

Pupil Premium Evaluation - 2019-2020

1. Summary information					
School	John Willmott School				
Academic Year	2019/20	Total PP budget	£345,610		
Total number of pupils	989	Number of pupils eligible for PP	427	Date for next internal review of this strategy	Sept 2020

Area of spending	Spend
1. Teaching and Learning - Additional humanities teacher	£49,500
2. Go4Schools software	£3900
3. Family support worker	£40000
4. Employment of attendance manager and access to Warwickshire Court Service	£30,465 / £4000
5. Inclusion hub	£40,000
6. COBS	£18000
7. Enrichment support (trips, visits and music lessons)	£19,500
8. Academic resources (including uniform and travel support)	£8445
9. External mentoring by Mr R Daley	£12,285
10. Learning mentor in school	£30,000
11. ISU Pastoral Manager	£30,000
12. Pastoral Assistant Support	£23670

13. Speech and Language Therapist	£4200
14. Titan Membership	£6000
15. Alternative Provision	£25650
Total	£345615

	Desired outcomes (and how they will be measured)	Success criteria	Evaluation
A.	<p>Close the attainment gap, whilst raising the bar between disadvantaged and other students.</p> <p><u>Measured through:</u> Rigorous quality assurance of progress data and timely, purposeful intervention. Faculty 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.</p>	<ul style="list-style-type: none"> • The attainment gap between disadvantaged and other students closes in all prior attainment: higher, middle and lower. • Attainment and progress for disadvantaged students improve. • Increased student numbers secure academic qualifications to access sixth form or appropriate training • Parental engagement through workshops to raise attainment and support to students. 	<p>Table 1 below shows significant improvement in subject results compared to the previous cohort of exam results and the attainment and the progress of disadvantaged students has improved.</p> <p>Table 2 demonstrates the strengthening performance of PP students in the 6th form ensuring they secure academic qualifications for future university choices.</p> <p>Parental engagement workshops were held for Year 11 in Sept 2020, but due to COVID 19 our spring workshops were cancelled.</p> <p>93% of Year 11 secured post 16 places. There were 9 NEET students, 6 were PP.</p>

TABLE 1

PP with 2020 EAL y11 joiners removed

Subject	2018-2019					2019-2020						
	9-1 %	9-4 %	9-5%	9-7 %	9-1 %	9-4 %	9-5%	9-7 %	9-1 %	9-4 %	9-5%	9-7 %
French	92%	16%	16%	16%	100%	80%	20%	0%	8%	64%	4%	-16%
Spanish	100%	20%	0%	0%	100%	100%	100%	25%	0%	80%	100%	25%
Geography	95%	32%	19%	3%	97%	45%	32%	13%	2%	13%	13%	10%
Biology	100%	88%	38%	0%	95%	84%	79%	16%	-5%	-3%	41%	16%
Chemistry	100%	100%	50%	13%	95%	84%	74%	16%	-5%	-16%	24%	3%

TABLE 2

		2018/19			2019/20			
		All Students	PP	Other	All Students	PP	Other	Progress
Level	Measure							
Level 3 Combined	% of entries at A*-A	10	13	10	26	18	30	5
Level 3 Combined	% of entries at A*-B	32	33	32	51	48	53	15
Level 3 Combined	% of entries at A*-C	49	58	47	74	79	72	21
Level 3 Combined	% of entries at A*-D	67	74	65	91	94	89	20
Level 3 Combined	% of entries at A*-E	86	81	87	100	100	100	19
Level 3 Combined	APS per Entry	26.7	29.4	26.1	35.7	36.2	35.4	6.8
Level 3 Combined	APS per Student	73.5	81.9	71.5	107.8	111.7	105.4	29.8
A-Level	% of entries at A*-A	14	17	13	31	25	35	8
A-Level	% of entries at A*-B	48	46	49	68	65	70	19
A-Level	% of entries at A*-C	66	69	66	94	92	95	23
A-Level	% of entries at A*-D	83	83	83	97	96	98	13
A-Level	% of entries at A*-E	93	86	94	100	100	100	14
A-Level	APS per Entry	30.9	31.7	30.7	39.6	39.4	39.8	7.7
A-Level	APS per Student	85.6	86	85.5	124.1	124.5	123.8	38.5
A-Level	% students achieving 2+ A*-E	69	56	79	60	80	47	24
Vocational	% of entries at D*	7	0	8	19	0	26	0
Vocational	% of entries at D*-D	28	33	27	39	38	39	5
Vocational	% of entries at D*-M	49	67	46	74	75	74	8
Vocational	% of entries at D*-P	89	89	90	100	100	100	11
Vocational	APS per Entry	18.7	22.9	17.8	29.9	27.9	30.1	5
Vocational	APS per Student	45.2	65.1	41.7	87.7	84.7	88.6	19.6
Vocational	% students achieving 2+	19	0	24	63	50	67	50

