



Pupil Premium Fund strategy statement Welland Park Academy 2018-19

1. Summary information					
School	Welland Park Academy				
Academic Year	18-19	Total PP budget	£91,630	Date of most recent PP Review	October 18
Total number of pupils	960	Number of pupils eligible for PP	132	Date for next internal review of this strategy	October 2019

2. Attainment and Progress		
	<i>Pupils eligible for PP (your school in 2018)</i>	<i>(national average)</i>
Progress 8 score average	-0.32 for PP students, -0.16 with 3 outliers removed.	- 0.4 (2017)
Attainment 8 score average	37.61	37.0

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	Low reading ages for some PP / CUP students compared to non PP
B.	Poor literacy / numeracy skills for some PP students leading to lower Maths and English progress compared to non PP students
C.	PP Students of all prior attainment, progress in the open element is below national average and is the weakest element of P8
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D	Low attendance rates for some PP students compared to the whole school attendance target of 96%
E	Aspirations / engagement of PP students in school and with wider enrichment / careers opportunities compared to non PP students

4. Outcomes

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	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in developing literacy and those PP students have a standardized reading score commensurate with their chronological age.	To close the reading age gap between PP and non PP students. The % of PP students who are at their age appropriate reading score (standardized score within the range of 95 – 105) is at least the same as % non PP by Year 11.
B.	Improved progress scores in Maths and English through early identification with the HoDs and progress leaders through PP review processes after each data capture.	PP students with a barrier to progress in Ma/En are identified (through QLA of KS2 SATS). They are then supported through targeted interventions. Year 7 students are supported through a specific programme to close the gap quickly in KS3 Maths as part of CUP.
C.	Open bucket subjects progress outcomes are at least comparable with national figures for PP students.	Open bucket progress of PP students is monitored through the assessment points, SLT mentoring and that PP students who are not making expected progress are receiving further tracked interventions and support. Open bucket residual shows an improving trend towards 0 or better.
D.	Attendance for PP students is at least the same as Non PP students.	Increase in attendance to 95% and that PP attendance and PA for PP students are at least comparable with the national average.
E.	PP students gain fast track access to wider enrichment / aspirational / careers opportunities throughout KS3 &4. Alternative provision for eligible PP students who are not able to engage fully with the main stream curriculum.	Bespoke access to careers guidance and support through Mrs Hix and LEBC where appropriate. Access to cultural opportunities through Careers Fair / access to visitors / specific assemblies. Opportunity for a visit to University or other higher Education establishment. Close monitoring of PP students through new Pupil Premium Champion.

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5. Planned expenditure and strategies:					
Academic year	2018-19				
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.					
Teaching, Learning and Assessment addressing points A, B and C					
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?
Narrow the gap for progress between PP and non PP students for all Year Groups. This will be measured at the following data captures: 3 per year KS3 5 per year KS4 although there is no progress measure for the first data capture y10. Average Y11 PP P8 score to be between -0.05 to -0.16	Different delivery style in lessons as a consequence of 'Think Hard' work being undertaken by T & L working party. All KS4 students have access to PiXL Maths App to support with times table fluency.	The rationale was determined by the Maths department and T & L working party based on analysis of: First set of GCSE results EEF report Staff as examiners	2 senior leads monitoring implementation of lesson ideas using qualitative data. Head of Maths and VP monitoring impact of PiXL use and change focus of interventions if progress gaps are not reducing.	DPE / CGE / CBO AGA / MJE	Review at meetings of T & L working party (6 times per year) and SLT / Governors' meetings at least each term. Review at departmental meetings (5 times per year) and link meetings 1 per fortnight.
Narrow the gap for progress between PP and non PP students for all Year Groups. This will be measured at the following data captures: 3 per year KS3 5 per year KS4 although there is no progress measure for the first data	Smaller classes for English, Maths and Science in Year 11. Removal from MFL lessons in Year 8 and / or 9 to support extra literacy and numeracy.	Following forensic analysis of P8 data smaller classes were created. This facilitated more lessons to develop greater literacy / numeracy and a smaller teacher: student ratio. Evidence: GCSE results 2018	Termly meetings between VP and middle leaders for Ma / En and Science in addition to the SENDco to ensure profile of class is correct and progress gap reducing.	MJE / AGA / TMU/ DNA / IHW	After each data capture and annually to schedule classes for following year.

