



Pupil Premium Plan 2017-18: Review of expenditure



| 1. Summary information | | | | | |
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| School | Walney School | | | | |
| Academic year | 2017-18 | Total PP budget | £178,245 | Date of most recent external PP review | June 2017 |
| Total number | 587 | Number of students eligible for PP | 193 (including 1 CLA and 5 Services children) | Date for next internal review of this strategy | September 2018 |
| 2. Current attainment | | | | | |
| | | | Walney pupils eligible for PP 2017 | Walney pupils eligible for PP 2018 (unvalidated results) | |
| % achieving Basics (English & maths) at 9-4 in 2016-17 | | | 28% reduced cohort (19% full cohort) | 30% | |
| % achieving English at 9-4 in 2016-17 | | | 51% reduced cohort (42% full cohort) | 47% | |
| % achieving maths at 9-4 in 2016-17 | | | 32% reduced cohort (23% full cohort) | 45% | |
| Progress 8 score average in 2016-17 | | | -0.95 reduced cohort (-1.14 full cohort) | -0.94 | |
| Attainment 8 score average in 2016-17 | | | 33.5 reduced cohort (29.15 full cohort) | 31.3 | |
| 3. Barriers to future attainment | | | | | |
| 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 at KS4 | | | | |
| 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 disadvantaged students prevents them from engaging in extra-curricular activities and fewer disadvantaged students are able to work on their own effectively | | | | |
| E | Levels of literacy and numeracy skills on entry at KS2 are lower for disadvantaged students than for other students | | | | |

| External barriers | | |
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| 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 Y10 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 | |
| 4. Desired outcomes | | |
| | Desired outcomes | Impact as a result of Pupil Premium strategy |
| A | Quality of teaching continues to improve in all subjects | Any inadequate teaching has been eradicated. The quality of teaching has improved in all subjects – with significant improvements in science and maths, but remains an area of focus and is not yet good in all subjects. |
| B | Attitudes to learning and behaviour for learning of disadvantaged boys at KS4 is good in all aspects | Improved attitudes to learning and behaviour resulted in all disadvantaged boys completing full KS4, with none requiring alternative education (a significant improvement on the previous year). There were no permanent exclusions from Y11. |
| C | Increased proportions of disadvantaged boys aspire to access higher education (and disadvantaged students continue to progress successfully to education, employment and training) | 100% of disadvantaged boys gained a place in education, employment or training. <i>In November further analysis will be able to take place when final destinations are confirmed by Inspira, regarding % entering higher education</i> |
| D | Raised levels of self-esteem, confidence and improved resilience enable and empower disadvantaged students to engage in extra-curricular activities | Increased proportions of disadvantaged students participated in extra-curricular activities and disadvantaged students are proportionally represented across the wider curriculum (e.g sports teams, student council, student leaders, etc.) |
| E | Improved literacy and numeracy skills enable disadvantaged students in KS3 to make at least expected progress across the curriculum | Evidence at KS3 in assessment tests shows that in English and maths students in Y7 disadvantaged students are making expected progress in line with or exceeding their peers, but fewer are making more than expected progress; in Y8 for English and maths the progress of disadvantaged students is below that of their peers; in Y9 disadvantaged students are making progress which is below that of their peers. |

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| | | In both Y8 and Y9, the gap between disadvantaged students and their peers has reduced from the previous year. |
| F | Improve the attendance & punctuality of disadvantaged students, in particular at KS4, and reduce the number of disadvantaged students who are persistently absent | The gap between disadvantaged students and their peers, in terms of absence, is closing and is less than the national average. The gap between disadvantaged students and their peers in terms of persistent absence, is closing and is the persistent absence of disadvantaged students is less than the national average. |
| 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 were well supported to overcome social & emotional issues, so that: targeted disadvantaged Y6 students were able to progress successfully to Y7, targeted disadvantaged Y10 girls continue with their studies and are moving into Y11 with continued support, and 100% of disadvantaged Y11 students gained a place in education, employment or training |
| 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 | The proportion of parents of disadvantaged students attending parents evening was in line with those of non-disadvantaged students The majority of targeted Y11 parents of disadvantaged students attended face to face meetings at school or at home and successful working relationships were built with school. A tiny minority remain hard to reach. |
| I | Disadvantaged students in Y11 engage in a more effective revision programme for their GCSE examinations, including attendance at additional intervention and revision sessions | Increased proportions of disadvantaged Y11 students attended revision sessions after school and at lunchtimes, and attended targeted intervention sessions. This has not however, had the impact on results that was desired, and their remains a significant gap between disadvantaged students and their peers. |