<p>B.</p>	<p>Improved Progression of middle ability disadvantaged students achieving grades 9-4 at FFT50</p> <p><u>Measured through:</u> Rigorous quality assurance of progress data and timely, purposeful intervention. Faculty 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.</p>	<ul style="list-style-type: none"> • Whole school focus on closing the attainment gap of middle ability disadvantaged students in all subject areas • Attainment and progress for disadvantaged students improve. • Increased student numbers secure academic qualifications to access sixth form or appropriate training • Parental engagement through workshops to raise attainment and support to students. • GCSE examiner reports analysis to create success criteria for achieving 4+ and 5+ grades. 	<ul style="list-style-type: none"> • Table 3 demonstrates the impact on MAP students performing at Grade 4+ and Grade 5+. There were significant improvements across a range of subject areas. Whole schoolwork scrutiny/ teaching and learning folders on the 20th October showed that all seating plans were in place with PP students highlighted. Schemes of learning annotated with targeted questioning for PP students. • There was no noticeable differences between PP and non PP in exercise books and the standard of books were good with triple E embedded and regular assessment and feedback given to students. • 93% of Year 11 secured Post 16 places to continue their education. There were 9 NEET students, 6 were PP.
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Table 3

Middle Ability PP with 2020 EAL yr11 joiners removed

Subject	2018-2019				2019-2020				Progress			
	9-1 %	9-4 %	9-5%	9-7 %	9-1 %	9-4 %	9-5%	9-7 %	9-1 %	9-4 %	9-5%	9-7 %
Art and Design	92%	69%	38%	15%	100%	100%	67%	67%	8%	31%	28%	51%
Biology	100%	75%	0%	0%	100%	89%	78%	0%	0%	14%	78%	0%
Business BTEC	100%	83%	33%	17%	100%	100%	100%	100%	0%	17%	67%	83%
Business Studies	100%	14%	0%	0%	100%	60%	30%	0%	0%	46%	30%	0%
Chemistry	100%	100%	50%	0%	100%	89%	67%	0%	0%	-11%	17%	0%
Computer Science	100%	33%	0%	0%	100%	78%	44%	0%	0%	44%	44%	0%
English	98%	47%	31%	0%	100%	83%	63%	0%	2%	37%	32%	0%
English Literature	96%	60%	40%	7%	93%	83%	63%	3%	-2%	23%	23%	-3%
French	93%	13%	13%	13%	100%	100%	0%	0%	7%	87%	-13%	-13%
Geography	90%	14%	5%	0%	100%	64%	45%	9%	10%	49%	41%	9%
History	89%	33%	19%	0%	100%	47%	26%	0%	11%	14%	8%	0%
IT Level 2	44%	11%	0%	0%	100%	50%	50%	0%	56%	39%	50%	0%
Mathematics	93%	60%	22%	0%	100%	60%	30%	17%	7%	0%	8%	17%
Physical Education GCSE	100%	0%	0%	0%	100%	33%	0%	0%	0%	33%	0%	0%
Physics	100%	75%	25%	25%	100%	100%	67%	22%	0%	25%	42%	-3%
Science	95%	34%	12%	0%	90%	48%	19%	5%	-5%	13%	7%	5%
Spanish	100%	0%	0%	0%	100%	100%	100%	0%	0%	100%	100%	0%
Sport BTEC	100%	75%	75%	25%	100%	100%	0%	0%	0%	25%	-75%	-25%
Technology- Food	100%	57%	29%	0%	100%	75%	63%	13%	0%	18%	34%	13%
Technology- Product Design	100%	0%	0%	0%	100%	57%	43%	0%	0%	57%	43%	0%

