

Pupil Premium Impact Statement 2017-18

Pupil Premium Funding at Wardle Academy 2017-18

Number of students on roll	Number of students eligible for PP	% of students eligible for PP	Total PP funding for 2017-18
1179	284	28.4%	£330,516

The aim of this document is to evaluate the impact of Pupil Premium funding on our Disadvantaged students. For details of what Pupil Premium funding is and which students are eligible, please see the “Pupils Premium Strategy Statement” which can be found on our website.

The effectiveness of Pupil Premium spending will be evidenced through the progress and attainment of our Disadvantaged Students at the end of Key Stage 4. However, it is recognised that many factors and strategies feed into these measures. The impact of specific strategies have therefore been evaluated in detail by the analysis of the following key areas:

- Academic attainment
- Academic progress
- Attendance
- Attitudes to learning
- Student voice

Student outcomes at the end of KS4

Progress 8

From 2016, the key performance indicator for Key Stage 4 students became Progress 8. Progress 8 is calculated by determining each student's performance across a range of eight different subjects (English, Mathematics, three EBacc subjects, and three other GCSE or high quality GCSE equivalent subjects). This performance is then compared to the attainment of other students nationally. A negative Progress 8 score is below that of other students nationally. Individual Progress 8 scores will be aggregated to give a Progress 8 score for each school.

	Disadvantaged 2018	Disadvantaged 2017
Overall	-0.43	-0.3
English	-0.37	-0.3
Maths	-0.18	-0.4
EBacc	-0.39	-0.5
Open	-0.68	-1.1
High Ability	0.17	-0.48
Middle Ability	-0.65	-0.4
Low Ability	-0.33	0.307

Attainment 8

Attainment 8 measures the achievement of a pupil across 8 qualification including Mathematics (double weighted) and English (double weighted), 3 further qualification that count in the English Baccalaureate (EBacc) measure and 3 further qualification can be GCSE qualification (including EBacc subjects) or any other non-GCSE qualification on the DfES approval list. Each individual grade a pupil achieves is assigned a point score, which is then used to calculate a pupil's Attainment 8 score.

	Wardle Academy 2018 A8	Wardle Academy 2017 A8	National 2018 A8 (All students)
Disadvantaged	37.08	36.59	46.53

Percentage of students achieving threshold in English and Mathematics

This year, the majority of GCSE's have been reformed and the grading system has moved from letters (A* to G) to a numerical system, with 9 being the highest grade. The content of the new GCSE's is more challenging; the new grades have been introduced to signal that these are reformed GCSEs, and to better differentiate between students of different abilities.

The Government describes a grade 4 as a "standard pass" and a grade 5 as a "strong pass". A grade 4 and above is equivalent to a C and above in the legacy GCSEs; if pupils do not achieve this level in English and Mathematics they will be required to continue studying them post 16.

	2018		2017	
	Standard pass	Strong pass	Standard pass	Strong pass
% of students achieving threshold in English & Mathematics	43.5	18	34	18.5
% of students achieving threshold in English	58.1	37.1	50.8	28.6
% of students achieving threshold in Mathematics	53	27.4	47.6	22.2

Attendance

	2015		2016		2017		2018	
	School	National	School	National	School	National	School	National
PP	93		92		91.5		90	
Non PP	95		95		95		94	
Gap	2		3		3.5		4	

Student outcomes at the end of KS4

A thorough review of Wardle Academy's disadvantaged strategy takes place each September. Below is an evaluation of the strategies used during the 2017/18 academic year to support disadvantaged students.

Curriculum Support			
Strategy	Amount	Desired Outcome	Outcomes
Specialist Alternative Curriculum provision to support students who have difficulties accessing the main curriculum (Causeway, Lighthouse and the Year 11 room).	£134,000 3 x teacher salaries	Disaffected students continue to engage in education.	Weekly evidence during feedback meetings with EAD (KS4) and JAH (KS3).
Accelerated Reader – to improve students reading and comprehension skills.	£5,200	Improved reading ages of students. Students below age related expectations rapidly catch up.	KS3 key assessment points throughout the academic year.
The employment of two Learning Mentors working with identified pupils in KS3 & KS4.	£45,000 2 x support staff salaries	Learning mentors at Wardle Academy support learning both within and outside the classroom. They help to close the gaps in attainment by modifying tasks, supporting classroom delivery and providing one-to-one or small group interventions to support disadvantaged students effectively.	Weekly evidence during half termly meetings with EAD (KS4) and JAH (KS3). Progress data at key assessment points.

