

Pupil Premium

DISADVANTAGED (PUPIL PREMIUM) IMPACT AT WOODSIDE HIGH SCHOOL

What is Pupil Premium?

Schools receive additional income called the Pupil Premium. This money is allocated by the Government to help schools support children from low income families and children in care. The amount of additional funding schools receive is based on the number of children who are entitled to receive free school meals or have been in the past 6 years or are looked after children. "Disadvantaged pupils" is used to refer to only those pupils for whom the pupil premium provides support.

Nationally, disadvantaged children attain less and make slower progress when compared to other students. The most recent available figures for the 'national' gap are from 2017 when the attainment gap was 25% in terms of percentage of pupils achieving 50+ points in attainment 8 measure. The 'national' gap in progress in 2017 was 0.48 points – almost half a grade in each GCSE subject taken. (Education Policy Institute 2017). Pupil Premium money has been given to help schools close this gap.

The Pupil Premium provides support for pupils who:

1. Were registered as eligible for free school meals at any point in the last 6 years (FSM)
2. Have been looked after for 1 day or more (CLA)
3. Were adopted from care on or after 30 December 2005, or left care under:
 - a special guardianship order
 - a child arrangements order (CLA)

Since the financial year 2014-2015, the Pupil Premium funding that schools receive has increased and is higher for CLA than FSM. It is £935 per secondary pupil and £1900 per pupil for CLA (going up to £2300 in 2018-19).

Since April 2014, the grant allocation for looked-after children must be managed by the designated [virtual school head](#) (VSH) in the local authority that looks after those children, as set out in the [responsibilities for virtual school heads](#).

How much do we receive?

	2012-13 SCHOOL YEAR	2013-14 SCHOOL YEAR	2014-15 SCHOOL YEAR	2015-16 SCHOOL YEAR	2016-2017 SCHOOL YEAR	2017-2018 SCHOOL YEAR
NUMBER OF STUDENTS (EVER 6 – JANUARY CENSUS)	750	552	514	484	484	494
£PER STUDENT	£600	£900	£935	£935	£935	£935
£TOTAL	£450,000	£497,018	£480,557	£452,000	£452,851	Est £462,000

The funding has been used in a number of ways to 'close the gap' and support attainment of our Pupil Premium students. These are summarised below.

The main barriers to educational achievement faced by disadvantaged students at Woodside High School

The Government has published independent research to demonstrate the barriers to attainment faced by disadvantaged students. Principally, these include lower prior attainment, especially difficulties with literacy and numeracy, and issues relating to attendance and behaviour.

At WHS we are proud of our 'success for all' ethos. To achieve this, we ensure that we view all students as individuals and we never assume that students within a particular group face similar barriers or that they have less potential to succeed.

In line with this ethos, our primary strategy is to provide outstanding teaching for all students at all times. Where specific additional needs are identified we offer additional targeted support, and alternative approaches wherever possible.

What we spent funding on during the academic year 2015-16 and will spend it on in 2016-17

- Personalise the timetable to ensure that each student follows an appropriate curriculum
- Full-time staffing to provide dedicated literacy support to enable all students to access the curriculum; literacy support can be either 1:1 or in small groups
- Full-time staffing to provide additional numeracy support across KS3
- Provide extra support for English and maths at KS4, including booster classes and targeted intervention, ensuring all disadvantaged students have relevant resources.
- An additional teacher employed in Maths and English to facilitate smaller classes
- Employ Deputy Heads of Year, non-teaching staff dedicated to each year group, to ensure swift communication with families, with a special focus on monitoring attendance punctuality of disadvantaged students.
- Closely monitor the 'Key 30' - 30 Pupil Premium students with predicted negative P8 scores at the end of Year 10. Each student has an extended school day from 7.40 to 4.20 with additional maths, English and Science tuition in Year 11. They also take part in three residentials focussed on the three core subjects.
- Provide an external mentoring programme for students – 'Mentivity'.
- Run intervention sessions in The Laurel which address the academic, social, emotional and behavioural needs of students, including concerns that prevent any disadvantaged student from using appropriate learning behaviour in mainstream lessons
- Offer an extended school day so resources and support are available before and after school, ensuring that all disadvantaged students can access computers and other resources that may not be available at home
- Provide support for students after school to enhance the quality of their class work and their homework ensuring that there is always a supervised space for disadvantaged students to work within
- Deliver language support, for students for whom English is not their first language, to accelerate acquisition of English
- Ensure pupils are able to access appropriate resources and opportunities, including contributing to the costs of school trips for disadvantaged pupils if feasible and considered appropriate by the school.
- Schedule booster and revision classes across a range of subjects including English and Maths on weekends and during the holidays

