



Pupil Premium 2017/18 – Review of impact

Wetherby High School is an 11 to 19 comprehensive school. We currently have approximately 25% of our children eligible for Pupil Premium funding. Although this is just under the National Average, our disadvantaged students have a diverse range of needs. Of our 24% disadvantaged students 12% of these have a Special Educational Need. This cohort range from a student with KS2 data of level 2 in English and Maths to a student with KS3 data of level 5.6 for English and Maths.

We use a number of different strategies to meet the diverse need that our pupils have and to offer the best opportunity for them to succeed. The key to ensuring accelerated progress for our disadvantaged students is knowing our children well and therefore understanding their differing needs. Knowing their barriers to learning means we can put strategies in place to minimise these. In addition we regularly track and monitor the students' progress and the impact of interventions used to accelerate their progress.

The strategies we use at Wetherby High School range from whole school initiatives such as the coaching programme to specific intervention for particular students, such as revision sessions, mentoring and careers opportunities. We work with disadvantaged students in all Key Stages to ensure that gaps that students arrive to us with from KS2 are closed but also so that disadvantaged students in Year 11 or Year 13 secure Post 16 or 18 pathways.

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Data as of 18/10/17

Year Group	Total	Pupil Premium	
		Number	%
7	101	31	31%
8	126	45	36%
9	131	28	21%
10	87	21	24%
11	105	21	20%
12	41	10	24%
13	51	1	2%
Total	642	157	24%

Allocation breakdown:

Amount of Pupil Premium Allocation – 2017/18	
Total amount of Ever 6 Allocation (123 x £935 = £115,005 & 31 x £1,320 = £40,920)	£155,925
Service Child(ren) Pupil Premiums & Adopted Child(ren) Premiums	£4,100
Y7 Literacy & Numeracy Catch-up Premium (2016/17)	£7,934
Total of all funding received	£167,959



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1. Summary information					
School	Wetherby High School				
Academic Year	2017/18	Total PP budget	£167,959	Date of most recent PP Review	Sept 2018
Total number of pupils	642	Number of pupils eligible for PP	157		

Current attainment v 2017			
Subject	2017 Progress 8 score	2018 Progress 8 score	+/=/-
Overall P8 score	-0.12	-0.10	+0.02
English	-0.12	+0.51	+0.63
Maths	-0.88	-0.06	+0.82
EBAC	+0.11	+0.03	-0.08
Subject	2017 attainment	2018 attainment	+/=/-
Maths 4+	47%	57%	+10%
Maths 5+	18%	33%	+15%
English 4+	65%	67%	+2%
English 5+	35%	62%	+27%
English and maths 4+	47%	52%	+5%
English and maths 5+	18%	33%	+15%

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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure this action has had impact?	Review
Disadvantaged students Progress 8 in English and Maths will be in line with the schools non-disadvantaged cohort.	Provide flexible intervention to all year groups.	<p>Additional Maths and English intervention sessions during Flexible Learning and half term holidays. Targeted at students who have gaps to close. This will take place in small group settings.</p> <p>Aim higher sessions for students targeted 7/8/9 in Maths and English. Content specifically targeted to achieve higher grades.</p> <p>Year 11 students allocated an Academic Mentor who they have one session a week with. This staff member is responsible for highlighting any barriers to learning working with the student to remove these.</p> <p>Revision resource packs provided for Year 11 students, including stationery and revision guides. This will be alongside revision strategy sessions and how to use the resources.</p>	<p>This will be monitored through assessments results and Mock exams results. RAP (Raising attainment and progress) meetings take place, at both KS3 and 4. These have a focus on key disadvantaged pupils, ensuring that all departments and subjects are working effectively with this key cohort of pupils.</p> <p>This will also be monitored through lesson observation, departmental meetings, Middle Managers meeting and discussions at SLT.</p> <p>Data will be analysed for disadvantaged pupils, to ensure that the gaps are diminishing. Where gaps are found, resources will be directed to support the relevant pupils. This includes analysis of progress report data, and mock result data. This knowledge, across the whole cohort and on an individual pupil level, ensures that the approaches to flexible intervention are implemented in an effective fashion.</p>	<p>Increase in P8 scores across English and maths. English P8 gap eradicated completely.</p>
Disadvantaged students overall Progress 8 will be in line with the schools non-disadvantaged cohort.	Provide flexible intervention to all year groups.	<p>Home Learning intervention sessions for all year groups. Including providing staffed space for completing Home Learning.</p> <p>Intervention sessions during Flexible Learning and half terms to improve CA grades and exam technique.</p>	See above.	<p>DV cohort P8 score across all accreditation higher than that of non-DV students. Gap eradicated completely.</p>

