

## Report on the Spending of Pupil Premium Funding 2018-19

Pupil Premium is additional to main school funding in order to address the current underlying inequalities between children eligible for free school meals (FSM), looked after children and those whose parents serve in the armed forces and their peers, by ensuring that there is funding to tackle disadvantage. This additional funding is allocated to students who need it most and focuses on the holistic and academic progress and attainment of these students.

The government has allocated this money to schools but they do not set out how the money should be used as they believe that head teachers and school leaders are in the best place to decide how to use the pupil premium within their school to 'close the gap' in attainment between these students and their peers.

St. Wilfrid's is a Catholic Voluntary Aided School with students being drawn from a wide catchment including East Grinstead and Horsham.

The following table indicates that 136 students in KS3 and KS4 (17.8%) are in receipt of Pupil Premium Funding, a reduction of 0.5% from 2016/17 and continuing a downward trend. The 2017 IDRS further indicates that 17% are classified as FSMev6 against a national figure of 28%, placing the school in the 4<sup>th</sup> quintile of all schools nationally. The IDSR also indicates that the School Deprivation Indicator is 0.2 which places the school in the middle quintile of all schools nationally.

Currently (Sept. 2018) there are the following number of Pupil Premium students in each year group:

Year Group	Number of Students in receipt of PP	As a % of year group
7	26	17%
8	21	13.9%
9	27	17.6%
10	34	22.2%
11	328	18.1%
12	10	10%
13	10	10.3%
<b>National Average (KS3+4)</b>		28.9%

### **Inclusion and Attendance of Pupil Premium Students (KS3&4):**

In Raise 2016, Attendance statistics show that overall attendance at the school is better than the national average, but that attendance for FSM students is above the national average. Persistent absence is well above the national average.

Attendance 2017-18 (All)	Disadvantaged	Non-Disadvantaged
Year 7	93.03	96.77
Year 8	94.21	96.51
Year 9	94.26	95.58
Year 10	91.46	95.4
Year 11	93.45	96.38

The following numbers indicate where students are in additional focus groups :

Number of PP students	Number of PP students who are Male	Number of PP who also have a SEN	Number of PP who also are High Attainer	Number of PP who also have EAL.
Year 7 : 26	13	8	7*	9
Year 8 : 21	8	6	0*	6
Year 9 : 17	16	11	0*	13
Year 10 : 34	15	16	7	9
Year 11 : 28	14	10	4	8
<b>Total % of PP cohort</b>	49% = 17/18	33% -11% 17/18	13% -3% 17/18	33% +5% 17/18

\* The DfE have yet to determine the scores to indicate Higher Attainment. This is based upon students who scored GD in both Maths and English Reading at KS2

#### **Impact : Unvalidated results from ASP November 2018**

Cohort	31	Diff from 17/18
Average Progress 8	-0.01	+0.3
Average Attainment 8	3.96	+0.25
% of Disadvantaged achieving 4+ in En & Ma	45%	+3%
% of Disadvantaged achieving 5+ in En & Ma	29%	=
Average KS2 Fine Level Score	26.32	-0.06

### **Yr 7 Catch-up Funding**

In Year 7 there are 33 students (22%) who did not meet the Expected Standard for KS2 in both English and Maths. Students with the lowest Prior Attainment Data from KS2 receive dedicated curriculum time (withdrawn temporarily from MFL) in order to engage with small group intervention in a dedicated IT suite. In addition to this their Maths and English classes are significantly smaller to build upon the aspects covered in their intervention sessions. These sessions look to build upon skills and are not directly related to the attainment levels used in their regular class. The catch-up funding is used to employ the staffing for the intervention, to support the costs of the ICT suite, additional Maths software and the curriculum personalisation.

#### **Impact**

Last year in Year 7 there were 40 students (26%) who did not meet the Expected Standard for KS2 in both English and Maths. This is a significant drop as the figure was 77 (51%) in 2016. All students have made progress, although it is not possible to quantify this due to changes in attainment and progress measures.

