

PUPIL PREMIUM IMPACT REPORT

2017-2018

Context

The Pupil Premium Grant (PPG) supports disadvantaged students in order to diminish the difference in attainment between them and their peers. The ultimate aim is to 'Close the Gap' between all young people so that success and achievement are not determined by background and every child achieved to the best of their ability. The PPG is intended to offer appropriate support in order to address current underlying inequalities between students eligible for Free School Meals (FSM), either now or in the past six years (Ever 6FSM) and children looked after by the state.

Schools have complete freedom in deciding how to spend this allocation, and the money given does not have to be spent on the children who attract the financial support. What schools do need to do is assess the impact of this support, evaluation provision and adapt where necessary.

Funding

Schools receive £935 for each (Years 7 to 11) pupil registered as eligible for free school meals at any point in the last 6 years.

Schools receive £300 for each pupil registered for 'Service Premium' - designed to support children with parents serving in the regular British armed forces. Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- one of their parents served in the regular armed forces in the last 3 years^[SEP]
- one of their parents died while serving in the armed forces and the pupil is in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

Schools also receive £1,900 for each pupil who:

- has been looked after for 1 day or more^[SEP]
- has been adopted from care^[SEP]
- has left care under:^[SEP]
- a special guardianship order^[SEP]
- a residence order^[SEP]
- a child arrangement order^[SEP]

Year group totals vs those eligible for Pupil Premium (PP)/ Ever6: 1277:211 (16.5%)

Year 7: 275:52 (19%)

Year 8: 258:48 (19%)

Year 9: 269:43 (16%)

Year 10: 256:44 (17%)

Year 11: 219:24 (11%)

In 2017, 27.2% of Year 11 pupils were classified as disadvantaged nationally.

Our Ambition

We believe the PPG should enhance the life chances of pupils, including moving on to appropriate providers post-16/18, having excellent attendance and being confident and responsible young people.

Barriers to learning

WHA identifies that the following barriers could be present for our PP pupils

- Poor parenting
- Limited access to language
- Poor literacy levels
- Poor attendance
- Low aspirations
- Low Expectations
- Narrow experience of life outside of school

Impact of the Pupil Premium Grant 2017/18

This support is monitored and led by the Associate Principal and Assistant Principal to ensure that targeted support leads to the improved academic progress of students within this cohort. As a result of the pupil premium support and the initiatives in the School Development Plan, we are beginning to see the gap close.

AIP Priority: That disadvantaged (PP) students should make progress in line with that of comparable non-disadvantaged (PP) students, through the “Engage” programme [AIP target for non-PP is +0.11 P8]

Target A	Impact
<p>All staff (teaching, and where relevant to their role, non-teaching) will know which of the students with whom they interact are eligible for Pupil Premium Funding. Each member of staff will be able to articulate the level of impact that they have had on students within this group</p>	<ul style="list-style-type: none"> • Staff can identify PP pupils and provide information relating to individuals progress and feedback. IMPACT: Strong • PP awareness boards have further enhanced identification and are present in staffrooms. IMPACT: Moderate • Discussions with colleagues and Year 11 Engage Walks indicates an increase in challenge to produce work that is at least their target grade and that disadvantaged pupils are producing work that is comparable to quality with that of their peers. IMPACT: Strong • School work scrutinies focused throughout the year on PP students ensuring the quality of students work is carefully monitored. Enabling work that does not expectations to be acted upon IMPACT: Strong <p>OVERALL IMPACT: Strong</p>

