

Pupil Premium (Disadvantaged) Students

Funding & Impact statement

Updated: November 2018, Next review: April 2019

Disadvantaged students at Whickham School enter school with a number of different barriers which have affected their rate of progress and if unaddressed will result in these students making less progress than other students nationally. The strategies used at Whickham School are designed to impact on each of these barriers.

Barrier to progress	How do we measure?	Monitor / QA	Impact / Progress
Weaker literacy and numeracy skills on entry	<ul style="list-style-type: none"> Initial starting points – KS2 (Primary school data) Reading Age assessment Work review (e.g. in English/Maths) 	<ul style="list-style-type: none"> Reading Age is reassessed through the accelerated reader programme Work review 	<ul style="list-style-type: none"> Progress gaps in KS3 have reduced in Maths and English (e.g. no gap in Y7 progress 2017/18) The gap in Maths has narrowed throughout Years 7-11. (e.g. Y11 P8 gap in maths has reduced to -0.28)
Weaker personal organisation of pupils	<ul style="list-style-type: none"> Behaviour incidents in ClassCharts Achievement incidents in ClassCharts 	<ul style="list-style-type: none"> Tutorial monitoring ClassCharts (including homework monitoring) Work review (QA) 	<ul style="list-style-type: none"> Reduced incidents relating to lack of equipment or poor uniform. Improved completion of homework Improved attendance at Y11 after school support
Lower levels of Parental Engagement with school	<ul style="list-style-type: none"> Register at parents evening and new online booking system. Personal invitation to coffee morning. HoY checks phone calls are made where attendance did not take place. 	<ul style="list-style-type: none"> Attendance at parents' evening Frequency of use of parental information apps (e.g. gateway/ClassCharts) Parental use of student planner 	<ul style="list-style-type: none"> Attendance at parents'/carers' evenings increased, successful phone calls made. Attendance at new coffee morning improved Y7 live reporting system pilot trial in 18/19 to improve parental engagement with student information
Lower historical attendance	<ul style="list-style-type: none"> % Attendance 	<ul style="list-style-type: none"> Attendance data 	<ul style="list-style-type: none"> Disadvantaged student attendance in 17/18 was 93% (2016/17: 94%) and the gap was 3% (2016/17: 2%). This remains an area of focus.
Lower attendance at enrichment and after school support	<ul style="list-style-type: none"> % Attendance 	<ul style="list-style-type: none"> Activity registers 	<ul style="list-style-type: none"> Attendance has improved significantly, especially at Y11 Eng / Ma interventions
Lower completion of work / response to feedback to make good progress	<ul style="list-style-type: none"> Work review 	<ul style="list-style-type: none"> Work review and T&L QA 	<ul style="list-style-type: none"> PP gaps have narrowed Y7-10 (e.g. no gap in Y7 progress 2017/18).
Poorer pride and presentation in work	<ul style="list-style-type: none"> Work review 	<ul style="list-style-type: none"> Work review and T&L QA Evidence from last Ofsted inspection 	<ul style="list-style-type: none"> Work review has shown that there has been a significant reduction, and in most cases, no gap between the quality of work in the books of disadvantaged and other students.

External examination performance – 2018 Year 11 Leavers

In 2017/18 at Whickham School, our disadvantaged students:

1. Had lower prior attainment than in 2016/17, and a wider gap with the prior attainment of other students compared to 2016/17
2. Made less progress than other students. However the progress of the disadvantaged students with the weakest prior attainment significantly outperformed the cohort as a whole. This is particularly pleasing given then nationally more able students make the most progress.
3. Made greater progress at higher grades with an increase of 2.6% of all students obtaining Grade 7 or better in both of English and Maths. For disadvantaged students this improved by 6.7%.

Measure	All			All disadvantaged (DS)		
	2018	2017	2016	2018	2017	2016
7+ English & Maths	12%	9%	9%	7%	0%	4%
5+ English & Maths	43%	44%	30%	16%	27%	9%
4+ English & Maths	64%	68%	69%	40%	55%	44%
Studying 3 Science GCSEs	28%	26%	26%	11%	19%	11%
Basket B completion	2.89	2.92	2.80	2.78	2.85	2.71
EBACC APS	4.06	4.12	n/a	3.04	3.19	n/a

The progress (from their KS2) starting points rose significantly from 2015-17 but deteriorated in 2018.

