Pupil Premium Strategy Statement 2017 – 2018

JOHN WILLMOTT SCHOOL

In 2016-17 funding allocations for Pupil Premium were as follows:

- Free Schools Meals £935
- Ever 6 (has received Free School meals in the past 6 years) £935
- Looked After (LAC): £1900 (Spending of this funding is held and authorised by the Virtual Head)
- Adopted*: £1900
- Service Premium: £300

 *Adopted includes children with a special guardianship order, a child arrangements order or a residence order

This Pupil premium strategy statement sets out to show:

- How much pupil premium funding John Wilmott has received for the academic year 2017-2018
- Details of the main barriers to educational achievement faced by disadvantaged children at John Wilmott School
- How the John Willmott School used the pupil premium funding to overcome these barriers and reasons for chosen approaches
- How John Willmott School will measure the effect of the pupil premium
- The date of the next pupil premium strategy review.

1. Summary information					
School	John Willmott School				
Academic Year	2017/18	**Total PP budget**	£345,950		
Total number of pupils	875	**Number of pupils eligible for PP**	410	**Date for next internal review of this strategy**	September 2018

2. Current attainment		
	Pupils eligible for PP	*Pupils not eligible for PP*
% achieving Grade 4 or above in English and Maths 16/17	41%	65%
% achieving Grade 4 or above in English 16/17	68	80
% achieving Grade 4 in Maths 16/17	47%	74
Progress 8 score average 16/17	-0.40	-0.36
Attainment 8 score average 16/17	38.04	44.58

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Gap between progress and attainment rates of disadvantaged students (particular focus on Maths and Science)
B.	Raise aspirations for disadvantaged students
External barriers *(issues which also require action outside school, such as low attendance rates)*	
C.	Attendance rates for disadvantaged students
D.	Access to resources

4. Outcomes

	Desired outcomes (and how they will be measured)	Success criteria
A.	Close the attainment gap, whilst raising the bar between disadvantaged and other students. Particular focus on Maths and Science. Measured through: Departmental and whole school data analysis in line with the assessment and reporting calendar. Progress and attainment of disadvantaged students is an explicit agenda item at line management meetings. CPD impact evaluation. External results analysed evidence improvement.	• The attainment gap between disadvantaged and other students closes. • Attainment and progress for disadvantaged students improve. • Increased student numbers secure academic qualifications to access sixth form.
B.	Raised aspirations of and for disadvantaged students. Measured through: Quality assurance of target setting for disadvantaged students. Targets for disadvantaged students are aspirational and in line with FFT5.	• Increase in the number of disadvantaged students securing sixth form entry requirements. • Improved rates of progress and attainment for disadvantaged students. • Analysis of the implemented 'RADY' initiative shows a reduced attainment gap for Year 7 disadvantaged students.
C.	Increased attendance rates for disadvantaged students and reduction in persistent absence rates for disadvantaged students. Measured through: Tracking of attendance data for disadvantaged students and evaluation of strategies deployed in increase attendance.	• Gap in rates of attendance continues to close between disadvantaged students and others • Attendance improves for disadvantaged students • Continued reduction in persistent absences for disadvantaged students
D.	Financial barriers do not restrict access to resources, attendance to trips, visits and clubs for disadvantaged students to support engagement of and access to wider school experiences. Measured through: Tracking of PP spending on educational resources, tracking of attendance to extra-curricular activities	• Disadvantaged students are proportionately represented during extra-curricular opportunities such as music lessons, after school clubs, D of E, which promotes engagement and raises aspirations. • Disadvantaged students have access to academic resources which supports rates of progress as demonstrated through data captures.

