

Pupil Premium Strategy Statement 2019/20 Woodbrook Vale School

1. Summary information					
School	Woodbrook Vale School				
Academic Year	2019/20	Total PP budget	£158,000	Date of most recent external PP Review	Sep 15
Total number of pupils	823	Number of pupils eligible for PP	167	Date for next external review of this strategy	2019/20 20

2. Current Achievement				
Achievement for Year 11 students	Pupils eligible for PP 2016/17	Pupils eligible for PP 2017/18	Pupils eligible for PP 2018/19	Pupils not eligible for PP (national average 2017)
English and Maths (4 and above)	50%	62%	25%	64%
Progress 8 score average	-0.10	-0.41 (-0.16 educated on site)	-0.15 (0.06 for students educated on site)	0.13
Attainment 8 score average	38.58	38	30.87	46.53

3. Barriers to future achievement (for pupils eligible for PP)	
Academic barriers	
A.	Pupil Premium students who are also SEND K achieve significantly less than non Pupil Premium students
B.	A number of PP students do not show high levels of engagement and resilience in all subjects and therefore do not achieve to their full potential as they progress through the school.
C.	A number of KS4 PP students lack aspiration and do not understand the importance of how their education links with future careers . This prevents them from achieving what is required for their preferred post-16 destinations and career pathways.
D.	Low prior attaining students do not achieve in line with low prior attaining non PP students at GCSE.

E.	There is a post transitional dip for PP students between Year 6 and Year 7 and Year 9 and 10, this results in their progress decreasing and ultimately, lower achievement.	
F.	Pupil premium boys achieve less than girls.	
Additional barriers		
A.	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.	
4. Intended outcomes		Success criteria
A.	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 = 30.23 Girls A8 = 31.33 Boys P8 Boys = -0.74 P8 Girls = -0.15
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 Inclusion Champion will intervene and mentor individuals so this improves.
C.	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 Inclusion Champion will work towards ensuring that all PP students attend.
D.	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.
E.	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.
F.	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 2019/2020. This will be supported by the Inclusion Champions who are working to umbrella support between SEND and PP.

A. Additional barrier	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 Inclusion 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.
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5. Planned expenditure academic year 2019/2020

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 HLTA's 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. Their evidence indicates that small group tuition can improve outcomes by up to 4 months of additional progress. This also enables the support staff to build better relationships with the students they are supporting, which has a knock on effect in all other aspects of support and engagement.</p>	<p>Observations of both of the HLTAs who deliver the courses. Regular data checking exercises by Inclusion 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. Although there is no direct research to indicate that providing equipment improves outcomes, it inevitably does. This helps students be ready and prepared to start their lessons productively and in line with their peers. 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, reader pens, access to translation technology for example</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. Additionally, equipment can enable students to access the curriculum fully, for example through improving their reading and translation abilities.</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. Ensure that students are accessing the correct equipment for exam access arrangements/</p>
<p>PP achievement is in line with national average. The attainment gap is narrowed. HLTA's working with predominantly Years 10 and 11.</p>	<p>Support Staff – 2 x HLTA's to support students in small group/ one to one work.</p>	<p>(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. HLTAs are central to relationship building with both the students and the parents, their links in lessons are vital for this purpose</p>	<p>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.</p>
<p>Students using technology to increase progress and assist learning. Including accelerated reader</p>	<p>Purchase technology (including mobile devices) for the use of PP students to improve teaching and learning</p>	<p>(R)Using Mobile devices as a one to one device or in group work helps to re-engage students. We also use the I pads to support PP EAL students with language barriers they may have. (E) Students from disadvantaged background who use Accelerated Reader are proven to make 5 months progress in reading comprehension skills</p>	<p>Inclusion Champions and Assistant Headteacher will ensure that students are supported by technology in their learning.</p>
Total budgeted cost		£ 90500	
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?

