

# Pupil Premium Strategy Statement 2018/19 Woodbrook Vale School

1. Summary information					
School	Woodbrook Vale School				
Academic Year	2018/19	Total PP budget	£154,000	Date of most recent external PP Review	Sep 15
Total number of pupils	796	Number of pupils eligible for PP	165	Date for next external review of this strategy	2018/19

2. Current Achievement				
Achievement for Year 11 students	Pupils eligible for PP 2015/16	Pupils eligible for PP 2016/17	<b>Pupils eligible for PP 2017/18</b>	Pupils not eligible for PP (national average 2016)
<b>English and Maths (4 and above)</b>	39% (A*-C)	50%	<b>62%</b>	70%(A*-C)
<b>Progress 8 score average</b>	-0.67	-0.10	<b>-0.35</b>	0.12
<b>Attainment 8 score average</b>	35.9	38.58	<b>38</b>	52

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
<b>A.</b>	Pupil premium <b>boys</b> achieve less than girls.
<b>B.</b>	A number of PP students do not show high levels of <b>engagement and resilience</b> in all subjects and therefore do not achieve to their full potential as they progress through the school.
<b>C.</b>	A number of KS4 PP students <b>lack aspiration</b> and do not understand the importance of how their education links with future <b>careers</b> . This prevents them from achieving what is required for their preferred post-16 destinations and career pathways.
<b>D.</b>	<b>Low prior attaining</b> students do not achieve in line with low prior attaining non PP students at GCSE.
<b>E.</b>	There is a <b>post transitional dip</b> for PP students between Year 6 and Year 7 and Year 9 and 10, this results in their progress decreasing and ultimately, lower achievement.

<b>F.</b>	Pupil Premium students who are also <b>SEND K</b> achieve significantly less than non Pupil Premium students	
<b>Additional barriers</b>		
<b>A.</b>	A number of families of PP students do not engage with school and need support in how to help their child with their studies at home.	
<b>4. Intended outcomes</b>		Success criteria
<b>A.</b>	The Pupil Premium gap is reduced between girls and boys	In 2019 the gap between the achievement of PP boys and PP girls will be narrowed. 2018 results Boys A8 = 29Girls A8 = 48 Boys P8 Boys = -1.19 P8 Girls = +.56
<b>B.</b>	Students, including PP students, are showing resilience in their learning and achieving high ATL grades in their lessons	Pupil Premium Champions to monitor the ATL grades of the PP students to ensure that they are in line with their peers. If they reduce, the PP Champion will intervene and mentor individuals so this improves.
<b>C.</b>	All PP students in Year 10 and 11 not only have a careers interview, but are given individualised careers guidance.	No Year 11 students are NEET post 16. Students feel they are given accurate and helpful guidance to make informed decisions about their future. Year 10 students are able to participate at careers events such as Skills Show and Loughborough College open days. Internal careers events are held and the Pupil Premium Champion will work towards ensuring that all PP students attend.
<b>D.</b>	Low prior attaining PP students to attain in line with the non PP low prior attaining students at WBV.	Data indicates that the low prior attaining PP students are predicted to attain below non-PP low prior attaining students. The Pupil Premium Champion will ensure that all students are given help and intervention to achieve their target grades.
<b>E.</b>	Ensuring there is no dip in the progress made by PP students between Year 9 and 10.	The data indicates that PP students, more than non PP students have a dip in their progress at the start of GCSE's. The support will be in place to ensure that this does not happen. Improved data assessments will help to support this along with individual student monitoring.
<b>F.</b>	The gap between PP K and PP is narrowed	The achievement of PP K students will be broadly in line with other PP students in 2018/19
<b>A. Additional barrier</b>	Families engage with school to ensure that all PP students are supported at home and at school	Increase the attendance at parents' evenings. Hold sessions for parents informing them how they could best support their child at home with studying and revision. Use the PP Champion to phone and arrange appointments prior to other non-PP students. Using the new online booking system to aid book process to put the ownership on the parent, not the student.

