

Pupil Premium Expenditure Strategy

Approved: 13/11/2017

Review: 05/09/2018

*SLT Liaison: J Skurr (Deputy
Headteacher)*



1. EXECUTIVE SUMMARY

The Pupil Premium was introduced in April 2011 to provide additional funding for pupils:

- Who have been in receipt of free school meals (FSM) at any point in the past 6 years
- Who have been continuously looked after for the past 6 months
- Who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order
- For children whose parents are currently serving in the armed forces, or whose parent/guardian is in receipt of a pension from the MOD.

We are committed to addressing the gap in progress and attainment that currently exists between our Disadvantaged and other pupils, to ensure that all pupils make in line with or are exceeding expected progress.

Funding available for 2014-2015 - £355, 796

Funding available for 2015-2016 - £347,900

Funding available for 2016-2017 - £328, 185

*It should be noted that the Pupil Premium funding is paid received in the government financial year (April – March), being accounted for during the Academy financial year (September – August).

Number of Disadvantaged pupils -322

2. SUMMARY INFORMATION

Academic Year: 2017/2018	Estimated PPG: £310,420	Date of recent PP review: Sept 2017
Total number of pupils: 1172	Number of pupils eligible for PPG: 322	Date of internal review of this strategy: Sept 2018

Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding aimed at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium is provided in order to support these pupils in reaching their potential by accelerating their progress.

All members Wardle Academy staff and governors accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs. Every child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

3. ELIGIBILITY 2016 – 2017 & DEFINITIONS

Ever 6 FSM

The pupil premium for 2016 to 2017 will include pupils recorded in the January 2016 school census who are known to have been eligible for free school meals (FSM) since May 2010, as well as those first known to be eligible at January 2016.

Children adopted from care or who have left care

The pupil premium for 2016 to 2017 will include pupils recorded in the January 2016 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

Ever 6 service child

For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2016 school census who was eligible for the service child premium since the January 2011 census as well as those recorded as a service child for the first time on the January 2016 school census.

4. KEY AREAS IDENTIFIED FOR 2017 – 2018

The Senior Leadership’s aim for all students eligible for Pupil Premium Grant is that they perform as well as non-pupil premium students.

<p>1. Improving progress of High ability pupil premium Y11 students and LAC students (PPG students) – English Language and Maths intervention at KS4: after school boosters, boys’ club, senior leadership mentoring, form time booster sessions.</p>
<p>2. Target disadvantaged students below -0.5 progress 8 in Y11 = for Wave One in class intervention – monitored by subject (leadership) in Maths and English. Wave Two intervention – Directors of English and Maths to complete subject mentoring and support in rotation. Wave Three Intervention – students to be prioritised for additional support within Plan.</p>
<p>3. Progress in Key Stage 3 English and Maths – Targeted small group intervention during form time, booster sessions delivered by subject specialists and language for learning focus in KS3.</p>
<p>4. Attendance & Behaviour Interventions – tiered intervention plan for students: attendance action plan and clinics for PA students below 90%, tiered AO/PYL intervention below 95%; Behaviour Action Plan (IBPs, PNs) and personalised timetables for PP students with patterns of disengagement and disruption. Reduce proportion of PPG eligible students Fixed Term PPG exclusions to below National average. Reduce number of NUHPE’s that disadvantaged pupils receive and increase number of PRIDE points.</p>
<p>5. Raise aspiration levels for disadvantaged pupils – Careers advice and guidance for disadvantaged pupils, removal of barriers to access for further education or training. Mentoring and support for disadvantaged students leading to decrease in the number of NEETS.</p>
<p>6. Targeted SEN Support – Year 11 targeted intervention focused on EHC and SEN Support students who cannot understand language in examinations. Sulp groups focused on KS3 to enable greater levels of progress and reading programme to increase reading age of all key stage 3 students to above 10 years.</p>

5. PUPIL PREMIUM GRANT SPENDING 2017 – 2018

Pupil Premium and SEND Intervention	Cost	Impact
<p>Academy Structure</p> <p>Restructure of the academy- PP Strategy, Attendance, Welfare, SEN and behaviour now responsibility of DHT. Key Stage leads working with achievement co-ordinators with specific focus on progress of all disadvantaged students.</p> <p>Introduction of the 'Team around the Child' with a focus on achievement of disadvantaged students. (DHT, AHT KS3, KS4 Lead, Intervention mentors and Directors of English and Maths)</p> <p>Weekly student focused meetings with 7 week impact reviews.</p> <p>Key Purpose:</p> <ul style="list-style-type: none"> - An individualised approach to addressing barriers to learning - Focus on outcomes for individual pupils rather than generic strategies - Make decisions based on data and respond to evidence 	<p>£55,000</p>	<ul style="list-style-type: none"> • Increased profile of disadvantaged pupils around the academy • Attendance increase for disadvantaged students • Decrease in NUHOPE and fixed term exclusion of disadvantaged pupils • Increase in PRIDE points for disadvantaged pupils • Better progress of all disadvantaged pupils in in both key stages
<p>KS3 English and Maths Intervention:</p> <p>Literacy and Numeracy Intervention:</p> <p>Literacy and numeracy programmes to narrow gaps in attainment, delivered by English and Maths teachers in small groups. Booster sessions delivered by subject specialists during form time.</p> <p>Identified students in Year 7+8 Accelerated Reading programme and reading mentor booster sessions.</p> <p>Language support in KS3 English to ensure that all pupils have the appropriate language skills required to meet the curriculum requirements.</p>	<p>£45,000</p>	<ul style="list-style-type: none"> • Improved literacy and numeracy scores of targeted Keys Stage 3 students • Improvement in reading age of students whose reading age is below age 10 • Increase in students making expected progress in Maths and English <ul style="list-style-type: none"> • Narrow GAPS between PPG students and others

