

Pupil Premium at Wye School

What is the Pupil Premium?

The Pupil Premium is an allocation of government funding that is given to schools to specifically assist children who fall into at least one of the following groups:

- They are currently eligible for free school meals (FSM)
- They have been eligible within the last six years for FSM
- They have been identified as a Looked after Child (LAC)

In 2018 - 19, the amount that each school receives for pupils within these groups is £935 per student. This money is specifically designed to help us to raise the achievement level of the students in these groups who have previously been identified as being disadvantaged through economic hardship. Looked After Children and those adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order are allocated £2300. We also receive a premium for students whose parents are currently serving in the armed forces. This is currently £300 per student per year. This money is specified to help with the emotional and social well-being of these pupils.

The Pupil Premium Context at Wye School

Wye School is a free school which opened in September 2013. Our PAN (Published Admission Number) is 90 per year group. We currently have Years 7-12 within the school and 19% of students within years 7-11 qualify for Pupil Premium (compared with the national average pupil premium figure of 26%). In our new year 7 22% of students qualify for pupil premium.

What are the main barriers to educational achievement that disadvantaged students face and how can schools best support them?

The Education Endowment Fund (EEF) has a website that looks at as much research as possible on making a difference to pupils' progress. Their work is widely recognised as being a recommended and outstanding source of information. Their toolkit can be used to provide guidance on strategies that are shown to be effective. Several other institutions have also researched the challenges facing students from disadvantaged families. These publications include reports from: The Sutton Trust (Cracking the Code), The Fair Education Alliance, The Social Mobility Commission, Tackling Child Poverty (West Sussex):

Many of the report's findings are common knowledge among schools. They include statements that are relevant to Wye School:

- Low income students make on average half a GCSE grade less progress in Att8 subjects.
- Low income White British groups make the least progress.
- The progress gap is widest in the South East.
- Pupils' achievement is linked to commitment to independent study and low income parents are less likely to be able to help with this given the more complex secondary curriculum.
- SEND and mental health are particularly likely to adversely affect progress. These factors are also more likely to affect low income pupils.
- Low income students are four times more likely to be permanently excluded.
- 50% of exclusions nationally are for pupils with SEND.
- Academically enriching activities may help to support attitudes to school and learning but low income pupils are less likely to participate.
- Disadvantaged students are four times less likely to attend a high tariff university than their peers.
- The gap in literacy and numeracy levels at the end of primary education is 8.2 months.
- Pupils achieve less well in schools which neglect to prioritise KS3 progress.
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The reports encourage schools to invest in best practice, which includes the following points:

- Promote quality first teaching to ensure literacy and numeracy gaps are closed.
- Provide students with a broad educational experience.
- Promote skills that enable self-supported study.
- Low income pupils will benefit from peer group effects in outstanding schools.
- Attainment will frequently precede aspirations.
- Ensure good attendance records of disadvantaged students.
- Promote the high profile of disadvantaged students.
- Pupil progress is highest in outstanding schools with high expectations.

By referring to research undertaken by the authors of these publications and by regularly referring to research published by the EEF, we are confident that our planning for the removal of barriers for disadvantaged students is effective. Strategies from previous academic years are also evaluated to ensure that resources are deployed where they can have maximum impact.

Wye's pupil premium provision is enhanced through personalisation, to ensure maximum impact and raising of aspirations for individuals. Our approach is rooted in the Secrets to Success Pupil Report, as detailed below:

General characteristics of a well-spent Pupil Premium:

- Proper analysis of where pupils are underachieving and why.
- Good use of research evidence, including the Sutton Trust's Toolkit, when choosing activities – our focus is on effective feedback and meta-cognition.
- Focus on high quality teaching, rather than relying on interventions to compensate.
- Frequent use of achievement data to check effectiveness of interventions
- Systematic focus on clear pupil feedback and advice for improving their work.
- Designated senior leader has clear overview of the funding allocation.
- All teachers are aware of their Pupil Premium children so they can take responsibility for progress.
- Strategies are available for improving attendance, behaviour or family links.
- Performance management of staff includes discussions about Pupil Premium children.

2017-2018

In 2017/18, we received £79,715 for pupil premium and pupil premium plus payments.

Targeted Group Support strategies continue to be funded for those identified as needing these boosters. Students also receive personalised support.

Expected Impact of 2017-18 funding.

Through careful allocation of the pupil premium we planned to:

- close the gap in attainment in core subjects.
- continue to ensure that attendance levels remain above 90% for all students.
- further raise reading ages of students with below average levels.
- Increase engagement for lower ability Pupil Premium students through the provision of stimulating alternative education at another setting.
- Continue to ensure that temporary exclusions, for this demographic, are minimised and in line with that for non-Pupil premium students.
- Provide additional opportunities for more able Pupil Premium students in order to increase aspiration and future attainment.

Impact of Pupil Premium Funding.

