

# Wigmore School

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## High School

### Pupil Premium Statement

2016-2017

#### What is Pupil Premium Funding?

Wigmore School is committed to being an inclusive learning community in which every child succeeds regardless of additional needs or circumstances. Narrowing the gaps in attainment, progress and opportunities between children is an integral part of this. The Pupil Premium (PP) is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers (DfE 2016a).

In the year 2016-2017 Wigmore School will receive, along with other schools in England:

- **£935** for every child that has registered for Free School Meals (FSM) at any time in the last six years;
- **£300** for children of services families;
- **£1900** for each Looked After Child (LAC or CLA) who has been looked after for one day, was adopted from care on or after 30<sup>th</sup> December 2005 or left under Special Guardianship or Residence Orders.

Wigmore School currently has 72 Pupil Premium pupils (15.8%). The national average for FSM is 13.2% (DfE 2016b)

#### Wigmore School 2016-2017 cohort (at 06.09.16)

Year Group	Total number of pupils	Number of pupils in without PP funding	Number of pupils in with PP funding	% of year group with PP funding
Year 7	91	77	14	15
Year 8	91	77	14	15
Year 9	90	75	15	16
Year 10	91	75	15	16
Year 11	92	78	15	15
Whole School Total	455	383	72	16 (15.8)

#### Wigmore School Pupil Premium Funding allocation:

2015-2016 **£62,878**

2016-2017 **£62,945**

## Pupil Premium Funding allocation for 2015-2016

PP used for	New or additional	Description	Outcomes	EEF* average impact rating (months)	Cost £
Marking and Feedback	New	Focus on Marking and Feeding across whole school. Part of School Development Plan.	Students receive and respond to marking including acting on "next steps". Impact evaluation: learning walks, book trawl, pupil voice.	+8	7,464
Revision classes	Additional	GCSE revision classes at lunchtimes and after school across all subjects. Students targeted with letter and call home to increase participation. Help with lifts where needed.	Impact evaluation: GCSE progress and attainment data. Participation data.	+4	3,012
	Additional	Easter holiday study days across science, DT, PE and drama	Impact evaluation: GCSE progress and attainment data. Participation data.	+4	634
	Additional	After school speaking and listening support sessions for MFL (French and Spanish)	Impact evaluation: GCSE progress and attainment data	+5	476
	New	Revision Guides and Workbooks	Impact evaluation: GCSE progress and attainment data. Participation data.	No data available	
	Additional	GCSE Pod	Impact evaluation: Participation logs.	No data available	3,888
Study skills sessions	Additional	Study skills sessions through Life Skills days and Active Tutoring Programme	Study Skills introduced during Life Skills day were built upon in Active Tutoring sessions.		1,506
	New	Elevate Education Programme	Impact evaluation: GCSE progress and attainment data.	No data available	197
Support Group option for additional literacy and numeracy	Additional	Small group additional literacy and numeracy sessions throughout Y10 and Y11 with Maths or English teacher. Three hours a fortnight	Impact evaluation: GCSE progress and attainment data.	+4	2,259

sessions					
Support Groups option for additional study support	Additional	Small group study support with Learning Support Mentors . Two hours a fortnight. Two year 11 groups and two year 10 groups. 60 minutes each	Two hours a fortnight. Two year 11 groups and two year 10 groups.	+1	2,098
iGCSE English	New	Alternative qualification	Impact evaluation: GCSE progress and attainment data.	No data available	
Mentoring	Additional	Mentors are allocated to pupils at risk of underachievement. Mentors work with students one-to-one and liaise between teachers and parents to improve parental participation. Daily or Weekly individual mentoring sessions. Combination of Learning Mentors, Form Tutors, Tutor Support teachers.	Impact evaluation: student and parental surveys, parental engagement, GCSE progress and attainment data. Students have a clearer understanding through target setting and learn skills in self-regulation	+1  +3	13,709
Extended Curriculum		<i>There are many extended curriculum opportunities that provide our pupils with experience and qualifications that will not only enrich their learning experiences but prepare them for life beyond school.</i>			
	Additional	Work Related Learning Programme. Includes visits to industry and universities, Post-16 providers, participation in enterprise activities.	Impact evaluation: Student Person Statements for WISP folders	No data available	6,760
	Additional	Work Experience Programme including visits from staff.	Impact evaluation: Student Person Statements, Employer, Staff and Parental feedback in Work Experience booklet	+3	500

