



Pupil Premium Plan 2018-19



1. Summary information						2.
School	Walney School					
Academic year	2017-18	Total PP budget	£148,225	Date of most recent external PP review	June 2017	
Total number	557	Number of students eligible for PP	160 (including 1 CLA and 4 Services children)	Date for next internal review of this strategy	September 2018	
3. Current attainment						4.
			Walney pupils eligible for PP 2018 (unvalidated results)	National average 2017 (all students)		
% achieving Basics (English & maths) at 9-4 in 2017-18			30%	64%		
% achieving English at 9-4 in 2017-18			47%	69%		
% achieving maths at 9-4 in 2017-18			45%	69%		
Progress 8 score average in 2017-18			-0.94	-0.03		
Attainment 8 score average in 2017-178			31.3	44.62		
5. Barriers to future attainment						6.
In-school barriers						
A	Quality of teaching is not yet good in all subjects					
B	Attitudes to learning and behaviour for learning strategies of a proportion of disadvantaged boys are less well developed than other students, particularly In Y9					
C	Aspirations of disadvantage boys in particular, are noticeably lower than other students					
D	Low self-esteem, lack of confidence and lack of resilience among a significant number of disadvantaged students prevents them from engaging fully in the life of school					
E	Levels of literacy and numeracy skills on entry at KS2 are lower for disadvantaged students than for other students					

External barriers				
F	Lower attendance rates for disadvantaged students, at KS4 in particular, are a barrier to success, especially for those who are persistent absentees			
G	A high prevalence of social and emotional concerns for some disadvantaged students, particularly Y11 girls, produces barriers to progress which need to be overcome and which cause particular issues at transition points (from Y6-Y7 and from Y11 to Y12)			
H	Lack of parental engagement for a proportion of disadvantaged students means that fewer are supported in raising their aspirations and developing positive attitudes to learning (at home and at school)			
I	Lower levels of engagement with revision for examinations, particularly out of school time, reduces the performance of a proportion of disadvantaged students in end of KS4 examinations			
7. Desired outcomes				
	Desired outcomes	Success criteria	Spend	
A	Quality of teaching continues to improve in all subjects	Teaching is at least good in all subjects Expertise in how to overcome the barriers faced by PP students is shared with, understood and practiced by all staff	£12,000	
B	Attitudes to learning and behaviour for learning of disadvantaged boys at KS4 is good in all aspects	An increased proportion of disadvantaged boys at KS4 make more progress by the end of the year than other students so that the attainment gap between them and others is closed	External additional funding	
C	Increased proportions of disadvantaged boys aspire to access higher education (and disadvantaged students continue to progress successfully to education, employment and training))	An increased proportion of disadvantaged boys gain a place in further education (and are successful in their chosen progression routes, including higher education)	External additional funding	
D	Raised levels of self-esteem, confidence and improved resilience enable and empower disadvantaged students to engage in extra-curricular activities	An increased proportion of disadvantaged students participate in extra-curricular activities and disadvantaged students are proportionally represented across the wider curriculum (e.g sports teams, student council, student leaders, etc.)	£56,000	
E	Improved literacy and numeracy skills enable disadvantaged students in KS3 to make at least expected progress across the curriculum	Disadvantaged students in KS3 make more progress by the end of the year than others, in all subjects, so that a greater proportion meet expected targets and the attainment gap between them and others is closed	£26,000	
F	Improve the attendance & punctuality of disadvantaged students, in particular at KS4, and reduce the number of disadvantaged students who are persistently absent	Disadvantaged students have attendance& punctuality which is at least in line with others nationally and persistent absence is largely eliminated	£34,000	

G	Disadvantaged students are well supported to overcome social and emotional issues so that they are able to successfully make the transition from Y6 to Y7, to complete their studies successfully in KS4 and to make successful transition from Y11 to Y12	Disadvantaged students are fully supported to overcome social and emotional issues so that: Targeted disadvantaged Y6 students are able to progress successfully to Y7; targeted Y10 girls successfully complete their KS4 studies; and targeted, disadvantaged Y11 students progress successfully into education, employment or training	Included in cost of D
H	The engagement level of parents of disadvantaged students is increased, particularly for hard to reach parents who have not previously engaged with the school	Increased proportions of parents of disadvantaged students attend parents evening and/or face to face meetings at school or at home	£23,000
I	Disadvantaged students in Y11 engage in a more effective revision programme for their GCSE examinations, including attendance at additional intervention and revision sessions	Disadvantaged students in Y11 make more progress by the end of the year in all subjects so that a greater proportion meet expected targets and the attainment gap between them and others is closed	£12,000

