

Pupil Premium 2018-2019 Evaluation Statement

The use of Pupil Premium funding to support disadvantaged pupils (DAPs)

The Pupil Premium 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.

At John Willmott School, we are committed to providing excellent teaching and pastoral care to all of our pupils, regardless of individual circumstance, ensuring that all have the opportunity to achieve their potential. Our members of teaching staff are aware of all pupils in their classes that eligible for Pupil Premium funding and this informs their planning.

Pupils are defined as disadvantaged if they fall into any of the following categories:

- Currently in receipt of free school meals
- In receipt of free school meals at any time in the last six years
- Looked-after children and previously looked after children
- Parent(s) in the Armed Forces.

Use of Funding 2018-19 PP income	£345,950
Area of spending	Spend
Teaching and Learning Additional English Maths and Science staffing	£50,000
Second data manager and Go4Schools	£55,000
Revised pastoral structure	£60,000
Family support worker	£40,000
Inclusion hub	£40,000
COBS	£20,000
NLE weekly visits, teaching and learning strategy development and CPD	£10,000
Enrichment support (trips, visits and music lessons)	£25,000
Academic resources (including uniform and travel support)	£25,000
SLE support in key areas of MFL, Science and Humanities	£15,000
LAC PEP funding	£11,500
Total	£351,500

Impact

	2016-2017				2017-2018				2018-2019			
GCSE Attainment	National DAPS	JWS DAPS	National Other	JWS Other	National DAPS	JWS DAPS	National Other	JWS Other	National DAPS	JWS DAPS	National Other	JWS Other
Number of students		71		95		59		76		76		83
Percentage of students	29%	43%		57%	29%	44%		56%		48%		52%
Attainment 8 Score	3.7	3.9	5.0	4.5	3.7	3.2	5.0	4.1	3.7	3.9	5.0	4.2
Percentage of students achieving grades 9-4 in English, maths or equivalent	40%	42%		68%	45%	32%	71%	57%	44%	57%	72%	59%
Percentage of students achieving grades 9-5 in English, maths or equivalent	22%	26%		41%	25%	17%	50%	28%	24%	27%	50%	34%
GCSE value Added P8 Score	-0.4	-0.4		-0.5		-1.1		-0.3	-0.45	-0.64	0.1	-0.4
Attendance												
Percentage Attendance	92.2%	90.6%	95.6%	94.5%	91.9%	88.5%		95.63%	91.9%	90.4%	95.5%	94.4%
Percentage Persistent Attendance	24.0%	27.9%	8.9%	11.4%	9.3%	34.8%		11.9%	24.6%	29.48%	9.3%	13.81%

Summary

Outcomes

In 2018 -2019 our results for pupil premium students achieving grades 9-4 in English and maths was 57% which was 13% above the national average of 44%. In addition our pupil premium students achieving grades 9-5 was 27% which was 3 % higher than the national average of 24%. Our pupil premium results saw an increase of 22% in disadvantaged students achieving a grade 4+ in English and Maths. In 2019 it was 54% compared to the 2018 result of 32%. Furthermore, the disadvantaged students achieving a grade 5+ in English and Maths increased by 9%, in 2019 achieving 26% compared to the 2018 result of 17%. Therefore, through the long term improvements in teaching and learning this has led to significant improvement in our disadvantaged students results. Maths utilised form time to target disadvantaged students to develop their content and understanding of the exam questions. The result of this was that 66% of our disadvantaged students achieved a level 4+ and a 28% increase on 2018. Also at 5+ there was a 9% increase on the previous years' results. In English the continued practice of retrieval and testing has demonstrated the improvements for our students, especially at the level 5+ where the FFT50 target of 50% was met and a 16% increase on the previous years' results and the 7+ was 1% under our FFT 50 target. This clearly demonstrates an increased achievement for disadvantaged students as a result of strategized initiatives, careful monitoring and responsive teaching and learning to meet the needs of our learners.

Our Attainment 8 score for disadvantaged students has increased to 3.8 from 3.2 in 2018. This is as a result of the ongoing support from the NLE through learning walks across all subject areas and whole school work scrutiny. A key focus area for PP students was to raise expectations and challenge in lessons, this has been a significant area of improvement by staff embedding the PP first strategy of targeted questioning, seating plans, responsive feedback and phone calls home. In addition the introduction of the LORIC lessons has allowed our students to raise their aspirations and become more resilient to challenge. Furthermore, the fortnightly HOF meetings and data scrutiny with LT has led to more accountability with HOFs more equipped to make better judgements, monitor, led and refine delivery within subject areas. The drop down days for Science and option subjects following trial exams allowed for diagnostic feedback and re-teaching of key content areas.

Some notable performances are the 4+ in 2 sciences where the percentage of disadvantaged students achieved 50%, this is a 25% increase on the results in 2018. This is a direct reflection of the targeted intervention delivered by subject specialists that diagnostically identified key gaps in learning and addressed through rigorous and responsive teaching. Our teaching and learning model EEE has been embedded across subject areas and lends itself to quality first teaching when modelling and targeted questioning are the key phases of learning. To compliment this the focus on language for learning has been an integral part of our CPD programme which was in response to the reformed GCSEs and developing the need and understanding of tier 2 vocabulary and command words.

All PP students in Year 11 received revision guides for all their subject areas to assist and further their understanding of key topic areas. KS4 English students all attended a theatrical production of Macbeth in the spring term to further their knowledge of the play and to enrich their understanding of the staging.

The A level results for disadvantaged students demonstrated a 17% increase on grades at A/A*, a 22% increase at A*-B and a 16% increase at A*-C. Similarly, at the level 3 combined there was a 13% increase on grades at A/A*, a 9% increase at A*-B and a 5% increase at A*-C. The vocational subjects saw 10% increase on students achieving D*-D. This is a result of the close monitoring and tracking of students through regular data meetings with HOFs, the pupil premium first strategy, regular and quality feedback to students.

Attendance

Disadvantaged attendance rates have improved by 1.86% compared to the previous year. Persistent absence rates have significantly improved by 4% since 2018. This is a direct result of the continual tracking of attendance, phone calls home and home visits. Furthermore, this is accompanied by raising aspirations within school through engaging lessons, a wealth of enrichment opportunities, theatre trips, Aim Higher and purchasing revision guides for Y11 to ensure that our PP students are equipped for learning. The LORIC strategy have allowed opportunities for students to be rewarded and participate in school life. The termly reward trips for attendance have acted as an incentive for students to embrace school and overcome potential barriers.

The number of disadvantaged students receiving a fixed term exclusion is 24.42% which is below the national average of 24.93% and the gap between disadvantaged and non disadvantaged is 17.37% which is better than the national average of 18.77%. This is as a direct result of the strategies to support students in school through the use of: COBS support, the inclusion hub, individual support unit and external mentoring.

Priorities for 2019-2020

The progress of disadvantaged students to be above that of other students nationally by:
Close the attainment gap, whilst raising the bar between disadvantaged and other students (see PP strategy A).

- Improved Progression of middle ability disadvantaged students achieving grades 9-4 at FFT50 (see PP strategy B)
- Continual rigorous quality assurance of progress data and timely, purposeful intervention (see PP strategy A,B,C,D,E,F)
- Embedding the Pupil Premium first strategy for all staff to use: setting, questioning, books, verbal feedback, calls home, opportunities within school and regular strategic agenda item at department meetings. (see PP strategy C)
- Enrichment programme to raise aspirations for pupil premium students (see PP strategy D)
- Continue to improve attendance rates for pupil premium students (see PP strategy E)
- Ensure all pupil premium students have access to resources (see PP strategy F)