



Pupil Premium 2014/15 Impact Report and 2015/2016 Plan

1.0 Introduction

- 1.1 Pupil Premium is allocated to Schools from the Government in order to help schools address underlying inequalities between disadvantaged children and their peers. It is for schools to decide how to use the funding as they are best placed to assess what provision should be made for the individual pupils within their responsibility.
- 1.2 Pupil Premium was introduced in April 2011 and was originally targeted at children who were claiming Free School Meals ('FSM') or who had been in Local Authority Care ('LAC') for more than six months using the data on the annual school census taken in January. From April 2012 the eligibility criteria was amended to take in any children who have ever claimed FSM in the last six years.
- 1.3 Although we are free to spend Pupil Premium in the way that we feel is appropriate we are required to publish on our website the following information:-
- Details of the allocation of Pupil Premium relating to the previous and current academic years;
 - Details of how the funding was spent in the previous academic year including evidence to show how this affected the educational attainment for the pupils in school for whom the allocation was granted, and
 - Details of how the funding is intended to be spent in the current academic year.

2.0 Allocation of Pupil Premium, 2014/2015

- 2.1 The funding is allocated to school at the beginning of the financial year (*i.e.* 1 April annually). We are required to account for our use of the grant by academic year (*i.e.* 1 September annually).
- 2.2 Allocations were based on £935 per pupil on FSM and £1,000 per pupil classed as a Looked After Child (CLA) including children adopted from care. The premium for children classed as 'service children' is £300

2.3 The amount of allocation that school receives is initially given as an estimate, which is then firmed up after the January census; therefore the allocation for 2015 is still on an estimate basis.

2.4 The table below illustrates the figures allocated to the Deanery High School.

| | | |
|--------------|----------|----------|
| 1 April 2014 | £272,247 | Actual |
| 1 April 2014 | £290,835 | Estimate |

2.5 To arrive at the amount relating to the 2014/15 academic year we need to include seven months of the April 2014 figure and five months of the April 2015 figure. Therefore the allocation for the 1 September 2014 to 31 August 2015 is **£279,992**.

2.6 In addition to this the school was allocated **£17,000** for Year 7 Catch-Up Grant.

3.0 Use of Funding in 2014/15

3.1 Curriculum Support and Intervention

- Mid-term and Easter revision schools were held for Year 11 pupils who needed additional support.
- Additional support and curriculum reorganisation took place for English and Maths for C/D borderline – these pupils now receive extra lessons of the relevant subject
- An additional Assistant Headteacher post was made a permanent post on our SLT to oversee our Narrowing the Gaps Programme.
- Revision guides were provided for students in a number of subjects.
- Mentors from teaching staff provided to support to students.
- KS3 & KS4 learning mentors worked with pupils requiring support in achieving at least 3 levels of progress.
- LSA intervention on range of programmes with targeted pupils
- Gap plans arranged and worked throughout the curriculum for PP pupils to maximise progress

3.2 One to One tuition

As a school we continued to provide one-to-one tuition to a number of pupils to support their progress in key subjects.

3.3 Pathways

During 2014/2015 Pathways worked with success with those pupils identified by progress leaders as those who would benefit from working in a nurturing environment in small withdrawal groups. We work with the students to deal with behavioural and learning issues with the aim of gradually moving them back into the classroom environment. Students usually spend 6 weeks in the Pathways facility.

3.4 Homework clubs

Throughout the year, a homework club has operated after-school. This has been open to all pupils but will have been of specific benefit to pupils with less favourable home backgrounds. In addition to the drop-in homework club, a more bespoke homework club has been offered for those PP pupils who frequently miss homework. This has been done in liaison with parents to support those pupils who require such support.

3.5 Educational Trips

A contribution of up to £100 per trip is paid for all students who are eligible for pupil premium, this means that the majority of day trips are free for these pupils.

3.6 Breakfast Club

All pupil premium students are allowed a £1.50 allowance for breakfast, in addition to their FSM allocation each day.

3.7 Counselling and Pastoral Support

Our Chaplaincy team spend a considerable amount of her time counselling pupils and we pay for other counselling too (for example, from Wigan Family Welfare).

In addition, we have reorganised the pastoral system. This has enabled us to provide better more focussed pastoral support, and to more closely monitor academic progress, for all pupils, including the most vulnerable.

Data tracking for significant groups has become more focused (SEND/ G&A/ Pupil Premium/ CLA / EAL) in order to ensure timely and appropriate intervention for PP requiring additional support to meet their targets.

PP pupils have been surveyed to ascertain financial/ cultural/ material/ pastoral needs and this information forms the basis of interventions.

3.8 SEND

The school provides additional resources to PP pupils who do not have a statement of additional needs (and therefore separately funded) particularly in numeracy and literacy. LSAs provide timely and resourceful support due to better training and a keen awareness of pupils' specific or general learning needs. Impact is measurable.