8. Planned actions: Academic year 2018-19

Quality of teaching for all & targeted support

Desired outcome	Chosen action/approach Actions taken highlighted in blue	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
A	<ul style="list-style-type: none"> School to engage with the Furness Pupil Premium consortium to work with Marc Rowland on improving outcomes for disadvantaged learners and to use the North Yorkshire report 'Achievement Unlocked' to identify and disseminate best practice to ensure that our actions are evidence based and effective Use the good practice within school in SEND passport to develop a similar information and strategy booklet for disadvantaged students to ensure that teachers have quality 	<p>Evidence based practice will ensure that the best strategies are continued and less successful ones abandoned</p> <p>Research shows that disadvantaged students should be treated as individuals & not a homogenous group</p> <p>Evidence from EEF toolkit shows that feedback can have a very high impact on learning & metacognition can</p>	Implementation of this strategy will be monitored by the Senior Leadership Team, and reported to the Rapid Improvement Committee, to the Governing Body and to the MAT board	ARE	December 2018 February 2019 March 2019 May 2019 September 2019

	<p>information about barriers and how to overcome them</p> <ul style="list-style-type: none"> • Develop the model of the Walney learner – aspirational, curious, resilient, self-motivated, self-aware, communicative, wider thinking – involving disadvantaged students and their parents at each stage of development • Develop the Walney lesson to ensure that feedback and metacognition are embedded and that disadvantaged students understand how to improve their learning with specific strategies • Continue to improve the quality of feedback in lessons through engagement with projects such as whole class feedback (science), Flash marking (English EEF pilot school) 	have a high impact on learning			
B	<ul style="list-style-type: none"> • Use best practice from the mentoring pilot with Pupil Premium Champion to roll out a similar programme for other year groups, increasing the number of PP champions within school and targeting students as early as possible • Continue the Brightside online mentoring programme with disadvantaged boys in Y10 and Y11 • Cumbria Collaborative Outreach Programme to mentor additional group of Y11 disadvantaged middle prior attainment boys and girls 	Evidence from EEF toolkit shows that mentoring can have a low impact on learning – however assertive mentoring will enable us to target other interventions, such as small group & 1:1 tuition	Implementation of this strategy will be monitored by the Senior Leadership Team, and reported to the Rapid Improvement Committee, to the Governing Body and to the MAT board	ARE	December 2018 February 2019 March 2019 May 2019 September 2019

	<ul style="list-style-type: none"> 20 high prior attainment Y11 students to have 1:1 online tuition using My tutor once a week in English or maths commencing 20th November until April 20 high prior attainment Y10 students to have 1:1 online tuition using My tutor once a week in English or maths from April until July 				
C	<ul style="list-style-type: none"> Continue to develop CEIAG framework to ensure maximum engagement with employers, colleges and universities ensuring that disadvantaged students have aspirations in line with their peers and gain the academic qualifications to realise their ambitions All disadvantaged students to have 1:1 interview with external consultant qualified to deliver impartial advice and guidance, by the end of Autumn term, with follow up interview in Spring term Further develop disadvantaged students' use of Unifrog in all year groups as a means of recording their experiences and encounters with employers, colleges and universities and to develop a CV 	Research from YouGov shows positive relationship between the number of employer contacts a young person experiences at school and their likelihood of gaining employment, education or training, their earnings & progression towards ultimate career goals (Education & Employers Taskforce)	Implementation of this strategy will be monitored by the Senior Leadership Team, and reported to the Rapid Improvement Committee, to the Governing Body and to the MAT board	ARE	December 2018 February 2019 March 2019 May 2019 September 2019
D		Evidence from EEF toolkit shows that art & sport participation have a low	Implementation of this strategy will be monitored by the Senior Leadership Team, and reported	ARE	December 2018 February 2019 March 2019