---

## Philosophy and Approach

Our approach is centred around having a detailed knowledge of the specific needs of each student as an individual and being able to track their progress and the impact of each intervention. This is achieved through a combination of formal data tracking for subject attainment, progress and attitude to learning; and tracking of each intervention or opportunity each student is offered. As well as the data tracking, it is of critical importance that we explore any barriers to learning on an individual 1-1 level, hence the regular meetings for the Core Team (Leader for Targeted Intervention, Year Leader, Inclusion Leader and Deputy Headteacher) who will meet regularly with students to support and challenge them, always communicating with other key staff.

Our 4 Key Areas of Focus are:

### 1) Challenge

- Target setting for GCSE courses are challenging, realistic and transparent based upon a wide variety of evidence.
- At KS3, the Challenge of moving to the next grade of the attainment matrix is built into all assessment tasks in all subjects.
- Teaching and Learning delivers appropriate levels of challenge through differentiated work. All staff know who their Disadvantaged students are and any high priority need.
- Students will be challenged and supported to break down their individual barriers to learning through pastoral and academic mentoring
- Students will be challenged to raise their personal aspirations

### 2) Progress

- Data software enables student progress to be monitored rigorously with frequent analysis. Planning for Teaching and Learning takes account of this analysis.
- Individual Pupil Premium students' progress is routinely analysed and areas for development identified. These are then prioritised by the Core Team and intervention actions agreed and reviewed. Yr 10 and 11 students may be part of the Mentoring Programmes.
- Staff CPD has a focus upon AfL, formative feedback, and meta-cognition; especially with a focus upon the revision to the Learning and Teaching Policy

### 3) Engagement

- Monitoring has a clear focus upon attendance and uses a variety of techniques at Year Leader level to ensure good attendance (including lowering the level of exclusions)
- The purchase of subject specific equipment and resources will enable enrichment and extension activities to be fully inclusive. This may include funding to curriculum based trips and activities.
- Further use of the Intervention IT suite will continue to help those with low literacy levels to access the curriculum in greater depth.

### 4) Personalised Learning

- Curriculum design, options choices and setting are personalised, with students engaged and inspired through high quality Teaching and Learning.
- Students may be offered courses which are vocational or look to develop social skills, even though they may not count in league table calculations.
- Alternative Learning Provision is available as an intervention to personalise learning.
- Intervention groups will often have a specific focus which will ensure that they are aimed at / differentiated effective

### Spending Plan for the Pupil Premium Funding 2018-19

Pupil Premium 2018-19	
Number of Pupils eligible	136
Initial Allocation	£56,735
Year 7 Catch Up Funding*	£12,418
Ever 6 Allocation	£79,740
CLA Allocation*	£11,400
<b>Total PP Funding</b>	<b>£160,293</b>

\* Provisional

Pupil Premium used for:	Key Area of Focus	Amount allocated to the intervention / action	Is this a new or continued activity	Summary of the intervention including details of year groups and students involved and timescale	Intended outcomes	Monitoring - How will success be evidenced	Actual Impact and any other comments
<b>Structural</b>							
Curriculum design	3,4	£60,000	Continued	Adjustment to the design of the whole school curriculum structure to enable smaller class sizes and easier progression within ability sets in core subjects (aspiration). This will also enable a greater number of lessons in the core subjects and facilitate the delivery of the core curriculum GCSE offer to begin in the September of Year 9	This is intended to deliver increased levels of progress through increased contact and content time. Opportunities for ensuring students are in the correct set will see greater engagement in learning and so improved levels of progress.	Data tracking of progress, attendance and Attitude to Learning in Disadvantaged group.	
Alternative Learning Provision	4	£15,000	Continued	To enable commissioning of Alternative Provision for PP students as required	Students for whom this appropriate have access to Alternative Provision to develop their personalised learning	Students able to make progress in suitable facility	

