

## Pupil Premium Strategy Statement 2018-19

### **Pupil Premium 2018-19**

At Wardle Academy we believe that all students, regardless of their backgrounds, should be supported and challenged to attain the best possible outcomes during their time with us. The pupil premium is a government initiative designed to target resources on those pupils deemed to be from a disadvantaged background. Specifically the Pupil Premium money is provided for those pupils who have been on Free School Meals (FSM) at any point over the past 6 years or those students who have been looked after continuously for at least 6 months (CLA). For the year 2018/19 the Pupil Premium has a value of £935 per eligible pupil.

Schools receive an additional £2300 for each pupil who has been: -

- Looked after for 1 day or more,
- Has been adopted from care or has left care under a special guardianship order,
- A residence order or a child arrangement order.

There is also a smaller provision of £300 made for those pupils who have a parent in the armed services.

Neither the government nor any government agencies have dictated how the Pupil Premium money should be spent, but what is clear is that the money should be used to promote strategies, which narrow the attainment gap between those students who would be considered disadvantaged and the non-disadvantaged peers.

### **Pupil Premium Funding at Wardle Academy 2018-19**

Number of students on roll	Number of students eligible for PP	% of students eligible for PP	Total PP funding for 2018-19
1214	260	23.7%	£332,000

### Pupil Premium Outcome 2017-18

	<i>Pupils eligible for PP (Wardle)</i>	<i>National Figures (other students)</i>
% achieving 5 x 4-9 incl. Eng & Ma	18	50
% achieving 5 x 5-9 incl. Eng & Ma	44	71
Progress 8 score	-0.43	0.13
Attainment 8 score	37.08	50

### Potential barriers to learning for students eligible for Pupil Premium:

<b>1. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b>	
A.	Pupil engagement
B.	Curriculum provision and intervention
C.	English and Maths support
<b>External barriers</b>	
D.	Emotional well-being & resilience

### **Support on offer for students who are eligible for the Pupil Premium:**

At Wardle Academy we believe a range of strategies are required to narrow the gap in attainment between our disadvantaged and non-disadvantaged students. We implement strategies that support disadvantaged students in four key areas:

- Curriculum support;
- Support to access learning opportunities;
- Actions focused upon social, emotional and behaviour issues;
- Actions focused upon improving attendance.

The impact of these strategies will be measured by conducting data analysis of the following:

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

## Strategies to support disadvantaged students at Wardle Academy 2018-19

### Curriculum Support

Strategy	Desired Impact	Review of implementation (where applicable)	Amount
Specialist Alternative Curriculum provision to support students who have difficulties accessing the main curriculum (Causeway, Lighthouse and the Year 11 room).	Disaffected students continue to engage in education.	Weekly evidence during feedback meetings with EAD (KS4) and JAH (KS3).	£134,000
Accelerated Reader – to improve students reading and comprehension skills.	Improved reading ages of students. Students below age related expectations rapidly catch up.	KS3 key assessment points throughout the academic year.	£5,200
The employment of two Learning Mentors working with identified pupils in KS3 & KS4.	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	Weekly evidence during half termly meetings with EAD (KS4) and JAH (KS3).  Progress data at key assessment points.	£55,000

	disadvantaged students effectively.		
Curriculum Enhancement Fund	Departments are fully resources and able to meet the needs of all students.	Rolling requests as resources become available.	TBD
High Ability Strategy – ensuring our most able students are being met.	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.	£8,000
Senior and middle leadership team time, resourcing and support focused upon narrowing the gaps.	External consultants. Pioneers trust.	Key stage 4 results.	£10,000
Motivational speech and revision technique workshops.	Improve students’ motivations and aspirations. Students develop their memory techniques.	Student voice. KS4 results. Student progress data at key assessment points.	£1,800
EAL co-ordinator to lead on improving the progress of our disadvantaged EAL students.	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.	£16,000

Careers and college support and advice.	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.	£8,000
<b>Support to access learning opportunities</b>			
<b>Strategy</b>	<b>Desired Impact</b>	<b>Review of implementation (where applicable)</b>	<b>Amount</b>
Key Stage 4 revision sessions	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.	£2,000
Holiday Revision to support students preparing for exams – resources and staffing.	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.	£12,000
Revision guides	Where requested students will be provided with revision guides in Year 10 & 11 to support their revision.	KS4 results.	£2,000
Careers Advice	All students receive advice regarding further education,	Timetabled appointments throughout the year.	£20,000

	<p>employment and training that is appropriate to their needs. Students are clear on what they need to do to progress onto their next steps. KS3 careers days are available to advise students on potential careers paths that they may be interested in exploring.</p>	<p>Attendance monitored by the CEIAG team. Careers days engagement &amp; pupil voice.</p>	
<p>Rewards – to support the B4L system and ensure students who consistently meet the school values and expectations are rewarded.</p>	<p>Rewards trips are on offer at Christmas, end of year. 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. School council work.</p>	<p>£3,000</p>
<p>Educational visits – subsidised extended learning opportunities.</p>	<p>Students are able to access a range of subsidised enrichment activities and visits.</p>	<p>Review of PP students accessing trips.</p>	<p>£1,000</p>
<p>Additional English and Maths timetabled support timetabled for students in KS3 &amp; KS4.</p>	<p>Underachieving PP students in English and Maths can access timetabled intervention lessons, therefore, narrowing the gap in achievement between</p>	<p>Students accessing lessons.</p>	<p>£30,000</p>

	disadvantaged and non-disadvantaged students.		
Developing links with external providers to build pupil resilience and well being	Links to be developed with Kooth, #thrive, HYM and other external agencies to offer students additional support.	Student voice. Resilience progress data. Improved ATL.	£2,000
<b>Support focused upon social, emotional and behavioural issues</b>			
<b>Strategy</b>	<b>Desired Impact</b>	<b>Review of implementation (where applicable)</b>	<b>Amount</b>
Resilience and well being provision	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.	£13,000
Care, Support and Guidance – resources. Pastoral Year Leads to support students who have social, emotional or behavioural needs.	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.	£2,000
<b>Support focused upon improving attendance</b>			
<b>Strategy</b>	<b>Desired Impact</b>	<b>Review of implementation (where applicable)</b>	<b>Amount</b>
Attendance officer – dedicated to focus upon improving the attendance and punctuality of students.	The attendance of disadvantaged students continues to increase and the gap in between	Half termly attendance clinics. Half termly attendance data reviews.	£25,000



	disadvantaged and non-disadvantaged is narrowed.		
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