<p>C.</p>	<p>Reduction in the gap between disadvantaged and Non disadvantaged in all year groups</p> <p><u>Measured through:</u> Rigorous quality assurance of work scrutiny, teaching and learning folders and learning walks. Embedded teaching of EEE. Progress and attainment of disadvantaged students is an explicit agenda item at line management meetings. CPD impact evaluation. Quality assurance of target setting for disadvantaged students. Targets for disadvantaged students are aspirational and in line with FFT5.</p>	<ul style="list-style-type: none"> • Disadvantaged students to first in all of the following areas: setting, questioning, written feedback, live in lesson feedback, phone calls home. • Opportunities within school and faculties e.g masterclasses • First quality teaching interventions embedded within the lesson using the EEE strategy • Use of rewards and praise through CCC developments • Strategic agenda item at faculty meetings • Strategic item on faculty action plans • 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. 	<ul style="list-style-type: none"> • A8 score overall for PP is 3.8, Y11 PP students attainment historically increases in the spring term following the trial exams and the support of diagnostic teaching leading to the June exams, however due to COVID 19 this was unable to take place. • Year 11 continued to have careers advice throughout of lockdown and 93% of Year 11 gained a post 16 place for their future education. There were 9 NEET students, 6 were PP. • Students in 7A2y English were taught a personalised reading scheme to improve their reading abilities and exposure to vocabulary. Reading ages assessment are as follows: 19 students in the class, 12 students are PP: 6 PP students exceeded their reading age, 1 student remained at the same level and 2 students were below their reading age. 5 non PP students exceeded their target. 4 students were absent.
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<p>D.</p>	<p>Broaden curriculum offer to ensure that pp students and non pp access enrichment activities <u>Measured through:</u> Raised aspirations of and for disadvantaged students.</p>	<ul style="list-style-type: none"> • All disadvantaged students to achieve rewards as part of the Triple C strategy and LORIC lessons • All Y11 disadvantaged students to attend a careers workshop at school. • Evaluation of Enrichment curriculum for all disadvantaged students • Increase in disadvantaged students attending reward and attendance trips. • Increase in trips to enhance character and culture opportunities. 	<ul style="list-style-type: none"> • We continue to offer a broad and balanced curriculum. • There were a number of trips to enhance character and culture opportunities: Y11 trip to An Inspector Calls for 20 PP students Nov 19 Y9-11 PP trip to x3 Manchester United Football games Y7 Residential trip Trip to CBSO • Theatre group for An Inspector Calls in school. From March 2020 all trips ceased. • Year 11 continued to have careers advice throughout of lockdown and 93% of Year 11 gained a post 16 place for their future education.
<p>E.</p>	<p>Increased attendance rates for disadvantaged students and reduction in persistent absence rates for disadvantaged students. <u>Measured through:</u> Tracking of attendance data for disadvantaged students and evaluation of strategies deployed in increase attendance.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Due to Noravirus December 2019 and Covid 19 January 20 onwards attendance has been significantly impacted. • Table 4 highlights the decrease in exclusions, IN school support (mentoring and pastoral interventions) and the engaging curriculum have seen a reduction in the exclusion rate for PP students is significantly below the national average.

TABLE 4**Exclusions Summary 2018-2020 - Fixed Term Exclusions – Comparison between 2018/19 and 2019/20**

Fixed term exclusions as a percentage of group

	School 2018/19 to 21/03/2019	School 2019/20 to 20/03/2020	Full Year National Average (state funded Secondary Schools)
All Students	10.36%	8.21%	10.13%
Disadvantaged	16.84%	14.17%	24.93%
Other	5.20%	2.75%	6.16%
In School Gap	11.64%	11.42%	18.77%

Percentage of students with one or more fixed term exclusions (based on the number of students who have had any number of fixed term exclusions)

	School 2018/19 to 21/03/2019	School 2019/20 to 20/03/2020	Full Year National Average (state funded Secondary Schools)
All Students	6.63%	4.87%	4.71%
Disadvantaged	10.53%	7.78%	10.24%
Other	3.52%	2.20%	3.31%
In School Gap	7.01%	5.58%	6.93%

Percentage of students with more than 1 fixed term exclusion (based on the number of students who have had 2 or more fixed term exclusions)

	School 2018/19 to 21/03/2019	School 2019/20 to 20/03/2020	Full Year National Average (state funded Secondary Schools)
All Students	2.52%	2.01%	1.91%
Disadvantaged	4.21%	3.59%	4.75%
Other	1.17%	0.55%	1.14%
In School Gap	3.04%	3.04%	3.61%

<p>F.</p>	<p>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.</p> <p><u>Measured through:</u> Tracking of PP spending on educational resources, tracking of attendance to extra-curricular activities</p>	<ul style="list-style-type: none"> • Disadvantaged students are proportionately represented during extra-curricular opportunities such as music lessons, after school clubs which promotes engagement and raises aspirations. • Disadvantaged students have access to academic resources which supports rates of progress as demonstrated through data captures. • 100% of disadvantaged students to have engaged in Careers Information Guidance. 	<ul style="list-style-type: none"> • 22 PP students had music lessons funded by school. • All Year 11s had Careers guidance and during in lockdown received further careers advice. 93% of Year 11 secured Post 16 education. Careers guidance video was shared on John Willmott School You Tube channel. • All Y11 PP and whole cohort of Y10 students received study guides for all subject areas to support their learning. Y10 were guided during lockdown on how to use the guides and set work accordingly to enhance their learning.
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