Targetted Staffing (Support)	3,4	£45,707	Continued	To increase the capacity for supporting small group work in literacy and numeracy. This will also include behaviour management and inclusion specialists. As above, the curriculum enables KS4 students to have extended opportunities for targeted support in literacy and numeracy. This includes specific support for Yr 7 Catch-up Students.	To narrow the attainment and progress gaps between PP and Non PP students in literacy and numeracy across the school; as well as to develop those students below the threshold in Yr 7. Increase in attendance and progress in intervention subjects	Progress tracking demonstrates increased rates of progress in target groups in KS3, and also the extra English and Maths groups in KS4	
<b>Learning and Teaching</b>							
Homework	1,2	£2,000	New	Improved systems for the setting and tracking of homework, both in terms of homework completion, but also the quality of homework being set. This is to embed the new 'Show My Homework' software	Students engaged in relevant homework and challenged through a transparent system.	Interrogation of homework statistics and student/parent surveys.	
Marking Policy	1,2,3	£500	Continued	Whole school L&T focus on improving the feedback loop as part of student marking	Students will be given detailed feedback on how they personally need to develop and given the opportunity to engage in dialogue	Learning Walks and book scrutinies as part of a new L&T monitoring programme	
Growth Mindset Programme	1,3,4	£500	Continued	Embedding the 'Growth Mindset' style support programme for identified students to enable them to take more ownership over their improvement	Selected students will have increased engagement with own learning evidenced in feedback and statistical data.	Feedback from participants alongside feedback from class teachers and statistical data.	
Ongoing training and implementation of software to enhance senior and middle leadership tracking and intervention	1,2	£3,000	Continued	Purchase and development of data tracking software. Training for all staff led by DHT	Raise in attainment and progress across all groups of students	DHT overseeing data analysis ensuring that all staff are able to and using software for diagnostic intervention.	

Reading and Literacy Initiative	2,3,4	£1,500	New / Continued	To create a Director of Reading position to promote access to reading across the whole school. This includes the review of existing Literacy software	To narrow the gap between those with PP and those without in Literacy in Year 7 and 8 and to increase the Reading age closer to their actual age	Progress tracking will take place every half term by DHT and SENDCo to check on progress and enable further intervention if required	
School Visit Assistance	1,3	£2,000	Continued	To provide access to educational opportunities outside of the classroom for those eligible for PP	Raising aspirations, self-belief and motivation. Improved attendance.	Increased attainment and engagement in relevant subjects	
<b>Pastoral</b>							
Core Pastoral Team	3,4	£20,000	Continued	Refinements made to the systems of the Core Team to track student progress in detail and evaluate the impact of specific interventions	Students individual needs clearly identified with specific interventions put in place	Differing outcomes for each individual student as appropriate.	
Mentoring support plans	1,2,3,4	£500	Continued	This initiative is a mentoring programme aimed at building specific support to students in Yr 11 based on need on a subject level; monitored by SLT and YL. This is an adaptation of last year's pilot project. Changes have been implemented to improve impact	Students on the programme meet or exceed their target levels.	Students entering on the mentoring plan make or exceed expected progress in target areas.	
Uniform Costs	3	£1,000	Continued	To assist in the purchase of uniform where appropriate	Improve confidence, motivation and attendance of those students for whom this is appropriate	Attendance and engagement	
External Support Organisations	1,3,4	£1,000	Continued	To enable external speakers and organisations to visit the school and work with KS4 and 5 to raise personal aspirations and train students in how to challenge themselves to meet their potential	Student specific interventions will increase attendance and progress in their identified areas.	Increase in attendance and progress. Increase in applications for the 6 <sup>th</sup> form and University as appropriate	

External Services (Ed Psych. / EWO)	4	£3,500	Continued	Bespoke external support when required for specific issues	Outcomes will be student specific	Individual students monitored by Inclusion Manager, SENCO, Year Leaders and SLT as appropriate.	
<b>Other</b>							
Raising Aspirations and Careers Support	1	£1000	New	A number of specific and directed activities, such as University opportunities, careers support, external organisations such as Villier's Park, and individual and small group work will look to challenge identified students to aspire to appropriate further education.	Disadvantaged students will engage with higher education and will be in a position to apply to appropriate courses.	Following up on students' intentions and support for applications process.	
Extra-curricular activity funding	1,3,4	£500	Continued	To support specific activities in-school which may require funding to enable them to have resources to enable the activity to be offered	Wide variety of extra-curricular activities available with good uptake of PP students	Increased uptake or accessibility to a variety of extra-curricular activities	
Department funding bids	1,2,3,4	£2,000	Continued	Allocation of funding where departments can bid for specific resources that will increase engagement and attainment of students, although the impact the initiative will have on PP students will be paramount in the bid	Departments will be empowered to innovate and have specific outcomes for each bid.	Successful bids will be have individual success criteria which will be evaluated at the end of the year.	



