

Pupil Premium 2019-2020

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. In 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)

The Pupil Premium funding that schools receive is higher for CLA than FSM. It is £935 per secondary pupil and £2300 per pupil for CLA.

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?

School Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number of students (Ever 6 - January Census)	750	552	514	484	484	494	478	501
£Per Student	£600	£900	£935	£935	£935	£935	£935	£935
£Total	£450,000	£497,018	£480,557	£452,000	£452,851	£462,000	£446,930	£468,435

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 2018-19 and will spend it on in 2019-20.

- 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 including revision guides and all examination texts
- Additional staff 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' - 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.
- Provide external mentoring programmes for students - 'Mentivity' and 'Changing Behaviour'
- 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
- 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. In Year 11, opening the school in the evening for 'Twilight' revision sessions, provides disadvantaged students a focused working environment
- Deliver language support, for students for whom English is not their first language, to accelerate the acquisition of English
- Ensure pupils are able to access appropriate resources and opportunities, including funding trips and experiences for students
- Provide students with the equipment needed for revision for exams.
- Schedule booster and revision classes across a range of subjects including English and Maths on weekends and during the holiday

How do we measure impact?

- Systematic use of data to monitor the progress of students including tracking student participation in extracurricular activities and trips - the 'Woodside Experience'

- 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 through carefully chosen academic mentors and proactive attendance team; 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 0.45 above the national average in 2016, 0.49 in 2017 and 0.50 in 2018. In 2019 the progress 8 score of our disadvantaged students was 0.3 which is 0.42 above the national. The gap between our disadvantaged students and non-disadvantaged students is small.

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, 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)