**5. Planned expenditure academic year 2018/2019**

**i. Quality of Teaching for all**

Desired outcome	Chosen action / approach	What is the evidence (E)and rationale (R) for this choice?	How will you ensure it is implemented well?
<p>Pupil Premium progress of students with low prior English and Maths levels make above expected progress. The gap between the Progress 8 score (PP WBVS) compared with national non-PP will be reduced.</p>	<p>Literacy and Numeracy HLTAs to deliver Fresh Start (literacy) and Maths (numeracy) to low ability students</p>	<p>(R)The progress made in previous years by students in the Fresh Start programme has been above average. We are expanding this to apply for Maths as well. (E)The research by the EFF into small group work has also aided our decisions.</p>	<p>Observations of both of the HLTAs who deliver the courses. Regular data checking exercises by PP Champions and Assistant Head teacher.</p>
<p>Year 7 and 8 Numeracy and Literacy courses fully funded and equipment to ensure students are able to make progress.</p>	<p>Year 7 and 8 Literacy and Numeracy funding. Resources for both Maths and Fresh Start. Small support groups of mainly PP students.</p>	<p>(R)The progress made in previous years by students in the Fresh Start programme has been above average. We are expanding this to apply for Maths as well. (E)The research by the EFF into small group work has also aided our decisions. Resources to support JM and MH in the delivery of these sessions are important.</p>	<p>Regular resources checks, book scrutiny and observations will allow us to monitor the courses.</p>
<p>PP students have the appropriate books and access to relevant software. PP students have access within, and outside, of school to resources enabling them to increase their progress above national average.</p>	<p>Students to be provided with revision guides, text books and revision software inc GCSE Pod, SAM learning, Comic Life.</p>	<p>(R)PP students may be unable to afford revision tools such as revision guides. We also encourage them to use online tools such as Sam Learning and GCSE Pod both of which have research evidence that they impact student's grades. (E) EFF suggests that one to one tuition can have a big impact on students' learning. Using a lot of the software we provide allows students to work on their own with support of a programme.</p>	<p>Analysis of the use of revision guides and software by students. Ensure that students have the resources they need and through questionnaires find out if they are using it.</p>
<p>PP students have same access to specialist equipment as other non-PP students</p>	<p>Purchase specialist equipment e.g. art and design resources</p>	<p>Students studying art and design and other practical based subjects have historically struggled to provide the materials needed to access the course. This will allow them to have ingredients for cooking and other resources to fully access the same as their non-disadvantaged peers.</p>	<p>Observe PP students using equipment to find out if it is helping them. Make sure that all students have the correct equipment needed to access the curriculum no matter of their background.</p>

PP achievement is in line with national average. The attainment gap is narrowed. HLTA's working with predominantly Years 10 and 11.	Support Staff – 2 x HLTA's to support students in small group/ one to one work.	(R)Dedicated two support staff to work across the years but focusing more on Year 10 and 11 students. (E)Small group work and one to one work have both been identified by the EEF in improving the progress made by students.	HLTA's observed regularly and the progress of the students they are working with is monitored to ensure they are having an impact. Teachers will also report on the effectiveness of the support.
Students using technology to increase progress and assist learning.	Purchase technology (including mobile devices) for the use of PP students to improve teaching and learning	(R)Using Mobile devices as a one to one device or in group work helps to re-engage students. We also use the Ipads to support PP EAL students with language barriers they may have.	PP Champions and Assistant Headteacher (T&L) will ensure that students are supported by technology in their learning.
<b>cost</b>		<b>Total budgeted</b>	<b>£79,000</b>
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>
Reduce the impact of a post transitional gap by working with students in Year 6 following their SAT examinations and through the summer	Pupil Premium Champions to work with Year 6 students in the second half of the summer term and introduce a summer school targeted at PP students.	(R) To reduce the effects of a post transitional dip between primary school and secondary school the Pupil Premium Champion and PP HLTA's will work with PP students from Primary schools on the skills they will need for when they start at WBVS. There is a long time between their SAT exams and starting WBVS, we would bridge that gap with a summer school focusing on English, Maths and Science. (E) EEF toolkit suggests +2 months progress for moderate cost. Greater impacts (as much as four additional months' progress) can be achieved when summer schools are intensive, well resourced, and involve small group	Assistant Head teacher to have an oversight. Focus of the summer school will be largely curriculum based with small groups taking part in English, Maths and Science intensive work over a two-week period. Students will also receive access to the wider curriculum including cooking, sports and educational visits.
PP achievement in each year group is in line with national average. The attainment gap is narrowed.	Teaching Staff x3 (PP Champions) Monitor intervention and spending for students in each year group.	(R)Funding is received for individual students. The champions will monitor that each student receives support where appropriate. They will monitor individual's attendance, behaviour and progress.	Each PP Champion will have regular meetings with the Assistant Head Teacher. Each Champion will monitor each PP student and recording how the funding is spent on each student.

