

Pupil Premium Strategy 2017-18

Summary information					
Academic Year	2017-18	Total PP budget (incl. LAC and AFC) Total PP+ budget (LAC and AFC)	£237,655 approx. inc. PP+ budget of £13,300	Date of the next external review	September 2018
Total number of pupils Y7-13	2010	Number of pupils eligible for PP (incl. LAC and AfC)	249	Date of most recent external review	May 2015

Our Pupil Premium strategy has been informed by the following evidence:

- Analysis of school progress and attainment data and our Data Driven Action process
- Our self-evaluation process including staff, governor, parent and student feedback
- Review and evaluation of the 2014-15 and 2015-16 Pupil Premium Spending Strategies
- Research and reading including Pupil Premium research papers and *7 building blocks of success* DfE document (2015)
- External Pupil Premium Review (May 2015)
- Good practice visits to local and regional schools

Summary of the main barriers to future educational achievement faced by pupils eligible for PP at Wilmslow High School (including for high prior attaining students)

Underneath the gaps in performance at Wilmslow High School for disadvantaged students lie a series of other gaps. If we can close these, we will close the gaps in performance. The 2016-17 strategy document details planned actions to address these gaps. Further research evidence on these gaps can be found in *Appendix 1 PP research*

1	Gap in parental engagement as evidenced through attendance at parental support evenings
2	Gap in aspiration as evidenced through completion of the aspiration questionnaire and application to our Sixth Form
3	Gap in academic self-concept as evidenced through attendance to school
4	Gap in amount of time spent working hard in lesson as evidenced in attendance in lessons and progress data
5	Gap in amount of time spent working hard on homework as evidenced in work scrutiny
6	Gap in the amount of time involved in extracurricular activity as evidenced in wider curriculum audit
7	Gap in the pride taken in work as evidenced through work scrutiny
8	Gap in cultural capital as evidenced through engagement with participation with wider curriculum activities

Our strategy is informed by the DfE document *Supporting the attainment of disadvantaged pupils*, November 2015

Planned expenditure 2017-18					
i. Quality teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
To provide a whole-school ethos of attainment for all by reviewing the Progress 8 curriculum in key stages 3 and 4 including improving high quality teaching for all by introducing low-prior attainer literacy and numeracy groups in key stage 3 and 4.	To ensure that 100% of PP students are following an appropriate Progress 8 curriculum	<p>Progress 8 curriculum: In summer 2016, PP students were missing 27% and 8% respectively of E Bacc and Open qualifications, compared to 12% and 3% for non PP students. This had a significant impact on overall PP performance. Link to barriers: 1, 2, 3 and 8</p> <p>Self-evaluation over 2016-17 identified the need to better support low prior attaining students in key stage 3: In 2016-17, 33% of PP students in Years 7-9 were in Key Groups 1 and 2, and to rework the SUTS programme as part of a programme of key stage 3-4 accelerated learning to support low prior attainers. Link to barriers: 3, 4, 5 and 7</p>	<p>Ensure appropriate staffing coordinated at the same time as timetabling of other groups for low prior attainer groups and look to build capacity further in 2017-18.</p> <p>Ensure appropriate identification of students by attainment rather than behaviour for low prior attainer groups.</p>	JP RP	<p>Review of Progress 8 coverage in summer 2018</p> <p>Review of introduction of low prior attaining groups through timetable and grouping meetings in spring 2018</p>
To ensure high quality teaching for all by investing in assessment and tracking systems	To build a more sharply focused picture of PP students' academic potential and performance so that performance gaps can be identified sooner and more accurately	<p>Self-evaluation that we need to know more about the performance of our PP students, particularly in key stage 3, and that we need more focus on the prior attainment of students so that work can be accurately pitched. Link to barrier 3</p>	Data briefings timetabled over the course of 2017-18 to increase staff understanding of student data.	RP TM	Review at summative assessment points 1 (Feb 2018) and 2 (July 2018)
To deploy staff effectively by increasing leadership capacity to raise attainment for PP students	To improve performance in Maths through recruitment of an additional TLR post holder	<p>Self-evaluation that we need to develop our raising attainment leadership capacity with further roles with a raising attainment focus in 2017-18 Link to barriers 4 and 5</p>	Ensure that good practice is spread across English, Maths and Science teams through use of Friday planning meetings and English/ Maths attendance at Key Group action meetings.	JP	GCSE performance in summer 2018
Total budgeted cost					£46,515