5. Review of actions & expenditure 2017-18

Quality of teaching for all & targeted support

| Desired outcome | Chosen action/approach Actions | What is the evidence and rationale for this choice? | Impact and lessons learned |
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| A | <ul style="list-style-type: none"> Improve the quality of information teachers & senior leaders have about disadvantaged students Improve the quality of feedback in lessons and in marking about the learner's performance relative to learning goals. Improve staff and student understanding and use of metacognition | <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</p> | <ul style="list-style-type: none"> Lesson observations and learning walks show that teachers are aware of who the disadvantaged students are in their lessons. The best use of information to overcome barriers is seen where students are both disadvantaged and have SEND because these students have a support passport which details their barriers and strategies to overcome them. We need to consider how this can be rolled out for all disadvantaged students as a means of giving staff more information to support these students in the classroom Work scrutiny has shown that the quality of feedback in books has improved, with for example, science whole class feedback sheets supporting spelling and addressing common misconceptions, feedback in maths being explained in |

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| | by teaching students strategies to plan, monitor and evaluate their own learning | can have a high impact on learning | <p>detail to students and including continuous assessment from starters, from consolidation tests, RAG rated feedback at the end of units, etc.</p> <ul style="list-style-type: none"> Lesson observations, learning walks and work scrutinies show an increase in the number of activities in lessons aimed at increasing students' awareness of how they are learning, for example DIRT exercises to reflect and improve learning, techniques to improve memorization, elephant starters, frequent low stakes testing, etc. |
| B | <ul style="list-style-type: none"> Assertive mentoring with Pupil Premium Champion Cumbria Collaborative Outreach Programme (CCOP) to mentor group of Y11 disadvantaged middle & high prior attainment boys Brightside online mentoring programme for 30 disadvantaged Y10 boys with potential to gain 5+9-4 including English & maths University of Cumbria to mentor group of Y9 disadvantaged students with potential to reach level 4 in future | 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 | <ul style="list-style-type: none"> All targeted Y11 students (15 students) working with Pupil Premium Champion completed their KS4 studies at Walney School and no alternative education institutions were required. There were no permanent exclusions from this cohort. Significant improvements were seen in the engagement of these students (for example attending revision & intervention sessions, producing revision materials, etc). It was clear that earlier intervention is needed – we will consider how to introduce mentoring for disadvantaged students earlier in their secondary career. Cumbria Collaborative Outreach Programme – decision taken for this mentor to work with disadvantaged Y10 girls, to give impact before students made decisions on future education, employment or training Brightside online mentoring programme – successfully took place with 20 disadvantaged Y10 boys (see Brightside evaluation of programme). There was positive impact in terms of the number of them now considering higher education, and significant engagement with the programme, with boys accessing it outside of school University of Cumbria mentoring programme (including a visit to a university campus) successfully engaged a group of Y9 students to consider applying to higher education in future |
| C | New CEIAG framework & increased engagement with employers | 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) | <ul style="list-style-type: none"> Walney school is working towards the IAG award and to successfully completing the Gatsby Benchmarks – careers programme is published on website All students (in all cohorts) has at least 7 encounters with employers in the academic year 2016-17 Two successful Futures Friday events (first with 45 visitors, second with 75 visitors) which have increased the % of disadvantaged students who are considering applying for further & higher education Successful Y10 employability week which included visits to Kendal College, Furness College, Barrow Sixth Form College, University of Cumbria, apprenticeships training day, enterprise activity day Unifrog online platform is supporting students to research careers and to put together comprehensive CV and record of their experiences |