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		Thorough careers guidance regarding option choices to ensure students select subjects they will engage with and make progress in. Use of the WSA to provide alternative curriculum pathway to meet students' needs.		
The difference in attainment levels between disadvantaged and non-disadvantaged pupils will be diminished at KS3.	Provide targeted intervention.	<p>At KS3, there is a senior manager overseeing progress. Students attend masterclass sessions in particular ARE's to close gaps before KS4.</p> <p>KS3 Maths and English breakfast clubs to boost confidence in these subjects.</p> <p>Delivery of PRIME workshops (Progress, Resilience, Independence, Motivation and Empathy). To enable students to develop these qualities in lessons this will in turn improve attainment.</p> <p>Introduce reading starters to KS3 lessons. Introduce Key Words glossary for each subject to be learnt as Home Learning, alongside key phrases. This will improve literacy at KS3 which will in then improve attainment across other subjects. Additionally, KS3 disadvantaged students targeted for a nationwide Debate Mate programme.</p>	<p>The Achievement team work with KS managers and heads of department to support interventions with key pupils. They track and monitor key groups, such a high attaining / lower attaining pupils, with a keen focus on disadvantaged pupils. Regular meetings with key staff take place, and regular data analysis ensures that the implementation of interventions is highly effective.</p> <p>We expect that with the early identification of gaps in learning and putting the right interventions in place to address these gaps, pupils' progress will be accelerated. KS managers are employed in English, maths and science. They work with SLT to track key groups and ensure that any gaps that appear are closed due to swift action taken at individual, class and year group level.</p>	Significant progress made towards accelerating attainment and closing gap for DV pupils at KS3.
All disadvantaged pupils will	Career activities	Careers events are calendared and build on areas of interest disadvantaged students have identified.	We expect the various CEIAG opportunities will help pupils to find suitable activities for them to develop their work skills and think of	100% of DV pupils in transitioning from y11 and from Y13 are in

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<p>receive CEIAG support and will secure a Post 16 destination.</p>		<p>Specific opportunities are targeted towards Disadvantaged students.</p> <p>Year 10 pupils will participate in a Work Experience and Disadvantaged students will receive 1-1 support in applying for placements.</p>	<p>their next steps after they successfully complete their education. Working with the inclusion and achievement teams, we carefully ensure that a wide range of pupils, including those who are disadvantaged, receive the correct support and intervention.</p> <p>Pupils' voice, conversations with coaches and CEIAG Team's monitoring systems will help ensure that all pupils are getting the support they need.</p>	<p>education, employment or training.</p>
<p style="text-align: center;">2 x 0.5 maths and English teacher in addition to curriculum need. (£50, 515) SLA with WSA for additional and targeted personalised support. (£28,000) Additional careers support and targeted Aim Higher intervention to maintain 0% NEETs (£10, 750) Revision packs and materials inc calculators (£3788) Pet XI Revision booster sessions (£10,600) TLRs focused on accelerating PP achievement across the curriculum (£12, 760)</p>				

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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review
<p>Attendance for PP pupils will be in line with national figures.</p>	<p>Introduced a working group to build and implement new attendance strategies</p>	<p>The school provides specialist support staff to work with pupils and families on relationships and attendance.</p> <p>We identify pupils who will be joining our school in Y7 with KS2 poor attendance and we work closely with them and their families to ensure a smooth transition into KS3. This includes summer school activities and family trips, family intervention training and support for new pupils arriving from local primary schools.</p> <p>Coaching is an integral part of our school week, during coaching all coaches have access to pupils' attendance records for the week and they hold discussions with their coachees to address any attendance concerns. This allows all pupils to have contact with an advocate in school by 9.30am. Coaches feedback to the Heads of Year who act promptly to address any issues.</p> <p>Attendance is always discussed with parents/carers on Meet Your Coach Days (MYCD) and Parent Evenings to explain the ramifications of poor attendance on pupils' attainment. We reinforce the positive impact</p>	<p>A programme of activities is set in advance and communicated with feeder Primary schools and families of pupils who will join school in September.</p> <p>We continue to keep the communication channels open between the school and the feeder primary schools, we also communicate with the families of targeted pupils who will be joining the school in September.</p> <p>In staff training sessions, coaches are constantly reminded of the importance of holding attendance discussions with pupils and their parents/carers. We hold regular problem solving circles, to agree different strategies to use to resolve the issues.</p> <p>We will continue to monitor MYCD attendance figures and parents feedback. We ensure we hold attendance discussions in meetings held with parents during the year. We keep communication channels open with parents/carers who did not attend these</p>	<p>Reduction in Persistent absentee cases for DV students. Increase in attendance in target years (Y10).</p>

