

Wollaston School Pupil Premium Strategy Statement – Academic Year 2017-18

1. Summary Information							
Total number of pupils at Wollaston School	1176 (Yr 7 –11)	Number of pupils eligible for Pupil Premium	195	Date of most recent PP review	Sept 2017	Date for next internal review	Dec 2017
2. Current Attainment							
	All pupils	Pupils eligible for PP at Wollaston	Pupils not eligible for PP at Wollaston	Not eligible (National average)			
% achieving English/ Maths (2016/17) (Grade 4 and above)	68%	39%	73%	Not available yet			
% achieving expected progress	Levels of progress doesn't exist anymore with the new GCSE grades.						
Progress 8 score	-0.11	-0.77	0	0			
Attainment 8 score	45.21	29.84	47.28	Not available yet			
3. Barriers to future attainment (for PP Students)							
In school barriers							
A	Poor literacy and numeracy skills on entry to the school						
B	Behaviour and Exclusions						
C	In school faculty variation in response to teaching of PP students						
D	Participation and engagement of PP students						
External Barriers							

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E Attendance					
4. Desired Outcomes					
A Improved literacy and numeracy skills inc chronological reading ages and access skills in order to increase performance in all subject areas.					
B Reduce FTE and behaviour incidents for PP students to ensure engagement and access to the curriculum					
C Ensure a Wollaston school response to teaching, feedback and marking for PP students ensuring quality teaching and differentiation for PP students					
D Pupil premium students to engage in one extra- curricular or enrichment opportunity in order to increase engagement with the school					
E Increased and consistent attendance of all PP students					
Planned intended outcomes and expenditures					
Desired Outcome	Chosen Approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff Lead	When will you review?
<p>Ensuring increased achievement in literacy skills for PP students and those entering the school being awarded KS3 catch up funding</p> <p>Reduce the gap between PP and non PP for Y11 students. Accelerate progress of PP students with lower prior attainment in Year 7.</p>	<p>Yr 7 Catch up differentiated timetabling for those PP students who require specialist intervention.</p> <p>Provide small group teaching for all students who did not make expected progress in KS2 testing</p>	<p>Increasing performance of pupils on entry to the school aids in closing the gap they may not be caught up for GCSE</p>	<p>Specialist teaching staff –</p> <p>Tracking of Data of student performance</p>	<p>C Barton</p> <p>J Woodcock</p> <p>SEN team</p>	<p>Dec 17</p>

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Increasing literacy performance in the KS3 curriculum	Accelerated Reader and Literacy Co-ordinator to oversee the Accelerated reader, target individuals and boost literacy across the school in order to improve GCSE progress outcomes	Highly monitored and effective data tracking of student's progress – highlighting where students are below chronological age and identifying for intervention	Termly reading tests Termly data tracking	T Henning S Gamble C Barton	Dec 17
Increasing numeracy skills within the KS3 curriculum	Maths lead to oversee the Numeracy provision in school, target individual students and boost literacy across the school in order to improve GCSE progress outcomes. This includes smaller groups and high staff contact with pupils	Go data used by HOF to monitor and track progress of individuals on programme.	Termly data tracking and monitoring	J Cunningham	Dec 17
Increase performance of PP students within English and Maths	Additional form group intervention group for PP students- to enable additional study time each day.	20 minutes additional time each day focused of additional small group tuition in an area that they are not making sufficient progress.	Students identified after the first assessment cycle from both year 10 and year 11	C Barton J Litt J Cunningham	Dec 17
Reduce levels of FTE and behavioural incidents for PP students	Use of behavioural data to identify individuals causing concern and built close pastoral links to support and identify issues in order to address for individuals. le dealing with issues early for early intervention- to avoid escalation.	Support student and re-engage back into curriculum in order to improve achievement. Support through mentoring where required to avoid escalation to exclusion.	SLT review of on call information and behaviour points	K Beeby C Barton HOY	Dec 17