<p>Funding used to support projects for the PP underachieving boys through the year. A group of underachieving PP boys will raise both attainment and ATL.</p>	<p>Supporting underachieving boys projects</p>	<p>(R) The gender gap is a concern and a member of the Extended Senior Leadership Team is working with 10 Year 10 boys (6 PP) to raise their achievement. We want to combine this additional provision with some 'aspiration' interventions such as talks and visits. (E) Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former students.</p>	<p>Extended Senior Leadership Team member will be in charge of Underachieving Boys in the school. They will be mentored by a member of the Senior Leadership Team on the impact that they are having on a defined group of boys.</p>
<p>The attainment gap is narrowed. Behaviour and attendance improved. Social and emotional aspects of PP students are improved.</p>	<p>Additional PP staffing to support students e.g. concessions/Social and emotional support – e.g. Counsellors/ Motivational speakers/ Educational Psychologist</p>	<p>(R) We are concerned with some students regarding social and emotional behaviour. This allows us to support our most vulnerable. (E) Evidence supports the fact that students need to be emotionally healthy to support academic progress.</p>	<p>Students who are vulnerable and need additional support will be monitored closely through PP Champions and SEN department. Impact will be measured of the additional support given.</p>
<p>The attainment gap is narrowed between WBV PP students and National non PP students.</p>	<p>Strategic Year 11 Intervention to support student's attainment. Including small group sessions, one to one sessions and after school/holiday sessions.</p>	<p>(E) EFF research regarding one to one and small group work indicate they will benefit the students. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students.(R) Holiday time before the exams is a time when students may struggle to retain information without additional support.</p>	<p>PP Champions and teaching staff will ask for specific support to be given to students to ensure that they are making expected progress.</p>
<p>PP progress is in line with national average. The progress gap is narrowed.</p>	<p>Intensive intervention support for Y7-10 PP students including small group sessions and one to one work.</p>	<p>As above.</p>	<p>As above</p>
<p>Improved esteem and confidence of PP students. ATL scores increase</p>	<p>Celebrating Achievement. To be used by Champions/HLTA to celebrate the achievement of PP students. Builds confidence and self-esteem.</p>	<p>(E)Our internal research has shown that rewards motivate students. This budget will allow the PP champions, HLTA's and Year heads to provide incentives and rewards for student's effort and attendance.</p>	<p>PP Champion and Heads of Year to monitor the ATL scores of individuals and the goals achieved.</p>

Students accurately screened to reduce barriers to learning	Some PP students to be screened for exam concessions	(R)Students who are eligible for exam concessions may receive extra time or support through a reader. This will aid the students in their exams.	SEND faculty to apply for screening of PP students.
Students given the opportunity to work in the library after school in the Hub where staff are available to help.	PP students will not be charged for the use of the Hub	(E)Homework is an area that EFF identifies may lead to gains in progress. This funding provides PP students with an opportunity to do their homework before leaving school with staff and technology available.	Hub analysis by PP Champion to ensure that students are using the hub to complete homework. Go4Schools used by PP Champion to check students are completing homework. Specific students invited by Champions to attend the hubs to improve homework.
<b>Total budgeted cost</b>		<b>£50,000</b>	
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>
Students supported for future career pathways. Students receive tailored guidance regarding their career aspirations.	Careers Support for PP students in Years 9, 10 and 11	(R)Some of our PP students lack aspiration. By giving them all careers interviews and allowing them to go on careers events. (E) Although the research by the EFF says that aspiration interventions have little impact, we as a school want to ensure that our PP students are fully supported into making the correct for Post 16 options. Recent research suggests that we should target Year 9 students as well as KS4 students.	Careers adviser and PP Champions work together ensuring that all PP students have the guidance they need. PP Champion will be monitored by the Assistant Head teacher to ensure that no NEET students at the end of Year 11.
Attendance continues to improve Students given breakfast to improve attendance, punctuality and focus in classes.	Breakfast Club to be offered to PP students	(R)The breakfast club will allow students to have a good start to the day. They will be able to come into school at 8am and have breakfast leading to them being more attentive in the morning lessons.	PP HLTAs will run the breakfast club and with the support of the PP champions will make sure that targeted students attend the breakfast club to help keep attendance at the high level from 2016/17.
All PP students will be given the same opportunities as non PP students without financial	Financial support for cultural visits, university trips and transport when required	(R)PP students will be able to have all educational visits paid for and the enhancement trips contributed towards. This will allow them to attend and not miss out due to financial reasons.	The PP Champions will ensure that students are not financially disadvantaged and that the funding supports those who will benefit from attending trips and visits. This may be both curriculum based trips or extracurricular.
PP students are monitored and any students who are underachieving can be supported.	Tracking system for PP students.	As a school we need to know which students need extra intervention and when. The introduction of Go4Schools last academic year has allowed both the PP Champions and other staff members to access up to date reliable data on PP students.	The Assistant Headteacher (Achievement) will supply data for the PP Champions, teachers and SLT regarding the progress of PP students.