	Additional	Extended Work Placement	Impact evaluation: engagement in school, Post-16 uptake, NEET data	No data available	
	Additional	Visit to Worcester University	Impact evaluation: Post-18 uptake	No data available	
	New	Visit to Lady Margaret Hall, University of Oxford	Impact evaluation: Post-18 uptake	No data available	50
	New	Individually accompanied visits to Post-16 providers	Impact evaluation: Post-16 uptake, NET data	No data available	50
	New	Minibus visit to Post-16 providers	Impact evaluation: Post-16 uptake, NET data	No data available	500
	Additional	Music tuition	Impact evaluation: Participation data, duration of staying with instrument.	+5	936
	Additional	Food Hygiene Certificate	Impact evaluation: Certificate	No data available	100
	Additional	Heart Start Certificate	Impact evaluation: Certificate	No data available	
Extra-curricular clubs		<i>There is a range of clubs, both at lunchtimes and after school, which allow pupils opportunities to learn new skills and develop social skills. These are varied and have included Knitting Club, Dance Club and Talkabout Groups.</i>			
	Additional	Talkabout Groups Two groups one lunch a week each (one member of support staff) 30 mins each session	Impact evaluation: Exit surveys from pupils, feedback from Pupil Briefings	+4	
	Additional	KS4 Homework Club Four lunchtimes per week (one member of support staff) 30 mins each session	Impact evaluation: Referrals for late or non-completion of homework	+1	1,142
	Additional	KS3 Homework Club Four lunchtimes per week (two	Impact evaluation: Referrals for late or non-completion of homework	+1	1,828

		members of support staff) 30 mins each session			
	New	Knitting Club Two members of teaching staff and one member of support staff. Once a week. 50 minute session.	Impact evaluation: Participation data	No data available	1,963
Educational visits		<i>We believe strongly in the value of educational visits to provide pupils with opportunities to learn outside the classroom. We have a rich and varied programme of school visits, both residential and day visits for all year groups. Pupil premium funding allows some pupils, who would otherwise not be able to learn from and enjoy these experiences, to participate fully.</i>			
	Additional	Y7 Bushcraft	Impact evaluation: Participation data - 87% take up PP	+3	975
	Additional	Y8 Normandy, Sharing Values, Birmingham Botanical Gardens	Impact evaluation: Participation data - 57% take up PP Normandy		1,260
	Additional	Y9 London	Impact evaluation: Participation data - 88% take up PP		1,360
	Additional	Y10 Iceland	Impact evaluation: Participation data - 13% take up PP		600
	Additional	Y10/11 Valenica biannual trip not run 2015/16	Impact evaluation: GCSE Progress and Attainment data, Participation data		-
	Additional	Y10/11 Paris bi-annual trip not run 2015/16	Impact evaluation: GCSE Progress and Attainment data, Participation data		-
	New	Y11 Skiing	Impact evaluation: GCSE Progress and Attainment data, Participation data - 17% take up PP		669
		Whole school cinema trip	Impact evaluation: Participation data - 68% take up		332

			PP		
Child and Family Support Worker	Additional	Child and Family Support Worker is based within school three days a week and works with children and their families.	Impact evaluation: referrals, attendance, parental participation	(+4)	12,286
Independent Careers Advisor	Additional	Dedicated independent careers advisor 25 days per year.	Impact evaluation: Post-16 options, NEET data.	No data available	3,750
Behaviour intervention	New	Dedicated student Support Centre staffing. Student Support Centre facilitates one-to-one intervention and support work for individual pupils including Behaviour Support programmes.	Impact evaluation: referrals, attendance.	+4	6,763
Additional Numeracy programme KS3	Additional	Power of 2 digital based Twice a week each for two groups with Numeracy Teaching Assistant. 20 mins each session	Impact evaluation: end of year progress and attainment data.	+4	457
Additional Literacy programmes KS3	Additional	Rapid Reading Plus digital based Twice a week each for two groups with Literacy Teaching Assistants 20 mins each session	Impact evaluation: end of year progress and attainment data.	+4	457
Materials and resources for lessons and extra-curricular activities	Additional	e.g. support for uniform, equipment, School Prom. Laptop for home use.	Impact evaluation: referrals for uniform violations and lack of equipment. Participation in School Prom.	No data available	204
				TOTAL funding spent 2015-2016	<b>78,185</b>
				TOTAL funding allocated	<b>62,878</b>

Difference+/-	<b>15,307</b>
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\* EEf Education Endowment Foundation (see section: [Where to go for further information](#))

## Impact Evaluation

A number of different measures are used to evaluate the impact of any intervention. These include:

- GCSE Attainment data
- GCSE Progress data
- End of year attainment data
- End of year progress data
- Attendance data
- Number of merits
- Number of referrals, detentions and exclusions
- Participation (e.g. extracurricular clubs, trips & visits and events such as parents' evenings)
- NEET (Not in Education, Employment or Training) data
- Surveys of pupils, parents and carers

These tools are used as a comparison between the students benefitting from Pupil Premium funding and those that do not, the goal being that there is no gap between the two.