Through careful allocation of the pupil premium we planned to:

Close the gap in attainment in core subjects.

Year 7 (14 students qualifying for PP)

In Year 7 students qualifying for PP are out performing non PP students in all core subjects by a small margin.

Year Group in 2017	Subject	PP i/c PP+	Non PP	Gap
7	Scaled Reading 100 = ARE	104	101	+3
7	English End of year	36	33	+3
7	Scaled Maths 100 = ARE	102	99	+3
7	Maths End of year	64	57	+13
7	Science	64	55	+11

Year 7 PP students finished the year in a very strong position with respect to their non PP counterparts. Attainment was similarly good in both categories but PP attainment *exceeded* non PP attainment by a small margin.

Year 8

24 students qualify for PP

This year group exhibited our most profound PP / non PP gap in 2016 and the gap remains significant. 4/22 students (=18%) of our PP students in this year group are LAC who require additional structure and support. This year group also contains the highest percentage of PP students overall and for this reason this demographic and year group are an area of focus for 2018.

Year Group in 2017	Subject	PP i/c PP+	Non PP	Gap
8	Scaled reading 100 = ASRE	98	101	-3
8	English	31	35	-11% (-13%)
8	Maths Scaled score 100 = ARE	97	100	-3
8	Maths	43	64	-30% (-24%)
8 SAT levels 2=1 sublevel	Science	44	57	-22% (+ 27%)

We have prioritised this year group so that they receive all teaching from specialists in science which will help to redress the gap that has arisen where previously this did not exist. English have slightly closed their gap but it has opened within Maths. HoD are aware and have used staff wisely to ensure that students receive the best teaching possible in order to help close these gaps.

Year 9

16 PP students

There was a small positive gap for this year group last year. The analysis below shows that PP students have maintained their progress and broadly kept up with their non PP counterparts. There is only a very small gap between these 2 groups.

Year Group in 2017	Subject	PP i/c PP+	Non PP	Gap
9	English	74%	75%	-1%
9	Maths	61	63	-3%
9	Science	118	121	-2%

Year 10

PP 16 students

Note – these are based on current attainment rather than being predictions for Summer 2019. There is no P8 gap for these students but their overall percentages are significantly lower indicating that PP students are making progress in line with their non PP counterparts but are progressing from a lower attainment point.

Year Group in 2017	Subject	PP i/c PP+	Non PP	Gap
10	P8	+0.01	0.00	0
10	4+ including English and Maths	42%	56%	-14%
10	5+ including English and Maths	25%	32%	-7%

Year 11

PP 10 students

Year Group in 2017	Subject	PP i/c PP+	Non PP	Gap
11	Progress 8	-0.18	+0.44	+0.62
11	A8	37.1	49.4	12.3
11	Basics 5+	19 %	55 %	36
11	Basics 4+	44 %	77 %	33

Wye's P8 score places it in the top third of schools nationally (and possibly better than that when numbers are verified in November this year). Overall P8 looks likely to be around +0.33. HPA and MA students did particularly well. However, PP students gained a negative P8 overall which means that this must be an area of focus for the coming year. We were aware that there was a gap and worked hard to try and close this – reducing it significantly over the course of the year. In Spring P8 for PP was measured at -0.64. We worked hard to put in interventions for students to try and close the gap. By Easter the gap had closed to -0.37 and we made further progress prior to the exams themselves – students gaining a P8 = -0.18.

Measure	Spring 1	Spring 2	Predicted
Progress 8	-0.64	-0.37	-0.1
4+ incl EM	25%	31%	31%
5+incl EM	6%	18%	18%

We committed to purchase revision guides for all PP students. 4 PP students also received additional support within the curriculum, having dropped 2 options subjects to facilitate this. We also used AE to inspire and motivate at another site.

3 PP students were new to Wye school at the beginning, or a term into, year 11 which was an additional complication as they were all behind with their attainment and progress. The effect of their addition to the school was to bring the PP P8 down. However, all made significant progress during the year and gained worthwhile results.

Continue to ensure that attendance levels remain above 90% for all students.

Attendance for Pupil premium students was 92.5%, which is an increase on last year. This is below the 95.7% for non PP students (which also represents an increase). Although we met our target this areas remains a focus as PP students remain overrepresented in the PA demographic. Despite a significant drop 16% of PP students were PA (a drop from 21%).

Further raise reading ages of students with below average levels.

Year 7 PP students entered the year with a reading age of 10.1 years on average. Their current reading age average is 12.0 years. They have made an average gain of 1.7 years in 10 months. This means that 90% of PP students have reading ages that are within 6 months of their chronological age.

Year 8 PP students entered the school with a reading age of 10.2 years. They currently have an average reading aged of 12.2 years. This is a gain of 2.6 years in 20 months. 48% percent of PP students within year 8 have a reading ages within 6 months of their chronological age.

