

Pupil Premium Strategy Statement 2017-18

Pupil Premium is additional to main school funding. It is used to address inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months. Secondary schools receive £935 for each eligible student. We are also allocated £1000 from the Wigan virtual schools team for our children that are looked after. (Pupil Premium Plus Award) other Local Authorities allocated differing amounts.

Schools decide how the Pupil Premium Grant is spent since they are best placed to assess what additional provision should be made in supporting individual pupils.

We have a strong belief that quality first teaching is the priority to support students to improve their skills. Emphasis is placed on improving and investing in teaching and learning to ensure students get taught by a quality teacher rather than be withdrawn for intervention/ catch up. Our aim is to ensure that provision is in place to help all pupils to achieve their potential by further increasing the focus on the progress and attainment of Pupil Premium pupils. We aim to ensure that the provision for Pupil Premium students is seen throughout everything we do at in terms of teaching and learning, and is not an 'add on' to what we already provide.

Around 50% of our students are eligible for Pupil Premium which is significantly higher than the national figure. Dean Trust Wigan recognises that each individual student has different needs, concerns and aspirations and we aim to ensure the best outcomes for everyone irrelevant of their background and disadvantages. For some students, this may be supporting their progress in reading, whilst for others it may be providing support for individual music lessons, or University visits. The academy is committed to closing the attainment and achievement gap across a range of measures for our disadvantaged pupils particularly, and the additional funding will be used to support this aim.

1. Summary information

Academic Year	2017-18	Total PP budget	£348,180	Date of most recent PP Review	Predecessor School
Total number of student	721	Number of student eligible for PP	371	Date for next internal review of this strategy	June 2018

1. Summary Attainment	Historical Attainment			Current Attainment	
	<i>DTW Students eligible for PP 2015-16</i>	<i>PP students national 2015-2016</i>		<i>DTW Students eligible for PP 2016-17 (% of cohort) * new measure</i>	<i>PP students national TBC 2017</i>
% achieving A* - C Maths and English (grade 4+)	16%	43.1		38%	42% (Wigan schools)
% achieving expected progress in English / Maths	52%/18%	n/a		n/a	n/a
Progress 8 score average	-0.84	-0.38		-0.51	-0.69 (Wigan schools)
Attainment 8 score average	33.1	41.1		35.7	36 (Wigan schools)
FFT contextual P8 FFT contextual	-0.41			+0.05	

2. Attendance				
	<i>DTW Students eligible for PP Attendance</i>	<i>DTW All Students</i>	<i>PP students national</i>	<i>All Students national average</i>
2014	91.6%	93.3%	92.7%	94.9%
2015	90.7%	92.6%	92.5%	94.8%
2016	92.7%	94.2%	92.8%	95%

3. Barriers to future attainment (for students eligible for PP including the disadvantaged most able)

In-school barriers /issues

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| A. | Students attainment on entry is significantly below national average, literacy and numeracy skills are low, a large percentage of students arrive at school not deemed secondary ready. (around 50% of each cohort, PA bottom 8% nationally) |
| B. | High ability PP students, mainly boys, do not achieve as well as their peers - due to low aspirations, and low student engagement |
| C. | Engagement and motivation of a group of Year 10 PP boys and is having a detrimental impact on the academic progress of their peers. |

External barriers

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| D. | Although attendance of PP is better than national, attendance to school of PP students is below that of the rest of the school. This reduces their hours in school and causes them to fall behind. |
| E. | Engagement with and affordability of, enrichment programmes and experiences out of school. |

4. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
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 so that 90% meet expected targets and other students still make at least the expected progress. This will be evidenced using student tracker data and NFER data. Impact of reading interventions and maths interventions.
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. Most Able Lead teacher implement interventions. Training for teaching staff to ensure quality first teaching to raise attainment.
C.	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.
D.	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.
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.
F.	Offer of additional experiences and enrichment.	Engagement and raised aspirations.

5. Planned expenditure

Academic year

2017-18

i. Quality first teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Review
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.	Accelerated learning will ensure any disadvantaged students entering Yr7 with lower starting points will make progress towards reaching expected standards.	Close scrutiny of interventions Monitoring of implementation and regular review through discussion with Heads of English and Maths and SENCo.	PH LW DH LN KM J.A	Regular meetings January, March and June 18
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.	Components of language identified as an area of weakness from moderation and schools in the English network have successfully trialled this approach. evaluation. EEF toolkit – reading comprehension strategies moderate impact based on extensive evidence.	D.O.L for English works with J. Ayres and team.	LW JA Eng.	January, March and June 18
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	Fundamentals of arithmetic and problem solving.	D.O.L for maths works the maths team and the allowance in terms of teaching load to ensure the targeted pupils receive the precise strategies required.	DH	January, March and June 18
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.	Working with and monitoring students at greatest risk of failing to achieve	Regular feedback on identified group identified from class teachers, and mentors. Checking of feedback against internal pupil data.	KS	January, March and June 18 GCSE results August 2018

ii. 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	Review
Increased attendance rates Reduced Persistent absence	Attendance Support Officer employed to monitor pupils and follow up quickly on truancies. First day response provision. Work alongside attendance team.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. Direct link between attendance and attainment at the academy. Increased parental contact.	Thorough briefing of support worker about existing absence issues. Attendance Officer DHT etc. will collaborate to continue to improve attendance to school. Attendance and progress discussed at least fortnightly with Attendance team and Head of Year.	AH AU TB DB	January, March and June 17
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 EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. HoY Training on specific interventions to increase engagement.	Ensure identification of pupils is fair, transparent and properly recorded. Use TB/DB to engage with parent/ guardian before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Rewards to be a focus for all staff through a focus month of positive praise/effort cards through form tutors, leading to Hall points etc.	AH PH CK RB	January, March and June 17
Strong transition between Year 6 and Year 7 to support improved attainment on entry	Mapping of curriculum to ensure challenge for all.	No loss/ dip in performance – KS3 the wasted years Ofsted doc	Ensure that there is no cross over in the KS2 and 3 curriculum and plan for a through curriculum	PH LN IB	January, March and June 17

