

Pupil Premium Strategy Statement

1. Summary information					
School	John Willmott School				
Academic Year	2016/17	Total PP budget	£373,065		
Total number of students	864	Number of students eligible for PP	385	Date for next internal review of this strategy	

2. Current attainment		
	<i>Students eligible for PP</i>	<i>Students not eligible for PP</i>
% achieving 5A* - C incl. EM (2015/16 only)	33.0%	54.7%
% achieving expected progress in English (2015/16 only)	84.6%	94.7%
% achieving expected progress in Maths (2015/16 only)	37.4%	53.2%
Progress 8 score average (2015/16 only)	-0.2	0.2
Attainment 8 score average (2015/16 only)	4.2	4.9

3. Barriers to future attainment (for students eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Reduce the attainment gap between HAPs and HAP DAPs.
B.	Reduce the number of negative behaviour rates for DAPs as this is higher than other students.
C.	Close the attainment gap in Year 7 between DAPs and other students.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for DAPs are lower than other students, across all year groups.
E.	Some DAPs do not have satisfactory home environment or access to resources.

4. Outcomes		
	Desired outcomes (and how they will be measured)	Success criteria
A.	Close the attainment gap between DAPs and other students in all teaching groups. Measured at half-termly intervals, during Assessment Fortnight.	The attainment gap between DAPs and other students closes.

B.	Gap to be narrowed between DAPs and other students, in terms of negative behaviour rates. Measured weekly via pastoral briefing.	Weekly tracking indicates closing of the gap between DAPs and other students.
C.	'Uplifting' of KS2 attainment data to artificially narrow the gap between Year 7 DAPs and other students (RADY Project).	Aspirational targets are set for all students, mirroring action taken at KS4, and this raises aspirations for staff and students. The attainment gap between DAPs and other students closes.
D.	Close the attendance gap between DAPs and other students. Tracked weekly.	Attendance rates for DAPs are in line with those on other students.
E.	Ensure that all DAPs receive appropriate IAG and have suitable Post-16 provision in place.	Increased rates in Home Learning completion for DAPs.

5. Planned expenditure					
Academic year		2016/17			
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
Reduce the attainment gap by offering a wider range of subjects offered in Years 9 and 10 to enable all students to access the curriculum.	Additional staffing for alternative curriculum	In addition to core subjects, some students require a choice of some subjects that suit their needs better eg Youth Award Scheme, ICT Level 1	Quality assurance of teaching and learning. Analysis of internal data and exam results. Half-termly intervals.	PA	Jan 17
Close the attainment gap in English by enabling the department to place greater emphasis on students eligible for Pupil Premium funding.	Increased English staffing to provide targeted support.	Smaller group sizes in English enable teacher to focus on individuals more effectively. Extra possible means that groups of students can be changed and adapted at different points in the year in response to student needs.	Quality assurance of teaching and learning in English. Analysis of internal data and exam results. Half-termly intervals.	LN	Jan 17
Improve the quality of teaching and learning and targeted support for all DAPs at all levels	Establish CPD for all staff so that there is a focus in lessons on the progress of DAPs	Staff maintain a focus on the progress of DAP students and intervene where needed	Quality assurance of teaching and learning. Analysis of internal data and exam results in department meetings and line management meetings with LT Link. Half-termly intervals.	RJL	Assessment fortnights and subsequent data collection Jan 2017 Mar 2017 Jun 2017

					Sep 2017
Total budgeted cost					£47,200

ii. Targeted support					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Close the attainment gap in Maths by providing more intensive Mathematics tuition for DAPs through small group tuition.	Employ Mathematics Intervention Assistant	Small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one-to-one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. (EEF Toolkit)	Regular line management meetings and targets set between CM and EVH. Measured half-termly through Assessment Fortnight data.	CM	Assessment fortnights and subsequent data collection Jan 2017 Mar 2017 Jun 2017 Sep 2017
Provide support for vulnerable students and their families, enabling them to be more settled in their learning, both at school and at home.	Employ Student Welfare Officer	The Student Welfare Officer provides one-to-one support for vulnerable students, increases parental engagement, where required, and utilises and coordinates the support of outside agencies, where required.	Fortnightly line management meetings DG/HG: analysis of impact and next steps. Weekly review of attendance data.	DG	All year On-going
Remove barriers to learning by providing assistance with costs on an individual basis	Provide targeted support and resources (travel, uniform, books, ingredients, etc.)	To ensure all students are able to access the curriculum fully, wear the correct uniform and travel to school in a convenient and timely manner.	Fortnightly line management meetings DG/AGR: analysis of impact and next steps. Weekly review of attendance data.	DG	All year On-going, as actions are completed
Total budgeted cost					£65,000

