

Wayland Academy Pupil Premium Report

1. Summary information					
Academic Year	2018-19	Total PP budget	£ 150,000 approx.	Date of most recent PP Review	March 2019 (Brian Conway NLE)
Total number of pupils	535	Number of pupils eligible for PP	158	Date for next internal review of this strategy	
Year 7	103	36	35%		
Year 8	100	29	29%		
Year 9	108	25	23%		
Year 10	124	40	32%		
Year 11	100	28	28%		

Current attainment						
	<i>Pupils eligible for PP 19/20</i>	<i>Pupils not eligible for PP 19/20</i>	<i>Gap 19/20</i>	<i>Pupils eligible for PP 18/19</i>	<i>Pupils not eligible for PP 18/19</i>	<i>Gap 18/19</i>
Progress 8 score average	0.15	0.04	+0.11	-1.11	-0.07	-1.04

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as such as poor literacy skills</i>)		
A.	Poor time management and organisation impacts on large amounts of controlled assessment and BTEC courses which is evident in open bucket subjects.	
B.	Reading ages of students eligible for PP funding entering Year 7 are on average lower than their chronological age, this prevents sustained progress.	
C.	Inadequate behaviour impacts negatively on learning. These behaviours are more evident in PP students eligible for PP funding	
D.	Students eligible for PP funding demonstrate missed opportunities for intervention which negatively impacts on their progress	
E.	More students eligible for PP funding still need to achieve both English and Maths at a 9-4 grade and 9-5 grade	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Attendance rates for students eligible for PP funding is on average lower than students nationally	
G.	The risk of social exclusion for students eligible for PP is higher than non-PP students' due to financial hardship	
H.	The social and emotional wellbeing of students can impact student progress	
3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Students in their open bucket subjects will achieve their expected progress. Based on subjects that qualify for the open bucket.	<ul style="list-style-type: none"> Students eligible for PP funding will achieve their target grade for subjects that qualify for open bucket There will be an improvement in progress from 2017-18 to 2018-19 in subjects that qualify for the open bucket.
B.	Accelerated progress in reading ages for students eligible for PP funding to be in line with their chronological age	<ul style="list-style-type: none"> All students eligible for PP should improve at or above their chronological age by the end of the 2017-18 academic year.
C.	Teaching environment has a reduced amount of disruption that impacts on learning	<ul style="list-style-type: none"> An increase in positive rewards attained by PP students Reduction in sanctions obtained by a student eligible for PP funding across the board compared to 2017-18. Reduction will be by 10% each term
D.	Students eligible for PP funding will access all interventions. Resulting in attainment improving and thus narrowing the gap or results between PP and all students nationally.	<ul style="list-style-type: none"> 100% attendance at interventions Ensuring that students eligible for PP funding are included in all intervention that is needed for them to improve. 100% of students in Y10 and 11 eligible for PP funding will receive interventions. Intervention will be prioritised on need.
E.	All Students eligible for PP funding can achieve E&M 9-4	<ul style="list-style-type: none"> Students eligible for PP funding will have closed the gap to national

		<ul style="list-style-type: none"> • All students eligible for PP funding will make accelerated progress. Students eligible for PP funding in Y11 will have closed the progress gap based on starting points. • Target 41% E+M 9-4 and 27% E+M 9-5
F.	Absence rates nationally are 5.2% therefore rates for PP funded students in all year groups will have reduced.	<ul style="list-style-type: none"> • Reduce the number of persistent absentees among students eligible for PP funding. to below 20% for 18/19. • Overall attendance among students eligible for the PP funding improve by 1% per term.
G.	Risk of social exclusion – all students can access the full-curriculum and access educational visits/trips and uniform.	<ul style="list-style-type: none"> • Number of students receiving green cards for uniform will reduce. • Increased number of students participating in educational visits/trips with a minimum of 30% of student attending trips being PP.