Planned expenditure 2017-18					
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
To meet individual learning needs by staffing and resourcing an Inclusion Base	To improve performance and attendance outcomes for PP students in the Inclusion Base	We have a small number of high need students who require intensive Inclusion support. In 2016, 14 students were 'outliers' with a P8 score of -2 or below. 43% were PP, representing 14% of the disadvantaged cohort, compared to 3% of the non-PP cohort. Similarly, in 2017, 7 PP students had a combined progress 8 score of -20.61. Link to barriers 3, 4 and 5	Weekly Key Group meetings built into the calendar for 2017-18 to link Inclusion to the Key Group process	DC	Monitoring of the performance and attendance of PP Inclusion students in summer 2018
To meet individual learning needs by staffing and resourcing a Reintegration Base	To improve performance and attendance outcomes for PP students in the Reintegration Base	School self-evaluation has identified Key Group 4: students with medical and anxiety issues, as being the group most likely to have low attendance and underperform academically. In 2017, 16% of the Year 11 PP cohort were Key Group 4 students. Link to barrier 3	SWK to work with English team in order to join up curriculum team and Reintegration interventions.	DC	Monitoring of the performance and attendance of PP Reintegration students in summer 2018
To be data driven and responsive to evidence by resourcing Year 11 intervention forms and Tactical Drop Down	To improve the performance of identified PP students	School self-evaluation identified activities that had impact in 2016-17 including Breakfast Club and Tactical Drop Down; therefore we intend to more of these activities in 2017-18, and earlier with a particular focus on boys with entrenched underperformance patterns. Link to barriers 3, 4 and 5	Implement Tactical Drop Down and Breakfast Form from the start of Year 11. Ensure sufficient Maths teachers available in form time to deliver Maths form time programme. Invite Maths/ English KS4 leads to Key Group Action meeting to join up action	RP	Monitoring of the performance of Tactical Drop Down and Year 11 form students in summer 2018
Total budgeted cost					£125,000

Planned expenditure 2017-18					
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
To address behaviour and attendance by resourcing the 2017-18 attendance plan	To improve the performance of disadvantaged students to 93.5% in 2018-19	Attendance for PP students in 2017 was 91.3% compared to a national average for PP students of 92.2%. Performance data in 2017 indicates that students with low attendance are more likely to underperform. Link to barrier 3	SM to work with the PP Administrator to ensure that action by 'One Education' is focused on PP students	SM	Ongoing attendance monitoring by SM
To provide a whole-school ethos of attainment for all by resourcing an independent careers advisor	To ensure that 100% of Pupil Premium students from Year 9 upwards receive independent careers advice	See evidence below for the impact of lack of aspiration (barrier 2) on the performance of PP students	MV to ensure that work of AR is sharply focused on improving the aspirations of PP students identified from aspiration data	MV	Review of 2017-18 spend in spring/ summer 2018
To deploy staff effectively by resourcing a PP Lead and a Administrator role	To ensure that 100% of Pupil Premium students have a named person so that no student 'slips under the radar' and that contact is maintained with 100% of Pupil Premium families	See evidence below for the impact of lack of parental engagement (barrier 1) on the performance of PP students	Support provided for MV and LC through shift in line management of Curriculum Team Assistants in 2017-18 to provide extra capacity where required.	MV	Review of 2017-18 spend in spring/ summer 2018
To meet individual learning needs through use of Basic Needs resourcing	To ensure that all Pupil Premium students can access our Whole Curriculum	See evidence below for the impact of lack of cultural capital (barrier 8) on the performance of PP students	MV/ LC will monitor use of spend to ensure that this is well-focused on improving student learning	MV	Review of 2017-18 spend in spring/ summer 2018
Total budgeted cost					£65,000

2017-18 Pupil Premium Strategy supporting research and reading

Underneath the gap in performance for disadvantaged students lie a series of other gaps. If we can close these, we will close the gap in performance between disadvantaged and non-disadvantaged students.

The following research documents and web links have been used to help identify the barriers to learning our disadvantaged students face. These 'gaps' and research links have been referenced in the strategy document.

1. **Gap in parental engagement:** Simon Burgess suggests in *Understanding the Success of London's Schools* (Oct 2014) that higher pupil aspiration, ambition and engagement in London's ethnic communities lead to high performance. The *Fair Education Alliance Report Card* reports information from the SMPCPC report *Downward Mobility, opportunity hoarding and the 'glass floor'* (June 2015) that "bright children from poor backgrounds are less likely to become high earning adults than 'less able' children from more affluent backgrounds

<http://www.bristol.ac.uk/media-library/sites/cmpo/migrated/documents/wp333.pdf>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447575/Downward_mobility_opportunity_hoarding_and_the_glass_floor.pdf

The importance of close links with parents and increasing community support is one of 9 key factors identified in a report on *Raising the Achievement of White Working Class Pupils* (2014). See link below box. The Fair Education Alliance report of 2016 (see link below box) finds that "parent and carer engagement is a neglected part of secondary education."

http://www.lambeth.gov.uk/rsu/sites/lambeth.gov.uk/rsu/files/Raising_the_Achievement_of_White_Working_Class_Pupils_-_Barriers_and_School_Strategies_2014.pdf

The *Family Learning Works* report below (2013) recommends that "schools should utilise funding, such as PP, to ensure that the parents and carers of children, particularly those from disadvantaged backgrounds, are offered high-quality family learning programmes."

2. **Gap in aspiration:** Research published in November 2014 on the Sibling Spillover Effect found that "this effect is considerably higher for siblings from deprived backgrounds, where siblings sharing of school knowledge might compensate for lack of parental information."