<p>Reduce the impact of a post transitional gap by working with students in Year 6 following their SAT examinations.</p>	<p>Inclusion Champions to work with Year 6 students in the second half of the summer term.</p>	<p>(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. (E) EEF toolkit suggests that 5 months progress (1:1 tuition) and 4 months progress (small group tuition) can be made for pupils. In the circumstances of transition, creating those human links between schools can reduce anxiety and enable pupils to have an extra familiar face in the early days at WBVS, this will enable pupils to be more comfortable and better equipped to</p>	<p>Assistant Head teacher to have an oversight. HLTAs will visit primary schools and meet with students. Information shared with WBVS and links subsequently made at the start of the school year.</p>
<p>PP achievement in each year group is in line with national average. The attainment gap is narrowed.</p>	<p>Teaching Staff x5 (Inclusion Champions) Monitor intervention and spending for students in each year group.</p>	<p>(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.</p>	<p>Each Inclusion Champion will be part of the fortnightly Inclusion Team Meetings chaired by the Assistant Head Teacher. Each Champion will monitor each PP student and recording how the funding is spent on each student.</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 Inclusion 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) EEF 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>

PP progress is in line with national average. The progress gap is narrowed.	Intensive intervention support for Y7-10 PP students including small group sessions and one to one work.	As above.	As above
Improved self-esteem and confidence of PP students. ATL scores increase	Celebrating Achievement. To be used by Champions/HLTA to celebrate the achievement of PP students. Builds confidence and self-esteem.	(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.	Inclusion Champion and Heads of Year to monitor the ATL scores of individuals and the goals achieved.
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. Additionally, extending the school day can have an impact on progress for some PP students, however this is dependent on their wider learning and needs profile.	Hub analysis by Inclusion 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.
Total budgeted cost		£25800	
iii. Other approaches			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
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 Inclusion Champions work together ensuring that all PP students have the guidance they need. Inclusion 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. Inclusion Champions will focus on promoting the breakfast club by combining with a cooking club where students can make breakfasts for	(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 Inclusion champions will make sure that targeted students attend the breakfast club to help keep attendance at the high level from 2018/19.

	themselves using a variety of healthy ingredients.		
All PP students will be given the same opportunities as non PP students	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 Inclusion 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 in 2016 has allowed both the Inclusion Champions and other staff members to access up to date reliable data on PP students.	The data team in school, headed by the Deputy Headteacher will supply data for the Inclusion 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 Inclusion 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 Inclusion 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 but this is improving with the introduction of a more	The attendance office and Inclusion Champions will monitor the attendance of PP students throughout the year. This information is shared during Inclusion Team Meetings

		comprehensive tracking and monitoring system for attendance.	
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.	Inclusion Champions and Assistant Headteacher will closely monitor each individual entitled for PP funding.
		Total budgeted cost	£ 26500

Code	6. Review of expenditure				
	Previous Academic Year	2018/19			
	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. (3 PP champions)	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. However with the introduction of the Inclusion team, and the aim is to ensure the umbrella support of SEND and PP is consistent, 2019 2020 will have 5 Inclusion Champions, with the purpose of focussing on both SEND and PP	9490

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. A member of staff was given the TLR for the supporting of underachieving boys in November and has begun some quality work with improving their ATL and attainment in school. 90% of boys engaging with the intensive intervention exceeded either their most recent teacher predictions or their progress 8 expected score.	The TLR will continue for another year to enable the work already undertaken to be imbedded fully.	1000
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.	£33,000
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	1408
PY	PP achievement is in line with national average. The attainment gap is narrowed. HLTA's working with predominantly Years 10 and 11.	PP HLTA support Year 10 and 11	Progress 8 score of PP students who are educated on site and in classrooms 0.05. 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 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 62% in 2017 2018. This figure has dipped despite an improved Progress 8 score. Therefore this will continue to be a focus for the PP HLTAs who are supporting the students to get to their next destination in post 16 education.	In 2017/18 it was decided that one HLTA will predominately focus on year 10 while the other focusses on year 11. This has worked well and will continue.	26472
ii. Targeted support					
	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)	Cost