1. Planned expenditure					
Academic year	**2017/18**				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Increased attainment for disadvantaged students (increased from 33.04) Rates of progress for disadvantaged students increase (Progress 8 score improves from -0.40)	Increased staffing in focus subjects to enable additional intervention and capacity to provide targeted support. Extra Year 11 groups in Maths and science consisting of disadvantaged students not currently on target.	EEF research on class sizes identifies positive impact on progress when deployed effectively.	Additional capacity deployment is reviewed regularly to respond to student need. Student need is identified through the robust assessments in line with the whole school assessment calendar.	T. Peters Chris Mitchell Ed Du-Prat	Analysis following half termly data capture
	Disadvantaged students identified on seating plans (class snapshots). Teachers and support staff actively deploy a range of strategies to support progress. Lesson planning and class snapshots identifies specific actions for disadvantaged students	Raise the profile of disadvantaged learners to ensure interventions are effectively targeted.	Reviewed through whole school Quality Assurance, learning walks and lessons observations. Reviewed and quality assured by Heads of faculty, particularly looking for the range of in-class techniques employed to close the gap.	Chris Mitchell Heads of Faculty	Quality assurance following half termly data capture
	Deployment of a range of whole school teaching and learning strategies to accelerate the progress of disadvantaged students. These include: Feedback and follow up first, responsive teaching strategies such as high quality feedback in lessons and formative approach to written feedback (+8 months)	EEF research on feedback identifies positive impact on progress (+8 months).	Reviewed through whole school Quality Assurance, work scrutiny, learning walks and lessons observations.	Lucy Norton Lisa Lockley Heads of Faculty	Regular (weekly) learning walks using the 'Teaching and Learning Tool kit' Half termly work scrutiny

					by Heads of Faculty Regular learning works and/or work scrutiny by NLE
	High focus of disadvantaged learners throughout all quality assurance processes (learning walks, work scrutinies, student voice activities) and specifically looking for differences	To raise the profile of disadvantaged students and create opportunities for discussion and sharing of best practice to accelerate progress.	Regular and planned quality assurance of processes by NLE with senior leaders and middle leaders (Heads of Faculty).	Tracey Peters Chris Owen (NLE)	Review NLE feedback following each session
	Develop the knowledge and language/vocabulary of learners.	To raise aspiration and progress through students being able to access the curriculum through development in language and key knowledge supported by the EEE teaching framework and knowledge organisers (in year 7 & 8 specifically) (+5 months through homework and +5 for mastery learning – EEF)	Student knowledge and skills gaps identified through half termly data analysis following the whole school assessment cycle.	Paul Averis / Chris Mitchell Heads of Faculty	Analysis following half termly data capture
	All teaching staff have an explicit 'disadvantaged' Performance Management target to drive forward improved student outcomes.	Raising the progress and attainment for disadvantaged learners is given a high focus for all staff, throughout Team Development Plans and Performance Management objectives.	Reviewed regularly as part of Team Development plan reviews, Performance Management end of year reviews and mid-term reviews.	Senior Team link / performance appraiser Heads of Faculty	Dialogue and evidence of impact in October for target setting and March for mid-term review of targets
	Weekly visits, learning walks, coaching reviews of leaders activities from NLE – with a specific foci on differences between disadvantages and others.	To regularly review (weekly) the provision for disadvantaged learners and evaluate strategies deployed.	Visit reports are submitted and feedback actioned.	Tracey Peters	Review NLE feedback following each session

| | Teaching and Learning CPD focusing on the EEE teaching framework focusing on knowledge and language acquisition | To raise aspiration and progress through students being able to access the curriculum through development in language and key knowledge supported by the EEE teaching framework (High quality feedback +8 months, mastery of learning and oral development +5 months) | Through robust reviews and evaluation of CPD provision | Lisa Lockley Lucy Norton

Heads of Faculty

NLE | Regular (weekly) learning walks using the 'Teaching and Learning Tool kit'

Half termly work scrutiny by Heads of Faculty Regular learning works and/or work scrutiny by NLE |
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| | GCSEPOD online learning and revision resources (for Years 10 and 11) | Resources to support independent learning through provision of online revision resources. (used to motivate students to practise – EEF + 4 months) | Reviewed half termly as part of each assessment cycle. | Paul Averis / Chris Mitchell