3.9 Summer School

We provided a two week Summer School for the new year 7 students, with an emphasis on literacy and numeracy.

3.10 School Communication

The school has invested in a purpose built system to improve communication between the school and families. This can be used for individuals, certain groups and also full school purposes. This has greatly improved school/ home partnership in supporting our PP children.

3.11 Administrative Costs

It is normally recognised that around 5% of any grant is spent administering it.

4.0 Impact

The impact of these resources is tracked through internal and external data.

4.1 Years 7-10

Internal data based on formal assessments and on-going teacher assessment has been used to monitor the effectiveness of our interventions in years 7-10. The data below indicates the gap for each year group.

| | Non-PP | PP | Y7 Gap Summer 2015 | Non-PP | PP | Y8 Gap Summer 2015 | Non-PP | PP | Y9 Gap Summer 2015 | Non-PP | PP | Y10 Gap Summer 2015 |
|---------------------------------|--------|------|--------------------------|--------|------|--------------------------|--------|------|--------------------------|--------|------|---------------------------|
| | Y7 | | | Y8 | | | Y9 | | | Y10 | | |
| % on or above target in English | 74.7 | 69.7 | 5 | 64.5 | 50 | 14.5 | 63 | 38.2 | 24.8 | 61.9 | 63.6 | -1.7 |
| % on or above target in Maths | 69.8 | 45.5 | 24.3 | 38.8 | 26.7 | 12.1 | 67.8 | 51.6 | 16.2 | 53.9 | 36.4 | 17.5 |

4.2 Year 11 Results 2015

At the end of year 11 student progress is measured through their success in their external examinations.

| Eng | % of pupils making expected progress | | | | Maths | % of pupils making expected progress | | | |
|--------|--------------------------------------|------|------|------|--------|--------------------------------------|------|------|------|
| | 2012 | 2013 | 2014 | 2015 | | 2012 | 2013 | 2014 | 2015 |
| Non PP | 65 | 70 | 79 | 79.2 | Non PP | 82 | 76 | 72 | 68 |
| PP | 28 | 56 | 67 | 54.5 | PP | 38 | 63 | 41 | 43.1 |
| Gap % | -37 | -14 | -12 | 24.7 | Gap % | -44 | -13 | -31 | 24.9 |

5.0 Allocation of Pupil Premium, 2015/2016

Our guiding principles in spending the pupil premium:

We will use the pupil premium to remove the barriers to learning and development that deprivation might cause. We intend to strive for an equality of provision so that deprivation is never a cause for underachievement. Pupil premium pupils to achieve in line with those pupils who are not pupil premium. This spending will be strategically planned based on the social, emotional and educational needs of the individual which will have been assessed accurately due to excellent pastoral support.

- 5.1 The school will continue to receive funding per pupil to continue in the academic year 2015/16. We have created a comprehensive support programme for the period July 2015 – July 2016 to continue to close the gap.

As a school we will be using these resources to raise achievement in a number of ways in addition to those above. These include the following strategies (this list is not exhaustive):

1. Promotion of social, mental emotional and wellbeing of pupils

Rationale: EEF 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.'

For example, at secondary level PP pupils are three times more likely than their peers to be classed as 'persistently absent' – i.e., to miss more than one in five school days across the year. Similarly, PP pupils are three times more likely to receive two or more fixed-period exclusions across the year.

| Barrier to learning | Chosen Strategies | Desired Outcomes | Success Criteria |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Low Self-esteem | <ul style="list-style-type: none"> Nurture sessions Wigan Youth Zone life skills sessions Pupil voice (1) questionnaires to ascertain attitude to school life | <p>Less behaviour incidents/ detentions/ fixed term exclusions.</p> <p>Effort grades to be 1 or 2 on data analysis</p> <p>Attendance to be above 95%</p> | <p>Incidents/ detentions to be similar in number to non-pp</p> <p>Pupil voice (2) to show improvement in attitude to school where this has been an issue</p> <p>Attendance to be above 95%</p> <p>Effort grades to be 1 or 2 on data analysis</p> |
| Poor concentration | <ul style="list-style-type: none"> Breakfast provided - £1.50 added to pupil account for the provision of breakfast only | <p>Pupils will have eaten well and will be able to concentrate fully throughout the morning</p> | <p>40% of PP pupils to attend breakfast club.</p> <p>Incidents in poor behaviour/ lack of concentration to reduce to be similar in number to non-pp</p> <p>Effort grades to be 1 or 2 on data analysis</p> |

2. Promotion of good behaviour for learning

Reason: Sutton document 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.' All staff may make a bid for this fund .Examples of spending may include revision guides, resources for technology, staffing for PP workshops etc, all of which must have a direct impact curriculum attainment.

