



Pupil Premium 2018/19 – Planning document

Wetherby High School is an 11 to 19 comprehensive school. We currently have approximately 22% 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 22% 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.

Data as of 12/10/18

Year Group	Total	Pupil Premium	
		Number	%
7	109	27	25
8	102	23	23
9	129	41	32
10	127	26	20
11	84	19	23
12	37	0	0
13	35	0	0
Total	623	136	22



Pupil Premium 2018/19 – Planning document

Wetherby High School

Please find below details of the Pupil Premium allocations for 2018/19. This grant comprises four parts: Deprivation Pupil Premium, Service Child Pupil Premium, Adopted Pupil Premium, and the Pupil Premium Plus for Children Looked After.

Deprivation Pupil Premium

Pupils in Reception to Year 6 Allocation = 0 pupils x £1320 per pupil = £0

*Pupils in Year 7 to Year 11 Allocation = 136 pupils x £935 per pupil = **£127160***

The pupil premium for 2018/19 will include pupils recorded in the January 2018 school census who are known to have been eligible for free school meals (FSM) in any of the previous 6 years (i.e. since May 2012), as well as those first known to be eligible at January 2018.

Service Child Pupil Premium

Allocation = 0 pupils x £300 per pupil = £0

The pupil premium for 2018/19 will include any pupil recorded in the January 2018 school census who was eligible for the service child premium since the January 2013 school census, as well as those recorded as a service child for the first time on the January 2018 school census.

Adopted Pupil Premium

*Allocation = 2 pupils x £2300 per pupil = **£4600***

The pupil premium for 2018/19 will include pupils recorded in the January 2018 school census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order).



Pupil Premium 2018/19 – Planning document

1. Summary information					
School	Wetherby High School				
Academic Year	2018/19	Total PP budget	£131,760	Date of most recent PP Review	Sept 2018
Total number of pupils	623	Number of pupils eligible for PP	136		

2018 achievement v 2017 achievement of pupils eligible for Pupil Premium funding			
Subject	2017 PP Progress 8 score	2018 PP Progress 8 score	+/-/- 2017 to 2018
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 (KS2 APS of PP cohort 4.54)	2018 attainment (KS2 APS of PP cohort 4.43)	+/-/-
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%



Pupil Premium 2018/19 – Planning document

KS4 2018	Gap PP v non PP	+/-/- compared to 2017 gap
English progress score	+0.18	Gap narrowed by 0.32
Maths progress score	-0.22	Gap narrowed by 0.82
EBAC progress score	-0.12	Gap widened by 0.03

Desired outcome	Chosen action	What is the evidence and rationale for this choice?	How will you ensure this action has had impact?
Disadvantaged students KS3 ARE (age-related expectations) progress in English, Maths and EBAC subjects will be in line with the schools non-disadvantaged cohort from all starting points.	<p>Curricular targeted home learning.</p> <p>Wave 1 intervention through analysis of ARE data.</p> <p>Organisational support for students in conjunction with memory and revision techniques.</p> <p>WSA support for targeted students and appropriate curriculum pathways.</p>	Effective practice at KS4 that has successfully closed gaps.	<p>This will be monitored through assessments results and midterm/final exams results.</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>
Disadvantaged students with weaker APS scores within a band will be targeted for accelerated progress.	<p>Discussion and tracking of students' starting points to understand the prior attainment and knowledge students have and how this may lengthen the progress journey to key attainment targets for the students.</p> <p>Use of targeted intervention the FLP and HL so that intervention is strategic and</p>		



Pupil Premium 2018/19 – Planning document

	striking – avoids repetition and duplication of skills/knowledge that is already sound.		
The difference in attainment levels between disadvantaged and non-disadvantaged pupils will be diminished at KS4.	<p>Prevention of any gaps opening through; robust tracking and active seeking of aspects of progress that need improvement eg not allowing for ‘averaging’ of grading to mask key skills for GCSE.</p> <p>More personalised dialogue through assertive mentoring and study skills programme to ensure students are engaged with and aspiring for highest attainment levels.</p> <p>High 5 intensive maths intervention. In house designed programmed through half terms to also ‘boost’ confidence and ability to reach highest grades.</p> <p>Staff CPD focusing on WAGOLL and stringent moderation to ensure that the criteria and skill required for securing highest levels of attainment are embedded in teaching staff.</p> <p>WSA support for targeted students and appropriate curriculum pathways.</p>	<p>Track record of High 5 intervention success in 2018.</p> <p>Sutton Report information on effect of Peer Mentoring.</p> <p>Student voice demonstrating eagerness to understand more fully what the highest grades look like.</p> <p>Staff voice identifying training need in relation to new specifications and new grading of 9-1.</p> <p>WSA track record of effective support, progress and guidance.</p>	<p>Student voice through study skills sessions will ensure that children engage with and are actively aspiring to achieve ambitious targets.</p> <p>Tracking at KS3 will ensure that gaps do not open up around attainment measures and that accelerated progress is made for targeted students.</p>
All disadvantaged students will continue to have effective destinations and pathways with the school maintaining 0% NEET.	Targeted 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 their next steps after they successfully