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 65 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 2019/20 as well as inviting Passport to Success back into school to support year 11 pupils with their engagement with learning and revision strategies..	£2098
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. Students who received the intervention improved their grades from predicted at the start of Year 11 to actual result in August 2019. The sessions were run by external teachers who would take charge of a small withdrawal group chosen specifically to challenge students on a level 3-4 and 4-5 boundary. These sessions would take place within school hours.	The science and English intervention needs to start earlier (Oct half term) to fall in line with the extra maths that the students did.	£10812
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.	£2181
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 30000 podcasts being viewed during the year (14000 in 17/18 7000 in 16/17 3500 in 2015/16)	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.	£2745
PO	PP students have same access as other students	Specialist faculty equipment to aid PP learning	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. Food PP students are supplied with the ingredients so are able to complete practical lessons without worry of not having ingredients	Continue to support students to have the same access to the curriculum as non PP students.	£2753
PP	Students accurately screened to reduce barriers to learning	Examination screening for PP students	11 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.	£650
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 135 PP students from all year groups accessed the hub provision totalling 812.5 sessions. This is an increase from 35 students last academic year. 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	In the academic year 2019/20 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	£2437

			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.	social, emotional reasons and the academic impact has been less. We want to improve the academic impact.	
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	£1800
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 (7 students) football kit for PE lessons and extracurricular clubs, Bike repairs for a student who was persistently late for school, support through the loughborough Inclusion Partnership to help students who struggle to manage behavioural challenges and 1:1 tuition for those students unable to be educated with their peers.	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.	£5465
iii. Other approaches					
	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)	Cost
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.	A careers advisor is in place and meets with every student including the PP students. This is further supported by the work of the Inclusion Champions.	£2500
PI	Attendance continues to improve for those students who attend. Students given breakfast to improve punctuality and focus in classes.	Breakfast club	2183 breakfasts were served during breakfast club during last academic year, this is slightly down from last academic year which was 2676. 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 the support of staff. However we have recognised the need to adapt the club to vary the food offer, which has contributed to the introduction of pancake Friday.	PP Champions need to increase the number of students attending breakfast club from KS4. This should be a targeted intervention and the Champions are aiming to make the food and experience more appealing	£2728
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. More PP students have been funded in 2018/19 including support for cultural trips such as the Ski trip.	£4798

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. Go4Schools is now imbedded. 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	£639
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. The ATL of PP students improved throughout the year.	Continue to work closely with Heads of Year on ATL data to ensure student's attitude is positive and engaging.	£1071
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. This has included the purchase of Ipads for Hums and Art and Design, additionally, reader pens have been purchased to support student learning as well as translator pens for those students for whom English is an Additional Language.	Look at other areas of the school where an increase in technology would help students.	£2128
PS	Improved communication with parents/carers of PP students.	Parent engagement sessions	A well-attended parents' session led by an external company (specialising in raising achievement) ,targeted at all students in Year 11 was held. The parents were given information on how to support their child in the run up to the exams. Meetings were also held with the PP Champ and SENCO to help make parents aware of where their child needed to improve, revision sessions available to their child as well as revision strategies . 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 In addition, regular phone calls were made by the PP Champion to parents of PP students in order to inform parents of any positive praise or concerns. During the run up to the GCSE exam period, a phone call was made to every parent/carer of PP students with the purpose of checking up on their child's mental health wellbeing	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. In 2019/20, there will be two external speakers invited in to meet with parents focussing on growth mind set and revision skills. Inclusion Champions will be working closely with parents to encourage them to attend	£0

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.	£2631
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 In 2018/19 saw FSM attendance at 90.1%. This is a slight drop, however it is significantly impacted by some students who were unable to attend school. For all PP students it increased from 92.8% to 94.4%. In 2016/17. 2017/18 saw 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. In 2018/19 PP attendance has dropped slightly to 92.2%. This is again due to more students unable to be educated on school site. However the quality assurance of attendance has improved and the breakdowns give a greater level of detail and depth that can ensure higher levels of scrutiny. The support from Access Education Solutions allowed us to monitor attendance and with their support help any students who may be struggling with attendance.	Fortnightly Inclusion Team meetings will have a focus on attendance. This has proved successful in the early stages, improving data analysis of the PP students and informing interventions as a consequence of this. 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 2019/20	£5279
Total costs					

7. Case Studies: 'Freshstart' course – Literacy

This is an example of students who have studied on the Fresh start course and has 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.

Case studies for other PP students are available to demonstrate progress made through opportunities, resources and support.