## **Yr 7 Catch-up Funding**

In 2016-17, £12,418 was allocated as Yr 7 Catch-up Funding. At present the current amount is unknown, although there is a reduction in the number of students who failed to meet the required standard in both Maths and English Reading at KS2

Students identified by the school through their KS2 results and external CATS testing receive dedicated curriculum time (withdrawn temporarily from MFL) in order to engage with small group intervention in a dedicated IT suite. In addition to this their Maths and English classes are significantly smaller to build upon the aspects covered in their intervention sessions. These sessions look to build upon skills and are not directly related to the attainment levels used in their regular class. The catch-up funding is used to employ the staffing for the intervention, to support the costs of the ICT suite and the curriculum personalisation.

### **Impact**

In Year 7, 24 students were part of the Extra English and Maths programme. In English, 5 were working at 'Securing' at the end of Year 7, 12 at 'Developing' and 7 were still at 'Emerging'. In Maths, 10 were working 'Securing', 11 were working at 'Developing' and 3 were still at 'Emerging' (2 of which have no prior attainment data)

## Disadvantaged Students – Action Plan 2017-20

### Leadership

Action	What needs to happen and by whom	Intended Impact	Success Criteria (Milestones)
Disadvantaged students continue to have a specific section on the School Improvement Plan.	MFE to include specific focus in SIP	As the SIP will be focussed upon a small number of key priorities, this will ensure that these students remain a principle focus for the whole school.	All elements of the SIP have a specific focus on supporting Disadvantaged students
Department Improvement Plans follow exactly the same format and priorities as the SIP including the specific section on Disadvantaged students.	SLs and Line Managers will ensure that the focus in the DIP is manageable and appropriate.	This will further raise awareness of the improvement priority and will ensure a consistency of focus across all subjects.	All DIPs demonstrate a focus upon the strategic elements of their work with Disadvantaged students.
The progress and needs of disadvantaged students remains a standing agenda item on all Line Management, Subject Leader and Subject Team meetings.	LMs will require SLs to discuss the progress and needs of disadvantaged students at every Line Management Meeting. Subject Team meetings will require an exchange of information and evaluation of the impact of any interventions.	Regular and frequent discussion about general groups of students as well as individuals will lead to a greater degree of appropriate intervention	
Provide detailed information from data captures to include: <ul style="list-style-type: none"> <li>• Individual class performance analysis</li> <li>• Overview of PP students and specific needs identification.</li> <li>• YL to complete a new progress and need pro-forma and report to SLT on progress.</li> </ul>	Data needs to be enabling: Time needs to be allowed to enable this data to be generated. General overviews need to be reviewed on a regular basis (every data capture) RMA to create Pro-formas and reports scheduled into the SLT agenda.	All staff will have a greater awareness of the progress of the disadvantaged students that they teach and some of the interventions in place for them. YL will have a greater level of shared knowledge about what is successful and this will form a part of their report to SLT.	Pro-formas to be generated and used Calendar of SLT discussion to be evident

Core team generated of YL, LKE and RMA to meet on a regular basis to discuss needs analysis and impact of interventions on an individual student level.	Introduction of regular meetings to discuss key students, the barriers to their learning and their action plans. This will be through a fortnightly breakfast meeting.	This will ensure that effective needs analysis and action points are discussed and agreed. There will also be a sharing of good practice.	Each Disadvantaged student has a detailed individual tracking page with information about data tracking, interventions and evidence of impact recorded. Any deterioration will be quickly noted discussed and acted upon.
Implementation of a Reading Initiative. A Director of Reading will be appointed with the remit of improving the reading experience of students.	SLT in conjunction with the DoR and Subject Leader for English will decide how this scheme will work.	This scheme to have a significant impact upon the development of and response to reading	All disadvantaged students will have narrowed the gap between their actual and reading ages when next tested.
Pictures and Profiles of Disadvantaged students displayed in the staffroom to raise awareness.	RMA to decide what information is required and JHA to create a display.	Increased awareness of the identity of these students.	Staff able to identify disadvantaged students even if they do not teach them
House Leader role developed to include the analysis and suitable interventions with regard to achievement points of Disadvantaged students.	House Leaders given information about the points situation of disadvantaged students and meet every half term to discuss possible interventions.	The achievements of disadvantaged students recognised on a wider level, promoting self-esteem and self-worth.	All disadvantaged students receive recognition from their house leader
Improved communication between PP Core team and Subjects.	Core team increasing the sharing of information and developing the focus where progress and good practice can be shared.	Faster and more effective sharing of relevant information.	Teaching staff are aware of the work of the Core group and are able to contribute to discussions where necessary. There will be evidence of communication between the Core group and Subject staff.

