

Wigmore School

High School

Pupil Premium Statement

2017-2018

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 30th December 2005 or left under Special Guardianship or Residence Orders.

Wigmore School currently has 68 Pupil Premium pupils (14.8%). The national average for FSM is 13.2% (DfE 2016b)

Wigmore School 2017-2018 cohort (at 01.01.18)

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	96	79	17	17.7%
Year 8	90	77	13	14.4%
Year 9	93	81	12	12.9%
Year 10	86	75	11	12.8%
Year 11	92	77	15	16.3%
Whole School Total	457	389	68	14.8%

Wigmore School Pupil Premium Funding allocation:

2016-2017 **£62,945**

2017-2018 **£56,400** (estimated)

Pupil Premium Statement: Performance of disadvantaged pupils

(N.B. Data includes 2 x students that came off PP register in April 2017)

Progress 8

	School disadvantaged pupils	School other pupils	In-school gap	National other pupils	Gap with National
2015	0.59	0.89	-0.31	-	-
2016	-0.65	-0.13	-0.52	+0.12	-0.77
2017	-0.03	+0.01	-0.04	-	-

Attainment 8

	School disadvantaged pupils	School other pupils	In-school gap	National other pupils	Gap with National
2015	46.9	55.2	-8.3	-	-
2016	33.3	51.0	-17.7	52.7	-19.4
2017	35.7	51.4	-15.7	-	-

Percentage of Pupils Achieving grade 4/C or better in English and mathematics GCSEs

	School disadvantaged pupils	School other pupils	In-school gap	National other pupils	Gap with National
2015	72	84	-12.0	65.0	+7.0
2016	30.0	70.0	-40.0	70.0	-40.0
2017	38.5	77.0	-38.5	-	-

Percentage of Pupils Achieving grade 5 or better in English and mathematics GCSEs

	School disadvantaged pupils	School other pupils	In-school gap	National other pupils	Gap with National
2017	23.1	59.0	-35.9	-	-

Percentage of Pupils Achieving EBacc at grade 4/C or above

	School disadvantaged pupils	School other pupils	In-school gap	National other pupils	Gap with National
2015	22.2	23.7	-1.5	24.0	-1.8
2016	0.0	23.4	-23.4	29.0	-29.0
2017	7.7	23.1	-15.4	-	-

Percentage of Pupils Entering EBacc

	School disadvantaged pupils	School other pupils	In-school gap	National other pupils	Gap with National
2015	33.3	38.2	-4.8	39.8	-6.5
2016	10.0	23.4	-13.4	45.0	-35.0
2017	23.1	39.7	-16.7	-	-

Current performance of Year 11 students – Autumn 2017

Attainment 8	50.9%
Achieving grade 4 or better in English and mathematics GCSEs	80%
Achieving grade 5 or better in English and mathematics GCSEs	53%
Achieving EBacc at grade 4 or above	6.7%
Entering EBacc	6.7%

Barriers to attainment

- Some students have lower prior attainment in KS2 SATS
- A number of students do not have a dedicated space at home to do homework or study independently
- Transport around extra-curricular sessions is problematic for some
- Parental engagement is low for some students
- Wifi/broadband connections can be poor in the area which affects access to online resources
- Attendance

Pupil Premium Funding allocation for 2016-2017

PP funding used for	New or additional	Description	Success Criteria	EEF* average impact rating (months)	Cost £	Impact
Raising attainment in Maths	New	Extra-curricular sessions with Maths Tutor	Narrow the gap between PP and Non-PP students in Maths	+	4,204	Due to non-attendance of some targeted pupils the gap was not closed sufficiently. (Action 2017-2018 to provide transport)
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		PP focus on quality of marking has resulted in improved feedback.

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	1,706	Parents contacted ahead of activities to increase participation. The gap in participation in extra-curricular clubs in years 7 and 8 is small (2%-4%) but increases going through KS4. (Action 2017-2018: review of clubs on offer and track participation using SIMS Activities).
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		9,484	
Revision classes and study days	Additional	GCSE revision classes at lunchtimes and after school across all subjects. Students targeted with letter and call home to increase participation.	Impact evaluation: GCSE progress and attainment data. Participation data.	+4	21,144	PP gap closed from 0.52 to 0.04.
	Additional	Revision Guides and Workbooks	Impact evaluation: GCSE progress and attainment data. Participation data.		782	All PP students received study guides across a number of

