

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

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%

Pupil Premium Funding allocation for 2016-2017

PP funding used for	New or additional	Description	Success Criteria	EEF* average impact rating (months)	Cost £
Raising attainment in Maths	New	Extra-curricular sessions	Narrow the gap between PP and Non-PP students in Maths	+	2,000
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	
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	
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.	Impact evaluation: GCSE progress and attainment data. Participation data.	+4	5,000

	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	Work Related Learning and Work Experience	Impact evaluation: Student Person Statements for WISP folders, Post-16 options, NEET data	No data available	7,000

		Programmes, extended work placements.			
	Additional	Music tuition	Impact evaluation: Participation data, duration of staying with instrument.	+5	888
	Additional and new	Additional qualifications e.g. Food Hygiene Certificate, Heart Start Certificate	Impact evaluation: Certificate	No data available	
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	2,122
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	9,484
Child and Family Support Worker & Counsellor	Additional	Child and Family Support Worker is based within school three days a week and	Impact evaluation: referrals, attendance, parental participation	No data available	15,534

		works with children and their families. Counsellor is based within school two days week			
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 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	2,000

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.	No data available	3,000
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.	No data available	
				Spend	£72,478.23
				Funding allocated 2016-2017	£62,945.00
				Overspend	£9,533.23 <i>Taken from school budget</i>

* 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 £
Raising attainment in Maths	New	Programme being developed.	Narrow the gap between PP and Non-PP students in Maths	+	2,000
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	
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
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
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	Work Related Learning and Work Experience Programmes, extended work placements.	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	1,000
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	10,000
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.	Impact evaluation: referrals, attendance, parental participation	No data available	13,000
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	Additional	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	1,000
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	1,000
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.	No data available	3,000
				Predicted spend 2017-2018 based on current allocation	67,750
				Funding allocated 2017-2018	<u>£56,400</u>

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>.