Measure	2018		2017		2016			2015
	All	DS	All	DS	All	DS	DS NA	DS
Progress 8 (overall)	-0.39	-0.81	0.06	-0.33	0.08	-0.26	-0.32	-0.79
P8 English	-0.59	-1.20	-0.47	-1.02	-0.28	-0.57	-0.25	-0.42
P8 Maths	-0.63	-0.91	-0.35	-0.78	-0.23	-0.61	-0.29	-1.56
P8 EBACC	-0.56	-1.00	0.03	-0.37	0.10	-0.45	-0.41	-1.32
P8 Open	0.02	-0.34	0.72	0.47	0.52	0.37	-0.30	0.00

Measure	2018		2017		2016		2015
	Gap	NA Gap	Gap	NA Gap	Gap	NA Gap	Gap
Progress 8 (overall)	-0.42	Not yet published	-0.39	-0.40	-0.34	-0.38	-0.61
P8 English	-0.61		-0.55	-0.41	-0.29	-0.33	-0.42
P8 Maths	-0.28		-0.43	-0.38	-0.38	-0.33	-0.57
P8 EBACC	-0.44		-0.40	-0.44	-0.55	-0.45	-1.02
P8 Open	-0.36		-0.25	-0.37	-0.15	-0.38	-0.37

Progress of current KS3/KS4 disadvantaged students

Improving our strong levels of progress and diminishing the difference between disadvantaged students and all students in their qualifications, and particularly in English and Mathematics is a priority. One of our four key priorities for 2018/19 in the School Improvement Plan is “Everyone always ensures that all barriers to learning are addressed”.

Resources are targeted across all year groups not only to support students in Key Stage 4 who are not making the progress that they need but also to students in Key Stage 3 to help prevent gaps in performance becoming established in the first place.

Key Strategies:

- Revised Teaching & Learning policy – new learning model
- Higher expectations of disadvantaged students through target setting
- Highest quality of assessment & feedback: disadvantaged students work marked first
- One to one intervention in literacy and numeracy
- Academic mentoring
- Disadvantaged student champions in each key stage to raise awareness of issues and barriers for each individual student.

Other strategies being used to support disadvantaged students in making more progress include:

- Implementation of whole school Literacy and Numeracy strategy including Accelerated Reader Programme
- After school, weekend and holiday revision sessions including a catch-up programme for FSM. From 2018/19 this includes the addition of a Creative Arts technician who will also offer additional out of school hours support.
- Curriculum intervention for some underachieving students
- Catch-up™, Wordshark, Accelerated Reader and Success@Arithmetic™ programmes.
- Targeted support from attendance and pastoral teams
- Specific KS4 pastoral support including targeted use of Hub intervention
- Tracked attendance at Parents/Carers events and invitations to personalised events to break down barriers
- Priority access to enrichment activities; tracking to ensure that disadvantaged students take part in enrichment activities.
- Year 11 Revision Skills and Careers day

External examination performance – 2018 Year 13 Leavers

In 2017/18 at Whickham School, our disadvantaged students continued to outperform other students in terms of progress in their A-level subjects. They did not however make as much progress in their Applied General qualifications. Progress figures for all qualifications are for disadvantaged students well-above national averages. Data for current students suggests Applied General progress is set to rise in 2018/19.

Category	All	Disadvantaged	Non-disadvantaged	2018 National Av.
A-level VA	0.36	0.47	0.33	0.00
Applied General VA	0.32	0.23	0.35	0.00

Progress of current Sixth Form disadvantaged students

The Sixth Form team works very hard to ensure students engage well with their study programmes. Around 14-15% of the cohort is classified as disadvantaged (these are students who were classified as Pupil Premium students during Year 11).

The following strategies are being used to successfully support disadvantaged students in making more progress:

- Enrichment opportunities
- Rigorous lesson by lesson attendance monitoring and first day response
- During school and after school study support
- Employment of a Sixth Form Support Officer
- Individual mentoring
- Small group GCSE resit classes in English and mathematics (consistently and significantly outperforming national average rates)
- Fortnightly monitoring of subject performance
- Tracked attendance at Parents/Carers events and invitations to personalised events to break down barriers
- UCAS & employment/destinations support

Key Stage 3 performance – 2018/19 students in KS3

A summary is given below of KS3 progress during the year. Data is expressed in terms of performance against a student's personalised, and ambitious, flightplan. Disadvantaged students are set a more challenging flight-plan than their peers and therefore a small negative difference or no difference actually represents disadvantaged students outperforming the cohort as a whole:

Year 8	All	DS	Non DS	FSM	Non FSM
17/18	-0.4	-0.5	-0.3	-0.5	-0.4
16/17	-0.5	-0.6	-0.5	-0.4	-0.5
Year 7	All	DS	Non DS	FSM	Non FSM
17/18	-0.3	-0.3	-0.3	-0.3	-0.3
16/17	-0.4	-0.5	-0.4	-0.4	-0.4

Progress in Year 8 has the following strengths:

- Overall progress of students in Year 8 is good and improving
- Progress is much stronger in the following subjects: Art, Music, Maths

Progress in Year 8 needs to improve in the following areas:

- Whilst overall progress has improved there is still a gap in progress between disadvantaged students and other students
- Progress is weaker in the following subjects: Science, DT, ICT

Progress in Year 7 has the following strengths:

- Overall progress of students in Year 7 is good and improving
- Disadvantaged students are making as much progress as non-disadvantaged students
- Progress is much stronger in the following subjects: Art, English

Progress in Year 7 needs to improve in the following areas:

- Whilst overall progress has improved there is still a gap in progress between disadvantaged students and other students
- Progress is weaker in the following subjects: Science, DT

Funding for 2018-19 - For 2018-19 the school has been provisionally allocated £276,293. Spending has been allocated as follows:

Area	Allocation (/£)	Reason
One to One intervention	25,000	1:1 teaching for disadvantaged students. EEF toolkit shows this to have a very significant impact.
Tutor time literacy and intervention	7,800	Disadvantaged students, on average, enter with lower levels of literacy (KS2 prior attainment data)
Tutor time numeracy and intervention		Disadvantaged students, on average, enter with lower levels of numeracy (KS2 prior attainment data)
Maths and English HTLA/TA	19,700	Allows for additional 1:1 and small group support
Assessment pack provision	200	Lack of equipment was more prevalent and persistent with disadvantaged students creating significant barriers to learning and lost learning time (school internal tracking). The school's rewards policy allows students to top-up learning resources for free by earning positive reward points.
Enrichment activities and out of school support	23,000	Employment of afterschool learning officer to supervise students and increase take-up (internal tracking shows disadvantaged students accessing less enrichment than other students). Supports aspiration building.
Behaviour Inclusion Support	68,000	Disadvantaged students were losing more learning time to behavioural issues than other students (school attendance and exclusion data)
Attendance Officer	10,500	Disadvantaged students' attendance is lower than that for all students (school attendance data)
Leadership support and Progress Officer (KS3/4 PP)	44,000	To ensure that the needs of disadvantaged students are met and championed at a personal level, including access to after school academic and pastoral support. Some of this is targeted specifically at current FSM as FSM students currently make less progress than the disadvantaged cohort as a whole (external results and internal tracking)
Catch-up programme	9,000	Provide intervention to underachieving KS3 students (prior KS2 attainment, school internal tracking)
Additional parent events	500	To engage parents who have not come to Parents' evenings in the past (school internal tracking). Time is also spent on individual phone calls to increase attendance from the parents of disadvantaged students.
Student resource support	9,000	To ensure that disadvantaged students have access to the same additional resources that other students have (e.g. revision guides). Allow disadvantaged students to access professional counselling services to help resolve issues that extend beyond the school.
Breakfast club	1,000	Programme to support pupil premium students with punctuality and improve social skills
Music tuition	750	Subsidy of fees for pupil premium students
Academic Mentoring	60,000	Academic mentoring for all disadvantaged pupils first during tutor sessions
Year 11 Support	2,000	Targeted revision skills and careers and attendance information. Also includes two days of holiday support to improve performance of GCSE Art.
Wordshark support	900	Targeted intervention to improve literacy in KS3
Total Spend	281,350	

In many instance pupil premium money funds a proportion of the activities. Where the activity would not happen without the pupil premium funding then the whole cost is allocated from the funding stream. These activities are constantly revised and the proportion of the funding allocated changes according to need and impact. Even though we are required to state what we allocate the Pupil Premium funding on, we do not limit the resources that we allocate to improving the attainment and progress of disadvantaged students.

