

## **Wellsway School Pupil Premium Statement School Year 2017-2018**

### **Background**

The Pupil Premium is a government initiative designed to target resources on those students deemed to be from a disadvantaged background. The funds paid to the school are allocated on the condition that they are used to promote the achievement of disadvantaged children, but they are not specifically attached to individuals. There are several categories of pupil premium and the funding varies according to the category. For the school year 2017/2018, the main Pupil Premium has a value of £935 per eligible student. Eligible students for these Pupil Premium funds are those who are currently receiving free school meals (FSM) or have been in receipt of Free School Meals at any point over the past 6 years (Ever 6). An increased £1,900 Pupil Premium rate is provided for those children who have been looked after continuously for at least 6 months (CLA) and in addition, from April 2014, it is provided for students who are looked after for one day or more, and those who are adopted from care or leave care under a special guardianship or residence order. There is also a smaller provision of £300 made for those students who have a parent in the armed services. Neither the government nor any government agencies have dictated how the Pupil Premium money should be spent, but what is clear is that the money should be used to promote strategies, which close the attainment gap between students receiving Pupil Premium funding and their peers.

During our most recent OFSTED inspection, it was observed that:

***“The school is closing the gaps in performance between those who may be disadvantaged compared to other students”.*** February 2014

We were also commended for good practice in a recent Ofsted publication:

***“At Wellsway School in BaNES, the proportion of disadvantaged pupils attaining five A\* to C including English and mathematics has increased from 37% in 2014 to 55% in 2015.”***

Disadvantaged pupils – a concerted effort? Ofsted South West region; March 2016

These comments capture the philosophy adopted at Wellsway. We are fully committed to providing opportunities for all students to succeed and to provide the necessary interventions to ensure that success is achieved by all. We aim to bridge the gap for Pupil Premium students to enable them to flourish.

### **1. Breakdown of Pupil Premium students at Wellsway School Sept 2017**

<b>Year</b>	<b>Total</b>
7	38
8	42
9	23
10	25
11	23
All	151

## 2. Strategies for closing the gap – a brief overview

Wellsway school is a comprehensive school with approximately 14% of main school (years 7 to 11) students being eligible for the Pupil Premium funding. No single intervention provides a complete solution to the complex educational issues in any school and it is therefore a multi-faceted approach that we feel offers the best opportunity for students to succeed. The key to closing the gap between Pupil Premium students and non-Pupil Premium students is careful and thorough monitoring/tracking of attainment and progress, followed by evidence-based intervention at an individual level. We aim to offer an individualised support package for students based on personal needs as we fully appreciate that 'one size does not fit all'.

### The main barriers faced by our Pupil Premium Students

When designing our strategy for effectively supporting our disadvantaged learners, we take the following facts into account:

- Some of our disadvantaged students start from relatively low prior attainment in KS2
- A number need to build greater resilience, motivation and aspiration
- A small, but significant, number will benefit from greater parental engagement
- A minority do not arrive at school in an emotional state conducive to good learning
- Some students have experienced limited opportunity to enrich their learning, for example through participation in educational visits or access to IT equipment.

OFTSED stated that:

***“School information shows that it now uses its pupil premium funding very effectively to support eligible students. It has provided financial support to enable them to participate in out-of-school activities and courses as well as providing individual help and guidance. This support has effectively reduced the attainment gap between these students and others across all years, so that it is much smaller than that seen nationally.” February 2014***

At Wellsway, the careful monitoring and tracking of students is done primarily at School Leadership Team meetings, strategic Raising Achievement Group meetings (comprising key middle and senior leaders) then through curriculum and house line management meetings and team meetings. There are three main data collection times during the year for all year groups and four for years 10 and 11. These regular data collections cover academic achievement, attendance and attitude to learning. This tracking can then inform effective interventions. Interventions come in a variety of forms but must be specific to the needs of the individual/ group of students and not simply generic strategies. Examples of such strategies at Wellsway include:

- The creation of extra maths and English sets to give smaller class sizes for those students in need of closer monitoring and intervention.
- The creation of peer mentoring where higher ability students in year 11 support lower ability students in Maths and sixth form students mentor students in specific subject areas.
- Homework support afterschool for students in years 7 to 11
- One-to-one and small group tuition
- Solution focussed mentoring to help students overcome social and emotional barriers

- Teacher development through training and raised awareness of the needs of our disadvantaged youngsters.

We also know that for students to succeed attendance is critical. Improving and maintaining attendance is a fundamental part of improving standards at Wellsway. We aim to establish a culture and ethos which supports and nurtures individuals.

### 3. Pupil Premium Funding

The total funding we received for the year 2016-17 is given below:

<b>2016-2017</b>		
Funding Stream	Total Number of Students	Amount (£)
Total Amount of funding	132	£117070

The total funding we expect to receive for the year 2017-18 is given below:

<b>2017-2018</b>		
Funding Stream	Total Number of Students	Amount (£)
Total Amount of funding	151	£141330

### 4. Pupil Premium Planned Spending

Here is a breakdown of the projected expenditure for the year 2017-18.

#### 4.1 Improving Literacy and Numeracy

Improvement Initiative	Amount (£)	Description
Key Stage 3 Literacy interventions	£6500	A small class of 8/9 students have alternative lessons to improve literacy and support access to the rest of the curriculum.
Year 7/8 Numeracy groups	£5400	Groups of students in year 7 and 8 are withdrawn from lessons and tutor time to receive extra numeracy catch-up mainly delivered through specially designed mathematical games. Tutor time is also supported by older students.