Target B	Impact
<p>Levels of parental engagement on the part of parents of PPI students will increase and concrete actions to increase the likelihood of this will be taken.</p>	<ul style="list-style-type: none"> • Communications between the school and parents/carers made easier. E.g. Diaried time with admin staff for telephoning/messaging in the remainder of the academic year IMPACT: Moderate • Y7 settling in evening: all parents without appointments (48 hours prior), spoken to (or messages left where unavailable). Telephone consults done where attendance was impossible/difficult. IMPACT: Strong • PP 'Surgery' slots created to allow parents to attend either side of the school-run. However these were not successful as no one attended. IMPACT: None • All Year 11 PP students had either 1:1 meetings with PP lead or a telephone conference call to support the parent-school-learner dialogue. IMPACT: Moderate • Parents who failed to access the latest Progress Reviews now have hardcopy send to them. IMPACT: Moderate <p>OVERALL IMPACT: Moderate</p>

Target C	Impact
<p>Interventions aimed at improving progress and outcomes for PPI students will take place in an on-going and timely manner, that is not limited to Year 11 intervention.</p>	<ul style="list-style-type: none"> • PP Funding application process developed and made available for staff. IMPACT: Variable • VI Form peer mentoring programme set up. 47 Year 12 students volunteered to work with 62 PP students. IMPACT: Moderate • Y11 Maths and English Form groups support students learning throughout the year. IMPACT: Strong • Y7 Monday Maths trialled throughout the academic year. IMPACT: Moderate • DEAR Trailed throughout the academic year. IMPACT: Moderate • Y11 Maximise presentations took place. Feedback was overwhelmingly positive, with only one pupil indicating that they felt the session had been of no benefit. Review of responses circulated to SLT. IMPACT: Strong • Growth Mindset Resources created/Sources and deployed during form time. Combined with Growth Mindset assemblies delivered by JDU. IMPACT: Strong <p>OVERALL IMPACT: Strong</p>

Target D	Impact
<ul style="list-style-type: none"> • Barriers to learning, attendance and future opportunities, at the level of resources and motivation, will be identified and removed wherever possible • Reduce the gap between PP and non-PP in term of levels of absence 	<ul style="list-style-type: none"> • Pupil Premium Governors Committee set up to oversee PP holding the school to account. Including Governors training. IMPACT: Strong • Finance monitor spend per PP pupil on resources. DM tracks overall spend. IMPACT: Little • HoD/ RAC's/ Teaching staff briefed on the sums of money available for project work. Highlight successful projects include: A,G&T – The Brilliant Club Scholars Programme, Science – Birthday magazine project, Year 7 Careers and enterprise day, Y11 Maximizes Seminars. IMPACT: Variable • 1:1 Y11 Careers appointments given priority by Careers advisor. IMPACT: Strong • PP Attendance being reported fortnightly. Attendance meetings with RAC's target students who require support. IMPACT: Moderate <p>OVERALL IMPACT: Moderate</p>

Closing the Gap analysis

Headline figures 2018 (national data due to be published Jan 2019)

	Number of Y11 students		Average A8		Average P8	
	WHA	National	WHA	National	WHA	National
Disadvantaged	23		39.89		-0.13	
All other pupils	196		56.69		0.63	

