

Pupil premium strategy statement

1. Summary information					
School	Saint Wilfrid's C of E Academy, Blackburn				
Academic Year	2017/18	Total PP budget	£245,905	Date of most recent PP Review	February, 2017
Total number of students	1,211	Number of students eligible for PP	263	Date for next internal review of this strategy	April, 2018
2. Current attainment					
			Students eligible for PP (your school)	Students not eligible for PP (national average)	
% achieving 5A* - C incl. EM (4+ EnMa)			46%	64.7% (16/17)	
Progress 8 score average			-0.52	0.12 (16/17)	
Attainment 8 score average			40.01	52 (16/17)	
3. Barriers to future attainment (for students eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Maths Attainment – 63.83% of PP students achieved 4+ in their maths GCSE, compared with 85.56% of non-PP students.				
B.	Boys' attainment – A*-C scores for PP boys are lower than PP girls and a gap of -0.46 exists between PP boys and non-PP boys.				
C.	Aspirations/Career goals - Through student voice, it has been identified that low aspiration means that some disadvantaged students settle for 'good enough'; a number of students do not fully engage with school as they don't see the value of their qualifications.'				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance – Average attendance for PP students stands at: 93.6%, whereas non-PP students are attending 96.1% of the time.				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>			Success criteria		

A.	Improved rates of progress in Maths at KS3 and KS4 for students eligible for PP.	Students eligible for PP to make as much progress as 'other' students in maths across KS3 and KS4 so that 80% or above are on track by the end of KS4. Where they are not, Learning Areas (LA) are putting in place wave 1 interventions, monitored by the maths Learning Area Coordinator(LAC) and senior team.
B.	Improved rates of progress for boys eligible for PP at KS3 and KS4.	Boys eligible for PP across KS3 and KS4 to make progress in line with non-PP boys so that 80% or above are on track by the end of KS4. Where they are not, LA are putting in place targeted intervention (using successful strategies for boys), monitored by LAC and the senior team.
C.	Improved aspirations/career goals for students eligible for PP.	All year 10 PP students to have a career plan with clear goals, and for this to be shared with all teaching staff.
D.	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees (PA) among students eligible for PP from 18% to 10%. Overall attendance among students eligible for PP to improve from 93% to 95%.

5. Planned expenditure					
Academic year		2017-18			
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.					
<p>i. Quality of teaching for all <i>NFER research into the most effective ways to support disadvantaged pupils’ achievement emphasises the importance of high quality teaching for all.</i></p> <p><i>John Dunford’s research on using the pupil premium effectively emphasises the importance of focusing relentlessly on the quality of teaching and learning. His research demonstrates that highly effective teaching disproportionately benefits disadvantaged students.</i></p> <p><i>We believe that it is more important to ensure that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate teaching that is less than good (Taken from Ofsted’s 2013 Pupil Premium report).</i></p>					
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. To improve the quality of first-time teaching – specifically with regards to feedback, personalised provision, metacognition and self-regulation.	Staff training	We want to offer high quality teaching to all students to improve outcomes for all learners. CPD will be given to all teaching staff which offers a combination of pedagogical knowledge and practical strategies for outstanding feedback, personalised provision, metacognition and self-regulation.	The training for all teaching staff will use the work of the Sutton Trust (EEF toolkit) to share good practice specifically geared to the needs of pupil premium students. The sessions will be led by a senior member of staff and will be followed with learning walks and careful book scrutiny.	Pupil Premium co-ordinator	January 2017