Funding for 2017-18 and impact - For 2017/18 the school was allocated £284,240. Spending was allocated as follows:

Area	Allocation (/£)	Reason + Impact
One to One intervention	43,104	1:1 teaching for disadvantaged students. EEF toolkit shows this to have a very significant impact. This has helped to ensure gaps close in Years 7-10 but did not have as much impact on students in Year 11.
Tutor time literacy and intervention	10,776	Gap in KS3 has reduced significantly (see KS3 data in this document)
Tutor time numeracy and intervention	10,776	Gap in KS3 has reduced significantly (see KS3 data in this document)
Maths and English HTLA/TA	12,946	Allows for additional 1:1 and small group support. This has allowed us to deliver a number of our support programmes (e.g. catch-up, accelerated reader). Impact of these programmes is detailed below.
Assessment pack provision	173	Lack of equipment was more prevalent and persistent with disadvantaged students creating significant barriers to learning and lost learning time (school internal tracking). The school's rewards policy allows students to top-up learning resources for free by earning positive reward points. This has reduced lost lesson time due to students not having a full set of equipment.
Enrichment activities and out of school support	21,454	Employment of afterschool learning officer to supervise students and increase take-up (internal tracking shows disadvantaged students accessing less enrichment than other students). A higher proportion of students took part in 17/18, including all disadvantaged students having a place on an off-site trip during rich experience week.
Behaviour Inclusion Support	82,145	Disadvantaged students were losing more learning time to behavioural issues than other students (school attendance and exclusion data). In 2017/18 the support resulted in only 18 sessions being lost to Fixed Term exclusion for disadvantaged students (2016/17: 46 sessions).
Attendance Officer	6,758	Disadvantaged students' attendance is lower than that for all students, however since employing the attendance officer this has risen to 93%, and is currently 3% less than the remainder of the cohort.
Leadership support and Progress Officer (KS3/4 PP)	23,927	To ensure that the needs of disadvantaged students are met and championed at a personal level, including access to after school academic and pastoral support. Some of this is targeted specifically at current FSM as FSM students currently make less progress than the disadvantaged cohort as a whole (external results and internal tracking). This strategy has helped to improve behaviour and well-being (See Ofsted report), reduce exclusions (see above) as well as help to improve performance (see KS3+4 performance data)
Catch-up programme	8,826	Gaps in attainment in KS3 are closing (see KS3 data)
Additional parent events	500	Allowed between 5%-10% additional parents/carers to attend, disproportionately benefitting disadvantaged students. Primarily these are parents who work night shifts or who have child-care issues such as single parents.
Student resource support	8,238	Performance of lower ability disadvantaged students improved (overall P8) and where targeted "target" books were used the gap in performance in maths closed significantly.
Maths conference	3,390	Gap in maths P8 for 2017/18 Year 11 was -0.28 (2016/17: -0.43)
Breakfast club	1,014	Performance has been monitored as part of our attendance strategy (see impact above)
Music tuition	750	Subsidy of fees for pupil premium students. Provided an opportunity for students to continue with learning a musical instrument.
Academic Mentoring	62,471	This has helped to ensure gaps close in Years 7-10 but did not have as much impact on students in Year 11.

Year 11 Revision Skills and Careers day	2,600	Targeted revision skills and careers and attendance information. Whilst this helped to improve the skills for some students it did not overall have sufficient impact (see Year 11 results)
Accelerated Reader Programme	12,000	Gap in KS3 has reduced significantly (see KS3 data in this document)

Total Spend 311,848

In many instances pupil premium money funds a proportion of the activities. Where the activity would not happen without the pupil premium funding then the whole cost is allocated from the funding stream. These activities are constantly revised and the proportion of the funding allocated changes according to need and impact. Even though we are required to state what we allocate the Pupil Premium funding on, we do not limit the resources that we allocate to improving the attainment and progress of disadvantaged students.

In Year 11 funding had a significant impact (see first section of this document) with the difference in performance of disadvantaged students compared to all students diminishing as well as overall progress increasing.

The gap is also decreasing in other year groups, especially in Key Stage 3. Our most recent OfSTED report noted:

“Disadvantaged pupils make strong progress. Teaching and learning policies place a high priority on accelerating the progress of disadvantaged pupils.”

“Additional funding to support disadvantaged pupils is allocated to a number of appropriate strategies. Until very recently, disadvantaged pupils’ progress was poor in a wide range of subjects. However, current disadvantaged pupils make much stronger progress. This is because leaders now focus on each pupil’s individual barriers to learning rather than the common issues faced by larger groups in the past.”

OfSTED, March 2018