## Y11 Data for Summer 2014 – Summer 2016 GCSE cohort

### English

	No PP pupils achieving expected progress	% PP pupils achieving expected progress	% School non-PP pupils achieving expected progress	% National non-PP pupils achieving expected progress	No PP pupils achieving more than expected progress	% PP pupils achieving more than expected progress	% School non-PP pupils achieving more than expected progress	% National non-PP pupils achieving more than expected progress
2014	9/10	90	88	75	6/10	60	51	35
2015	16/18	89	91	74	12/18	67	61	34
2016	8/10	80	82	----	3/10	30	49	---

### Maths

	No PP pupils achieving expected progress	% PP pupils achieving expected progress	% School non-PP pupils achieving expected progress	% National non-PP pupils achieving expected progress	No PP pupils achieving more than expected progress	% PP pupils achieving more than expected progress	% School non-PP pupils achieving more than expected progress	% National non-PP pupils achieving more than expected progress
2014	6/10	60	82	71	3/10	30	48	33
2015	15/18	83	93	72	7/18	39	50	35
2016	5/10	50	73	---	0/10	0	31	---



### ACEM Results (2016)

2016	Wigmore School	National
Pupil Premium	36%	No data available
PP versus Non-PP gap	-28	No data available

### Leadership

The Assistant Headteacher for Inclusion will be Pupil Premium Lead from September 2016. Together with the School Business Manager they will meet regularly to plan and co-ordinate allocation of Pupil Premium Funding within school in order to raise attainment. Weekly pupil concerns meetings will continue to contribute to the dialogue on identifying not only those students most in need but also the best the type of support required.

Plans for 2016-2017 include projects to:

- Raise attainment at GCSE, especially in Maths;
- increase parental engagement;
- encourage more parents to apply for Free Schools Meals for their children;
- build-on pupil voice;
- empower staff to increase their involvement in choosing how Pupil Premium Funding is allocated;
- tighter impact evaluation of the effectiveness of interventions and initiatives;
- tracking system for participation in extra-curricular activities;
- rolling out mentoring programme to KS3 using teacher mentors.

Wigmore School's new Progress and Attainment tracking system across both Key Stages will enable those that are underachieving, or at risk of, to be identified earlier and relevant interventions put in place in the most timely, expedient manner.

## Live Projects and Development Plans for 2016-2017

PP to be used for	New or additional	Description	Intended outcomes	EEF* average impact rating (months)	Estimated cost £
Raising attainment in Maths	New	Programme being developed.	Narrow the gap between PP and Non-PP students in Maths	+	2,000
Leadership structure	New	Appointment of SLT member responsible for PP	Raise profile of PP within school in order to narrow gap. Increase parental uptake of Free School Meals. Enhance	+5	6,000
Staff training	New	PP training for new PP lead.	Raise profile of PP within school in order to narrow gap.	+5	1,000
	New	PP CPD for whole staff	Raise profile of PP within school in order to narrow gap.	+5	
PP champions in each curriculum area	New	Each curriculum PP champion to promote initiatives for pupils in this group within their curriculum area. Meet regularly with PP Lead.	PP champions will track PP data within their area, co-ordinate applications within the department for funding to PP Lead in order to narrow the gap.	+5	1,600
Tracking participation in trips, visits and other extra-curricular opportunities	New	Monitoring of attendance by PP versus non-PP children. Responsibility of trip organiser to put provision in place for uptake and to account for non-attendance of PP pupils.	Enhance participation by PP pupils.	Varies +2	1,500
Marking and Feedback	Additional	Build on last year's focus on Marking and Feeding across whole school.	Focus on response to feedback, action on next steps and quality of this. Impact evaluation: learning walks, book trawl, pupil voice.	+8	7,500
Revision classes and study days	Additional	GCSE revision classes at lunchtimes and after school across all subjects.	Impact evaluation: GCSE progress and attainment data. Participation data.	+4	5,000