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	Individual students to be highlighted for SLT support on classroom learning walks/ support/ red flag areas of need.		Numbers of exclusions reduce	K Beeby C Barton HOY	Dec 17
Increasing positive experience for PP students in school	Using positive rewards system to ensure students are rewarded and acknowledged for good work. Shared amongst faculties and pastoral teams.	Positive engagement in school with outcomes. Students increased engagement and commitment to school.	Positive responses and contact with home made for all PP students within first week of new terms – Building positive relationships.	K Beeby C Barton HOY	Dec 17
Ensure a Wollaston school response to teaching, feedback and marking for PP students ensuring quality teaching and differentiation for PP students	Staff CPD PP focus On Specific element – such as 15 min break off teaching within classes for Teachers with PP students. Design and implement a tailored CPD programme to ensure high impact teaching and assessment	Consistency embedded within staff for Wollaston school approach. Good practice shared.	Monitoring week focusses on PP students with review and feedback by SLT	D Keane S Lydon C Barton HOF	Dec 17
Ensure a Wollaston school response to teaching, feedback and marking for PP students ensuring quality teaching and differentiation for PP students	Wollaston school response document – shared and applied	Consistent approach used across all faculty areas and embedded.	Monitoring week focusses on PP students with review and feedback by SLT	D Keane S Lydon C Barton HOF Teaching staff	Dec 17

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	Embed marking and feedback to ensure that it is specific, accurate and impacts upon all pupils performance	Marking PP Books as a priority – PP students books returned first for Maximum time for PP students to improve work with the most detailed feedback.	Book trawls for PP students reveal quality improved answers in fix it work Book trawls show quality, detailed feedback from staff for Pp students	D Keane S Lydon C Barton HOF Teaching staff	Dec 17
Ensure a Wollaston school response to teaching, feedback and marking for PP students ensuring quality teaching and differentiation for PP students	Learning walks- consistently shared and feedback of the PP experience	Quality of PP experience consistently evident across all faculty areas	SLT sharing of observations and action planning accordingly	D Keane S Lydon C Barton HOF	Dec 17
Ensure a Wollaston school response to teaching, feedback and marking for PP students ensuring quality teaching and differentiation for PP students	PP Book trawls and feedback	Monitoring consistency of practice across the school	SLT sharing of observations and action planning accordingly	D Keane S Lydon C Barton	Dec 17
Ensure individuals needs are being met through a clear budget spend for each pupil	Departmental budgets spend allocation PP	Spend impacts performance	Clear plans evaluated with expenditure against performance/ need	C Barton Hub Finance W Taylor	Dec 17

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Meeting individual learning needs	All students' individual subject scrutiny to be available within the STI Plans outlining areas where support is needed and faculties AN and hub staff to provide individual support to plan to address these.	Targeted intervention carried out for all PP students across all key stages and faculty areas.	Targets reviewed at each assessment cycles and new targets met set to move towards targets.	AN staff C Barton Teaching staff	Dec 17
Ensuring consistency amongst teaching staff in the approach to increasing performance of PP students	Design and implement subject-focused programme that increases disadvantaged pupils experience of strategies which develop effective learning habits	Learning to learn programme	Learning walks	S Lydon D Keane K Beeby	
Driving data to identify learning needs at each assessment cycle. Then seeking strategies to help each pupil make the next step in their learning.	Progress wall will be used for each year group and updated within year team areas. PP students will be identified in terms of key group's achievement and intervention will be applied accordingly.	Clear visual for improving EBACC and Matches between Maths/ English identified for matching . Venn diagrams	Improved Maths and English and EBACC link up	C Barton HOF K Beeby	
Driving data to identify learning needs at each assessment cycle. Then seeking strategies to help each pupil make the next step in their learning.	Student Intervention Plans for all students outlining current grades – progress and areas for development – these to be accessed and developed by faculties to provide evidence of support and target setting for students that is regularly reviewed	Targeted intervention carried out for all PP students across all key stages and faculty areas.	Targets reviewed at each assessment cycles and new targets met set to move towards targets.	AN staff C Barton Teaching staff	Dec 17

