and intervention. New initiative of 'Twinkl' resources to be trialled through the purchase of 10 log-ons.