4. Planned expenditure				
Academic year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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
Accelerated progress in reading ages for students eligible for PP funding to be in line their chronological age.	Accelerated Reader – KS3 daily reading programme plus a range of texts.	<p>100% of students who were tested and re-tested demonstrated improvements in Single Work, Reading rate and comprehension All disadvantaged Y7 and 8 students take part in Accelerated Reader</p> <p>80% of students tested improved in “single word” from Autumn term – Summer Term</p> <p>90% of students tested improved in their reading rate from Autumn term – Summer Term, while 20% of student’s testes stayed the same in the rate of their read</p> <p>76% of students tested improved in their comprehension from Autumn term – Summer Term, while 30% improving in Sprint term- Summer term</p>	<p>Next academic year we will be continuing with AR and WARP however enrolling it to our Y9 students also. With our Y10s reading during tutor time.</p> <p>The programme will continue to run at 30min of reading each day during a lesson and also 1 tutor time per week of reading.</p>	2% off PP funding
Teaching environment has a reduced amount of disruption that impacts on learning	<p>ClassCharts – behaviour management and seating chart software</p> <p>Provision mapping/classcharts/ bespoke intervention classes</p>	<p>Sanctions PP Red Cards:</p> <p>1617 - 463 in total issued 1718 - 371 in total issued 1819 – 329 in total issued</p> <p>Fixed Term Exclusions The number of students FEX eligible for PP funding has reduced by 5 in 2018-19 compared with 2017-18. Additionally, the amount of FEX’s for students eligible for PP funding has significantly reduced also.</p> <p>Rewards 70% of all behaviours awarded to PP students were positive in 18/19</p>	<p>We will continue using class charts next year as it allows us to collate the information needed quickly and efficiently. The parent and student interface is practical, easy to read and instant.</p> <p>Further developments such as WAVES for DSEN will be evident on seating plans (created by Class Charts). Including the development of intervention live to show PP students that are currently receiving intervention</p>	<p>4% off PP funding Class Charts</p> <p>2 x Inclusion Support Officers 10% of PP funding</p> <p>1 x Inclusion Manager 20% of PP funding</p> <p>1x Cover instructor 8% of PP funding</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	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
Students in their open bucket subjects will achieve their expected progress. Based on subjects that qualify for the open bucket.	Tutor time intervention - other initiatives such as Passport to Prom	36% of students eligible for PP students achieved EN+MA at or above 9-4 which was an 4% improvement from last year. However, with that said, Students eligible for PP funding are progressing well in English compared to 2017-18 academic year considering their APS is considerably lower. But there is still loads to do in English. Further developments are in the lessoned learned section There is almost a 0.20 gap reduction.	We will continue to have tutor time interventions; however, HOF will review and discuss interventions on a weekly basis during WLT meetings. Interventions will be for Humanities and Science in 2018-2019, not just English and Maths. The introduction of Pixl Unlock during tutor time will assist with the development of students Oracy and Literacy skills in all year groups. Furthermore, We want to raise the importance of Reading and Writing to our younger years therefore we will commission and author to start a reading and writing programme for our Y8 Pupil premium boys and out Y7 bottom set students	18% of PP funding
Accelerated progress in reading ages for students eligible for PP funding to be in line with their chronological age.	Wayland Academy Reading Programme (WARP) - Peer to peer and small group work with students who are shown to require reading intervention according to STAR testing and feedback.	100% of students who were tested and re-tested demonstrated improvements in Single Work, Reading rate and comprehension All disadvantaged Y7 and 8 students take part in Accelerated Reader 90% of students tested improved in "single word" from Autumn term – Summer Term 80% of students tested improved in their reading rate from Autumn term – Summer Term, while 20% of student's testes stayed the same in the rate of their read 70% of students tested improved in their comprehension from Autumn term – Summer Term, while 30% improving in Sprint term- Summer term	We will continue to use WARP as it improves the confidence of students reading. Areas to think about for 2019-20 will be, the way it is structured for example set days for set year groups and also our Librarian's input with the book type students choose to ensure its in line with their reading ability. Whole KS3 testing using 1 single testing tool for reading	2% of PP funding
All Students eligible for PP funding can achieve English and Maths 9-4 and 9-5	Maths Collapsed Curriculum days – delivered by an Outstanding maths teacher Yipi Yap GCSE POD	36% of students eligible for PP students achieved EN+MA at or above 9-4 which was an 4% improvement from last year. However, with that said, Students eligible for PP funding are progressing well in English compared to 2017-18 academic year considering their APS is considerably lower. But there is still loads to do in English. With in Maths 55% 9-4 and 36% 9-5 for Maths only is a big improvement from 2017/18 academic year.	Following recruitment in new staff this practice will disseminate further. Maths is now blocked which allows freedom of student movement between sets and fluidity of teachers. We will not be keeping Yipi Yap for maths intervention as the funds will be used to develop the first quality of teaching in Maths and other subjects within the school GCSE POD – we are going to dedicate tutor time for all Y11 students on a weekly basis to take part in GCSE POD activities, along with encouraging departments to use GCSE POD in lessons. The "HITS" will be celebrated during the raising standards assemblies with Y11 on a weekly basis.	Outstanding maths teachers 3.5% of PP funding Yipi Yap 2.5% of PP funding GCSE POD 2% of PP funding

