

Wymondham High Academy Trust Pupil Premium Statement 2014-15

Our aims in deciding how to allocate Pupil Premium funding are:

To ensure that teaching and learning opportunities meet the needs of all of the pupils.

- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, recognising that not all pupils who receive free school meals will be socially disadvantaged.
- To recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- To allocate funds following a needs analysis which will identify priority classes, groups or individuals.

The Academy received £151 215.50 in pupil premium for the 2014 – 2015 financial year. This reflects the fact that 169 of our students were entitled to the premium.

The purpose of the pupil premium is to help students from low income families who are eligible for free school meals (or have been at any time in the last six years), looked after children and those from families with parents in the armed forces (Forever 4). In particular, the main aim of the pupil premium is to raise the achievement of these students and to close the attainment gap between these students and those not entitled to this support.

All of the students at Wymondham High who are entitled to the premium are either on free school meals (or have been at any time in the last six years) or are looked after children. Nationally, these students achieve at a level significantly below those not entitled to the premium on all key indicators.

The Ofsted report on the use of the premium (Pupil Premium: Reference 120197: September 2012) outlined how the premium had been used in 262 schools. This report showed how difficult it often is to disaggregate pupil premium funding from general school funding.

At Wymondham High, the focus has been on providing additional staffing and resources. In some areas it is possible to identify where there has been direct spending of the premium 'on' the target students. In most, the spending has been 'for' the students. The distinction is that money spent 'for' the students is likely to have an impact for all students. Without the premium, the additional spending would not have been possible and the extra support/intervention would not be in place. The best example of this is when looking at staffing. The provision of extra groups in English and Mathematics has allowed us to reduce class sizes (therefore allowing for more personal support within class), increase teaching time for English and set up targeted intervention for students who require it.

Below is a general outline as to how the premium has been spent within the school. We have now established an in-school software package (Venture) that allows us to determine PP spend for individuals, and incorporates all elements of staffing and resources expenditures. The software also allows us to determine impact across Progress and Attainment 8 measures.

Area of expenditure	Amount
<p>Staffing Costs: The school believes that high quality teaching in the classroom is the key to raising standards. On entry, attainment of the students is above average in all years and the percentage of students entitled to free school meals is below the national average (as shown in Raiseonline). Student levels of literacy are relatively high on entry. Reducing class sizes has allowed staff to give more personal attention and support to students within their groups. This additional provision has also allowed us to make adjustments to our timetable structure to allow for greater time for English and mathematics at Key Stage 4.</p>	£3520.00
<p>Pupil premium funding has also allowed us to start a breakfast club for all pupils, available from 08:00 until 08:35 every school morning.</p> <p>This additional staffing, helped the school to achieve 73% 3+ levels progress in Mathematics. Whilst progress in English was not as strong, pupils who entered on Level 3 made good progress through additional staffing made possible through the pupil premium.</p> <p>Pupil premium funding was also used to form the achievement team for Years 7-13, replacing the existing structure. The raising achievement coordinators (RAC) have been given the remit to encourage, support, track and monitor all pupil premium children and ensure there are no barriers to their learning or enrichment.</p> <p>Much of the impact must, however, be measured over a longer period. The school is taking a more strategic approach to tackling issues related to low levels on entry which will take time to come through – there is no ‘quick fix’ in many cases.</p> <p>Pupil premium funding has also been used to support the appointment of an Intervention Assistant whose role is to liaise with staff, parents and teaching colleagues with reference to pupil premium funded children.</p>	£3400.00
<p>Additional Staffing in Learning Support: The percentage of students on the SEN register is lower than the national average (Raiseonline) during 2014-15. The school already employs a large learning support team. The decision was made to employ an extra colleague in order to provide additional support for the students. The vast majority of this time is</p>	£21 273

<p>utilised on small group teaching (with a small amount on 1:1 work).</p> <p>Additional Teaching Assistants: The school employed 14 teaching assistants in 2014-15. Whilst the vast majority of these are employed to meet needs identified within individual statement, a number of 'additional' staff have been employed to provide targeted support for those students who are not statemented but have specific learning or behavioural needs. The additional staff work in a variety of ways, including providing in-class support and on small group or 1:1 activities within the Learning Support area.</p> <p>Evidence of impact is clear, especially amongst those pupils attending The Gateway, a facility for pupils with mental health concerns, anxieties or medical concerns. 1-to-1 support in English and e-learning packages has allowed a significant number of pupils not only access a curriculum, but this has also led to improved attendance, reduced exclusions and individual progress made by the students (evidenced through individual records).</p>	<p>£12 602</p>
<p>Counselling: The school has provided counselling support for a number of years. The premium has allowed for much greater provision for the students, many of whom have complex needs.</p> <p>We now employ a counsellor on a full time basis in order to ensure that we can plan for effective provision and to meet specific challenges that may blow up suddenly.</p> <p>Again, it is difficult to quantify the impact of this support, except to point to returns from student feedback.</p> <p>Attendance</p> <p>The provision of a full time attendance officer has been an important aspect of our improvement. However, in response to the need to improve the attendance of FMS pupils, we have appointed a full time attendance assistant which has allowed the AO to focus on our key groups by removing administration tasks. The overall attendance figure for the year will have increased, with significant gains by specific groups.</p>	<p>£24 888</p> <p>£23 539</p>
<p>Alternative Curriculum Provision: The school recognises that a number of students struggle to engage with 'traditional' schooling. It also recognises that more vocationally based provision is of benefit for some. The main provision is at Key Stage 4, although there was limited intervention for students at Key Stage 3.</p>	