iii. Other approaches					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Reduce gap between attendance of DAPs and other students	See attendance action plan 2016-17	NFER research (Ofsted 2014 PP report) - we respond quickly to poor attendance and provide strong social and emotional support for children and through working with their families. NFER research states addressing behaviour and attendance is one of the most effective ways of supporting disadvantaged students.	Monitoring of attendance and persistent absence figures, including gap between students eligible for Pupil Premium funding and other students.	DG	All year On-going
Enable students eligible for PP to participate in the Arts.	Support with costs of peripatetic music lessons.	Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. In some cases, specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported. (EEF Toolkit)	Attendance and reports monitored by department Finance department initially. Track participation in school performances and exams.	SE BC DG	All year On-going, as actions are completed
Enable all students to have access to outdoor adventure learning and learning outside of the classroom.	Educational visits fund	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. The impact of collaborative approaches on learning is consistently positive, but it does vary so it is important to get the detail right. Effective collaborative learning requires much more than just sitting students together and asking them to work together; structured approaches with well-designed tasks lead to the greatest learning gains. (EEF Toolkit)	Attendance and reports monitored by department Finance department initially. Track attendance at activities.	RM BC DG	All year On-going, as actions are completed

Support independent learning and improving examination performance through online teaching and learning resource.	GCSEPod online learning and revision resource (Years 10 and 11)	Overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months). However, there is considerable variation in impact. Evidence suggests that technology should be used to supplement other teaching, rather than replace more traditional approaches.	Regularly assess usage and target students who are not making use of the resource. Improvement in the attainment of DAPs.	AGr	All year On-going, as actions are completed
Improve behaviour of most disaffected students.	Provide individual behaviour support for students, through worker from City of Birmingham School Educational provision in a smaller school setting	Behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. On average, social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. (EEF Toolkit)	Review of impact (through behaviour logs and anecdotal evidence) every half term. Improvement in the attainment of DAPs.	RSM AGr	Assessment fortnights and subsequent data collection Jan 2017 Mar 2017 Jun 2017 Sep 2017
Support students with academic learning, behaviour/emotional/social support, post-16 guidance	Employ three Learning Mentors	The impact of mentoring is low in terms of direct effect on academic outcomes, accelerating learning on average by only about one month's additional progress for the majority of students. There is some evidence that students from disadvantaged backgrounds can benefit by up to about two months' additional progress. (EEF Toolkit)	Fortnightly line management meetings DG/POC/AN: analysis of impact and next steps. Improvement in the attainment of DAPs.	DG	Assessment fortnights and subsequent data collection Jan 2017 Mar 2017 Jun 2017 Sep 2017
Increase PP-dedicated staffing	Achievement Coordinator with responsibility for students eligible for Pupil Premium funding	Middle leader to oversee/coordinate/scrutinise all aspects of learning and school life for students eligible for Pupil Premium funding.	Weekly meetings DG/AGr: analysis of impact and next steps. Improvement in the attainment of DAPs. Fortnightly meetings TP/DG/PA/AGr	TP DG	Assessment fortnights and subsequent data collection Jan 2017 Mar 2017 Jun 2017 Sep 2017

<p>Improve confidence in learning and supplement normal teaching for students eligible for Pupil Premium funding.</p>	<p>Representative from 'Achievement for All' company to work with Sixth Formers on being effective peer tutors to younger students.</p>	<p>Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of approximately five additional months' progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of students appear to benefit from peer tutoring, there is some evidence that children from disadvantaged backgrounds and low attaining students make the biggest gains. (EEF Toolkit)</p>	<p>Weekly meetings DG/AGr: analysis of impact and next steps. Improvement in the attainment of DAPs.</p>	<p>DG AGR</p>	<p>Assessment fortnights and subsequent data collection Jan 2017 Mar 2017 Jun 2017 Sep 2017</p>
Total budgeted cost					<p>£221,275</p>