		Students targeted with letter and call home to increase participation. Help with lifts where needed.			
	Additional	Revision Guides and Workbooks	Impact evaluation: GCSE progress and attainment data. Participation data.	No data available	
Study skills sessions	Additional	Study skills sessions through Life Skills days and Active Tutoring Programme	Study Skills introduced during Life Skills day were built upon in Active Tutoring sessions.	No data available	
	Additional	Elevate Education Programme	Impact evaluation: GCSE progress and attainment data.	No data available	200
Support Group option for additional literacy and numeracy sessions	Additional	Small group additional literacy and numeracy sessions throughout Y10 and Y11 with Maths or English teacher. Three hours a fortnight	Impact evaluation: GCSE progress and attainment data.	+4	
Support Groups option for additional study support	Additional	Small group study support with Learning Support Mentors. Two hours a fortnight. Two year 11 groups and two year 10 groups. 60 minutes each	Two hours a fortnight. Two year 11 groups and two year 10 groups.	+1	2,500
Mentoring	Additional	Review mentoring provision to include Tutor Support Mentors allocated to specific pupils, Heads of Key Stage x 2 and existing Learning Mentor Team	Impact evaluation: student and parental surveys, parental engagement, GCSE progress and attainment data. Students have a clearer understanding through target setting and learn skills in self-regulation	+1 +3	13,000
Extended Curriculum	Additional	<i>Work Related Learning and Work Experience Programmes, extended work placements.</i>	Impact evaluation: Student Person Statements for WISP folders, Post-16 options, NEET data	No data available	7,000
	Additional	Music tuition	Impact evaluation: Participation data, duration of staying with instrument.	+5	
	Additional and new	Additional qualifications e.g. Food Hygiene Certificate, Heart Start	Impact evaluation: Certificate	No data available	

		Certificate			
Extra-curricular clubs	Additional and new	There is a range of clubs, both at lunchtimes and after school, which allow pupils opportunities to learn new skills and develop social skills.	Impact evaluation: Exit surveys from pupils, feedback from Pupil Briefings, participation data	No data available	3,000
Educational visits	Additional and new	We will continue to have a rich and varied programme of school visits, both residential and day visits for all year groups. Pupil premium funding allows some pupils, who would otherwise not be able to learn from and enjoy these experiences, to participate fully.	Impact evaluation: Participation data	No data available	5,200
Child and Family Support Worker	Additional	Child and Family Support Worker is based within school three days a week and works with children and their families.	Impact evaluation: referrals, attendance, parental participation	No data available	12,500
Independent Careers Advisor	Additional	Dedicated independent careers advisor 30 days per year.	Impact evaluation: Post-16 options, NEET data.	No data available	3,750
Behaviour intervention	New	Dedicated student Support Centre staffing. Student Support Centre facilitates one-to-one intervention and support work for individual pupils including Behaviour Support programmes.	Impact evaluation: referrals, attendance.	+4	4,000
Additional Numeracy programme KS3	Additional	Power of 2 digital based Twice a week each for two groups with Numeracy Teaching Assistant. 20 mins each session	Impact evaluation: end of year progress and attainment data.	+4	2,000
Additional Literacy programmes	Additional	Rapid Reading Plus digital based Twice a week each for two groups with Literacy Teaching Assistants	Impact evaluation: end of year progress and attainment data.	+4	2,000

KS3		20 mins each session			
Materials and resources for lessons and extra-curricular activities	Additional	e.g. support for uniform, equipment, School Prom. Laptop for home use.	Impact evaluation: referrals for uniform violations and lack of equipment. Participation in School Prom.	No data available	3,000
				Predicted spend 2016-2017 based on current allocation	<b>82,750</b>
				Funding allocated 2016-2017	<b>62,945</b>
				Overspend	<b>19,805</b>

The additional spend is supported by the school budge

## Where to go for further information

If you have any queries about Pupil Premium please contact either:

Amanda Townsend, Assistant Headteacher for Inclusion

or

Alison Macarthur, School Business Manager

You may also find the following electronic documents useful:

DfE (2016a). *Pupil premium: funding and accountability for schools*. Department for Education. Available from: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

DfE (2016b). *Schools, pupils and their characteristics January 2016*. Available from: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/552342/SFR20\\_2016\\_Main\\_Text.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/552342/SFR20_2016_Main_Text.pdf)

DfE (2013). *Evaluation of Pupil Premium Research Report*. Available from: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/243919/DFE-RR282.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/243919/DFE-RR282.pdf)

Education Endowment Foundation Toolkit. Available from: <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Adams, R. (2016). *Fall in proportion of children getting free school meals*. The Guardian 29<sup>th</sup> June 2016. Available from: <https://www.theguardian.com/society/2016/jun/29/fall-in-proportion-of-pupils-getting-free-school-meals>.