

## Pupil Premium Strategy 2017-18

Summary information					
<b>Academic Year</b>	2017-18	<b>Total PP budget (incl. LAC and AFC)</b> <b>Total PP+ budget (LAC and AFC)</b>	£237,655 approx. inc. PP+ budget of £13,300	<b>Date of the next internal review</b>	November 2017
<b>Total number of pupils Y7-13</b>	2010	<b>Number of pupils eligible for PP (incl. LAC and AfC)</b>	249	<b>Date of most recent external review</b>	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 current evaluation suggests that we have had some success in closing gaps 1 and 2, but still need to focus on gaps 3 to 5 in particular.

We are committed to the pursuit of excellence for every student, every day

**Our Pupil Premium Strategy is aligned against our 3-year School Improvement Plan:**

1. Powerful Curriculum
2. Strong Leadership and Effective Systems
3. A Professional Learning School
4. Young People of Character
5. School at the Heart of the Community

**Actions to raise attainment for disadvantaged students are embedded in our Raising Attainment Plan**

	<b>6 desired outcomes</b>	<b>Link to SIP</b>
1	All students, particularly disadvantaged and SEN students, follow an appropriately broad and balanced 'Progress 8' curriculum	Strand 1: Powerful Curriculum
2	Effective teaching of all students, particularly 'hard to reach' students, and particularly disadvantaged and SEN students	Strand 3: Professional Learning School
3	Rigorous tracking of all students, particularly disadvantaged and SEN students informed by accurate assessment across all teams	Strand 2: Strong leadership and effective systems
4	Effective action from Year 6-7 onwards that makes a difference to students' performance, particularly disadvantaged and SEN students	Strand 2: Strong leadership and effective systems
5	The pursuit of excellence for all students, particularly disadvantaged and SEN students, by all teachers, parents and students	Strand 4: Young People of Character
6	All students, particularly disadvantaged and SEN students, doing the right amount of hard work in class, at home, learning information and in exam preparation	Strand 4: Young People of Character

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

1. Whole school ethos of attainment for all
2. Addressing behaviour and attendance
3. High quality teaching for all
4. Meeting individual learning needs
5. Deploying staff effectively
6. Data driven and responding to evidence
7. Clear and responsive leadership

## Pupil Premium strategy 2017-18

### 1. A Powerful Curriculum: To improve the participation and performance of Pupil Premium students within a Whole Curriculum

Desired Outcome	Action (RAG)	Rationale	Proposed build for 2017-18	Measurement of impact [of PP expenditure]
100% of PP students follow an <b>appropriate Progress 8 curriculum</b> (including Key Group 3 students)	1.1 Reduce the number of PP students not following an appropriate Progress 8 curriculum in Years 7-11	Link to Raising Attainment action 1: 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. Link to gaps 1, 2, 3 and 8 7 Building Blocks: 1 & 2	Continued roll out of Raising Attainment action 1	Further improvement in no. of PP students following a Progress 8 curriculum from the 2017 baseline.
	1.2 Track curriculum choices of all PP students to ensure these are appropriate to attainment and aspiration		Continued development of IAG programme for PP students (see <b>Do More Be More</b> proposal) to further develop Building Blocks 1 & 2. See 4.4	All PP students received personalised IAG on appropriately challenging Y9-10 and Post-16 choices
	1.3 Introduction of low prior attainer curriculum in years 7-9 increase literacy and numeracy time		In 2016-17, 33% of PP students in Years 7-9 were in Key Groups 1 and 2 Link to gaps 3, 4, 5 and 7 7 Building Blocks 3	£20,000 (increased spend) Funding of 3 ppw literacy programme, 3 ppw numeracy programme and 8 ppw Alps programme to further develop Building Blocks 5
100% of PP students participating in <b>Wider Curriculum activities</b>	1.4 Improve Wider Curriculum provision and tracking	Link to gap 6. See evidence in <i>Appendix 1 PP research</i>	£4,000 (reduced spend) Improved targeting and tracking of financial support. Introduction of Wider Curriculum Report in summer 2017 to build on Building Block 2	100% of PP students participating in Wider Curriculum activities
Improvement in outcomes of <b>Key Group 4-5</b> PP students	1.5 Improve outcomes for students in Key Groups 4-5 through work undertaken by Inclusion Team	Link to Raising Attainment actions 1 and 6: 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.	£60,000 (same spend on Inclusion Team) but also added spend on Reintegration Base	Improvement in impact scores from the 2017 baseline
Improvement in outcomes of <b>Key Group 1-2</b> PP students	1.6 Continue to develop SUTS curricular provision	7 Building Blocks 4	£20,000 (increased spend) Spend on extension of SUTS breakfast club to 5 ppw and SUTS HoH programme to further develop Building Blocks 2 & 5	Improvement in impact scores from the 2017 baseline