Timetabling of an additional English lesson per week for all students (reading lesson)	£27,000 1 x HLTA salary	Additional English lessons timetabled onto the lesson to supplement English intervention.	Progress data at key assessment points.
Curriculum Enhancement Fund	£2,000	Departments are fully resources and able to meet the needs of all students.	Rolling requests as resources become available.
High Ability Strategy – ensuring our most able students are being met.	£5,000	High ability students take part in a programme to improve their self-belief and self-confidence developing aspirations to aspire to progress to higher education.	Progress of higher ability learners at each key assessment point. Student voice. Destination data.
Senior and middle leadership team time, resourcing and support focused upon narrowing the gaps.	£16,000	External consultants. Pioneers trust.	Key stage 4 results.
Motivational speech and revision technique workshops.	£2,000	Improve students' motivations and aspirations. Students develop their memory techniques.	Student voice. KS4 results. Student progress data at key assessment points.
EAL co-ordinator to lead on improving the progress of our disadvantaged EAL students.	£16,500	Students with English as an additional language make good progress in their English, allowing them to access the curriculum and make good progress. Teaching staff are aware of strategies to support and develop our EAL students.	Student progress data at key assessment points.

Careers and college support and advice.	£15,000	Disadvantaged students have access to careers and destinations appointments to support their choices. Opportunities to gain experiences of university life and feel university is a viable option for them in the future.	Student voice. Attendance at workshops and visits. Destination data.
Support to access learning opportunities			
Strategy	Amount	Desired Outcome	Outcomes
Key Stage 4 revision sessions	£1116	Students receive extended learning and exam revision – resources and staffing.	Weekly monitoring of attendance at sessions – with text communication for non-attendance. KS4 results and impact studies.
Holiday Revision to support students preparing for exams – resources and staffing.	£12,200	Holiday learning opportunities offered to all students (Easter and May half term). Attendance at these sessions is high.	Review of attendance at sessions. KS4 results.
Revision guides	£500	Where requested students will be provided with revision guides in Year 10 & 11 to support their revision.	KS4 results.
Careers Advice	£2,000	All students receive advice regarding further education, employment and training that is appropriate to their needs. Students are clear on what they	Timetabled appointments throughout the year. Attendance monitored by the CEIAG team. Careers days engagement & pupil voice.

		<p>need to do to progress onto their next steps.</p> <p>KS3 careers days are available to advise students on potential careers paths that they may be interested in exploring.</p>	
<p>Rewards – to support the B4L system and ensure students who consistently meet the school values and expectations are rewarded.</p>	£1,000	<p>Rewards trips are on offer at Christmas, end of year.</p> <p>Year 11's will receive their end of school prom paid for if they have a positive attitude to learning and behaviour. This support vulnerable groups by offering rewards to support their learning.</p>	<p>Pupil voice.</p> <p>School council work.</p>
<p>Educational visits – subsidised extended learning opportunities.</p>	£1,000	<p>Students are able to access a range of subsidised enrichment activities and visits.</p>	<p>Review of PP students accessing trips.</p>
<p>Additional English and Maths timetabled support timetabled for students in KS3 & KS4.</p>	£5,000	<p>Underachieving PP students in English and Maths can access timetabled intervention lessons, therefore, narrowing the gap in achievement between disadvantaged and non-disadvantaged students.</p>	<p>Students accessing lessons.</p>

Support focused upon social, emotional and behavioural issues			
Strategy	Amount	Desired Outcome	Outcomes
Resilience group support	£13,000	Small withdrawal groups for selected students at both key stage three and four. Increased ability of students to be resilient learners.	Student voice. Resilience progress data.
Care, Support and Guidance – resources. Pastoral Year Leads to support students who have social, emotional or behavioural needs.	£2,000	Improved attendance and attitude to learning of all students. Ensuring all students feel safe and know who to ask for help.	ATL reviews each half term. Student voice.
Support focused upon improving attendance			
Strategy	Amount	Desired Outcome	Outcomes
Attendance officer – dedicated to focus upon improving the attendance and punctuality of students.	£25,000	The attendance of disadvantaged students continues to increase and the gap in between disadvantaged and non-disadvantaged is narrowed.	Half termly attendance clinics. Half termly attendance data reviews.