B+C. To improve the intersectionality of information for pupil premium students – knowing barriers to learning and successful strategies.	Edukey/ Pastoral staff	A lack of intersectionality meant that staff did not have access to the specific barriers to learning for each PP student and successful strategies which can overcome these barriers.	Pastoral staff and Pupil Premium co-ordinator to collate/update information on PP students using Edukey – follow-up work to ensure staff are engaging with this information by updating context sheets.	Pupil Premium co-ordinator/ Student support manager	December 2017 / March 2018 / July 2018
A+B. To improve the quality of teaching through programs that support personalised provision, differentiation and question-level analysis.	Educational programs	Electronic programs – Accelerated Reader, Hegarty Maths, YARC, PiXL apps. AR/Hegarty were both shown to have a positive impact on outcomes in independent evaluations.	These electronic-based intervention programs offer easy to access data on impact, progress and student engagement. These programs make intervention bespoke. This makes evaluation of impact readily available.	Pupil Premium coordinator and Learning Area Co-ordinators	July 2018
Total budgeted cost					21,000

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?
A+B. To address weaker performance in Maths / English at KS3.	Appointing HLTA and other targeted staff to give bespoke intervention to PP students.	The need for a dedicated full-time member of staff for PP English and maths intervention became clear when data suggested an increased gap in attainment and a growing cohort year-on-year. The EEF Toolkit suggests that targeted interventions matched to specific students can be effective, especially for older students.	The interventions deployed by the HLTA are based on the work of PiXL – Diagnose, therapy, test and question-level analysis enable the HLTA to target intervention and effectively measure impact. Therefore, data will be used to assess progress. This will be shared with all postholders.	HLTA Pupil Premium supported by Pupil premium co-ordinator.	November 2017 / February 2018 / May 2018
A. To improve progress levels in KS4 Maths by addressing problem solving and by boosting confidence.	Maths bootcamps	Intensive maths intervention had a significant impact on last year's cohort with 66% of attendees at the bootcamps improving their maths levels by 1 or 2 grades.	As last year, the maths staff will produce an impact report to demonstrate the effectiveness of this intervention.	Assistant Head - Maths	August 2018

A+B. To improve progress levels in KS4 English/ Maths through the use of externally-employed subject specialists (ex-examiners).	English and Maths intervention	Weekly sessions with externally-employed teachers had a positive impact on PP students who made significant progress in English and Maths – particularly with moving from <u>level 3 to 4</u> .	As the level 3 cohort last year made the most progress, this group will be selected to work with externally-employed subject specialists. These subject specialists have worked as examiners. This year the specialists will also support students moving from levels 4 to 5 and 5 to 6.	Learning Area Co-ordinator for English/ Learning Area Co-ordinator for Maths	August 2018
A+B. To address underperformance of PP students at KS4.	Departmental intervention – in all KS4 subjects	PP underperformance across the Academy has driven the need for bespoke and highly specific intervention.	Half-termly meetings with learning area co-ordinators will develop an action plan for PP students and evaluate impact.	Learning Area Co-ordinators	February 2018 / August 2018
A+B. To foster greater student engagement with out of lessons learning.	Homework support	Homework demerits are higher among PP students than non-PP students.	HLTA to work with pastoral staff to reduce the number of homework demerits through a weekly homework catch-up session.	HLTA Pupil Premium	November 2017 / February 2018 / May 2018
A+B. To improve student confidence with reasoning and problem solving.	Problem solving club	Increase of reasoning questions on maths GCSE papers has instigated a need for improved problem-solving skills.	HLTA – who comes with training in problem-solving games – to work with targeted students on a weekly basis.	HLTA Pupil Premium	November 2017 / February 2018 / May 2018