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Effective deployment of staff within faculties	Using effective teachers to work with pupils who need the most support. Additional lessons added to the curriculum for core subjects and teaching groups added in core subjects to allow smaller class sizes. In some core subject areas additional teachers created to be withdrawn by subject experts in core subject areas.	Utilising skilled specialists to work with the students requiring most progress to maximise on learning opportunities.	Focus weeks as led by C Barton for PP initiatives from the toolkit – focussing on specific weeks of teacher/ PP student exposure and small group work. – Learning walks	C Barton S Lydon	Dec 17
Individualised student support	Student mentoring within the Learning Hub in order to individually assess need and support progress – Including – In class support, one to one catch up, signposting and arranging additional intervention as needed.	Students use core PE time within years 10 and 11 to boost curriculum subjects –using teacher targeted action plans in order to meet targets.	Learning reviews of action plans overseen by the hub team and close monitoring by classroom teachers who review and set new targets	K Beeby C Barton Hub Staff Subject teachers	Dec 17
Individualised student support	Continue with the new system of classroom support Faculty based LSAs, improved curriculum knowledge and overview, targeted response and data tracking	Intervention work is given by both Subject teacher specialists and LSA specialists in order for students receiving intervention to have high quality support	Data tracking of progress at each assessment cycle – recorded from GO	HuB staff C Barton Teaching staff	Dec 17

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Effective classroom support for identified Pp students not meeting targets	HLTA staffing to provide small group and one to one targeted support to identified PP students within Maths	Additional staff contact for maximum achievement.		J Cunningham – Maths team	Dec 17
Effective data tracking and monitoring to ensure early intervention.	Analysis of data at each assessment cycle and identification of PP students meeting Progress 8. Feedback to TLD's about which key students need monitoring and further intervention based on assessment grades.	Successful identification of students and intervention implemented	Half termly reviews of data	C Rowland HOFs	Dec 17
All PP students have the ability to revise effectively	PP students purchased revision guides Placed on intervention days	Learning to learn strategies implemented by students	Staff lead sessions using the year 11 toolkit	S Lydon HOF	Dec 17
All PP students have the ability to revise effectively	Hub plans and LSA one to ones for Timetable revision planning with students- and revision skills session during core PE sessions	Learning to learn skills improving performance outcomes.	Staff lead sessions using the year 11 toolkit		Dec 17
Early Integration and involvement of PP students within the school community	Year 6 students identified as PP are invited to attend summer school. It provides a range of activities to aid the students in feeling comfortable in entering September. They find their way around via a	Engagement of key cohort in early transition	Successful integration within year 7 and progress measures met	C Barton P Smith	Dec 17

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	trail, take part in team building activities, crafts, food, IT and science. Students also include literacy elements with a write up the visit to the Space Centre as a newspaper article.				
Ensure engagement of PP students in educational activities	Fund for PP students with hardship to participate in visits, journeys and activities.	All PP students engaged in one extra- curricular activity	Hub staff analysis and recording	C Barton Hub staff	Dec 17
Close monitoring of engagement of PP students in school life and extra- curricular activities	Hub and pastoral analysis of PP students during Hub one to one meetings to ascertain areas of interest for students and overcome barriers to staying after school – ie transport issues.	All Pp students engaged in one extra- curricular activity	Hub staff analysis and recording	C Barton Hub staff	Dec 17
Raising aspirations	One to one Careers appointments for all year 10 and 11 PP students	Completion of all careers appointments- successful courses for those moving on – no students NEET	Careers records	B Myers H Downey	Dec 17
Engagement in creative learning	Supporting provisions such as music tuition, Dance outside clubs etc	Engagement in extra - curricular increases engagement across all curriculum areas and students investment in school.	Registers and one to one interview notes	Hub staff	Dec 17

