

# Pupil Premium - review of expenditure for 2017-18

i. Quality teaching for all																																		
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons learned (And whether you will continue with this approach)	Cost																														
<p>i (a) To provide a <b>whole-school ethos of attainment for all</b> by reviewing the Progress 8 curriculum in key stages 3 and 4 including improving <b>high quality teaching for all</b> by introducing low-prior attainer literacy and numeracy groups in key stage 3 and 4.</p>	<p>To ensure that 100% of PP students are following an appropriate Progress 8 curriculum</p>	<p>Yes: % of PP students following a Progress 8 curriculum:</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2018 excl*</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>EBacc filled</td> <td>41%</td> <td>49%</td> <td>79%</td> <td>94%</td> <td>98%</td> </tr> <tr> <td>Average</td> <td>2.22</td> <td>2.20</td> <td>2.51</td> <td></td> <td></td> </tr> <tr> <td>Open filled</td> <td>86%</td> <td>82%</td> <td>81%</td> <td>97%</td> <td>95%</td> </tr> <tr> <td>Average</td> <td>2.78</td> <td>2.59</td> <td>2.68</td> <td></td> <td></td> </tr> </tbody> </table> <p>*Excluding SEN and Inclusion students</p> <p>Yes: The introduction of the HITS literacy and numeracy programme in KS4 correlates with an improvement in the progress of low-attaining disadvantaged students of 0.99 in English (2016-18) and 0.26 in Maths (2016-18). Details of the impact of the KS3 programme can be found in the Catch Up Spend document: Further details can be found at this link</p> <p><a href="https://wilmslowhigh.fireflycloud.net/school-improvement-plan/self-evaluation-documents-and-ofsted-preparation/outcomes">https://wilmslowhigh.fireflycloud.net/school-improvement-plan/self-evaluation-documents-and-ofsted-preparation/outcomes</a></p>		2016	2017	2018	2018 excl*	2019	EBacc filled	41%	49%	79%	94%	98%	Average	2.22	2.20	2.51			Open filled	86%	82%	81%	97%	95%	Average	2.78	2.59	2.68			<p>This approach has been further refined for 2018-19 with additional teaching resource and bespoke rooms, more effective deployment of staffing and more time given to collaborative planning across HITS groups. Also the suggested introduction of a Subject Expertise Group for teachers of HITS groups to further strengthen expertise in teaching 'hard to reach' students.</p> <p>This approach will be developed further in 2018-19</p>	<p>£35,000</p>
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<p>i (b) To ensure <b>high quality teaching for all</b> by investing in assessment and tracking systems</p>	<p>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>	<p>Yes: The introduction of GL assessments has allowed us to measure the progress of students across key stage 3 in English, Maths and Science against their starting points at the end of key stage 2</p>	<p>Use of GL assessments has highlighted the learning loss that can occur, particularly for SEN students, between key stage 2 tests undertaken in May or Year 6 and Transition Tests undertaken in September of Year 7.</p> <p>This approach will be continued in 2018-19</p>	<p>£5000</p>																														

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons learned (And whether you will continue with this approach)	Cost								
i (c) To <b>deploy staff effectively</b> by increasing leadership capacity to raise attainment for PP students	To improve performance in Maths through recruitment of an additional TLR post holder	Yes <table border="1"> <tr> <td colspan="2">Improvement in 1 year in the proportion of PP students gaining:</td> </tr> <tr> <td>Maths 9-4</td> <td>+18%</td> </tr> <tr> <td>Maths 9-5</td> <td>+24%</td> </tr> <tr> <td>Maths 9-7</td> <td>+7%</td> </tr> </table>	Improvement in 1 year in the proportion of PP students gaining:		Maths 9-4	+18%	Maths 9-5	+24%	Maths 9-7	+7%	This approach has been further refined for 2018-19 to increase raising attainment capacity in Science. <i>This approach will be developed further in 2018-19</i>	£6,515 for TLR 2.1
Improvement in 1 year in the proportion of PP students gaining:												
Maths 9-4	+18%											
Maths 9-5	+24%											
Maths 9-7	+7%											

## ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons learned (and whether you will continue with this approach)	Cost								
ii (a) To <b>meet individual learning needs</b> by staffing and resourcing an Inclusion Base	To improve performance and attendance outcomes for PP students in the Inclusion Base	No: Performance <b>declined</b> for PP students from Year 11 starting points, and attendance fell but not dramatically <table border="1"> <thead> <tr> <th>Programme</th> <th>No. of Y11 PP students</th> <th>P8 Impact</th> <th>Attendance Impact</th> </tr> </thead> <tbody> <tr> <td>Inclusion</td> <td>4</td> <td>-0.2</td> <td>-4.9%</td> </tr> </tbody> </table>	Programme	No. of Y11 PP students	P8 Impact	Attendance Impact	Inclusion	4	-0.2	-4.9%	This approach needs developing to prevent entrenched school refusal, which makes it difficult to impact in Year 11. This will partly be done by swifter initial action with legacy high need families and ensuring greater support for the LA in tackling school refusal. <i>This approach will be developed further in 2018-19</i>	£70,000
Programme	No. of Y11 PP students	P8 Impact	Attendance Impact									
Inclusion	4	-0.2	-4.9%									
ii (b) To <b>meet individual learning needs</b> by staffing and resourcing a Reintegration Base	To improve performance and attendance outcomes for PP students in the Reintegration Base	Yes: Performance improved <b>significantly</b> for PP students from Year 11 starting points: 60% of whom met or exceeded national expectations <table border="1"> <thead> <tr> <th>Programme</th> <th>No. of Y11 PP students</th> <th>P8 Impact</th> <th>Attendance Impact</th> </tr> </thead> <tbody> <tr> <td>Reintegration Form</td> <td>5</td> <td>+0.7</td> <td>-0.3%</td> </tr> </tbody> </table>	Programme	No. of Y11 PP students	P8 Impact	Attendance Impact	Reintegration Form	5	+0.7	-0.3%	The impact data suggests that use of intervention forms is an effective way to support underperforming students; therefore this approach has been further developed for 2018-19 with the introduction of an Academic Catch Up Base and resourcing of an Academic Catch Up Lead who can liaise more effectively with curriculum teams to support underperformance.	£35,000
Programme	No. of Y11 PP students	P8 Impact	Attendance Impact									
Reintegration Form	5	+0.7	-0.3%									
ii (c) To <b>be data driven and responsive to evidence</b> by resourcing Year 11 intervention forms and Tactical Drop Down	To improve the performance of identified PP students	Yes: Performance improved <b>significantly</b> for PP students from Year 11 starting points: 60% of whom met or exceeded national expectations <table border="1"> <thead> <tr> <th>Programme</th> <th>No. of Y11 PP students</th> <th>P8 Impact</th> <th>Attendance Impact</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Programme	No. of Y11 PP students	P8 Impact	Attendance Impact					Timetabling of academic catch up has also been integrated into the timetabling process to optimise deployment of teachers	£20,000
Programme	No. of Y11 PP students	P8 Impact	Attendance Impact									

		Breakfast Form	6	+0.8	+0.68	<p>Tactical Drop Down has had a smaller impact because in some cases it needs to be supplemented with a more intensive package of support. Timetabling of Tactical Drop Down has also been integrated into the timetabling process to ensure continuity of staffing.</p> <p>These approaches will be developed further in 2018-19</p>
<p>Performance improved <b>moderately</b> for PP students from Year 11 starting points</p>						
		Programme	No. of Y11 PP students	P8 Impact	Attendance Impact	
		Tactical Drop Down	5	+0.16	-2.6%	

iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons learned (and whether you will continue with this approach)	Cost
iii (a) To <b>address behaviour and attendance</b> by resourcing the 2017-18 attendance plan	To improve the performance of disadvantaged students to 93.5% in 2018-19	No: spend on One Education targeted case support was effective in improving attendance for a number of High Need PP students, but the impact on other lower need PP students was not significant. Attendance for PP students fell in 2017-18 to 91%.	The need to secure greater support from the Local Authority and to expand internal resources focusing on improving attendance e.g. the employment of a Learning Support student manager. <b>This approach of using an external provider has been abandoned in 2018-19 and a new attendance strategy developed.</b>	£15,000
iii (b) To provide a <b>whole-school ethos of attainment for all</b> by resourcing an independent careers advisor	To ensure that 100% of Pupil Premium students from Year 9 upwards receive independent careers advice	All Year 9-11 PP students received an IAG meeting with the careers adviser. Y11 IAG action plans were stored on Grofar and e-mailed to form tutors. Majority of PP Y10 students opted for an EBacc subject. 56% of PP students (86% of non PP) remained at WHS for sixth form. However, the independent advice provided highlighted the routes available and Key Group conversations were held with all PP students to check that their destinations were in line with their aspiration.	In line with the new DfE guidance and Gatsby benchmarking, we will continue to direct a day a week of IAG to PP students in years 9-11 to guarantee them an appointment. The impact of this input is difficult to quantify, though the verbal feedback from students has been very positive. <b>We need to make better use of the IAG appointment record of advice and follow up appointments with named Key Group person.</b>	£5000

<p>iii (c) To <b>deploy staff effectively</b> by resourcing a PP Lead and a Administrator role</p>	<p>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</p>	<p>Every PP student has been allocated a named person and has been monitored at a level in line with their need and level of concern. This has resulted in students receiving appropriate additional support so they can better access and perform in the Whole Curriculum. The PP lead and family liaison member of staff have worked in tandem to ensure that resources have been effectively allocated and that appropriate interventions have been deployed (see tracking progress spreadsheets). Attendance of PP parents at school expectations and parents' evenings increased due to the improved direct communication with parents with parents having access to a direct line and designated support person.</p>	<p>The use of a PP Lead has been further refined for 2018-19 with the HT assuming greater strategic oversight of PP Spend allowing the PP Operational Lead greater opportunities to monitor 'quality teaching for all' students through the Classroom Learning Focus  <i>This approach will be developed further in 2018-19 with the family liaison role further developed to support attendance</i></p>	<p>£35,000</p>
<p>To <b>meet individual learning needs</b> through use of Basic Needs resourcing</p>	<p>To ensure that all Pupil Premium students can access our Whole Curriculum</p>	<p>An amount of funding was allocated to support students' 'basic needs'. This included paying for uniforms, subsidising cost of visitis, school equipment and resources.</p>	<p><i>This funding will continue to be used into 18-19 to support families with the cost of basic needs. Learned that not all PP families seek financial support so all support will be personalised.</i></p>	<p>£10,000</p>