

## Pupil Premium Impact Summary 2017-2018

Key Objectives Identified in 2017-2018			Success Criteria Met? <b>CELL COLOUR</b> – Green=Met, Orange=Partially, Red=Not Met							
	Desired outcomes	Success criteria								
A.	High levels of progress in literacy and numeracy for Year 7 student eligible for PP.	Students eligible for PP in Year 7 make more progress by the end of the year than 'other' students. This will be evidenced using student tracker data and NFER data.  Impact of reading interventions and maths interventions.	PP – Eng.	Above Target	On Track for Target	Below Target	Non PP – Eng.	Above Target	On Track for Target	Below Target
			RP1	3%	28%	69%	RP1	2%	31%	67%
			RP3	23%	55%	22%	RP3	25%	57%	18%
			The above indicates that similar progress was made over the academic within the groups PP and Non-PP.							
			PP – Ma.	Above Target	On Track for Target	Below Target	Non PP – Ma.	Above Target	On Track for Target	Below Target
			RP1	0%	49%	51%	RP1	0%	48%	52%
			RP3	6%	55%	39%	RP3	2%	62%	36%
			Again, the above indicates similar progress, however, more non-PP are now On Track.							
			Twenty-five pupils who were PP were targeted for extra literacy interventions – 15 made improvements in terms of improved reading ages. Nine pupils made progress in line with their chronological age.							

<b>B.</b>	Improved rates of progress across all year groups for high attaining students eligible for PP.	Students eligible for PP identified as high attaining from KS2 levels / raw scores/ scaled scores make as much progress as 'other' students identified as high attaining, so that 85% or above are on track for 4 levels of progress/ expected progress by the end of KS4. Where they are not, departments are putting in place interventions, monitored by Student Progress Manager, SLT, Pastoral Lead, Heads of Year and Most Able Lead teacher implement interventions. Training for teaching staff to ensure quality first teaching to raise attainment.	This target was not met within Y7 or Y8.
<b>C.</b>	Strong transition between Year 6 and Year 7 to support improved attainment on entry and ensure that there is no dip from SATs May 2018 to September start date	Mapping of curriculum to ensure challenge for all. Transition Team to work across our feeder primary schools to support improved attainment on entry.	Saturday Transition School and an increase with the academic links between ourselves and our main feeder primaries has greatly improved our knowledge and grasp of pupils prior attainment. This has impacted on our planning and curriculum design.
<b>D.</b>	Motivation and raised aspirations of Year 11 addressed to ensure they achieve well.	Students engage well with GM Higher initiatives and the LP for HPA pupils. Alternative curriculum considered to engage still further.	Our much improved GCSE Results and 100% of pupils being placed in post-16 provision is evidence of meeting this target.

E.	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees (PA) among students eligible for PP to be in line with others. Overall attendance among students eligible for PP improves to be in line with national averages and others in school.	<table border="1" data-bbox="1169 156 1662 571"> <thead> <tr> <th data-bbox="1169 156 1388 263">GROUPS Attendance %</th> <th data-bbox="1388 156 1523 263">2018</th> <th data-bbox="1523 156 1662 263">2017</th> </tr> </thead> <tbody> <tr> <td data-bbox="1169 263 1388 331">FSM</td> <td data-bbox="1388 263 1523 331">91.72</td> <td data-bbox="1523 263 1662 331">93.25</td> </tr> <tr> <td data-bbox="1169 331 1388 400">Non FSM</td> <td data-bbox="1388 331 1523 400">94.08</td> <td data-bbox="1523 331 1662 400">95.95</td> </tr> <tr> <td data-bbox="1169 400 1388 469">Pupil Premium</td> <td data-bbox="1388 400 1523 469">92.02</td> <td data-bbox="1523 400 1662 469">93.03</td> </tr> <tr> <td data-bbox="1169 469 1388 571">Non Pupil premium</td> <td data-bbox="1388 469 1523 571">94.98</td> <td data-bbox="1523 469 1662 571">96.27</td> </tr> </tbody> </table> <p data-bbox="1169 595 1702 624">PP PA was 13.7% of the whole school cohort.</p> <p data-bbox="1169 655 1742 684">Non PP PA was 7.2% of the whole school cohort.</p>	GROUPS Attendance %	2018	2017	FSM	91.72	93.25	Non FSM	94.08	95.95	Pupil Premium	92.02	93.03	Non Pupil premium	94.98	96.27
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F.	Offer of additional experiences and enrichment.	Engagement and raised aspirations.	<p data-bbox="1169 699 2168 751">There was an increase in the number of enrichment activities offered to all PP across all year groups.</p> <p data-bbox="1169 759 2072 812">Trips, visitors, Post-16 links – all evidenced via school documentation and published newsletters.</p>															