<p>KS4 English Intervention: Additional targeted support sessions for disadvantaged pupils (Esp. High ability and boys) through: Investment in intervention and support strategies within English will be developed. Key target segments are high ability students and boys. Intervention provision will include targeted, bespoke intervention programmes for individual students and small groups, subject specific mentoring parties and form time booster sessions. Provision will be made available to accommodate increased department planning time, LAC specific targeted sessions and extra – curricular target sessions. WTM's and subject specific core learning days will also be supported.</p> <p>KS4 Maths Intervention Continued support for Maths with an 'Outstanding school' and Senior Leader mentoring (DHT). Maths Action Plan with highlighted PPG intervention: senior leadership mentoring; after school boosters for students underachieving against their progress 8 target; form time boosters sessions. Director of Maths to provide small group mentoring and subject support. PPG champions in KS3 and KS4 Maths. Access to online resources to support learning outside the classroom.</p>		<ul style="list-style-type: none"> • Higher progress 8 scores for disadvantaged pupils than 2016/17 • Progress in line with National average for disadvantaged pupils
<p>Curriculum, Teaching and Learning Develop the curriculum model to ensure it allows all cohorts (Including disadvantaged) the opportunity to reach potential and that it addresses any individual or cohort shortfalls in attainment and progress.</p> <p>Investigate KS4 Alternative Pathway for 2017-2018 for pupils identified as Disadvantaged and who at high risk of a managed move or a permanent exclusion.</p> <p>Membership of associations and attendance at appropriate training conferences which will help identify any areas for development and also give strategies to ensure improved performance for disadvantaged pupils.</p>	<p>£18,500</p>	<ul style="list-style-type: none"> • Curriculum models and range of options to engage disadvantaged pupils at risk of permanent exclusion • Key strategies identified and implemented into PPG Strategy
<p>Attendance Intervention Attendance Intervention: Our Attendance Officer provides professional welfare support for families in challenging circumstances, through targeted support and multi-agency working. In addition approximately 10 hrs per week to be used for first day calling, PA fast track work, 1 to 1 mentoring sessions to improve PPG students' attendance and engagement with education.</p>	<p>£25,000</p>	<ul style="list-style-type: none"> • Higher % attendance for disadvantaged pupils at Wardle than in 2016/17

<p>Safeguarding officer providing specific support for pupils at risk of safeguarding issues, supporting families and working with external agencies. Mentoring and support for all pupils at CIN and CP level with key priority on breaking down barriers to learning. Giving advice and specialist knowledge to all staff on safeguarding issues and how re-engage pupils in learning.</p>		<ul style="list-style-type: none"> • Increase in well-being data for disadvantaged pupils
<p>Careers information, advice and guidance</p> <p>Impartial advice and support for all students with an increased focus on disadvantaged pupils. Mentoring support for pupils at risk of becoming NEET to; raise aspirations, support both careers and academic outcomes, mock interviews and supporting disadvantaged pupils in accessing or applying for post 16 providers. Support includes taking them to providers and developing transition packages to support pupils and helping them to engage in life-long learning.</p>	<p>£30,000</p>	<ul style="list-style-type: none"> • Decrease % of disadvantaged pupils who are classified as NEET after leaving the academy. • Ensure all SEN students are successfully transferred to college or employment
<p>SEN Provision and alternative support</p> <p>Speech and Language therapist focused on disadvantaged pupils and identifying barriers to learning. Initial focus on examination language support for disadvantaged Year 11 students and Language support for English at KS3.</p> <p>Programme of training for all staff on ASD, DSYLEXIA and ADHD to be delivered to enable all staff to identify patterns of behaviour and teaching and learning styles that meet the needs of the pupils.</p> <p>Meta-cognitive sessions to provide specific provision for identified individual pupils from learning mentors.</p> <p>Educational Psychologist consultation sessions with pupils following inclusion referrals</p>	<p>£12,000</p>	<ul style="list-style-type: none"> • Increased exam results for targeted Year 11 disadvantaged group after intervention work • Increased numbers working in SULP groups across the academy • Increased student engagement for targeted students that are disadvantaged.

TOTAL Amount	£317,235
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