



Pupil premium strategy statement: Wath Comprehensive School

1. Summary information					
School	Wath Comprehensive School				
Academic Year	2018-19	Total PP budget	£399,575	Date of most recent PP Review	10/7/17
Total number of pupils	1789 (inc 6 th form)	Number of pupils eligible for PP	436	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM	35.7	
% achieving expected progress in English / Maths	48.8/36.9	
Progress 8 score average (from 2017-18)	-0.66	
Attainment 8 score average (from 2017-18)	33.57	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	High attaining pupils who are eligible for PP are making less progress than other Pupil Premium students across Key Stage 4, particularly in Y11
B.	Literacy and Numeracy skills entering Year 7 are lower for students eligible for PP than for other pupils, which prevents them from making good progress in Year 7 and beyond.
C.	Poor attendance prevents students from making good progress.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Exclusion rates for pupils eligible for PP are high compared to other students in school. This reduces their school hours and causes them to fall further behind.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved rates of progress across KS4 for High attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, by the end of Key Stage 4. Where they are not, departments are putting in place interventions, monitored by Closing the Gap Co-ordinators (CtG) and Senior Leadership Team.
B.	High levels of progress in reading and numeracy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make as much progress by the end of the year as 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using assessments and English written assessments in October, March and June.
C.	Pupils improve their attendance in line with non-disadvantaged pupils.	Disadvantaged pupils improve from 91% attendance to 94% attendance.
D.	Reduce the number of disadvantaged pupils receiving a fixed term exclusion.	Reduce the percentage of disadvantaged pupils receiving a fixed term exclusions from 73 to less than 35, showing a 50% reduction in exclusions.

5. Planned expenditure

Academic year

2018-19

The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

A+B Improve progress and attainment in KS3 and KS4 in English and Maths

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To narrow the gap between the progress of disadvantaged Y11 students and the progress of non-disadvantaged students nationally;	Ensure implementation of 'Live Files' by all staff in order to ensure high quality teaching and learning for all students, irrespective of prior attainment or socio – economic barriers	Highly effective delivery every lesson in every subject will improve the learning experiences of young people	Y11 progress outcomes for disadvantaged cohort overall, particularly High ability, in line with or above national averages for non-disadvantaged cohort. Improve from -0.67 to -0.00 P8 score	PMC/SWE	Student progress measure to be monitored each Learning cycle
	Implement a rigorous programme of monitoring, evaluation and review of progress of Y11 disadvantaged students at faculty level, to include: Student Voice, Work Scrutiny, Parent Voice and Lesson Monitoring	Having a continued focus on the quality of lesson delivery and stressing the importance of progress of the disadvantaged will ensure teachers deliver the best possible learning experience for disadvantaged students	Y11 progress outcomes for disadvantaged cohort overall, particularly high ability, in line with or above national averages for non-disadvantaged cohort. Improve from -0.67to -0.00 P8 score	HoFs SWE IGR	Student progress measure to be monitored each Learning cycle
Improve KS4 progress in English	Target group to be taught English during tutor time as a new tutor group, 3 days a week, every week.	By spending more time studying English in a small targeted group will focus on improving areas of weakness	The student outcome will be monitored each learning cycle to measure improvement. As a group they start with a progress score of – 2.23.	KHU, PMC, SWE	Student progress measure to be monitored each Learning cycle

	Learning Enquiries across all Y10 & Y11 English lessons to include focus on progress, differentiation and disadvantaged.	Having a continued focus on the quality of lesson delivery and stressing the importance of progress of the disadvantaged will ensure teachers deliver the best possible learning experience for disadvantaged students	Y11 progress outcomes for disadvantaged cohort overall in English, particularly high ability, in line with or above national averages for non-disadvantaged cohort. Aim for a positive progress score within English.	PMC SWE HoF	Student progress measure to be monitored each Learning cycle
	English tutor/Pupil Premium Mentors / Achievement team to be used effectively to support targeted students working in the intervention centre and English lessons. Students identified for 1 to 1 support where needed.	Students given more time to focus on key areas of weakness to bring about greater understanding.	Students selected to access the intervention centre have an English progress score of -1.71 based on end of year 10 results. A move toward 0.00 is targeted.	HoF SWE	Student progress measure to be monitored each Learning cycle
To improve progress at KS3 in English	Grimm & Co visit, linked to the first assessment point in Y7. Disadvantaged only trip.	Improve students' understanding of creative writing and give them an out of classroom experience will raise achievement	Comparative scores to be monitored each learning cycle and targeted intervention amended accordingly	KHU	Student progress measure to be monitored each Learning cycle
	Students who are below target are identified at each data collection for enhanced specialist one to one support by the one to one tutor	Students given more time to focus on key areas of weakness to bring about greater understanding.			
	Intervention during registration of a programme meeting the needs of the students to improve their Literacy	By spending more time studying English in a small targeted group will focus on improving areas of weakness	Comparative scores to be monitored each learning cycle and targeted intervention amended accordingly	KHU	Student progress measure to be monitored each Learning cycle