Improved communication with parents/carers of PP students.	Improve communication with parents of PP (esp FSM) students.	(R)We have a core of parents that previously we have found difficult to engage with. We are planning on some parental sessions to encourage them to support their child with their education. Attendance for parents evening is a targeted area for improvement and the PP Champions will be working towards this. (E) The EFF suggests a +3 months impact where parental engagement is strong.	Events throughout the year will be held to encourage the families of PP students to attend the school to aid supporting their child. The Assistant Headteacher and PP Champions will aim to increase the percentage of parents attending parents' evenings.
All PP students have the correct uniform for School.	Uniform will be purchased for PP students	(R)Students should have access to correct uniform. The PP funding is used to ensure that PP student have the correct uniform. This will ensure that students are not inhibited in their education by having the incorrect clothing. (E) Although the wearing of a uniform doesn't directly relate to improvements in learning (EFF toolkit) 'when combined with the development of the school ethos and the improvement of behaviour and discipline, the introduction or enforcement of a school uniform can be successfully included as part of this process.'	The student office will ensure that all students have access to the uniform they require.
Attendance of students including PP will be monitored through purchasing Access Education solutions. The attendance of FSM and PP students is in line or better than 2016/17	Attendance solutions aids with monitoring the attendance of the PP students. Attendance will	(E)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. (R)The Raise online dashboard indicates that Attendance for FSM students was low in 2015/16.	The attendance office and PP Champions will monitor the attendance of PP students throughout the year.
The attainment gap is narrowed. Behaviour and attendance improved. Social and emotional aspects of PP students are improved.	Individual student needs	(R)Throughout the year individual students have needs to help them achieve in line with non-disadvantaged students. This could be used for anything from encouraging with extracurricular activities by supply equipment to the gym memberships. (E) EFF toolkit suggests sports performance and extracurricular activities can have a positive effect on students' progress.	PP Champions and Assistant Headteacher will closely monitor each individual entitled for PP funding.
<b>Total budgeted cost</b>		<b>£25,000</b>	