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Narrow the gap for progress between PP and non PP students for all Year Groups. This will be measured at the following data captures: 3 per year KS3 5 per year KS4 although there is no progress measure for the first data capture y10. Average Y11 PP P8 score to be	Enhanced use of data tracking by all staff with middle leaders utilizing information in 4Matrix to know and monitor PP students consistently. Staff reflections for successful strategies following previous year's results, collated and shared	The rationale is that knowing our PP students very well facilitates better teaching and learning. We drew upon the experiences of all staff to collate ideas and improve data fluency. The evidence base was: PP review Sept '15 GCSE results 2018	All SLT are mentors to PP students in Year 11 in addition to links to middle leaders. The SLT team will ensure that this is implemented well as measured by narrowing progress gap post data captures.	MJE leading MLT	After each data capture. 5 for KS4 and 3 for KS3 each year.
Improve reading ages so that standardized reading scores for PP students on average are in line with non PP students for each year group. The Standardized reading score should be 100 so reading scores within a range of 95 – 105 are sought.	Annual reading and spelling tests to monitor progress of reading. Withdrawal of weaker readers to work with Reading Buddies from Years 10 and 11 during am registration.	Experience from first set of GCSE results and monitoring annual reading test scores. Examiners' reports are utilized to improve progress and confirm that improved reading / comprehension is critical.	Monitor annual scores for reading tests.	TMU / DNA	Annually
				£41,110.17	
Personal Development Behaviour and Welfare to address points C and E					
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?
Attendance of PP students is in line with non PP students, this is approximately 95%, we are aiming for 96%. PA for this group is reduced to be lower than the national average (13.5% 2016 – 17)	Use of new functionality in SIMs to improve reporting and monitoring of attendance. Use of AP and Governors' Panels. Use of Humanutopia with students in Year 10 and 11 to explore managing stress and expectations, encourage communication.	Collaboration with other schools who have successfully improved attendance with selected strategies. Feedback from former students through surveys are the evidence base. The rationale has developed following meetings with the SIP and governors.	New appointment to SLT with attendance as a key priority. Well established relationship with Humanutopia to ensure continuity.	DPE JTH JMB	Termly for attendance and 5 times a year for Governors' meetings. Annually for Humanutopia.

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Greater aspirations for PP students as measured by their destination data post 16 and commitment score during reports. All PP students to have a commitment score on average of at least 0. No NEETs for all PP students	Careers fair biannually to enhance knowledge of local and national provision and pathways for post 16. Trips to university to raise aspirations and visiting speakers. Personalised careers interview with in house careers adviser.	We have drawn upon evidence from other local schools and staff who have previously worked in 11 – 19 schools.	Monitor attendance at careers first / interviews and through student surveys.	DPE / SHI / JTH	Annually
				£22,742.37	
Effectiveness to address points B, C and E.					
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?
Opportunities for enrichment and development of confidence and cultural capital. This is measured by students participation in shows / teams / competitions.	Support for trips and access to out of school activities, theatre, D of E, careers, University visits, guest speakers, music lessons. Priority access to careers advice and mentoring.	The evidence for this is based on GCSE results, student and parent surveys. Regardless of the evidence the rationale is based on our ethos and aspirations to develop social and cultural capital for all students.	Through planning the calendar, work with progress leaders and other middle leaders.	JMB / DPE	On-going through the impact of PP spend and planning for 2018-19. Through year group PP meeting cycle
Students are engaged with revision and attend all interventions. This leads to progress for PP students in all buckets being in line with national average of 0.	Financial support with equipment and uniform to remove any such barriers to attendance in school or interventions. SLT mentoring of Year 11 PP students and academic mentoring of all students	EEF Experience from first set of results. The rationale being that teacher feedback improves progress and students who were proactive	SBM monitoring issue of kit with rigorously maintained Excel spreadsheet. VP and KS4 progress leader targeting students for intervention following analysis of data captures.	ERE / MTO MJE / JTH	Half termly for Year 11 PP students and termly for other PP students.

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All staff know who PP students are by name in Years 10 and 11. They share strategies for improving the progress score for each individual.	VP undertaking NPQH project regarding PP progress. All staff set a PM target regarding PP progress this academic year.	The rationale being the better we know the students the better we can adapt our pastoral care and T & L.	VP with an overview of student outcomes is pursuing improved P8 scores for PP students as part of NPQH project.	MJE / DPE	After each data capture: 3 times per year for KS3 and 5 times per year for KS4.
				£36,105.29	