How do we measure impact?

- Systematic use of data to monitor the progress of students
- Leadership and management structure ensures continual monitoring and review of initiatives and procedures
- Regular consultation with all stakeholders, including students and parents / carers, to consider all viewpoints, allow suggestions for development and ensure collaborative review of practice
- We hold annual pupil premium strategy review with the Leadership Team and Governors in November

What has the impact been so far?

- Quality support is given to disadvantaged students to ensure that they are enabled to achieve outcomes which reflect their ability.
- Disadvantaged students are well supported in the run up to examinations; and there is **excellent** attendance for all exams.
- Our disadvantaged students make **excellent** progress. In contrast with the national picture, at WHS we have succeeded in 'closing the gap' in performance between the disadvantaged and non-disadvantaged students. The progress 8 score of our disadvantaged students has been significantly above the national average for the last three years - 0.64 above the national average in 2015, 0.45 in 2016 and 0.49 in 2017. The gap between our disadvantaged students and non-disadvantaged students is now small, and has further decreased from 0.09 to 0.05 since 2015. (See **Appendix A** below for the 3 year trend in exam results)
- Disadvantaged students' attendance has improved from 91.9% in 2012 to 94% in 2016/17.

We are pleased that our disadvantaged students' progress and attainment are well above the national average values for all students. We will continue to work with all individuals to ensure any in-school gaps in performance are minimised or removed.

FOR MORE INFORMATION ON THE PUPIL PREMIUM, PLEASE VISIT [HTTPS://WWW.GOV.UK/TOPIC/SCHOOLS-COLLEGES-CHILDRENS-SERVICES/SUPPORT-FOR-CHILDREN-YOUNG-PEOPLE](https://www.gov.uk/topic/schools-colleges-childrens-services/support-for-children-young-people)

APPENDIX A

WHS EXAM RESULTS – 3 YEAR TREND									
	2016/17			2015/16			2014/15		
KEY INDICATORS	WHS Disadvantaged (56%)	WHS All	National All	WHS Disadvantaged (59%)	WHS All	National All	WHS Disadvantaged (58%)	WHS All	National All
PROGRESS 8 SCORE	0.46	0.51	-0.03	0.45	0.66	0.00	0.64	0.73	0.00
ATTAINMENT 8 SCORE	44.88	46.77	46*	47.63	49.19	49	43.39	44.83	47.78
% ACHIEVING A GOOD GRADE IN ENGLISH AND MATHS	50% (4+) 27% (5+)	57% (4+) 34% (5+)	63% 42%^	72% (C+)	75% (C+)	62%	47% (C+)	50%(C+)	63%
% ATTAINING EBACC (% ENTERED IN BRACKETS)	19% (44%)	14% (42%)	24%	17% (27%)	20% (32%)	23%	18% (13%)	17% (21%)	24% (28%)
PROGRESS 8 ENGLISH	0.08	0.2	0.0						
ATTAINMENT 8 ENGLISH	8.93	9.52	10						
PROGRESS 8 MATHS	0.03	0.11	0.0						
ATTAINMENT 8 MATHS	7.63	8.09	9						

*calculated using a new methodology in 2017 (and therefore not comparable to previous years) ^calculated using grade 5 and above