Code	6. Review of expenditure				
	Previous Academic Year	2017/18			
	i. Quality of teaching for all				
	Intended outcome	Action	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Spent
PA	PP achievement in each year group is in line with national average. The attainment gap is narrowed.	PP Champions working with every student who receives PP funding.	The role of the PP Champion is to ensure that all PP students receive the support needed to able to achieve in school. Individual case studies have been produced which shows how the funding has been used on every student and how individuals have not only improved in their academic performance but also their behaviour. PP Champions have monitored attendance all year and have supported students who may have needed it including meeting with parents and offering incentives for periods of attendance.	We reduced the amount of PP Champions from 5 to 3 for academic year 2017/18. The reasoning is to make the role a larger role with more responsibility. This approached has worked and we will be using it again in 18/19 There is one focused Year 11 Champion as well as a Year 7 and 8 and a Year 9 and 10.	£8,100
PB	A group of underachieving boys are supported in school both academically and non-academically.	Supporting underachieving boys	Support was given to a group of boys. The member of staff responsible then left the school. The boys were then supported via the PP Champion	A TLR is available to support underachieving boys for the academic year 2018/19. Part for their role will include PP Boys. Half of the TLR shall be paid through this cost centre.	£541
PC	PP progress of students with low prior English and Maths levels make above expected progress.	Literacy and Numeracy HLTAs	The students who studied Freshstart and numeracy in Year 7 and 8 in the smaller classes made above average progress. The students came into the school with very low SAT scores (Scale score less than 100) and many could not read or understand basic numeracy. With the support from the HLTAs in small groups of 8 or 9 students they have all made significant progress. In maths the HLTA has split his time between challenging the higher Year 10 and Year 11 PP students. He also supported the low prior attaining PP students. (Case studies below)	Changes are being made to both Freshstart offer and the low prior attaining maths students. Students are currently coming out of MFL but plans are to change this to ensure they can still study a language at GCSE.	£32,000
PE	Year 7 and 8 Literacy and Numeracy funding. Resources for both basic numeracy and Freshstart leading to progress for students in those groups.	Literacy and Numeracy support Years 7 and 8	As above	As above	£860
PY	PP achievement is in line with national average. The attainment gap is narrowed.	PP HLTA support Year 10 and 11	Attainment 8 score of PP students is around 38. The two HLTAs supported all PP students in year 11 during the year. When observed during the year the HLTAs were found to be challenging the students	At the start of the Year we decided that one HLTA would focus predominately on Year 11 and one on Year 10. This	£26,472



	HLTA's working with predominantly Years 10 and 11.		whilst supporting them in their learning. Students reported that the help and support they received impacted in their grades. There was an increase of 4+ in EM for PP students to 57%. This was a key focus of the PP HLTAs who wanted to support the students to get to their next destination in post 16 educatio.	has been successful as we feel more students have been helped and starting earlier with the Year 10s will lead to improved progress scores for Year 11 in 2017/18.	
<b>ii. Targeted support</b>					
	<b>Intended outcome</b>	<b>Action</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
PD	The attainment gap is narrowed. Behaviour and attendance improved. Social and emotional aspects of PP students are improved.	Additional Staffing costs	The relate councillor conducted 55 sessions to students eligible for PP funding during the course of the academic year. The sessions are confidential sessions however some students have reported that this has helped them with social and emotional needs. A motivational speaker and exam workshop held a workshop for Year 11 students at the start of the year. Feedback from the students was that it focused them in their studies at the start of a busy year.	The availability of the Relate councillor will remain in place. We will also have access to an Educational Psychologist who will be able to work with those PP students who need it for 2018/19.	£3719
PF	PP achievement is in line with national average. The attainment gap is narrowed.	Strategic Year 11 intervention	Students in Year 11 were targeted with English, maths and science intervention throughout the year. All students who received the intervention improved their grades from predicted at the start of Year 11 to actual result in August 2018. The sessions were small group or one to one sessions run by external teachers and mainly completed not in their lesson time.	The science and English intervention needs to start earlier (Oct half term) to fall in line with the extra maths that the students did.	£7043
PG	PP progress is in line with national average. The progress gap is narrowed.	Intensive intervention Years 7-10	Students who have been below their target grade have received extra support in English, maths and science. The predicted attainment gap is narrowing however there are some areas that still need to be focused on in the next academic year.	PP Champions will look at other subjects to look where intervention is needed and not just English, maths and science.	£5504
PN	PP students have the appropriate books and access to relevant software. PP students have access within and outside of school in increase progress above national average.	Revision guides, text books and software support	Support has been given to a lot of students with revision guides and software to help them with their learning. Measuring the impact of revision guides is hard but students have reported that they have been useful and without them wouldn't have been able to achieve as well as they did. The usage figures for GCSE pod increased last academic year with over 14000 podcasts being viewed during the year (7000 in 16/17 3500 in 2015/16) During Hub sessions students took part in SAM learning competitions. SAM learning was paid for by PP and used mainly by students who receive PP funding.	The PP Champion will set up specific defined user groups using GCSE pod to monitor the usage for those students closely. Not issue the revision guides without it being monitored how well the students use them.	£4042
PO	PP students have same access as other students	Specialist faculty	PP students in Art and design at KS3 and KS4 are given sketch books and pencils to ensure they have all they need to access the curriculum.	Continue to support students to have the same access to the curriculum as non PP students.	£9189