<https://www.iser.essex.ac.uk/research/publications/working-papers/iser/2014-40>

The Fair Education Alliance Report (2016) argues that "Senior school leaders, supported by named middle leaders with front-line visibility, should lead and develop a whole-school approach to student career development, building strong long-term partnerships with one or two key businesses. Evidence suggests that fewer, stronger school-business partnerships work best."

<http://static1.squarespace.com/static/543e665de4b0fbb2b140b291/t/570d7fac37013bba012cc50f/1460502515137/Fair+Education+Alliance+Report+Card+2015.pdf>

The Ikm report into the underrepresentation of white working class boys in higher education below reports that “when children are born 97% of all parents want them to go to university, but when these children reach 14, 53% of low-income parents and 81% of high-income parents believe the child will go to university

http://www.lambeth.gov.uk/rsu/sites/lambeth.gov.uk.rsu/files/Raising_the_Achievement_of_White_Working_Class_Pupils_-_Barriers_and_School_Strategies_2014.pdf

3. **Gap in academic self-concept:** Research published in June 2016 by the Sutton Trust found that “*academic self-concept and aspirations both play a significant part in shaping students’ chances of A-level entry, over and beyond the important influence of background.*” It is also worth noting that “*students from schools with a higher proportion of students eligible for free school meals were found to have significantly higher academic self-concepts.*” (*Believing in Better*, June 2016)

<http://www.suttontrust.com/wp-content/uploads/2016/06/EPPSE-final-Believing-in-Better.pdf>

The importance of good support for the transition between primary and secondary is one of 9 key factors identified in a report on *Raising the Achievement of White Working Class Pupils* (2014)

4. **Gap in amount of time spent working hard in lesson:** This might be caused by absence from school, absence from the lesson or lack of commitment within the lesson. The House of Lords Report, *Overlooked and left behind: improving the transition from school to work for the majority of young people* (April 2016) stresses the following qualities: communication, team working, resilience, self-management. These qualities are best developed by students being in the classroom with their peers.

<http://www.publications.parliament.uk/pa/ld201516/ldselect/ldsocmob/120/120.pdf>

The research brief on *Supporting the attainment of disadvantaged pupils* (DfE Nov 2015) found that the strategies considered to be most effective focused on teaching and learning, especially: paired or small group additional teaching and one-to-one tuition, strategies supported by the Education Endowment Fund toolkit.

5. **Gap in amount of time spent working hard on homework:** The OECD report *Does homework perpetuate inequalities in education* (Dec 2014) found that advantaged students did 1.6 hours per week of homework more than disadvantaged students. An IoE report into *Out of school activities during primary school and KS2 attainment* (April 2016) found “*a positive linear relationship between amount of time spent on homework per week and KS2 total points score.*” This report also found that attending after school club “*was positively related to progress among disadvantaged children.*” The Sutton Trust report *Believing in Better* (June 2016) found that, “*time spent on homework is linked with stronger self-belief and aspirations as well*

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as promoting better academic outcomes... Disadvantaged students should have additional encouragement and support to enable them to engage in self-directed study, do sufficient homework and read more books, the activities that provide extra academic dividends and are linked to aspirations and self belief. Schools should provide such opportunities where they are unlikely to be available at home."

http://www.keepeek.com/Digital-Asset-Management/oced/education/does-homework-perpetuate-inequities-in-education_5jxrhqhtx2xt-en#page1

6. **Gap in the amount of time involved in extracurricular activities:** An IoE report into *Out of school activities during primary school and KS2 attainment* (April 2016) found that after school club participation was *"positively associated with attainment outcomes... Research suggests that participation in enriching activities out of school can have positive outcomes, particularly for the most disadvantaged children."*

<http://www.natcen.ac.uk/media/1135440/CLS-WP-2016-Out-of-school-activities-during-primary-school-and-KS2-attainment.pdf>

The Fair Education Alliance report of 2016 (see link below box) suggests that schools should develop a *"whole-school integrated approach to the character development of pupils, including a focus on social and emotional skills and good mental health."*

7. **Gap in the pride taken in work:** Ensuring that students have high quality stationery may assist as part of this.
8. **Gap in cultural capital:** An IoE report into *Out of school activities during primary school and KS2 attainment* (April 2016) found that reading for enjoyment *"was significantly related to attainment."* Research by the IoE into *Vocabulary from adolescence to middle age* (November 2014) found that *"reading is distinctive, and is important to learning in a way that other forms of cultural participation are not... We found that both social class at 42 and qualifications attained by 42 were linked to vocabulary growth ...What people read mattered as much as how often they read. Those who read high-brow fiction made greater vocabulary gains...Finally, our previous work showed that reading for pleasure was linked to cognitive progress up to age 16."* Research published in June 2016 by the Sutton Trust found that the home learning environment *"shapes students' confidence in their own abilities as well as aspirations. Schools need to provide extra support for those students whose families are unable to offer such home learning experiences."* It recommends, *"support to encourage reading for pleasure, educational trips and out-of-school studying opportunities should be provided to promote attainment for disadvantaged students at all ages."*