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| | | | <ul style="list-style-type: none"> • Employability Passport supports students to develop and track their employability skills • Successful partnerships developed with a number of external agencies, including Inspira, CCOP, NCS, Brathay Trust, Cumbria LEP, enterprise advisor and enterprise coordinator • 15 students from Walney (half of which were disadvantaged) successfully completed the National Citizens service 4 week award at the end of Y11 as a result of the partnership developed with Walney School (this an increase of 100% on previous years) |
| D | Increase access to extra-curricular activities, including student leadership & teamwork activities | Evidence from EEF toolkit shows that art & sport participation have a low impact, and outdoor adventure learning has a moderate impact | <ul style="list-style-type: none"> • 40 students (60% disadvantaged) had an outdoor adventure experience, focusing on leadership skills, with Brathay Trust • 12 Y11 students (8 disadvantaged) completed the SSAT Gold Award for Student Leadership – this was a highly successful pilot and will be rolled out in all year groups for 2018-19 • Teamwork skills were a prominent feature of the Employability Passport (which was completed by X students of which Z disadvantaged) • Proportional representation of disadvantaged students in sports teams, student council, student leaders, etc. • Significantly more disadvantaged students attended the prom this year than previously, due to initiatives involving sponsorship from local businesses, the ‘donate a dress or suit’ initiative and from rewards for attending revision sessions |
| E | <ul style="list-style-type: none"> • Reduce class sizes for English & maths • Additional numeracy and literacy lessons • Literacy and numeracy mentors to provide small group & 1:1 targeted interventions • Paired reading support • Peer tutoring (focused on reading) | Evidence from EEF toolkit shows that reducing class sizes, 1:1 tuition & small group tuition can have moderate impact on learning Peer mentoring can have a moderate impact on learning | <ul style="list-style-type: none"> • Improvements at KS3 as detailed above • In Y11 the results for disadvantaged students at basics show an increase of 12% at 9-4 (when comparing full 2017 cohort with full 2018 cohort), English shows an increase of 7% at 9-4 (full cohort comparison) and maths shows an increase of 15% (full cohort comparison) • In Y11 the gap between disadvantaged students and their peers at basics reduced by 2%, for English the gap reduced by 7% and in maths the gap reduced by 13% (comparing full 2017 cohort with full 2018 cohort) • Following a review of the effectiveness of literacy and numeracy lessons, the format and staffing of these will be changed for 2018-19 so that the English and maths specialist staff will take the lessons |