B+C. To improve metacognition and to encourage students to engage with their own progress.	Mentoring	Last year, mentoring with <i>raising standards leaders</i> saw an increase in attainment, engagement with learning and improved attendance for a cohort of students.	Senior leaders to meet regularly with targeted students in order to improve outcomes for PP students.	Pupil Premium coordinator/ HLTA Pupil Premium	November 2017 / February 2018 / May 2018 – looking at PPE data.
A+B. To address issues of low-literacy and weak numeracy.	In-class support	Students and staff expressed a concern that withdrawing students from GCSE classes for intervention would be counter-productive.	HLTA to support with targeted students in lessons where students are underperforming. This will be reviewed and HLTA will be redeployed where needed.	HLTA Pupil Premium	November 2017 / February 2018 / May 2018
A,B+C. To improve progress levels in KS4 English/ Maths through 1:1 tutoring.	1:1 tutoring	Last year, 1:1 maths tuition with an externally-employed maths teacher boosted outcomes and improved student confidence.	Externally-employed teachers to work with targeted PP students – intervention to follow PiXL principles – Diagnose, therapy, test and question-level analysis.	Pupil Premium coordinator	August 2018
A. To ensure all PP students have access to maths resources and equipment.	Maths resources	Flash cards and other maths equipment was given to students last year; student voice/ parent voice suggested that students used these effectively when revising.	Maths equipment to be given to year 10 students – with a launch of other maths apps for revision – to students and parents of PP students.	Pupil Premium coordinator	April 2018

Total budgeted cost					139,000
A. Other approaches					
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?
D. Improved attendance rates.	Attendance initiatives	Poor attendance is the biggest barrier to learning and progress. NfER briefing for school leaders identifies addressing attendance as a key step.	Personalised support and assertive mentor assigned to each PA pupil eligible for PP. Same day calls for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to a full timetable. Pastoral meetings with PP co-ordinator and attendance officer on a fortnightly basis to discuss target students. Incentives for attendance incorporated into action plans.	Attendance Officer	November 2017 / February 2018 / May 2018
D. Improved attendance rates.	Breakfast Club	As above – attendance is the biggest barrier – breakfast club will be targeted at poor attenders in wave 1 – this has been seen to have a positive impact on attendance/punctuality in another school in the north west. Wave 2 students will be referred by pastoral staff – starting the day with a good breakfast has	Regular evaluation of attenders and analysis of impact on attendance/punctuality to inform this intervention.	HLTA Pupil Premium	November 2017 / February 2018 / May 2018

		been proven to increase attainment at all key stages.			
B. To improve self-discipline and to increase student engagement with the wider life of the academy.	Martial arts behavioural intervention	Martial arts interventions have been deployed successfully in other schools to improve focus, self-discipline and engagement with school life.	Selection of students to be informed by pastoral data – demerits for behaviour/disengagement. Analysis of pastoral data to evaluate impact.	Pupil Premium co-ordinator	November 2017 / February 2018 / May 2018
A+B. To ensure all PP students have access to effective and engaging revision materials.	Revision guides	We want to invest some of the PP funding on supporting independent study and enabling our disadvantaged students to access expensive resources.	Through student voice/parent voice – evaluating the impact of these guides.	LRC manager	August 2018
C. To offer cultural end educational experiences to PP students.	Educational visits	We would like to broaden the cultural experiences of our PP students. Research suggests that PP students will have a more limited experience of the world than non-PP students.	Learning area co-ordinators will evaluate the impact of these visits.	Learning Area co-ordinators	July 2018

D. To ensure all students have access to uniform and equipment in order to foster engagement with school life and build self-confidence.	Uniform/equipment support	Through student voice, we have established that a lack of uniform, PE kit and equipment has been a barrier to regular attendance.	Poor attenders will be interviewed to establish the barriers to attendance and if uniform/kit is an issue, PP funding can be deployed accordingly. Attendance will be carefully monitored following support with uniform/kit.	Pupil Premium co-ordinator	November 2017 / February 2018 / May 2018
C. To offer an extra qualification to PP students.	ECDL	Last year, the Microsoft recognised qualification was offered to a cohort of PP students – giving them an additional qualification, support with IT programs and increased confidence with computer software.	Targeted PP students will be offered the qualification again this year. The staff offering this qualification have experience in delivering this course with great success.	Learning Area co-ordinator for IT	August 2018
A+B. To ensure all PP students have access to a quiet revision space.	Revision quiet space	Through student voice, our KS4 PP students expressed a need for a quiet revision/study space as many did not have access to this at home. Additionally, the access to a computer/internet and equipment would support our PP students to achieve greater success with independent study/revision.	The year manager of year 11 will organise the staffing and rooming for this initiative – ensuring that this space is a place for silent and productive study – with a member of staff to be on-hand with learning support.	Year manager-year 11	August 2018