Literacy groups	£4800	Groups of 4 students in Key stage 3 are withdrawn from lessons and receive extra Literacy catch-up lessons. The main focus is reading, spelling and writing.
Paired reading scheme	£350	Literacy support assistant co-ordinates volunteers of older students to support students reading during tutor time.
Literacy and Numeracy Teaching Assistants	£15400	Extra hours for in class intervention work with pupil premium students as well as at lunchtimes, tutor times and after school.
IT Equipment	£1400	Software for the iPads to provide the latest specialist apps for daily practice to improve literacy and numeracy levels.
Library	£250	Books and magazines to support and encourage reading for pleasure.

#### 4.2 Improving Academic outcomes

Improvement Initiative	Amount (£)	Description
Administration Support	£3500	Admin support organises all interventions and communications with families.
Maths Easter and May holiday school	£1400	Year 11 students have extra lessons on exam skills.
English Holiday and weekend Master classes	£1400	Year 11 students are taught techniques to support performance in the exams
Tuition	£35000	This tuition is mainly offered to students who are failing to reach their targets. In year 11 it is offered to all students in English and Maths and to some students in other subjects. Most tuition sessions are 1:1 or pairs, there is also small group tuition on occasions. Tuition takes place from 3.30 to 4.30pm and during the day.
Support for academically able students	£2800	Academically able students will participate in the Able, gifted and talented programme. Students will take part in activities and events to raise aspirations. Events will include

		challenges and Important visits to local universities.
Peer mentoring and peer tutoring	£850	KS5 students support year 11 students in targeted subject areas. KS5 students receive mentor training in order to support students. Set 1 mathematics students support lower sets with exam practice questions.
KS3 Homework club	£3700	Support with homework, which also provides students with access to IT facilities.
KS4 Homework Support	£2200	Supervised homework support and provision of IT facilities.

### 4.3 Pastoral and whole-person support

Improvement Initiative	Amount (£)	Description
Extension of Learning Mentor hours	£10900	Learning Mentors are employed to work closely with pupil premium students in both academic and pastoral mentoring.
Behaviour/emotional support	£3500	We work with specialist professionals, such as Educational Psychologists, to assess and advise us on strategies to support students. Sometimes to work directly with families and students to aid student progress. Small group work is provided for some students. Counselling is also provided.
IT equipment	£1300	Computers are purchased for students who do not have access to IT at home. Wi fi access is also provided for some. These are also available for use in school.
Student Voice Events	£430	Lunch with students to seek opinions and views about the support they have received and where more support is needed. Ideas for future new initiatives are also sought.
THRIVE	£5800	Further training for one more member of staff to become a TRIVE assessor. Registration as a school and time for the assessors to work with students to identify support strategies.
Careers advice/service IAG	£3000	All KS4 pupil premium students have an extra careers interview in order to support transition and to encourage

		realistic, but high aspirations. Examples of support are a visit to the Skills show in Birmingham and guidance on apprenticeships. Students will be supported to make appropriate KS5 choices and this may include transporting some students to visit college or other establishments.
Breakfast Club	£4200	All students are eligible for a free breakfast. This encourages healthy eating habits and supports prompt arrival at school.
Wansdyke Play Association for students.	£2400	This will support students who are reluctant to engage with their peers and find it difficult to manage the everyday situation within school.
Curriculum visits	£12000	Curriculum trips, visits and on-site events are fully funded for Pupil Premium students.
Equipment for day to day school	£2300	Everyday school equipment is provided where needed such as pens, pencils, a scientific calculator, revision guides, reading texts, food ingredients and payment for peripatetic music lessons. We also support some FSM families with uniform.
Cultural visits	£1850	Targeted students are taken to watch plays at the theatre and visits to Museums.
Travel for parents and students	£1200	Transport for parents and students to attend meetings and school events. Transport for students to College.
Summer school	£600	Funding to run a summer school to support transition for students in year 6 into year 7. Home visits to advertise the summer school.
Mentoring	£1000	Mentors to support students
Contingency	£5900	
Total	£117070	

## 5. Impact of Spending in the year 2016 to 2017

We have been delighted with the improvements made by our pupil premium students. Our Pupil Premium students now make better progress than the national average for all students.

### 5.1 Progress

When measured from the end of Key Stage 2, i.e. from the results of Year 6 SAT tests, Wellsway's disadvantaged students make far more progress than the national disadvantaged cohort. In fact, their progress is greater than the mean for **all** students (i.e. those from both disadvantaged and non-disadvantaged families) nationally. The DfE figure for our Pupil Premium students in the Progress 8 measure (unvalidated data, September 2017) is +0.12 (national mean for all students +0.00).

### 5.2 Basics Measure grade 4+ English and mathematics

We have achieved huge year-on-year improvements as detailed in the table below. A higher percentage of our Pupil Premium students achieve good passes in their GCSEs than the mean for all students (including those who are not disadvantaged) nationally.

#### Percentage of Year 11 students who achieved the basics measure

	2015	Basics		2016	Basics		2017	Basics
	Cohort	%		Cohort	%		Cohort	%
All pupils	214	83		209	91		201	83
PP	22	<b>59</b>		29	<b>73</b>		21	<b>76</b>
Non PP	192	86		180	93		180	84
Gap		27			20			7