**2. Strong leadership and effective systems :** *Clear, responsive and accountable leadership that promotes the pursuit of excellence for all supported by effective and efficient systems*

Desired Outcome	Action (RAG)	Rationale	Proposed build for 2017-18	Measurement of impact [of PP expenditure]
Clear allocation of <b>roles and responsibilities</b> for efficient and effective use of PP funding and ensuring that no PP child is invisible	2.1 Appointment of LG PP lead	7 Building Blocks of Success 7 Link to gap 2 and 3	£15,000 (increased spend) Appropriate proportion of MV salary	Over the course of 2017-18: 100% of students involved in 1-1 or student voice 100% of students with a raising attainment action in place across Y7-11
	2.2 Development of PP Administrator role	7 Building Blocks of Success 2 and 5 Link to gap 1	£20,000 (increased spend) Further development of PP Administrator role to build on Building Block 2 and 5	Contact established with 100% of PP parents and improved engagement against 2017 baseline
Rigorous tracking of all PP students, informed by accurate assessment across all teams	2.3 Development of assessment and tracking system across Years 7-11 including focus on Key Groups	Link to Raising Attainment action 3 7 Building Blocks of Success 6 Link to gap 3	£5000 (same spend) Continued development of tracking through Class Charts and GL Assessment data to build on Building Block 6	100% of PP students with a named person Staff and student voice on impact of data and KS3 performance reports showing ability to track students
Effective <b>high quality interventions</b> for PP students from Year 6-7 onwards that make a difference to performance	2.4 Develop range of whole-school interventions [including the support of additional 1:1 and small group inputs, particularly in maths and English]	Link to Raising Attainment action 4 and 7 Building Blocks of Success 4 Link to gap 3	£60,000 (increased spend) Further development of whole-school interventions through Reintegration Tutor role and Reintegration Base to build on Building Blocks 3 and 5, and enhanced provision for low and high prior attaining PP students through funding of KG 2 and 3 self-supported study programmes to further develop Building Blocks 1 & 2	Improvement in impact scores from the 2017 baseline
PP spend and student progress held to account by the associate <b>governor</b>	2.5 Implement programme of governor challenge	7 Building Blocks of Success 7	Further development of governor challenge	Regular meetings through 2017-18

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**3. A professional Learning School:** High quality staff development ensuring that all Pupil Premium students receive high quality teaching and support that is personalised to their needs and helps them to achieve their personal best

Desired Outcome	Action (RAG)	Rationale	Proposed build for 2017-18	Measurement of impact [of PP expenditure]
Improve <b>high quality teaching of 'hard to reach'</b> PP students	3.1 Professional Learning Group focused on teaching 'hard to reach' PP students through development of MAPA	Link to Raising Attainment action 2 and 7 Building Blocks of Success 3 Link to gaps 4, 5 & 7	Group led by GJ, CG and CB to develop effective teaching of low prior attainer groups	S Score/ GL performance for support group students
	3.2 Ensure systems and structures support effective teaching of 'hard to reach' PP students	Link to Raising Attainment actions 2 & 5, and 7 Building Blocks of Success 3, 5 & 7 Link to gaps 3, 4 & 5	N/A Continue to develop pursuit of excellence through grouping, staffing and timetabling decisions to build on Building Block 7	Further reduction in number of non-optimal groupings in 2017-18
Seek out and <b>share innovation and expertise</b> on the teaching and learning of PP students	3.3 Make links with similar schools with a track record of success with PP students to share good practice	7 Building Blocks of Success 3  Link to gaps 4 and 5	£4,000 (same spend) Programme of good practice visits developed through RSL meetings to build on Building Block 7	Good practice visits used to increase expertise in key areas identified by Outcomes SED
100% of PP students make use of <b>web based tools</b>	3.4 Purchase and implementation of web based support materials: eg. Maths Watch	7 Building Blocks of Success 2  Link to gaps 4 and 5	£2,000 (increased spend) Maintain license for software and investigate similar packages for use in EBac and Open basket subjects to support progress	All PP students have accessed web based support sites
Increase the amount of <b>guided reading</b> for eligible PP students	3.5 Work with KB to ensure that all eligible PP students are engaging in appropriate guided reading	7 Building Blocks of Success 2 & 4  Link to gaps 3, 4, 5 & 8	£2,000 (increased spend) Character focused drive on reading at KS3 with incentives to make increased use of the LRC	Improved Accelerated Reader scores and literacy scores for PP students