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	Subsidise opportunities for students to take part in social/ cultural/ cultural opportunities.				Dec 17
Improved attendance in line with school targets	Student managers and Heads of year to work closely on tracking attendance working with PP students and families as a priority	Students who have historically not performed well are those with significant attendance issues.	Improved attendance reports – weekly with SLT link for attendance and year teams	L Boggis SLT links	Dec 17
	Fast response of intervention by the hub team to support PP students with poor attendance- ie first phone calls – and rapid response to issues – ie transport etc.	Communication with parents as a link to the school.	First response call logs directed to hub team.	Hub staff	Dec 17
To decrease the number of PP PA's and increase PP attendance.	All Year teams meet every two weeks with SLT Attendance and discussion actions which are reviewed and reset every two weeks. At all intervention levels PP will be actioned first (eg. Truancy call, Parent Contract meetings, EHA, EIPT).	Year 11 outcomes were effected by PA last year	SLT Attendance and SLT PP to meet every half term to ensure intervention and consider further support.	LB	Every half term.

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Table of Expenditure		
Spend	Amount	Rationale
Literacy Catch up teacher	£33,824	Some students entering the school with a low literacy score below expected will be provided with additional literacy support with a specialist teacher to provide quality catch up opportunities.
English teacher	£22,917	To allow for smaller groups sizes for those who require most intervention and subject specialist support.
Maths teacher	£22,917	To allow for smaller groups sizes for those who require most intervention and subject specialist support.
Learning Hub Manager	£17,358	To oversee and provide the provision and support of all pupil premium students within the school. Including one to one interviews, monitoring of intervention, targeted support and guidance.
Learning Hub staff	£49,997	To provide the provision and support of all pupil premium students within the school. Including one to one interviews, monitoring of intervention, targeted support and guidance. To provide attendance monitoring and support for all PP students.
LSA in class support teachers	£43,616	Additional targeted support for PP students in subject areas where they are below targeted in order to make provision and provide guidance to make expected progress.
Maths HTLA	£15,230	The HLTA role is to support students who are below target and provide small group and one to one intervention in order to enable students to make appropriate progress.

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Literacy Co-ordinator	£2,666	To oversee the accelerated reader provision in school. To provide a quality monitoring and support process for PP and other students not reading at their chronological age.
Numeracy Co-ordinator	£2,666	To oversee the programme of accelerating learning in numeracy- provide registration catch up sessions, provide registration targeted resources to students to improve numeracy skills.
Careers Interviews	£1000	Ensuring that PP students have clear destination choices for post 16 and that they do not become NEET – Supporting choice sand providing information and guidance.
Accelerated reader licences and scheme	£1500 per year – part of a 5 year deal	Providing students with the tools to access to increase learning.
Buddy Readers rewards and incentives	£60	6 th form students leading Accelerated reader provision and supporting and mentoring younger students.
One to one tutoring	£150	This is provided for students across a number of faculty areas where students require one to one support. This can be teaching staff, outside agencies or support staff.
Year 7 Residential	£1987	Allowing students enrichment opportunities, engaging with school and the secondary experience.
Summer School	£2796	Year 6 students identified as PP are invited to attend summer school. It provides a range of activities to aid the students in feeling comfortable in entering September.
Curriculum Trips	£895	Providing students with the opportunity to broaden their learning experience

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School Counselling service	£5500	Supporting emotional needs of students and providing well being support.
Music Lessons	£578	Enrichment opportunities for students who are gifted and talented or have a real interest in music.
Curriculum Resources for PP students	£3879	Ensuring all students have a fair access to all areas of the curriculum.
Uniform for PP students	£277	Providing those students who require it with uniform, specialist clothing or PE kit.
IT equipment	£2895	Laptops for loan for students with no access to provision at home
Other miscellaneous resources including Hub resources/ stationary packs/ food etc.	£638	Such as Taxi's, transport, specialist equipment for individuals in order for them to access the curriculum or extra -curricular activity opportunities that are accessible for other students.