Quality first teaching for all															
Desired outcome	Chosen action / approach	Success Criteria Met? <b>CELL COLOUR</b> – Green=Met, Orange=Partially, Red=Not Met													
Use of targeted interventions to accelerate and improve outcomes for disadvantaged students entering with lower than expected standards of literacy and numeracy.	Work with senior leaders, Pastoral Lead, Heads of Year, SENCo and Heads of English and Mathematics, to select and implement appropriate support packages aimed at raising standards of disadvantaged students in yr7.	<p>HoYs were trained and implemented behaviour interventions that enabled more PP pupils to access more of the curriculum.</p> <p>The SENCO identified the pupils who would benefit from the extra literacy and numeracy interventions and these pupils were also identified within English and Maths.</p> <p>The data above (Key Objective A) highlights the improvement in Y7.</p>													
Improved Year 7 and 8 literacy progress (link to Year 7 catch up premium)	Quality first teaching approach. Effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language.	<p>Twenty-five pupils who were PP were targeted for extra literacy interventions – 15 made improvements in terms of improved reading ages. Nine pupils made progress in line with their chronological age.</p> <p>The data above (Key Objective A) highlights the improvement in Y7.</p> <table border="1"> <thead> <tr> <th>English Y8</th> <th>Above</th> <th>On Track</th> <th>Below</th> </tr> </thead> <tbody> <tr> <td>RP1</td> <td>23%</td> <td>51%</td> <td>26%</td> </tr> <tr> <td>RP2</td> <td>54%</td> <td>36%</td> <td>10%</td> </tr> </tbody> </table> <p>Clear improvements within progress within English.</p>		English Y8	Above	On Track	Below	RP1	23%	51%	26%	RP2	54%	36%	10%
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Improved Year 7 and 8 numeracy progress (link to Year 7 catch up premium)	Quality first teaching approach. Effectively develop the fundamental skills to access the age appropriate curriculum	<table border="1"> <thead> <tr> <th>Maths Y8</th> <th>Above</th> <th>On Track</th> <th>Below</th> </tr> </thead> <tbody> <tr> <td>RP1</td> <td>4%</td> <td>38%</td> <td>61%</td> </tr> <tr> <td>RP2</td> <td>9%</td> <td>30%</td> <td>58%</td> </tr> </tbody> </table> <p>Smaller improvements within maths.</p>		Maths Y8	Above	On Track	Below	RP1	4%	38%	61%	RP2	9%	30%	58%
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Identification of HPA students who are at risk of not achieving a positive P8 score through scrutiny of data.	Produce a target group of HPA PP students who are unlikely to achieve target grades at end of Key Stage 4.	HPA PP did not improve their P8 score despite significant improvement within attainment.													

<b>Other approaches</b>		
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<i>Success Criteria Met? <b>CELL COLOUR</b> – Green=Met, Orange=Partially, Red=Not Met</i>
Problem behaviour in Year 10 addressed	Identify a targeted behaviour intervention for identified students. Alternative provision sought on an individual basis to support engagement	The number of negative sanctions imposed dramatically decreased once mentoring and increased support from the Manchester United Foundation and the HoY was in place.
Raise Aspiration in Y11 and Y10	University visits, Engineering/Aspirational career visits	Trips to: Edge Hill University Land Rover Old Trafford Manchester University

## Appendix one

### Dean Trust Wigan Pupil Premium 2017-18

Amount allocated is £348,180 (369 x £935, 2 x £1900, 1 x £300)

Each PP student receives £935.00 of funding and CLAs receive £1000.00 if from Wigan LA, other LAs may be up to £1900.00.

<b>Pupil Premium 2017-18</b>	<b>£348,180</b>
<b>Teachers WIG2000</b>	<b>£103,835</b>
Deputy Head Behaviour & Safety	£43,616
Deputy Head Achievement & PP	£33,118
Director of Learning English, maths, science	£15,321
Lead Practitioners	£ 4,500
Intervention support teacher	£ 7,280
<b>Educational Support Staff WIG2230</b>	<b>£107,763</b>
Engagement Centre Manager KS3	£ 30,722
Engagement Centre Manager KS4	£ 30,722
Engagement Centre Assistant	£ 13,180
HLTA PP Support	£ 10,027
Heads of Year PP Support	£ 11,250
Careers Support	£ 6,300
Admin support	£ 5,562
<b>Teaching Assistant Support WIG2200</b>	<b>£12,100</b>
1 x teaching assistants	£12,100
<b>Teaching Resources WIG4009</b>	<b>£6,015</b>
<b>Vocational Provision WIG4136</b>	<b>£ 73,093</b>
<b>Uniforms WIG6600</b>	<b>£ 6,120</b>
<b>Pupil Premium Bids WIG4009</b>	<b>£14,000</b>
<b>Student Rewards WIG4000</b>	<b>£ 5,100</b>
<b>Pastoral Intervention WIG4137</b>	<b>£20,155</b>