C. To raise aspirations and set career goals through careers advice.	CEIAG	Through student voice, it has been identified that low aspiration means that some disadvantaged students settle for 'good enough'; a number of students do not fully engage with school as they don't see the value of their qualifications.'	All targeted PP students will meet with CEIAG careers advisers in order to create a "Flightpath" for their future studies/career. These will be shared on Edukey for all teaching and pastoral staff.	Senior Assistant Principal - Curriculum	November 2017 / February 2018 / May 2018
C. To monitor and support students on their 'flightpath' to further education/ future career.	Aspire programme	As above –some PP students have expressed a lack of engagement with their studies/career goals.	HLTA to deliver 1:1 mentoring sessions with targeted PP students using the Aspire programme. This will be evaluated using data captures throughout the year.	Pupil Premium coordinator/ HLTA Pupil Premium	November 2017 / February 2018 / May 2018
C+D. To offer advice to students with regard to further education / revision.	Sixth form mentors	As above –some PP students have expressed a lack of engagement with their studies/career goals.	Sixth formers to deliver a more relaxed approach to mentoring – for PP students who are lacking in confidence. This will be evaluated using data captures throughout the year.	Pupil Premium coordinator	November 2017 / February 2018 / May 2018
C. To support PP students to develop a range of skills and increase self-confidence.	Duke of Edinburgh	This programme has well-documented evidence for improving confidence, increasing cultural experiences and developing useful skills – all areas which would support our PP students to achieve greater success in their GCSE exams.	Targeted students will be invited to take part in this programme and supported financially to meet their targets. This programme is co-ordinated by an experienced member of staff who will carefully monitor the progress of these students.	Senior Assistant Principal	August 2018

C. To offer PP students the chance to develop skills in music.	Music school and music exams	According to the EEF Toolkit and the work of the Sutton Trust, Arts Participation can increase progress by 2 months.	Targeted PP students will be offered music tuition (for a variety of instruments or singing lessons) in order to drive-up progress across the curriculum. The Music School co-ordinator will work closely with the Learning Area Co-ordinator for music to evaluate the impact of these lessons/exams.	Music school co-ordinator and Learning Area co-ordinator for music	November 2017 / February 2018 / May 2018
A+B. To ensure all PP learners have access to digital technology – necessary for study and revision.	Laptops and ipads	According to the EEF Toolkit and the work of the Sutton Trust, digital technology can increase progress by 4 months.	Targeted PP students will be given access to laptops and iPads in order to support their independent revision and homework.	Pupil Premium co-ordinator	November 2017 / February 2018 / May 2018
Total budgeted cost					85,000

B. Review of expenditure			
Previous Academic Year	2016-17		
i. Targeted support			
Chosen action / approach	Estimated impact:	Lessons learned	Cost
Assistant Principal Mentoring: Mentoring 15 students with a focus on attendance. This includes pastoral support; home visits, phone calls, parental meetings, APM meetings, pod intervention.	The average attendance improved by 3.51% from October 2016 to June 2017.	We need a unified approach to tackling PP persistent absentees – with an action plan created for each individual. Regular meetings, incentives and routine parental contact is needed.	Staffing costs attributed to PP intervention: £55,908.96
Resources given to students eligible for PPG; including stretch and challenge resources. These included digital programs bought-in for intervention.	More able GCSE students in receipt of PPG have been given A Level textbooks. All of these students have opted to pursue these subjects in further education.	A focus on the impact of resources/interventions is needed – regular evaluation of effectiveness.	£57.34 per pupil - £15,080
Raising Standards Leaders mentoring with more able girls and white boys.	The progress 8 score of more able disadvantaged girls improved by 0.33 since December 2016 to April 2017. The progress 8 score of disadvantaged white boys improved by 0.63.	Regular and structured mentor sessions are needed with dedicated members of staff.	£2,503.40