		equipment to aid PP learning	Food PP students are supplied with the ingredients so are able to complete practical lessons without worry of not having ingredients		
PP	Students accurately screened to reduce barriers to learning	Examination screening for PP students	10 students were given extra exam considerations including extra time and readers. Without the screening the achievement of these students may decrease.	Ensure that all PP students have access to exam screening.	£585
PV	Students given the opportunity to work in the library after school in the Hub where staff are available to help.	Homework club sessions (Hub)	During the course of the academic year 38 PP students from all year groups accessed the hub provision. They worked in the learning support centre for 2 hours after school. This intervention ensured that all homework was completed and that students didn't fall behind in their studies. It also gives more vulnerable students a place to go after school to complete work that they may find hard doing at home. The students are given support by two members of staff.	In the academic year 2018/19 we are planning on rebranding the hub and looking at ways to improve it further. The students who have accessed the hub who are PP have used it more for social, emotional reasons and the academic impact has been less. We want to improve the academic impact.	£3211
PR	Students who are educated offsite	LIP	PP funding support for students who are educated off site at LIP. The funding can be accessed to engage or support students	Students are supported in engagement	£297
PW	The attainment gap is narrowed. Behaviour and attendance improved. Social and emotional aspects of PP students are improved	Individual students needs	The PP Champions supported students with a variety of different things throughout the year. Examples include music lessons (10 students) football kit for PE lessons and extracurricular clubs (4 students) Bike repairs for a student who was persistently late for school and an offsite behavioural programme for a student who was struggling with anger issues.	This cost centre is extremely important and used well by the PP Champions. Individual students have individual needs. This allows the Champions to support each student both academically and non-academically.	£2002
<b>iii. Other approaches</b>					
	<b>Intended outcome</b>	<b>Action</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
PH	Students supported for future career pathways. Students receive tailored guidance regarding their career aspirations.	Careers support	All PP students in Year 10 and Year 11 were given at least one careers interview last year. Year 9 PP students also had career workshops in small groups. All Year 10 PP students were supported in their work experience placement. Students were supported in filling in applications to colleges and to do apprenticeships. None of the PP students leaving were NEET.	The careers advisor has recently left. We will ensure that all students get the relevant careers advice early in the year and are supported with applications in Years 10 and 11 to ensure no NEET students.	£3323
PI	Attendance continues to improve for those students who attend. Students given breakfast to improve punctuality and focus in classes.	Breakfast club	36 different PP students accessed breakfast club during last academic year, an increase of 6 on the previous year. The breakfast sessions proved valuable to a number of students helping to increase their attendance and teachers believe that they came to their classes ready to learn. The students' feedback suggested that they liked the chance to talk to staff in the mornings and get ready for a day at school with	PP Champions need to increase the number of students attending breakfast club from KS4. This should be a targeted intervention.	£2280

PJ	PP students have access to trips and visits the same as non PP students.	Trips and visits financial support	All PP students were given financial support for going on trips. The trips included curriculum related trips e.g. Geography coursework trip and theatre trip to see Blood brothers and an Inspector Calls where the student would have gone free of charge as well as money off non-academic trips such as Alton Towers and Drayton manor.	Give greater opportunities to PP students that they may not otherwise have access to. An example of this was be funding towards Duke of Edinburgh for 2017/18. More PP students will be funded in 2018/19	£3785
PL	PP students are accurately tracked. The PP Champions and Assistant Headteacher is given relevant and timely data.	Tracking PP progress	The tracking of students last academic year was greatly improved. A new online system – Go4Schools was used rather than Datasec. The data has allowed PP Champions, SLT and teachers to access the data a lot easier and live data allows staff to target students more effectively.	Continue to work with Go4Schools and teaching staff so everyone understands the data and how to use it effectively. A lot of work is done across the school to ensure the data is robust. Ensure staff are using seating plans to	£497
PM	Improved esteem/confidence of PP students. Increased numbers of goals and improved ATL scores.	Celebrating achievement of PP students	The students who achieved well were praised and awards were given to celebrate their achievements. Individual awards were given to students. One PP student who worked every morning in the science faculty to support the lab technician was given a gift as a reward. The ATL of PP students were improved throughout the year.	Continue to work closely with Heads of Year on ATL data to ensure students attitude is high.	£497
PP	Students using technology to increase progress and assist learning.	Technology for PP students to aid learning	Increased technology across the school has been helping PP students as well as non PP students. Art and Design purchased some additional ipads to help with drawing skills and Art projects. There were a large number of PP students in the fine art groups and the ipads not only helped with engagement but also to improve the standard of their work. Purchased some MFL/Hum ipads partially funded by PP to support them in their learning.	Look at other areas of the school where an increase in technology would help students.	£9189
PS	Improved communication with parents/carers of PP students.	Parent engagement sessions	A well-attended parents' session targeted at 14 students in Year 11 was held. The parents were given information on how to support their child in the run up to the exams. The PP Champions worked hard to ensure that more parents attended parents' evenings. In the 2018 Kirkland Rowell parent survey they reported that the spending of Pupil Premium funding was 'Outstanding	Using the online booking system is a great tool for most of the parents of PP students. The PP Champions found it more effective when they targeted individuals with pre bookings and then phoning parents to ensure they are going to attend. Transport is offered to some parents who struggle to make their own way to school.	£300

