

# WILSON'S SCHOOL

## Pupil premium strategy (2018-19)

It is a requirement that all schools publish a strategy for their use of the pupil premium. This must include a summary of the main barriers to educational achievement faced by eligible pupils at the school, how pupil premium funding will be spent to address those barriers, the reasons for that approach and methods of evaluation.

At Wilson's, pupils who attract pupil premium achieve exceptionally well at GCSE and are closely monitored and supported throughout their time in school.

1. Summary information					
<b>School</b>	Wilson's School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£53,295	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils</b>	1,201	<b>Number of pupils eligible for Pupil Premium</b>	57	<b>Date for next internal review of this strategy</b>	Sept 2019

2. Current attainment		
	Pupils eligible for PP at Wilson's	All pupils at Wilson's
<b>Progress 8 score average</b>	<b>+0.94</b>	+0.90
<b>Attainment 8 score average</b>	<b>77.32</b>	79.40

3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b>		
<b>A.</b>	In addition to routine classroom differentiation, some pupils need an even more personalised level of support, with teachers required to understand what works best for them in planning their interventions within and beyond timetabled lessons.	
<b>B.</b>	Some pupils' attainment is inconsistent across their subjects and this can be related to relative weakness in literacy and speech.	
<b>C.</b>	Some pupils may feel unable to participate in all aspects of school life (including a very wide co-curricular programme) due to the costs.	
<b>External barriers</b>		
<b>D.</b>	The overall attendance of pupils attracting pupil premium is well above national rates but sometimes falls below the school's expected standard (98%).	
4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Clear, personalised intervention for underachieving pupils attracting Pupil Premium, based on what works best for them. Review the tracking sheets for Heads of Department and Heads of Year, ensuring that these present pertinent information clearly and enable efficient and effective academic intervention.	Improved personalisation demonstrated via meetings with staff and pupil voice.
<b>B.</b>	Improvement from pupils who are not achieving as highly as we would expect in individual subjects, with a particular focus on whether literacy or speech issues could be a cause.	Consistent average report and exam grades across year groups.
<b>C.</b>	Full participation in the breadth of school life from all pupils.	All legitimate costs covered by the school, using PP funding.
<b>D.</b>	Attendance of pupils attracting pupil premium is consistent with that of other pupils.	98% target met by PP cohort.
<b>E.</b>	A structured approach to addressing issues with private study and independent work in KS3 and KS4 and ensure that parents are given greater support to assist their sons in this regard.	Improved quality of private study and independent work.

## 5. Planned expenditure

The three 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.

### i. Quality of teaching for all

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?
A. More personalised support for underachieving pupils attracting Pupil Premium	Head of Department training and CPD throughout the year to promote close scrutiny of what works for individual pupils.	We have identified that these attributes have an impact on pupils' learning over time in the spirit of the Educational Endowment Foundation's emphasis on well-directed, independent work (and homework).	Through staff meetings, lesson observations, drop-ins and pupil voice exercises (including those involving just pupils who attract Pupil Premium).	NC, TRL	Regularly throughout the year as part of CPD schedule and lesson observation procedures.
B: Improvement from pupils who are not achieving as highly as we would expect across their subjects.	Additional pupil tracking and monitoring.	Robust tracking systems are often linked with effective intervention with disadvantaged groups.	Teaching staff write comments indicating the actions they will take with underachieving pupils; Heads of Department monitor these processes.	DAH, Heads of Department	Following the tracking mornings at the start of each term via Pupil Support Managers.

### ii. Targeted support

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?
B: Improvement from pupils who are not achieving as highly as we would expect across their subjects.	One to one pupil support from qualified teaching staff.	One of the aims of pupil support is to set goals, and enable pupils to monitor and evaluate their own academic development	Each teacher who undertakes pupil support keeps a detailed log, which can be used by the SENCO and Pupil Support Managers.	TRL, TPG, MH	Via regular meetings with SENCO and Key Stage Directors.

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C: Full participation in the breadth of school life from all pupils	Subsidising the cost of curriculum trips, out-of-hours activities, provision of materials and resources. CLB	All pupils need to be able to take full part in the life of the school to benefit fully from its ethos. No child should feel excluded because of inability to contribute to costs.	Pupil Premium spending in this area is a standing item in Associate Leadership Team meetings and therefore subject to regular evaluation.	TRL, HMM, CLB	At the end of each term, spending of this nature will be reviewed for the full set of pupils attracting PP. Each term, Heads of Year will be asked to consider what spending may be required.
D: Attendance of pupils attracting PP is consistent with that of other pupils.	Key Stage Directors and EWO to focus particularly on PP attendance this year.	The Department for Education advice to schools states clearly: "Children with poor attendance tend to achieve less in both primary and secondary school".	Through rigorous use of the school's attendance policy and the close monitoring of attendance throughout the year.	TWC, Key Stage Directors	Termly, via the processes set out in the attendance policy.
E. A structured approach to addressing issues with private study and independent work in KS3 and KS4 and ensure that parents are given greater support to assist their sons in this regard.	Discussions with individual pupils about their approach to independent study and action plans where necessary (which may include supervised study in school).	Some pupils do not have effective routines for independent study, or lack suitable places to work at home.	Evaluation of Parents' Information Evening content and other means of communication with parents. Pupil voice exercises to establish barriers to success in working independently at home.	NC	At the end of the year as part of the SDIP.

## 6. Review of expenditure

During 2017-18 Pupil Premium funds were used to secure access for financially disadvantaged pupils to all elements of school life through assistance with:

- The purchase of school equipment (including text books, academic literature and revision guides).
- The funding of school trips which are part of the school's curriculum or activities programme.
- The funding of CCF Camp and/or Duke of Edinburgh Scheme.
- Participation in extra-curricular activity.
- Funding for peripatetic musical tuition.
- Additional tuition in curricular subjects.
- Structured homework support.
- Access to specialist support.
- Free school meals, including breakfasts, for those not eligible under the normal arrangements.

Beyond these elements, the Pupil Premium was used to support a wide variety of interventions to support attainment and progress. These included individual mentoring by a teacher (coordinated the Pupil Support Manager). Where monitoring indicates the need for provision beyond that which is available in the school, then this is provided from this fund. Subject to the availability of funds, eligibility for financial assistance from the Pupil Premium fund is for pupils entitled to free school meals (or who were ever entitled to free school meals in the last six years) or any other financially disadvantaged pupils at the Head's absolute discretion. If you would like to be considered for assistance under this scheme please write to Mrs H Moore, Finance Director.

### Impact

- Attainment and attendance rates for pupils attracting the Pupil Premium at Wilson's School significantly exceed national averages.
- Pupils whose wellbeing is a cause for concern or who are underachieving are contacted by the school very promptly, with parents engaged, and appropriate support planned.
- The vast majority of pupils return to the Sixth Form at Wilson's and all continue to schools and colleges for A levels.
- Progress from Key Stage 2 to 4 is well above national rates.
- Exclusion rates are at or below school average.

This application of the Pupil Premium fund is reviewed regularly, including at meetings of Key Stage Directors and Learner Development Team meetings.