Improve KS4 progress in Maths	Target group to be taught Maths during tutor time as a new tutor group, 3 days a week, every week	By spending more time studying Maths in a small targeted group will focus on improving areas of weakness	The student outcome will be monitored each learning cycle to measure improvement. As a group they start with a progress score of – 1.39.	SWE SMO SCA	Student progress measure to be monitored each Learning cycle
	Learning Enquiries across all Y10 & Y11 English lessons to include focus on progress, differentiation and disadvantaged.	Having a continued focus on the quality of lesson delivery and stressing the importance of progress of the disadvantaged will ensure teachers deliver the best possible learning experience for disadvantaged students	Y11 progress outcomes for disadvantaged cohort overall in English, particularly high ability, in line with or above national averages for non-disadvantaged cohort. Aim for a positive progress score within Maths	PMC SWE HoF	Student progress measure to be monitored each Learning cycle
	Maths tutor/Pupil Premium Mentors / Achievement team to be used effectively to support targeted students working in the intervention centre and Maths lessons. Students identified for 1 to 1 support where needed.	Students given more time to focus on key areas of weakness to bring about greater understanding.	Students selected to access the intervention centre have a Maths progress score of –1.84 based on end of year 10 results. A move toward 0.00 is targeted.	SWE SMO SCA	Student progress measure to be monitored each Learning cycle
To improve progress at KS3 in Maths	<p>My Maths purchased to allow students to work independently at home, in school for extra - curricular activities and revision</p> <p>Students who are below target are identified at each data collection for enhanced specialist one to one support</p> <p>Intervention during registration of a programme meeting the needs of the students to improve their numeracy skills</p>	<p>Independent study using an interactive ICT program will encourage students to access their work out of the classroom.</p> <p>Students given more time to focus on key areas of weakness to bring about greater understanding.</p> <p>By spending more time studying Maths in a small targeted group will focus on improving areas of weakness</p>	Comparative scores to be monitored each learning cycle and targeted intervention amended accordingly	SCA	Student progress measure to be monitored each Learning cycle

Total budgeted cost					£307,122
To improve rates of attendance for disadvantaged students					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To narrow the gap between the attendance of disadvantaged students and the attendance of non-disadvantaged students nationally.	Disadvantaged cohort tracked specifically for attendance Students quickly identified when attendance falls below 95% PA students placed on attendance support plan, agreed with parents / carers. Monitored weekly by pastoral team	If the attendance of a student increases their learning opportunities increase allowing them greater opportunity to achieve in external examinations	Key staff to monitor attendance weekly and intervene where necessary	AHO SWE ACL AYL's	Monthly attendance figures to be analysed
Improve attendance of disadvantaged students.	Pupil premium mentor to monitor a target group from each year group one morning a week to discuss their attendance. Rewards to be given each week for previous week's 100% attendance	By receiving regular rewards students will be motivated to attend every day.	Monitor the attendance rates of targeted students each week/month and compare to last year	KLI SWE	Monthly attendance figures to be analysed
Improve attendance of disadvantaged students in KS4	All students below 92% in previous academic year to be targeted for improvement. Cohort split into groups to be monitored Students to be rewarded if they have 100% attendance per half term Year 11 x 40 students Year 10 x 40 students Year 9 x 40 students Year 8 x 40 students	By creating a competitive approach supported by regular rewards students will be encouraged to attend as often as possible	Monitor the attendance rates of targeted students each week/month and compare to last year	SWE AYL's	Monthly attendance figures to be analysed
Total budgeted cost					£11,600

Improve behaviour of disadvantaged students					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To reduce the proportion of disadvantaged students with more than one FTE or who are at risk of permanent exclusion to below national rates	<p>Review of inclusion provision for students at risk of exclusion and implement a programme of intervention for those at risk of fixed term exclusions, repeats of FTE or permanent exclusions; linked with Behaviour Manager, Inclusion staff, safeguarding team and external agencies</p> <p>Behaviour manager to develop strategies to help support students to manage their behaviour to avoid disruption to learning. Students to work on English and Maths skills when accessing the Behaviour Support Unit</p>	By intervening early with students, we aim to remove barriers to learning and provide a supportive environment in which students can learn. By improving provision and support for students negative behaviours will reduce, leading to fewer fixed term exclusions	Monitor the motivation, positive praise points and negative behaviour points of targeted students each week/month and compare to last year	AHO JRO	Monthly behaviour figures to be analysed
Total budgeted cost					£41,840