Headline figures 2017

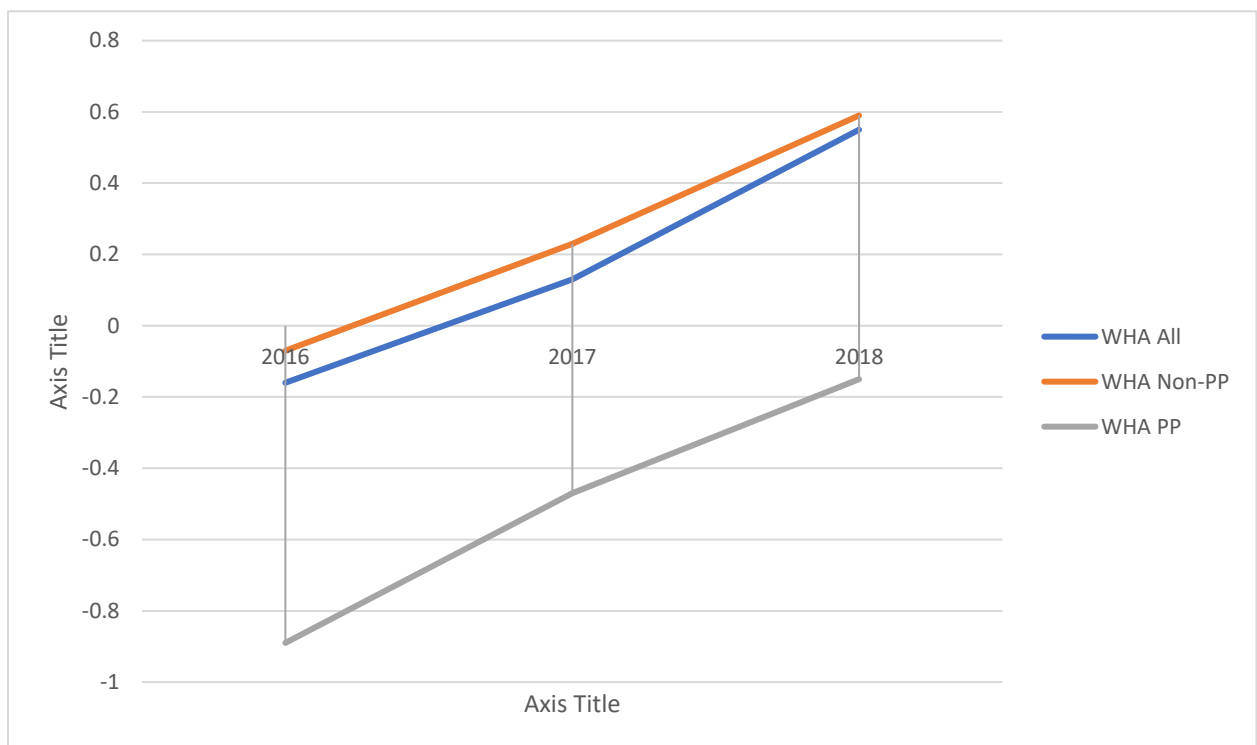
	Number of Y11 students		Average A8		Average P8	
	WHA	National	WHA	National	WHA	National
Disadvantaged	33	143,586	43.53	37.0	-0.47	-0.40
All other pupils	190	384,273	55.24	49.8	0.23	0.11

Headline figures 2016

	Number of Y11 students		Average A8		Average P8	
	WHA	National	WHA	National	WHA	National
Disadvantaged	25	149,895	37.52	41.1	-0.89	-0.38
All other pupils	216	390,794	53.45	53.3	-0.07	0.10

Progress 8 - Closing the Gap overview analysis 2016 - 2018

	WHA Full Cohort	WHA Non-PP Cohort	WHA PP Cohort	WHA Internal Gap	National PP	WHA Gap to national
2016 P8	-0.16	-0.07	-0.89	-0.82	-0.38	-0.51
<i>difference</i>	<i>+0.29</i>	<i>+0.30</i>	<i>+0.42</i>	<i>+0.12</i>		
2017 P8	+0.13	+0.23	-0.47	-0.7	-0.4	-0.07
<i>difference</i>	<i>+ 0.42</i>	<i>+0.36</i>	<i>+0.32</i>	<i>-0.04</i>		
2018 P8	+0.55	+0.59	-0.15	-0.74	<i>t.b.c</i>	<i>t.b.c (pred +)</i>



Desired outcomes for 2018-19 PP Spending

WHA would like to achieve the following outcomes throughout the 2018-19 academic year.