Heads of Faculty | Analysis following half termly data capture |
| | 'Feel Good Friday' (FGF) calls to students with 50% of all calls to disadvantaged students | Parental involvement in school via 'Feel Good Friday' calls targeting disadvantaged students – EFF +3 months | Monthly faculty tracking of weekly FGF calls across the faculty and to disadvantaged students | Heads of Faculty | Monthly / half termly tracking of all FGF calls and coverage to disadvantaged students |

ii.	Targeted support				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Increased attendance rates for disadvantaged students	Employment of family support worker / Student Welfare Officer. Prioritise phone calls home each day, home visits and interventions for disadvantaged students.	One-to one support for vulnerable students, increased parental engagement, utilises and coordinates the support of outside agencies. (parental involvement +3 months EEF)	Fortnightly line management meetings RSM/HG to analyse the impact of actions and next steps.

Weekly review of attendance data by AHT,HoY and Attendance Officer. | Rekha Shell-Macleod | Weekly review of attendance figures with Heads of Year and |

Reduction in persistent absence rates for disadvantaged students		NFER research (Ofsted 2014 PP report - addressing behaviour and attendance is one of the most effective ways of supporting disadvantaged pupils.			planned actions/ follow-up
	Non-teaching heads of year has increased capacity of pastoral support team. With targeted interventions of disadvantages students at a lower threshold.	Interventions are initiated earlier. Extensive research shows direct correlation between attendance rates and academic achievement.	Fortnightly line management with Heads of Year looking at key indicators – attendance -behaviour logs And the gap between disadvantaged and others	Rekha Shell-Macleod /Lisa Lockley with Jamie Hunter	Fortnightly line management meeting to interrogate the data
	Provision of bus passes for identified students	Attendance figures for disadvantaged students are lower than other. A high proportion of disadvantaged students require support to travel to school, without which attendance rates drop.	Weekly tracking of attendance rates for students who have been provided with bus passes	Attendance officer with Heads of Year	Fortnightly line management meeting to interrogate the data

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Raised aspirations of and for disadvantaged students. (Which leads to improved attainment and progress)	Implementation of RADY initiative, including the inflation of starting points. Attendance and contribution to RADY networking meetings to share and disseminate best practice.	RADY research. Initiative implemented by Birmingham LA in September 2017.	Disadvantaged students monitored and tracked as part of the whole school assessment and reporting calendar to identify early interventions.	Chris Mitchell and Paul Averis	Analysis following half termly data capture
	Target setting for students in KS4 uses FFT5 for disadvantaged students.	RADY research. Targets ensure high aspirations of and for disadvantaged students. Tracking against higher aspirational targets assists earlier identification of underperformance and the earlier initiation of intervention.	Quality assurance of target setting process for FFT5 targets and half termly data analysis meetings with senior link / line manager	SLT line management with Chris Mitchell and Paul Averis	Analysis following half termly data capture