| Barrier to learning | Chosen Strategies | Desired Outcomes | Success Criteria |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Low expectations/ aspirations of academically more able pupils | <ul style="list-style-type: none"> • Increased monitoring • Interventions to be creative & aspirational • Y6 Summer school to provide smooth transition and deliver aspirational message with particular reference to literacy and numeracy • Pupil voice (1) questionnaires to ascertain attitude to school life | Pupils will be well motivated, want to achieve well. Staff will know which students to particularly focus upon for interventions. Interventions will be timely and suitably aspirational | <p>Pupil voice (2) to show improvement in attitude to school where this has been an issue</p> <p>Pupils will be making progress within their learning pathway to show they are on or above target</p> |
| Lacking in basic equipment/ access to educational visits | <ul style="list-style-type: none"> • Pastoral manager monitoring • Pupil voice (1) questionnaires to ascertain material shortfalls • Contribute up to £100 towards educational visits and trips | PP pupils like their non-PP counterparts will have access to all curriculum opportunities. They will not be limited by a lack of resources such as basic equipment, ingredients, uniform, trips etc. | <p>In being well equipped for each lesson, pupils will be ready to learn and this will be reflected in data inputted by staff in terms of achievement, attendance, punctuality and behaviour for learning</p> <p>LoP in line with other subjects nationally. Majority of pupils make expected progress or better in core subjects</p> <p>Attitude for learning will be good</p> <p>Pupil voice (2) to show improvement in attitude to school where this has been an issue</p> |

3. Quality First Teaching

Reason: Quality First Teaching in narrowing the gaps document supports the identify, reflect, respond model. Identify barriers, reflect on practice, adapt teaching to meet the needs of ALL learners.

| Barrier to learning | Chosen Strategies | Desired Outcomes | Success Criteria |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students struggle to follow instructions/ listen/ focus/ engage with curriculum/ tackle difficult subject matter | <ul style="list-style-type: none"> • Careful curriculum planning to meet the needs of all learners • Quality curriculum delivery to meet the needs of all learners • Assessment and tracking to ensure timely interventions • Suitable interventions that will move learning and progress on rapidly • In class support for SEND pupils | Pupils will engage with the subject, learn well and make good or better progress on their learning pathway | Lesson observations will reflect: <ul style="list-style-type: none"> • challenge of subject matter/ skills • resilient learners who are inspired to achieve • success in terms of results and in terms of attitude to learning, based on meaningful and challenging teacher feedback that moves T&L on |
| Extra resources needed to support pupils lacking in motivation or cultural depth | <ul style="list-style-type: none"> • Departments can bid to receive funds to support PP pupils | Subject leaders and individual teachers can identify the barriers, reflect upon their practice and what a PP child may need, then adapt their practice to meet that need. | Progress of students provided with support to be monitored to ensure value for money. Departments to justify spend in academic terms via data collection |

4. Transition

Reason: Govt initiative to help disadvantaged students make a successful transition from primary to secondary school. Sutton Trust document - Summer schools, moderate impact for moderate cost. Reduce the traditional attainment dip between year 6 and year 7. 'Summer schools boost the self esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free School Meals.' TES. David Linsell. 2012

| Barrier to learning | Chosen Strategies | Desired Outcomes | Success Criteria |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dip in attainment from Y6-7 with particular reference to literacy | <ul style="list-style-type: none"> • Tracking and monitoring data of PP cohort via data collection, student feedback, work scrutiny, Y6 data, progress leader for Y7 • Lesson obs schedule of intervention lessons • Identified cohort of PP students invited to attend Eng/ma/sc • Summer school - specific focus on those in danger of not achieving nationally expected rates of progress. Students who have an insecure L4 and secure L3 at KS2 will be targeted for this week long • Literacy testing & sharing of extended writing ability from Y6-7 • AR & star testing • All students whose attainment falls below the national expectations for reading and functional literacy (RA 9.6) are supported during registration time by LSAs to follow reading scheme. Cohort identified from year 6 scores, transition day star testing & IDL testing and from Term 1 RA data. • Reading champions • Parent information evenings to support parents in helping their children with reading and writing | <p>Pupils will be challenged to make progress from the very beginning of their time at the Deanery. Extended writing will be equitable with the quality they were producing at the end of Y6; this will rapidly develop from the very beginning across all subjects.</p> <p>Pastorally pupils will settle with fewer friendship, settling issues recorded by PM.</p> <p>KS3 LM will pick up pupils from primary exit data to work with those just above SEN but not quite L4 and they will make rapid progress using IDL, Star reading and numeracy packages.</p> <p>Good relationships between new Y7 and their older reading champions.</p> | <p>All pupils will make sustainable and rapid progress monitored by star testing.</p> <p>Increased literacy skills will have a supportive effect on other subject areas ensuring at least 2 sub levels of progress during year 7 for all and 3 sub levels of progress for most. In our new system of assessment without levels, this will mean the vast majority of pupils (80%) will be on target for their learning pathway.</p> |