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		<p>that good attendance has on pupils' progress and praise parents who work with the school to keep their children's attendance positive.</p> <p>Pupils register is collated at the start of each lesson. Calls/text to any absent pupils are made immediately after period 1 registers have been logged and special arrangements are made as appropriate to ensure pupils still arrive to school as soon as possible after the start of Period 1.</p> <p>We hold attendance competitions throughout each term and in the Coaching Chronicle. We also hold a prize draw during Merit Assemblies at the end of each term, which has been proven to be very popular with pupils and many pupils take pride in achieving 100% attendance.</p>	<p>meetings. Heads of Years liaise with parents/carers to agree personalised attendance strategies for individual pupils.</p> <p>This is implemented through emails to the inclusion team followed by calls/texts to parents and arranging transport as needed.</p> <p>We will monitor the outcomes of the new strategies we're introducing and continuously improve the processes we have in place.</p>	
<p>All disadvantaged pupils are provided with the Safeguarding support they need.</p>	<p>Targeted work and building strong, productive relationships with other agencies that support pupils and families to improve outcomes for</p>	<p>PP pupils in Year 11 have all been allocated assertive mentors to help secure good outcomes for these pupils.</p> <p>Exam time and the general pressure of Y11, combined with attachment issues, mean that this time of year is particularly difficult for PP pupils.</p> <p>Internet/social media use plays a part in most</p>	<p>The safeguarding team keep a comprehensive record and chronology of all safeguarding issues.</p> <p>Safeguarding staff continue to access a variety of supervision, group, and line management as well as invaluable weekly Safeguarding Briefing. A representative of the cluster attends this meeting, as does the locality Social Worker.</p>	<p>Case studies demonstrate the successful completion of KS4 and KS5 accreditation for targeted students receiving support. Attendance measures for key students identifies an increase in engagement and progress.</p>

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	pupils.	safeguarding issues in school. Social media appears to increase the risks to the most vulnerable.	School will continue to improve staff awareness of the challenges and support available to both them and pupils. Through CPD and other mechanisms, School will continue to focus on the training of staff and the key themes of radicalisation, forced marriage, mental health (including self-harm) and CSE.	
All disadvantaged pupils are provided with the right environment to learn, enjoy and achieve.	Further develop Character for Achievement (CfA).	<p>We are investing in placing further emphasis on the importance of Character for Achievement (CfA) across the school and have recruited specialist staff to support with enhancing Character Development initiatives, working with both staff and pupils.</p> <p>We arrange a large number of visits, trips and various other enrichment opportunities around school and we ensure that Pupil Premium children get the chance to participate in these enrichment activities.</p> <p>We continue to build on the success of Home Learning, which we introduced last year, developing further opportunities for our pupils to learn outside the classroom. The achievement team and key stage managers will continue to support pupils who require completing Home Learning as part of their intervention programme.</p>	<p>This will be monitored through daily interaction and discussions with pupils in lessons and in coaching sessions as well as House Assemblies.</p> <p>We have a dedicated team of Heads of Houses/Deputy Heads of Houses who work with a team of pupils who have been elected as House Captains/Vice House Captains.</p> <p>Staff ensure that disadvantaged pupils are included in all activities taking place around school.</p> <p>The figures for Home Learning keep rising and more pupils are completing further learning. Teachers and coaches continue to have conversations with pupils encouraging them to complete more Home Learning tasks.</p>	<p>% of House Captains, % of Restorative Practice reps, % of School Council participants all above school % of DV cohort.</p> <p>Attendance at Flexible Learning also increased and gap closing rapidly.</p> <p>Attendance at academic FLP in KS4 increased and gap eradicated.</p>



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		Our successful Flexible Learning programme will continue this year and we continue to introduce new Flexible Learning clubs.	Attendance is frequently monitored and conversations are held with pupils who don't take part to encourage them to try new clubs.	
		0.6 additional safeguarding officer (£10,674). Full time rather than term time only Inclusion support (£25, 157). Summer school and transition support (£11,465) Flexible Learning additional activities (£5700)		