	'Maximise Your Potential' deliver sessions to Year 10 on study, exam and revision skills. Supports the development of Meta-cognition and Self-regulation.	Meta-cognition and self regulation – EEF research (+ 8 months)	Student evaluation of the Maximise your Potential' sessions and on-going half term analysis of assessment data	Rekha Shell-Macleod	Analysis following half termly data capture
Access to resources and support to encourage engagement and improved academic outcomes.	Inclusion facility to facilitate small group and individual work, time-out and re-integration to lessons.	The Inclusion team provides one-to-one and small group support for vulnerable students. (EEF small group tuition +4 months)	Fortnightly line management meetings TP/KGM/SVA: analysis of impact and next steps. Weekly review of attendance data.	Sush Van-Alderwegen	Analysis following half termly data capture
	Provide targeted support and resources (uniform, books, revision guides, ingredients, etc.)	To ensure all students are able to fully access the curriculum	Half termly data analysis of students by Heads of Year and Heads of Faculty	Heads of Faculty Paul Averis / Chris Mitchell	Analysis following half termly data capture
	Support with costs of peripatetic music lessons.	Increase opportunities and engagement, removal of financial barriers. EEF toolkit (Arts participation +2 months)	Attendance to and uptake of music lessons tracked.	Sarah Evans	Analysis following half termly data capture
	Financial support for educational visits	To ensure that all students, regardless of disadvantage, are able to access opportunities and support social development.	Tracking of participation and attendance for visits tracked by Heads of Faculty and as part of Aim Higher.	Dawn Dwyer Heads of Faculty	Review of attendance and participation following each visit
	Individual mentoring of targeted students for COBS which provides external intervention and support Partnership with EBN to provide alternative provision as required and appropriate to needs	EEF toolkit research identifies positive improvements in academic performance and Behaviour when behavior interventions are tailored to small groups of students (+ 3 months)	Half termly reviews of behaviour logs identify improvements for targeted students to track impact of mentoring and inform next steps. Regular and robust tracking of students on alternative pathways.	Rekha Shell-Macleod /Lisa Lockley with Jamie Hunter Rekha Shell-Macleod / Paul Averis	Half termly review of behaviour logs

Area of spending	Spend	Focus of spend	Rationale for investment/reason for chosen approach	Barrier
1. Teaching and Learning Additional Maths and Science staffing	£50,000	Additional Maths and Science teaching group to enable reduction in class size. Overcapacity in Science enables targeted support to be provided for disadvantaged students.	- Increasing attention individual students receive and high quality feedback to secure outcomes - EEF research on class sizes	A
2. Second data manager and Go4Schools	£50,000	Investment in Go4Schools and increased capacity in the data team to enable timely and accurate data to identify under achievement and enable early interventions.	- Research identifies the gap widening as students' progress through secondary school. Sophisticated tracking system enables early interventions	A and B
3. Revised pastoral structure	£55,000	Model of 4 non-teaching heads of year has increased the pastoral team capacity by 40 hours per week and enabled an increased focus on implementing interventions earlier for disadvantaged students.	- To provide increased tracking, monitoring, support and interventions for disadvantaged students to ensure early impact.	A,B, C and D
4. Family support worker	£40,000	Family support worker employed to support increased attendance and reduced persistent absenteeism.	- Increase in persistent absence rates and a decrease in attendance has initiated investment in providing wider support.	A, B, C and D
5. Inclusion hub	£40,000	Hub created to facilitate the return to school of students with long term absence and those with medical needs. In addition provides support for students with additional needs.	- The Inclusion team provides one-to one and small group support for vulnerable students to support re-integration back into lessons. (EEF small group tuition +4 months)	A, B and C
6. COBS	£10,000	Overview of mentoring/alternative provision	-	A, B and C
7. NLE weekly visits, teaching and learning strategy development and CPD	£10,000	NLE works with leaders at all levels with a focus on improving outcomes for disadvantaged students.	- To receive expert support in the development and review of teaching and learning strategies to ensure quality first teaching and learning impacts disadvantaged student outcomes.	A
8. Enrichment support (trips, visits and music lessons)	£30,000	Removal of financial barriers by subsidising/funding trips and visits for disadvantaged students.	- Increase in attendance to trips, music lessons, outward-bound, D of E when part funded	D

9. Academic resources (including uniform and travel support)	£25,000	Provision of academic resources e.g. revision guides for disadvantaged students	- To reduce disadvantage by ensuring access to necessary equipment/resources	C, D
10. SLE support in key areas of MFL, Science and Humanities.	£15,000	SLEs working with faculties to develop targeted T&L strategies	- To reduce disadvantage by ensuring QFT in the classroom impacting on outcomes for DAP students.	A, B
11. LAC PEP funding	£19,000	Bespoke interventions to individual students linked to agreed targets at PEP meetings.	- To ensure academic and emotional support for our LAC in order to raise attainment.	A, B, C & D
Total	£344,000			