As in the previous PP report this gap is closing but there is still work to do in terms of matching reading ages to chronological ages. There remain a few students with a large discrepancy between reading age and chronological age. These students also 1:1 support with their literacy and reading either within an existing lesson or as an out of lesson intervention. This year we have used year 10 as reading mentors for the lower school and this has worked very well. Students with low RA read for 30 mins once a week during tutor time to year 10 students.

We continue to accept a few students with very low RA on entry who have no books at home so it is vital that we have a well stocked library with books that are both age and challenge appropriate for students with low reading ages. In our new year 7 we have students who cannot yet read so this opportunity is vital to maintain. Once again part of last year's PP budget was spent on books in this category and a further quantity of books was purchased over the Summer with a view to inspiring less able readers to continue to engage with books.

Increase engagement for lower ability Pupil Premium students through the provision of stimulating alternative education at another setting.

Year 11

Of the 10 students who receive pupil premium or pupil premium plus (post LAC) payments we identified 5 students who would struggle to access all parts of the traditional academic curriculum.

After extensive research regarding the possibilities that other local schools would be able offer, we settled on Canterbury Academy. 5 students began attending 1 day a week at a cost of roughly £1000 per student. All of the students enjoyed the experience. One received a prize for coming top in his catering group. All increased in confidence. As they entered year 11 two students accessed work experience. Both now have places at college in their chosen careers – tree surgery and music technology. A third student trained for her BHS one day a week and has realised her goal of working with horses post 16. Two others were keen to continue at CA to obtain certificates for their work and have now completed their courses. Parental and student feedback from these opportunities has been excellent.

Continue to ensure that temporary exclusions, for this demographic, are minimised and in line with that for non-Pupil premium students.

A total of 29 students have received temporary exclusions this academic year. The exclusions totalled 68 days. 11 of these students are in receipt of pupil premium payments. 38.5 days were attributable to PP students with 17 days being due to 1 student. This is an over representation of PP students within this category. All three students who have the highest levels of exclusions are LAC and we are working very closely with social services to ensure that exclusions are very limited in number and are effective.

Provide additional opportunities for more able Pupil Premium students in order to increase aspiration and future attainment.

During enrichment week this year we authorised part payment for all FSM students so that they were able to access a large range of activities throughout the week at a reduced rate. Opportunities included foreign residential trips, attending an activity centre for 3 days on a residential trip, theatre trips and curriculum based trips. 53/86 students received some financial help to engage with these opportunities.

We have offered similar opportunities throughout the year for the large variety of trips that student are offered. In addition enrichment opportunities that require a payment such as mandarin and golf are also subsidised in this fashion. The support is discrete with respect to the individuals involved but well publicised within the school community so that students are not restricted by their financial situation.

We have been able to pay for Music lessons for some of our PP students and ensured that some of year 10 PP students know more about university through encouraging them to attend a residential access course.

PP students embarking on the Duke of Edinburgh course have also had the fees paid for this qualification and payments made towards the cost of their expeditions.

We make it very clear to parents that we do have funds that can be used for PP students and will consider any request for money that we believe will advantage the student academically.

2018-2019

Funding for 2018 -19 is based on 88 students: payment is not confirmed as current government allocations on the D of E site underestimate student numbers but we estimate we will be paid in the region of £90,000

Targeted Group Support strategies continue to be funded for those identified in Year 8-11 as needing these boosters. Students also receive personalised support. Year 7 students for whom the school receives Pupil Premium will also be in receipt of both group and personalised support.

Expected Impact of 2018-19 funding.

Through careful allocation of the pupil premium we plan to:

- Continue to close the gap in attainment in core subjects. We will focus on the year groups already identified in this report where the biggest gaps exist.
- Continue to ensure that attendance levels remain above 92% for all students.
- Further raise reading ages of students with below average levels.
- Continue to ensure that temporary exclusions, for this demographic, are minimised and in line with that for non-Pupil premium students.
- Provide additional opportunities for more able Pupil Premium students in order to increase aspiration and future attainment. This will include paying for PP students to complete Duke of Edinburgh courses.
- Ensure that we have smaller class sizes for students in core subjects. We still have 4 sets for core subjects despite a PAN of 90. This is an expensive decision but one we stand by in terms of student attainment. Our recent GCSE results would seem to suggest that this is a successful approach.
- Include intervention periods staffed by teachers as well as TA within the curriculum.
- Include mindfulness for students who are anxious about home situations, as well as a quiet space for reflection when required.
- Raise aspirations and interest through the united learning access programme.

- Enrich the curriculum for some PP students by paying for music lessons that they otherwise could not access.
- Ensure that there is a wide range of interventions for all students to support and scaffold their GCSE performance. These will include booster and drop in sessions for all subjects, walking talking mocks in English and Maths week, Use of UL exam resources in maths with extra support from subject advisors.
- Provide a mentor for all year 11 PP students, where progress can be discussed through regular mentor meetings.