| F | <ul style="list-style-type: none">Attendance officers & mentorsIncrease use of rewards | 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 | <table><tr><th colspan="6">Absence Rates Terms 1, 2 and 3</th></tr><tr><th></th><th colspan="3">School</th><th colspan="2">National</th></tr><tr><th></th><th>2016</th><th>2017</th><th>2018</th><th>2016</th><th>2017</th></tr><tr><td>All</td><td>5.6</td><td>5.5</td><td>4.9</td><td>5.0</td><td>5.2</td></tr><tr><td>NPP</td><td>4.1</td><td>3.8</td><td>4.0</td><td>4.1</td><td>4.0</td></tr><tr><td>PP</td><td>7.9</td><td>8.1</td><td>6.5</td><td>7.2</td><td>7.0</td></tr></table> <p>The gap between disadvantaged students and their peers, in terms of absence, is closing and is less than the national average</p> <table><tr><th colspan="6">Persistent Absence Terms 1, 2 and 3 (Including Y11)</th></tr><tr><th></th><th colspan="3">School</th><th colspan="2">National</th></tr><tr><th></th><th>2016</th><th>2017</th><th>2018</th><th>2016</th><th>2017</th></tr><tr><td>All</td><td>12.7</td><td>11.6</td><td>9.7</td><td>12.4</td><td>12.8</td></tr><tr><td>NPP</td><td>6.8</td><td>5.3</td><td>7.5</td><td>8.3</td><td>8.3</td></tr><tr><td>PP</td><td>21.3</td><td>22.0</td><td>16.8</td><td>21.6</td><td>21.3</td></tr></table> <p>The gap between disadvantaged students and their peers in terms of persistent absence, is closing and is the persistent absence of disadvantaged students is less than the national average.</p> | Absence Rates Terms 1, 2 and 3 | | | | | | | School | | | National | | | 2016 | 2017 | 2018 | 2016 | 2017 | All | 5.6 | 5.5 | 4.9 | 5.0 | 5.2 | NPP | 4.1 | 3.8 | 4.0 | 4.1 | 4.0 | PP | 7.9 | 8.1 | 6.5 | 7.2 | 7.0 | Persistent Absence Terms 1, 2 and 3 (Including Y11) | | | | | | | School | | | National | | | 2016 | 2017 | 2018 | 2016 | 2017 | All | 12.7 | 11.6 | 9.7 | 12.4 | 12.8 | NPP | 6.8 | 5.3 | 7.5 | 8.3 | 8.3 | PP | 21.3 | 22.0 | 16.8 | 21.6 | 21.3 |
|---|---|---|--|--------------------------------|------|--|--|--|--|--|--------|--|--|----------|--|--|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|---|--|--|--|--|--|--|--------|--|--|----------|--|--|------|------|------|------|------|-----|------|------|-----|------|------|-----|-----|-----|-----|-----|-----|----|------|------|------|------|------|
| Absence Rates Terms 1, 2 and 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | School | | | National | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2016 | 2017 | 2018 | 2016 | 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 5.6 | 5.5 | 4.9 | 5.0 | 5.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NPP | 4.1 | 3.8 | 4.0 | 4.1 | 4.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP | 7.9 | 8.1 | 6.5 | 7.2 | 7.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Persistent Absence Terms 1, 2 and 3 (Including Y11) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | School | | | National | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2016 | 2017 | 2018 | 2016 | 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 12.7 | 11.6 | 9.7 | 12.4 | 12.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NPP | 6.8 | 5.3 | 7.5 | 8.3 | 8.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP | 21.3 | 22.0 | 16.8 | 21.6 | 21.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| G | Develop a whole school strategy to support emotional resilience of all students | Evidence from EEF toolkit is that social & emotional learning strategies can have a moderate impact on learning | <ul style="list-style-type: none">A number of key staff have been trained in mental health issuesThe role of the Engagement centre has been changed to better support students with mental health issues or problems with emotional resilienceThe growing importance of addressing mental health issues and supporting our students has been recognized with the development of our PD curriculum which includes modules on health and wellbeing, so that we are explicitly teaching the strategies that students need to become emotionally resilientWe will continue to review and refine our whole school provision for mental health and emotional resilience | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| H | Face to face meetings & increased opportunities for parental involvement in school | Evidence from EEF toolkit is that parental involvement can have a moderate impact on learning | <ul style="list-style-type: none"> Pupil Premium Champion has successfully engaged with parents of disadvantaged students, holding frequent face to face meetings and increasing the communication with these parents regarding their children's academic progress A focus group of these parents identified a number of issues which we intend to address in the next academic year, including: warning parents about the dangers of excessive gaming, earlier personal contact with parents along the model piloted this year, creating a parent support network so that parents can share stories and strategies (it was felt that this would be particularly useful for single parent families) We have an improved understanding of the barriers facing our students. The major learning point for us is never give up – some parents failed to attend the first 3 meetings, but the PP champion persisted and made arrangements at times and venues to suit the parents. Actions from meetings with students and parents were immediately communicated to staff – students and parents were able to see that something happened as a result of their meeting with the PP champion We will explore how we can roll this pilot out from entry to school so that we support parents and students to overcome barriers on entry |
| I | After school intervention sessions, lunchtime intervention sessions, revision techniques built into schemes of learning | Evidence from previous years is that targeted intervention sessions support students to improve their GCSE results | <ul style="list-style-type: none"> Increased numbers of disadvantaged students attended revision sessions, and this was particularly the case in maths, where significant numbers of disadvantaged students attended lunch time sessions and sessions after school Easter revision sessions and half term sessions (and also some Saturday sessions) in all subjects were well attended by disadvantaged students Attendance at the prom was linked to attendance at revision sessions It is clear from our analysis of GCSE results that mere attendance at revision sessions did not equate to success at GCSE – this year we need to work on the independent revision skills of our disadvantaged students in particular |
| Total budgeted cost for staffing, quality of teaching strategies & targeted support | | | £178,658 |
| Additional funding from external sourcing | | | £40,900 |
| Total spend | | | £219,558 |

This plan is linked to a Pupil Premium Action Plan which contains a detailed breakdown of costs.

Pupil Premium link governor – Lynne Horne

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