

Pupil Premium 2018-2019: Evaluation

Strategy	Impact
Personalise the timetable to ensure that each student follows an appropriate curriculum	<ul style="list-style-type: none"> • Increase in number of students entered for 8 or more GCSEs. • More students entered for EBACC than in previous years.
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	<ul style="list-style-type: none"> • Run by 2 specialist TAs where groups of a maximum of 6 are provided additional time in order to increase reading ages and comprehension. Some students have one-to-one intervention. In total 33 students were engaged in small group interventions - 45% of the students increased their level and were able to graduate from the intervention. The other 55% of students will continue into 2019-2020.
Provide extra support for English and maths at KS4, including booster classes and targeted intervention, ensuring all disadvantaged students have relevant resources including revision guides and all examination texts	<ul style="list-style-type: none"> • 100% of pupil premium students in Year 11 were provided with one hour per subject after school intervention by Maths and English staff. Students were all provided with revision guides and exam texts.
Additional staff employed in Maths and English to facilitate smaller classes	<ul style="list-style-type: none"> • Smaller classes were created across Year 11 and teaching staff were paired up for borderline classes in Maths. Class sizes were kept small wherever possible in English to allow for greater intervention.
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.	<ul style="list-style-type: none"> • Deputy Heads of Year appointed across all Year groups and work closely with attendance team to support students.
Closely monitor the 'Key 30' - Pupil Premium students with predicted negative P8 scores at the end of Year 10. Each student has an extended school day from 8.00 to 4.20 with additional maths, English and Science tuition in Year 11. They also take part in three residential focussed on the three core subjects.	<ul style="list-style-type: none"> • 66% of students in the group gained a standard pass in both English and Maths. • The progress 8 score of the group was 0.07. • 63% of students had a progress 8 score of 0.00 or above.
Provide external mentoring programmes for students - 'Mentivity' and 'Changing Behaviour'	<ul style="list-style-type: none"> • Student data and feedback is shared with class teachers regularly. Some students graduated from these programmes last year and some support continues into 2019-2020
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 lesson	<ul style="list-style-type: none"> • There were 113 days in 2018 - 2019 and 181 days in 2017 - 2018. • Fixed term exclusions have decreased due to more consistent application of the behaviour policy, improved communication with parent/carers and the use of the Managed Intervention Centre, respite placements at local schools and the use of The Laurel.
Offer an extended school day so resources and support are available before and after school, ensuring that all disadvantaged students can access	<ul style="list-style-type: none"> • Twilight sessions were offered to all students throughout the examination period for two hours from 5.00pm - 7.00pm. These offered a safe space for our students to

computers and other resources that may not be available at home. In Year 11, opening the school in the evening for 'Twilight' revision sessions, provides disadvantaged students a focused working environment	study prior to exams.
Deliver language support, for students for whom English is not their first language, to accelerate the acquisition of English	<ul style="list-style-type: none"> • Students were included in small intervention classes and also supported by the EAL lead TA in lessons.
Ensure pupils are able to access appropriate resources and opportunities, including funding trips and experiences for students	<ul style="list-style-type: none"> • All trips and opportunities offered to students (Pupil Premium and Non Pupil Premium) were fully funded. Staff research opportunities for funding and free experiences for our students. • The Woodside Experience means that we track what students are being offered and create an annual target list of students that must be invited to extra-curricular activities to ensure that all students are provided with a broad range of experiences both inside and outside the classroom.
Provide students with the equipment needed for revision for exams.	<ul style="list-style-type: none"> • All students were provided with a study pack in the lead up to examinations.
Schedule booster and revision classes across a range of subjects including English and Maths on weekends and during the holiday	<ul style="list-style-type: none"> • Revision classes were offered to students during school holidays.