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**4. Young People of Character:** High expectations of all students, and an expectation that Pupil Premium students can pursue excellence in every lesson, every day, and adopt a 'Do more, be more' approach

Desired Outcome	Action (RAG)	Rationale	Proposed build for 2017-18	Measurement of impact [of PP expenditure]
Improve <b>attendance</b> of PP students from 2016 baseline (for both attendance and PA)	4.1 Implement strategies to improve the attendance of PP students	Attendance of 91.9% for PP students in 2015-16: 0.9 below the national average for PP students.  Link to raising attainment action 6 Link to gaps 1, 2, 3, 4 & 5	Shift in spend Shift spend from Student Managers to reintegration proposal including first day calling for key students by LC as part of LC spend	Improvement in attendance and PA figures of PP students from 2017 baseline
100% of PP students work hard on <b>homework</b> and take pride in their work	4.2 Introduce a whole school homework intervention: Progress Lab	Link to raising attainment action 6 Link to gap 5 7 Building Blocks of Success 2, 4, 5, 7	£5,000 (same spend) Continued development of Progress Lab suite of activities for example through more focus on learning/ memory skills	Improvement in number of PP students engaging with Progress Labs from 2017 baseline
PP students spend more time <b>practising taking exams</b> and developing revision skills	4.3 Extend Exam Thursdays through Progress Lab	Link to raising attainment action 6 Link to gap 8 7 Building Blocks of Success 2, 4, 5, 7	Development of exam monitoring and Exam Wednesdays	Measure impact of PP engagement with Exam Wednesday and Thursday programme
100% of PP students have an <b>ambition</b> appropriate to their attainment and appropriate IAG support	4.4 Implementation of Aspirations Questionnaire and follow up	Link to gap 2 7 Building Blocks of Success 2, 4, 7	£5,000 (same spend) Continued development of IAG programme for PP students (see <b>Do More Be More</b> proposal) to further develop Building Blocks 1 & 2: including spend on AR and Business Partnerships	100% of PP students have an ambition appropriate to their attainment and appropriate IAG support
100% of PP students have access to additional <b>social and emotional support</b> in school	4.5 Programme of social and emotional support in place	Impact on gaps 2, 3, 4, 5, 6 and 7	Shift in spend Consider repurposing of some of spend to finance Reintegration Base and develop Building Blocks 1, 4 and 5	100% of PP students have access to additional social and emotional support in school

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**5. A School at the Heart of the Community :** *It takes a village to raise a child: effective and targeted collaboration and communication to support the needs and aspirations of students*

Desired Outcome	Action (RAG)	Rationale	Proposed build for 2017-18	Measurement of impact [of PP expenditure]
100% of PP students <b>parents involved</b> with their child's education	5.1 Develop communication with PP families including through the Stronger Families initiative	Link to gap 1 7 Building Blocks of Success 1, 2 & 7	£1,000 (same spend) Use of URC undercroft as the regular venue for off site parent meetings and guidance and support sessions for identified families	100% of PP students parents involved with their child's education
100% of PP students have at least one <b>employer engagement</b> annually	5.2 Further development and roll out of the Achievement Partners programme	Link to gap 2 7 Building Blocks of Success 1, 2 & 7	Shift of spend Continued development of IAG programme for PP students (see <i>Do More Be More</i> proposal) to further develop Building Blocks 1 & 2. See 4.4 above as well as PP a priority of new Business Partner Programme	100% of PP students have at least one employer engagement annually
100% of PP students make a smooth and <b>effective academic and pastoral transition</b> from Year 6	5.3 Continuing collaboration with primary school partners over sharing of PP strategies and information and a high quality academic and pastoral transition programme	Link to gap 3 7 Building Blocks of Success 1, 2 & 7	£5,000 Continued development of 'knowing our students better' work through WEP to improve security of learning and further develop Building Block 6. Further development of Summer School programme e.g. Reading School	100% of PP students make a smooth and effective academic and pastoral transition from Year 6
100% of PP students feel that they can <b>access the same opportunities</b> as non-PP students	5.4 A basic needs for learning fund is available to subsidise costs of uniform, equipment, transport and visits on an individual basis	Link to raising attainment action 5 Link to gap 3 7 Building Blocks of Success 1, 2 & 7	£10,000 (reduction of spend) Support better targeted at those families most in need with every request considered on an individual basis and a method of impact established for each request	100% of PP students feel that they can access the same opportunities as non-PP students