<p>As a result of resources available through the premium, significantly more investment could be made in this area to meet the needs of the students, through partnership working with City College Norwich and Easton and Otley College.</p> <p>The Raising Achievement Coordinators* provided a detailed report outlining their successes over recent months. These included the fact that 21 students were able to achieve a variety of full and unit awards through involvement in these schemes. Without any doubt, there were a number of students who would have struggled to complete their time at the school had they not been involved in this alternative provision. The 'opportunity cost' in terms of time saved for students and staff back at school is impossible to measure.</p>	<p>£28 800 (CCN/E & O College)</p> <p>*£15 500 (TLR allowances + non-contact time)-new in post from 2014</p>
<p>Additional Interventions: Intervention work has also taken place with students individually or on a small group basis. There is one 'super project' which covers all of this work. This is Progress85 which consists of a series of targeted activities including attendance targeting, "Freedom Pass" in Year 11, focussed intervention sessions both during and after school and celebration events.</p> <p>Another example came with the 'Raising Achievement Group' in Year 11. These students, based in The Hub, had access to additional resources, had an in-school supervisor, were withdrawn for targeted support within English and mathematics and benefited from input from outside support. 52% of these pupils went on to gain 5 A*-C including English and maths. Something that would not have been possible without the level of intervention supported by pupil premium.</p>	<p>£12 480</p>
<p>Departmental Resources/Opportunities: Additional resources were targeted directly at departments in order to allow them to purchase materials which would otherwise have been unavailable. These resources were in addition to the core spending on capitation and allowed staff to provide greater variety within lessons and to help meet the different learning styles of the students. This funding was also used to provide additional opportunities for students within subjects (for example, paying for a visit to Cambridge to see a production of Romeo and Juliet). A number of students were also provided with tablets for use both at home and school to support their learning. As a Microsoft Academy and showcase school, we were able to offer these at a discounted rate to all pupils and free of charge to PP students.</p>	<p>£5213.50</p>
<p>TOTAL EXPENDITURE:</p>	<p>£151 215.50</p>
<p>TOTAL ALLOCATION (Pupil Premium):</p>	<p>£151 215.50</p>

Impact Assessment

In 2014 the gap between pupil premium and non-pupil premium students achieving 5 good GCSEs (C+ grades) with Maths and English was 38%. In 2013 it was 12%. Provisional results in 2015 suggest the gap for the 31 pupils in the cohort of 241 has narrowed significantly to 26% (42% of Pupil Premium pupils achieved %A*-C including English and maths), with girls continuing to significantly outperform boys. Best 8 Scores for disadvantaged pupils was 288.5, an increase of 3.5 points on the previous year. Best 8 value added has increased year on year since 2013 from 971.5-976.6.

Key Stage 2-4 value added for disadvantaged pupils (31 in cohort) was 976.6, against a national mean score of 975.9. Disadvantaged pupils also exceeded national mean scores in Maths (999.00) and Science (996.3).

In 2014, the gap between pupil premium and non-pupil premium pupils was 38%. Although this might appear to indicate a significant gap between pupil premium and non-pupil premium pupils, caution is advised before any such judgement is arrived at. This is because of many changes to GCSE assessments in 2014 which saw the equivalences of vocational qualifications reduced, changes to entry patterns caused by the 'first entry' requirement for DFE performance tables, the removal of speaking and Listening from English Language GCSE and the end of modular assessment. Such was the scale of these changes that the DFE has advised, "There are a wide range of changes to the calculation of performance measures in 2013/14. These mean it is not possible to compare 2013/14 with previous years." (Doc: SFR41/2014).

Examination data from 2015 suggests that the gap between PPG and non-PPG pupils in terms of levels progress in maths and English is narrowing significantly. In English, 48% (national figure is 58%) of our PPG pupils achieved three levels progress, whilst 65% achieved the same progress in mathematics (national means score is 49%). This is set against school performance of other pupils at 73% in Maths and 60% in English. Overall school results in Mathematics are well above national average; results in English are below national average. In Maths, the statistic for both PPG students and Non-PPG pupils achieving level 5+ exceeded the 2013 figure with the gap in attainment remaining relatively small at 18%.