Pupil Premium 2018/19 – Planning document

		<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>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>Attendance will improve for targeted PP students and the numbers of PP students who are persistently absent will continue to decrease.</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</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>



Pupil Premium 2018/19 – Planning document

		<p>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 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</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 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>
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Pupil Premium 2018/19 – Planning document

		<p>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>	
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
All disadvantaged pupils will have access to additional parent/carer communication and support to enhance guidance and support from home setting.	<p>Targeted parental workshops to support with Home Learning and revision strategies.</p> <p>Purchasing of key revision guides and materials for PP cohort</p>	<p>Effective practice securing progress in 2018.</p> <p>Parental voice requesting key area is how to support at home.</p>	<p>Monitor attendance and feedback at workshop sessions.</p> <p>Ensure students are able to use revision guides effectively – not just carry them around – checked through assertive mentoring, study skills and coaching.</p>
All disadvantaged pupils are provided with the Safeguarding support they need.	Targeted work and building strong, productive relationships with other agencies that support pupils and families to improve outcomes for pupils. Trained counsellor sessions for students unable to access through support and guidance/CAHMS.	<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>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</p>



Pupil Premium 2018/19 – Planning document

		<p>Internet/social media use plays a part in most safeguarding issues in school. Social media appears to increase the risks to the most vulnerable.</p>	<p>attends this meeting, as does the locality Social Worker.</p> <p>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.</p>
<p>PP cohort are targeted for involvement in leadership development opportunities to increase confidence, aspiration and expectation of future pathways.</p>	<p>PP levels of involvement in Restorative Practice training, House Captains, Community Representatives are monitored and students targeted for involvement with additional coach and mentor support.</p>	<p>We have seen the benefit of role modelling and positive peer groups for PP cohort that may lack home aspiration or support.</p> <p>Confidence issues frequently cited as a reason some PP cohort do not feel they can access highest levels of achievement.</p> <p>Development of life skills and experience a key issue when considering aspirational pathways eg Russell group university places.</p>	<p>Data sets of students involved in training and subsequent activities.</p> <p>Student voice of cohort targeted.</p> <p>Progress reports for key characteristics eg Independence and Resilience.</p>
<p>All disadvantaged pupils are provided with equity of accessibility to resource, environment and role models to support accelerated and sustained progress.</p>	<p>Further develop Character for Achievement (CfA) through rewards system where student proportion of PP exceeds whole school cohort – where valid and justified.</p>	<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</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>



Pupil Premium 2018/19 – Planning document

	<p>Opportunity in every year group of residential and school trips. School to fund these opportunities for students if eligible for PP funding.</p> <p>Late bus provision for students wanting to attend additional intervention classes and flexible learning opportunities who do not have funds for transport outside of the school bus pass system.</p>	<p>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>Our successful Flexible Learning programme will continue this year and we continue to introduce new Flexible Learning clubs.</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>Attendance is frequently monitored and conversations are held with pupils who don't take part to encourage them to try new clubs.</p>
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Pupil Premium 2018/19 – Planning document

High 5 maths intervention (£18,500)
School trips and residential (£5,000)
Revision materials and equipment (£2,000)
Uniform (£1,000)
Subsidised music lessons (£800)
Staff INSET: accelerating progress (memory/SEND/dyslexia) (£4,800)
Late bus provision (£6,500)
Additional study skills training, mentoring and resources support (£1,500)
Additional CE, IAG: mock interview follow up (£1,500)
Character Development lead (£13,806)
Trained counsellor 1 day per week (£4,836)
WSA staffing and provision (£25,000)
Full time rather than term time only Inclusion and Safeguarding support (£25,157)
Summer school and transition support (£12,000)
Flexible Learning additional activities (£5,700)
Hegarty Maths (£315)
Rewards (£3,380)
Indigo Careers Programme (£135)