PT	All PP students have the correct uniform for School.	Uniform for PP students	All Year 7 students eligible for PP funding received uniform at the start of the year. The PP Champions, tutors and Year heads have monitored the uniform of students throughout the year. Any student who had grown out of their uniform was also supported with new items of uniform. The money helped individuals who needed extra such as new shirts or trousers.	Some students will need more support than others. We also introduced a returns policy. If the child had grown out of uniform it needed to be returned before being given new items.	£2596
PU	Attendance solutions aids with monitoring the attendance of the PP students so that the attendance of FSM and all PP students improve.	Raising PP attendance	The attendance of FSM students improved from 91.7% for 2015/16 to 94.9% in 2016/17. For all PP students it increased from 92.8% to 94.4%. In 2016/17. This year that has been a slight decrease with Pupil PP students attending 93.6% this is largely down to a number of students educated off site with low attendance. The support from Access Education Solutions allowed us to monitor attendance and with their support help any students who may be struggling with attendance.	We held half termly meetings focusing on individuals which worked well. There was an increase in support from the PP Champions and we will continue to use Access Education Solutions to aim for 95% attendance for FSM students in academic year 2018/19	£5558
PZ	The gap between PP and Non PP Students nationally (P8) narrows to at least the national average. (National Average 2017 to be confirmed)	Assistant Head teacher costs	Assistant Head teacher has become a SLE for PP and not only delivering inset at WBV but also for the Loughborough Learning Alliance. The results in 2018 were broadly in line with National average for PP for attainment and above National average for English and Maths.	The work done by the Assistant Head teacher and linked with the PP Governor ensures that the PP achievement remains high on the school's agenda.	£7104
<b>Total costs</b>					<b>£142,195 (Carry forward of £12,000)</b>

## 7. Case Studies: 'Freshstart' course - Literacy

This is an example of students who have studied on the Fresh start course last academic year and have made accelerated progress because of it.

Fresh Start - Student X arrived at WBVS with low literacy levels and a hatred of English lessons. During transition visits and conversations with the Primary School we learnt that she came from a house where both parents are illiterate - to the point where letters couldn't be sent home as neither mum or dad could read them. We tested all incoming year 7 students and student X achieved the lowest literacy/comprehension score in the online test across the whole cohort. It was soon apparent that she had no confidence in herself and a "can't do" attitude towards English. She was placed into the Freshstart program and in lesson 1 refused to read out loud to the class. This is an integral part of the program and she tried but struggled and her anguish and anxiety were clear to see. In written tasks she would write simple and very under developed sentences with little to no punctuation. Her first two SATS tests scores were sub 10 scores and a level of 1/2. Through the program, she has developed a far greater resilience towards English and her ATL has improved massively. Her most recent SATS test saw her score a 3A, which although still a long way behind where a student of her age should be has shown huge progression for her. Before the program student X must have sat in other lessons and not understood tasks and even topics but her comprehension skills will now allow her to understand and participate more fully in all subjects. She will read out loud in front of her peers in the Freshstart environment and is confident enough to put her hand up and contribute to lessons and answer questions without fear of making a mistake.

Without this additional literacy lessons student X would not be able to access the curriculum in her English lessons or other lessons across the board.

Every student who the school receive PP funding for will have an individual case study. The case study will show how we have supported the child in both academic and non-academic terms.