	<ul style="list-style-type: none"> • Ensure that the views of disadvantaged students are taken to review the range of extra-curricular activities on offer and ensure equal access for disadvantaged students continues • Monitor the progress of disadvantaged students' Employability Passports to ensure that they have the support needed to develop their employability skills, including leadership and teamwork 	impact, and outdoor adventure learning has a moderate impact	to the Rapid Improvement Committee, to the Governing Body and to the MAT board		May 2019 September 2019
E	<ul style="list-style-type: none"> • English department to engage with the Flask Marking Education Endowment Fund project, introducing this in years 7-10 as part of a pilot scheme in collaboration with other English departments • Maths department to engage with programme from Education Endowment Fund in collaboration with maths departments across Cumbria – Improving Mathematics in Key Stage Two and Three • Research best practice in addressing the barriers for disadvantaged students in terms of the vocabulary gap and how this could be addressed through literacy lessons (using book & conference by Alex Quigley), and implement action plan in Spring term • Research best practice in addressing the general knowledge barrier which prevents some disadvantaged students from understanding texts, and devise and implement a plan to overcome this barrier 	<p>Engaging in research will ensure that there is an evidence base to support the strategies used in English and maths to improve progress and raise attainment</p> <p>Research shows that the vocabulary gap is one of the major barriers which prevents disadvantaged students from making good progress</p>	Implementation of this strategy will be monitored by the Senior Leadership Team, and reported to the Rapid Improvement Committee, to the Governing Body and to the MAT board	ARE	December 2018 February 2019 March 2019 May 2019 September 2019

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
F	<ul style="list-style-type: none"> Attendance officers & mentors Increase use of rewards Develop use of Engagement Centre as a means of supporting students when they return to school following an absence – so that absence does not breed further absence 	Evidence from previous years is that a focus on rewards improves behaviour, attendance and punctuality, and that dedicated personnel are needed to work with families & students to prevent and tackle persistent absence	Implementation of this strategy will be monitored by the Senior Leadership Team, and reported to the Rapid Improvement Committee, to the Governing Body and to the MAT board	DCU	December 2018 February 2019 March 2019 May 2019 September 2019
G	<ul style="list-style-type: none"> Monitor and track the new Personal Development programme to identify the impact of lessons in mental health and wellbeing Develop whole staff awareness in mental health and wellbeing issues 	Evidence from EEF toolkit is that social & emotional learning strategies can have a moderate impact on learning	Implementation of this strategy will be monitored by the Senior Leadership Team, and reported to the Rapid Improvement Committee, to the Governing Body and to the MAT board	DCU	December 2018 February 2019 March 2019 May 2019 September 2019
H	<ul style="list-style-type: none"> As above, roll out the successful model of Pupil Premium Champion to other cohorts and train these staff in engaging parents External group (MADE) to provide workshop for parents in revision skills – target disadvantaged in particular (December 6th), combined with careers fair and parents’ evening to increase attendance Develop a parents’ forum with support from last year’s group – to help the school understand how to engage with and how to support parents with their children. Collaborate with Cumbria 	Evidence from EEF toolkit is that parental involvement can have a moderate impact on learning	Implementation of this strategy will be monitored by the Senior Leadership Team, and reported to the Rapid Improvement Committee, to the Governing Body and to the MAT board	ARE	December 2018 February 2019 March 2019 May 2019 September 2019

	Collaborative Outreach Programme to research the impact of this group.				
I	<ul style="list-style-type: none"> Focus on developing the revision and study skills of disadvantaged students, so that they are able to revise effectively and know how best to spend their time, so that they are aware that mere attendance at revision sessions is insufficient External agency to train students and parents in revision skills (December 2018) 	Evidence from previous years is that targeted intervention sessions support students to improve their GCSE results	Implementation of this strategy will be monitored by the Senior Leadership Team, and reported to the Rapid Improvement Committee, to the Governing Body and to the MAT board	ARE	December 2018 February 2019 March 2019 May 2019 September 2019
Total budgeted cost for staffing, quality of teaching strategies & targeted support					£173,000
Additional funding from external sourcing					£40,000
Total spend					£213,000

Pupil Premium link governor – Lynne Horne

Pupil Premium strategic lead – Allison Redshaw, deputy curriculum & outcomes