Sept.2018 : A new post within the pastoral structure was created to specifically lead on disadvantaged students, including the PP Core Team and working across all year groups with the Year Leaders.

## Pastoral

YL pro-forma developed to report to SLT following a data capture. (See Leadership)	RMA to create Pro-formas and reports scheduled into the SLT agenda.	YL will have a greater level of shared knowledge about what is successful and this will form a part of their report to SLT.	See above
Analysis of the behaviour log to look for specific trends relating to Disadvantaged Students	Frequent analysis of the behaviour logs in advance of Core Team meetings	Increased awareness and subsequent intervention related to behaviour	Reduction in persistent behaviour logs
Develop the role of LKE and the Core Group	To define the roles and purpose of the Core Team	All staff will have a clear understanding of the purpose of this element of their role	
Embed the Growth Mindset Programme	Growth Mindset programme will be developed to for identified students to enable them to take more ownership over their improvement	These programmes will strengthen students' resilience and attitudes to learning, both socially and academically	Students express greater confidence and resilience. AtL grades improve as indicated by data captures
Embed and Develop Mentoring Schemes: <ul style="list-style-type: none"> <li>Engage and Inspire</li> <li>6<sup>th</sup> Form Mentors</li> <li>University Mentors</li> </ul>			
Continue to develop parental contact with regard to Disadvantaged Students, especially in relation to access to software systems such as go4schools and Show my Homeowrk	Year Leaders will build a strong relationship with Parents based upon evidence presented at Core Team meetings	Positive reinforcement from home will lead to increased engagement and progress	Increase in % of parents using g4s and SMH
Analysis of Achievement points for Disadvantages Students (See Leadership)	House Leaders given information about the points situation of disadvantaged students and meet every half term to discuss possible interventions.	The achievements of disadvantaged students recognised on a wider level, promoting self-esteem and self-worth.	See above

## Subject

Improved communication between PP Core team and Subjects. (See Leadership)	See Above	See Above	Teaching staff are aware of the work of the Core group and are able to contribute to discussions where necessary. There will be evidence of communication between the Core group and Subject staff.
Progress and needs of Disadvantaged students remains a standing item on Subject Team meetings.	Subject Teams will be expected to discuss the progress of disadvantaged students on a regular basis. SLs will be expected to feed back to their Line Manager in Management meetings.	Subject teachers have the most impact and so frequent discussions about specific students will raise profile and impact	Progress tracking indicates that progress within subjects is positive and that priority students show improvement
Actions relating to the analysis of achievement points awarded to Disadvantaged students	House leaders to share any details about achievement points with teaching staff	Teachers become aware of those students whose achievements are not being recognised and so look to acknowledge their achievement and so help to develop self-esteem	All disadvantaged students receive recognition from their house leader
Specific area of focus on DIP (See Leadership)	See above	See above	See above
Subject Leaders pro-forma twice a year to record the progress of Disadvantaged students	RMA to design a pro-forma and share data with SLs after 2 <sup>nd</sup> and 3 <sup>rd</sup> PAL grades. Subject Teachers expected to respond to help inform Core Team	Greater communication regarding the interventions being put in place for identified students	Progress tracking indicates that progress within subjects is positive and that priority students show improvement
Creation of a post Yr 10 Exam Intervention programme.	Analysis of Yr 10 results will lead to identifying students struggling in their Core subjects and in general. Intervention plans will then be negotiated with SLs and teachers	Increased focus upon under-performing students at the start of Year 11	Next steps in reports indicate clear areas for improvement and Autumn term reviews indicate positive impact