Raising aspirations	University visits, Engineering/Aspirational career visits	EEF toolkit recognises involving parents has an impact. Awareness that students (especially boys) achieve better in school when they have a plan for their future, and can link achievement in school to support them to their next steps.	Identify students for additional careers advice with CEIAG. Support students who lack aspirations or who aren't sure of the future. Visit local accessible universities where funding/ travelling/ living away from home may be less of an issue eg Edge Hill, Lancaster Manchester. Involving parent/ guardians in supporting. Visits to Jaguar Land Rover.	KS Careers adviser	January, March and June 17
Provision of enrichment activities for PP students	Organisation of activities and events which promote aspiration amongst PP	EEF toolkit recognises involving parents has an impact.	Any costs incurred would be paid from the PP budget. Feedback from students would be taken.	PH	January, March and June 17

6. Review of expenditure 2016-17/ Impact- see also data section

Previous Academic Year

Desired outcome	Chosen action / approach	Impact Expected	Lessons Learned
Improved attainment through focused support – enhanced tracking and precise funding	Dedicated senior member of staff as Pupil Premium Coordinator. I4Ps to clearly identify PP pupils and their academic targets in terms of Mastery in securing their desired outcome.	Throughout KS3 more PP pupils are 'On Track.'	The greater emphasis on the PP identification within the planning documents improved the progress of pupils in terms of productivity and knowledge. Work still needs to be done at both ends of the ability scale in terms of applying and identifying specific skills to help respond to questions/tasks.
Improved Year 7 and 8 literacy and numeracy progress (link to Year 7 catch up premium)	Quality first teaching approach and pupils identified on I4Ps across the whole curriculum.	More pupils operate within Band 1 and/or move for Band WT1 to ensure they are on a pathway that is age appropriate.	Initiative stays as this proved to be successful.
Y7, Y8 and Y9 Literacy Catch-Up (Y7 also links to Catch Up funding)	Use 'Singapore Maths' with targeted Numeracy groups to enable Mastery of missing key skills and to develop more resilience with problem solving. Improve pupils handwriting skills through targeted TA support and Literacy group work.	Identified pupils attend Literacy and Numeracy groups to enable them to develop/consolidate fundamental skills to help accelerate progress in English and maths. EEF toolkit – one to one tuition/mentoring with literacy programmes moderate impact based on extensive evidence.	Singapore maths has been amended to fit the needs of bridging the new KS2 curriculum to the new KS3 and subsequent KS4 system. Tutoring had a positive outcome in terms of engagement and especially the 'pre-teaching' strategies.
Y7 academic engagement improved through enhanced learning strategies and increased access to multi-agency support	As a very high PP cohort (>69%), Y7 also have a high number of pupils with Learning Needs/Barriers. Teachers to receive training on how to engage these learners through targeted CPD. Identified pupils to receive expedited and increased access to relevant agencies.	Implementing strategies to improve the memory skills, confidence and remove perceived barriers can improve academic engagement and productivity for all learners within a group. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective,	The pupils that access the individualized plans will continue to do so.

<p>Y7 adaptive learning schemes</p>	<p>Y7 – due to QLA KS2 analysis – require focus and acceleration in developing specific skills within English and maths in order for them to make academy expected progress.</p>	<p>Gaps in knowledge and skills that have been highlighted from the QLA KS2 test analysis on RAISE, are addressed and tested through constant adaption the SOWs that English and maths deliver.</p> <p>No loss/ dip in performance – KS3 the wasted years Ofsted doc</p>	<p>Plan refreshed along with strategies for the next academic year.</p>
<p>Raising aspirations</p>	<p>Identify students for additional careers advice with CEIAG. Support students who lack aspirations or who aren't sure of the future.</p>	<p>Awareness that students (especially boys) achieve better in school when they have a plan for their future, and can link achievement in school to support them to their next steps. NEET figures/ appropriate course improved (see below for attendance and exclusion data)</p>	<p>Good provision few students NEET</p>

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.

Pupil Premium 2017-18	£348,180
Teachers WIG2000	£103,835
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
Educational Support Staff WIG2230	£107,763
Engagement Centre Manager KS3	£ 30,722
Engagement Centre Manager KS4	£ 30,722
Engagement Centre Assistant	£ 13,180
HLTA PP Support	£ 10,027
Heds of Year PP Support	£ 11,250
Careers Support	£ 6,300
Admin support	£ 5,562
Teaching Assistant Support WIG2200	£12,100
1 x teaching assistants	£12,100
Teaching Resources WIG4009	£6,015
Vocational Provision WIG4136	£ 73,093
Uniforms WIG6600	£ 6,120
Pupil Premium Bids WIG4009	£14,000
Student Rewards WIG4000	£ 5,100
Pastoral Intervention WIG4137	£20,155