						curriculum areas free of charge.
Study skills	Additional	Elevate Education Programme	Impact evaluation: GCSE progress and attainment data.		200	PP gap closed from 0.52 to 0.04. PP NEET data currently 0%
Mentoring	Additional	Review mentoring provision to ensure all PP students that are under-achieving benefit from a Learning Mentor. PP pupils in other years to be allocated a Learning Mentor as needed.	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	14,036	Parental and Student evaluations overwhelmingly positive. PP gap closed from 0.52 to 0.04.
Extended Curriculum	Additional	Music tuition	Impact evaluation: Participation data, duration of staying with instrument.	+5	888	50% costs funded Currently 12% of music uptake is PP.
Child and Family Support Worker & Counsellor	Additional	Child and Family Support Worker is based within school three days a week and works with children and their families. Counsellor is based within school one day a week	Impact evaluation: referrals, attendance, parental participation		4,102 1,750	Gap in attendance 2015-2016 1.40% 2016-2017 2.06%
Independent Careers Advisor	Additional	Additional five days (to existing 30) per annum for dedicated independent careers advisor to provide	Impact evaluation: Post-16 options, NEET data.		1,250	PP NEET data currently 0%

		targeted support for PP pupils				
Behaviour intervention	New	Dedicated student Support Centre staffing. Student Support Centre facilitates one-to-one intervention and support work for individual pupils.	Impact evaluation: referrals, attendance.	+4	4,000	Gap in attendance 2015-2016 1.40% 2016-2017 2.06%
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.		461	
Use of school PCs	New	School PCs loaned to families without access to PC from home	Impact evaluation: participation in homework activities, meeting deadlines, independent revision from home.		1,700	17 students had home use of school PCs
				Spend	£65,707	
				Funding allocated 2016-2017	£62,945.00	

* 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
- Termly attainment data
- Termly 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.

Leadership

The Assistant Headteacher for Inclusion, Headteacher, Senior Deputy Headteacher and School Business Manager 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. Pupils in receipt of pupil premium are a regular focus at subject department meetings, striving to raise attainment and narrow the gap in specific curriculum areas.

Plans for 2017-2018 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;
- widen tracking system to increase participation in extra-curricular activities;
- rolling out mentoring programme further to KS3 using teacher mentors;
- rolling out use of school PCs from home.

Wigmore School's Progress and Attainment monitoring system across both Key Stages enables 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 2017-2018

PP funding used for	New or additional	Description	Success Criteria	EEF* average impact rating (months)	Estimated cost £	Progress
Raising attainment in Maths	Additional	Increase Maths Tutor capacity for after school Lunchtime sessions Provide transport home from Maths tutoring.	Narrow the gap between PP and Non-PP students in Maths	+	2,000	Additional Maths Tutor in place to increase capacity for tutoring sessions
Additional Pupil Briefing focusing on disadvantaged pupils	New	Monitoring engagement, progress and attainment. Sharing good practice.	Raise profile of PP within school in order to narrow gap.	+5		Started in September and occurs weekly
Tracking participation in trips, visits and other extra-curricular opportunities using SIMS Activities	Additional	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, especially Years 9-11.	Varies +2	1,500	Additional tracking in place for lunchtime and revision sessions. Focus on uptake for residential trips. SIMS Activities due for implementation March 2018
Revision classes and study days.	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. Revision Guides and Workbooks.	Impact evaluation: GCSE progress and attainment data. Participation data.	+4	5,000	KS4 Maths and English lunchtime sessions running. Other curriculum areas to start after Feb Half Term. Subject mentoring in place for specific pupils. Revision

						days planned for Easter holidays.
Mentoring	Additional	Ongoing mentoring provision with Tutor Support Mentors allocated to specific pupils and 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	More capacity to mentor PP pupils in KS3.
Extended Curriculum	Additional	Increase the PP uptake of Music tuition	Impact evaluation: Participation data, duration of staying with instrument.	+5	1,000	More proactive liaison between Head of Music and Peripatetic teachers.
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		10,000	Trip leaders contact parents by phone to increase participation at information events and ultimately uptake by PP pupils on visits.
Child and Family Support Worker & Counsellor	Additional	Child and Family Support Worker is based within school three days a week and works with children and their families. Counsellor is now based in	Impact evaluation: referrals, attendance, parental participation		13,000	Additional day for counsellor started Sept 2017.

		school two days a week (one additional day).				
Independent Careers Advisor	Additional	Additional five days (to existing 30) per annum for dedicated independent careers advisor to provide targeted support for PP pupils	Impact evaluation: Post-16 options, NEET data.	No data available	3,750	Year 9-11 PP pupils seen as a priority.
Behaviour intervention	Additional	Dedicated student Support Centre staffing. Student Support Centre facilitates one-to-one intervention and support work for individual pupils.	Impact evaluation: referrals, attendance.	+4	4,000	
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.		3,000	Materials for final pieces for GCSE DT projects have been provided.
Use of school PCs	Additional	School PCs loaned to families without access to PC from home	Impact evaluation: participation in homework activities, meeting deadlines, independent revision from home.		600	Programme to be rolled out to new Y7 cohort
				Predicted spend 2017-2018 based on current allocation	56,850	
				Funding allocated 2017-2018	£56,400	

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

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

Education Endowment Foudation 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 29th June 2016. Available from: <https://www.theguardian.com/society/2016/jun/29/fall-in-proportion-of-pupils-getting-free-school-meals>.