PP boys breakfast club	The P8 score of these students improved by 0.27. The individual barriers to learning for a cohort of year 10 boys was identified and the rate of progress accelerated. The A8 score increased by 3.38.	A breakfast club is needed next year – with more students invited.	£2,100
ECDL: A Microsoft recognised qualification to support applications to college, build confidence and motivation.	This was delivered in June 2017 with excellent results. The ECDL improved the P8 grades of disadvantaged students by 0.17.	This course should be delivered again this year – with a carefully-selected cohort.	£132.50
Revision Materials given to year 11 students.	All targeted students were given revision materials and resources for a range of subjects.	Closer involvement by teaching staff to ensure these resources are being used – parental events to launch/introduce these resources.	£9,855.62
Pixl Maths / Maths resources / Maths bootcamp	Intended impact is improved attainment in Maths GCSE – this is difficult to measure year-on-year as the curriculum has changed to the new 1-9 measures. (In 2016, 62.16% of PP students achieved C+ in Maths, in 2017, 60% of PP students achieved a 4+ in Maths) All targeted students were given electronic resources, access to small group tuition, flashcards and invitations to maths weekend bootcamps. The P8 of disadvantaged students increased by 0.12 from January to March – when most of the intervention was delivered.	Intervention needs to start earlier, be closely monitored and evaluated – the new Assistant Principal for Maths will look at this closely.	£4,260

Hegarty Maths and launch event	Parents and students reported that the resources and equipment given, as well as the advice offered, enabled parents to support their children with greater success. See results in the above box.	As above – these resources need to be used more frequently in the classroom and promoted with parents. The new Assistant Principal for Maths to monitor the use and impact of Hegarty Maths.	£1,260
ii. Other approaches			
Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Uniform Support; uniform and PE kit given to targeted students which was highlighted as a barrier to their attendance	Three students were supported to purchase uniform and their attendance exceeded 96% at the end of the school year.	To identify students sooner – working with pastoral staff to ensure these students do not become persistent absentees.	£378.21
Attendance Rewards: prizes given for students meeting their attendance targets	The attendance of targeted students improved by 3.51%	As stated above, we need a unified approach to tackling PP persistent absentees – with an action plan created for each individual. Regular meetings, incentives and routine parental contact is needed.	£130

Music School and music exams.	The impact has been seen in the widening of participation from KS3 and KS4 students in extra-curricular music groups. This has also improved behaviour of targeted students and a greater involvement in the wider school life.	To encourage more students to opt into this programme. To ensure that parents of PP students are aware of the opportunities available.	£2,874
CEIAG. Targeted year 11 students have received a 1-1 meeting with a careers advisor; year 9 students visited the town hall; Napthens solicitors met with targeted students for careers guidance.	All targeted PP students were supported to create a "Flightpath" for their future and aspire to further education or apprenticeships.	This needs to be shared with staff using Edukey in order to improve the intersectionality of PP provision.	£2,500
D of E. Targeted students have been funded in order to partake in the Duke of Edinburgh scheme.	Impact will be seen over the next two years. Intended impact will be seen through community involvement; raised aspirations and improved attainment.	To encourage more students to opt into this programme. To ensure that parents of PP students are aware of the opportunities available.	£50
Aspire Program: four students are completing TeachFirst's Aspire program; linked to mentors and aspirational universities.	Three of the students have been accepted onto courses at university. These students will be the first in their family to attend university.	To continue with this – and to include more students in the programme.	£906.64

Discipline and martial arts training	Staff have reported an improvement in behaviour and engagement with school life of all boys involved. Case studies available.	To work closely with pastoral staff to ensure relevant students are referred for martial arts intervention.	£400
Strategy board games club	Communication, reading and problem solving skills have improved since the advent of this group – trained SEN teachers have been working with these boys and have reported significant progress in maths and English.	To continue with this- and to offer this to more students/year groups- working closely with maths to select targeted students.	£412