Desired Outcomes	Success Criteria	Measured
To raise the achievement of PP students	Gap closed between non-PP/PP Increase in 9/8 grades for HPA PP	Analysis of internal academic data. GCSE outcomes 2019.
To continue to raise PP school attendance	School attendance gap closed between PP and Non-PP	Attendance data
To raise students aspirations	Increase in PP students staying on to student A-levels at WHA. Increase in PP students leaving to study at higher and further educational establishments. Pupils aspire to career paths	Short term - student voice & questionnaire. Long term – More PP students are able to access university.
To increasing opportunities for PP students and 'broaden' students horizons by providing cultivated experiences and opportunities.	More PP students taking part in all aspects of school life and attending cultivated experiences.	Short term - student voice & questionnaire on new experiences ^[SEP] Attendance numbers attending school clubs, fixtures, school trips.
To increase students personal development	Communicate maturely with Adults Demonstrate leadership skills Can speak in public Can debate an idea Demonstrates personal resilience	Short term - student voice, mentoring meetings and questionnaires. Parental feedback. Increase in school attendance Long term – Employment and university numbers.
To increase parental engagement	PP parents attending parents evenings and school events	Increased numbers using parental portal. Increased PP numbers attending

	PP parents using parental portal	parents evening
To support the primary-secondary transition	PP primary students are more prepared for Year 7. Happy PP Year 7 pupils / reduced parental complaints and concerns.	Short term - student voice and parental voice.

2018-19 Strategic Expenditure Plan

The following summary is an overview of where the majority of our Pupil Premium funding will be deployed in 2018-19.

Outcomes	Development Area	Proposed Expenditure	Students
Raise the achievement of PP students	Quality of Teaching – Improvement in Standards	£10,000	All students in every year
	Additional class-based or intervention work to accelerate progress.	£2500	Targeted groups
	Curriculum Support – Helplines, Study Skills, Revision guides	£2000	All Year 11 and targeted students in Year 10
	Learning Support, Catch-up classes, Literacy boosters.	£10,000	Depending on needs identified.
	PP Family Support Worker	£20,000	All PP students monitored
	The Brilliant Club Scholars Programme	£2,420	6 PP students in Year 9 6 PP student sin Year 10
	1:1 Tutoring	£10,000	Targeted students
To continue to raise PP school attendance	Attendance consultant / EWO Support	£10000	Students requiring supported
To raise students aspirations	Ex-student workshops to promote life after WHA.	£2000 (Travel costs for ex-students)	All students
	Careers guidance Independent careers guidance	£5000	All students will receive support and guidance with focus on VGs and at risk of being NEET students
To increasing opportunities	‘Experience Board’ – highlighting out of	£500	To support all students but with a large focus on vulnerable

for PP students & 'broaden' students horizons by providing cultivated experiences	classroom low cost learning experiences.		groups including PP and CLA students. More PP students taking part and attending cultivated experiences.
	Music lessons	£5000	To help progress in music both academically as well as broadening horizons depending on need
	Educational Trips	£36,650	Variable depending on need and opportunities.
To increase students personal development	Funding for school based items e.g. Uniform support, School bags, School equipment, school trips and visits, School travel	Variable (Est. £5,000)	Students needs
	Counselling support	£5000	
	CPD Training courses – Mental Health First Aid, Bereavement training, Self-esteem, Emotional support	£3000	All students
To increase parental engagement	Parental phonecall to support parents evening and the use of go4schools	£250	All PP Students
	Parental 'catch up' phonecall	£250	Students with concerns
To support the primary-secondary transition	Transition Activities and Taster Sessions	£3500	PP students and PP Year 5 and 6 pupils.
	PP aspirations days	£3500	WHA PP Students + Feeder Primary students
Funding available for improving outcomes projects		£65,000	

Proposed total expenditure £196,570

2018-19 Budget £197,285

Measuring and reporting progress

The process of evaluating the impact of the Pupil Premium Grant and its use is ongoing, we are continually looking at ways of improving outcomes for all students and ensuring that all achieve to the best of their ability. Evaluations will focus on academic achievement and the pupil's personal development. Reports are presented termly to the PP Governing Body Board. A dedicated sub-committee responsible for holding the school to account. The school will issue an annual online statement of information showing how pupil premium funding has been used to address the issue of closing the gap of all disadvantaged children.

November 2018

ACB

Although this information is correct at time of production for this academic year it will not necessarily reflect exact amounts and all types of expenditure.