<p>Attendance rates for PP funded students in all year groups will be above the national requirement.</p>	<p>Full time Attendance Officer – addition to the attendance team, focusing on PP attendance and PP PA. Rewards – students are acknowledged for their hard work and effort both in the classroom and around the academy. The 4 main positive reward categories (Inspired, Driven, Exceeded and Achieved) are linked to the academies Big IDEA</p>	<p>Attendance for students eligible for PP funding has improved significantly.</p> <p>Attendance</p> <table border="1"> <thead> <tr> <th></th> <th>2016/17</th> <th>2017/18</th> <th>2018/19</th> </tr> </thead> <tbody> <tr> <td>Aut</td> <td>91.5</td> <td>93.3</td> <td>93</td> </tr> <tr> <td>Spr</td> <td>91.4</td> <td>93.7</td> <td>95.4</td> </tr> <tr> <td>Sum</td> <td>91.1</td> <td>94.3</td> <td>93</td> </tr> </tbody> </table> <p>PA</p> <table border="1"> <thead> <tr> <th></th> <th>2016/17</th> <th>2017/18</th> <th>2018/19</th> </tr> </thead> <tbody> <tr> <td>Aut</td> <td>27.0</td> <td>22.5</td> <td>23.7</td> </tr> <tr> <td>Spr</td> <td>25.7</td> <td>18.8</td> <td>29.3</td> </tr> <tr> <td>Sum</td> <td>27.3</td> <td>19.5</td> <td>26.67</td> </tr> </tbody> </table>		2016/17	2017/18	2018/19	Aut	91.5	93.3	93	Spr	91.4	93.7	95.4	Sum	91.1	94.3	93		2016/17	2017/18	2018/19	Aut	27.0	22.5	23.7	Spr	25.7	18.8	29.3	Sum	27.3	19.5	26.67	<p>APL has successfully worked with 4 students who were school refusers and successfully improved their attendance. This method will be trialled until the end of summer term.</p> <p>We understand that there is more to do when improving attendance and thus we have developed a new structure and strategy when dealing with attendance which has evidently improved the Academy's overall attendance and thus reduced PA.</p> <p>2019-20 focus will be on those that are PP and DSEN in order to improve the attendance for this group</p>	<p>Full time Attendance Officer 10% of PP funding</p> <p>Rewards 1% of PP funding</p>
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<p>Risk of social exclusion – all students can access the full-curriculum and access educational visits and trips.</p>	<p>Financial Support where necessary – in some situations financial support will be given toward uniform, school trips, school and educational resources.</p> <p>Bought in services – such as Camouflage learning, 10/10 initiative, Unite initiatives, Business enterprise and Benjamin foundation</p>	<p>We have developed a process where each trip is sanctioned by the Deputy Principal to ensure consistency for students eligible for PP funding. Each trip request must be accompanied with a trip sheet that show how many students eligible for PP funding are targeted to attended. From this at least 33% of the trip tickets are held back for students eligible for PP funding and paid for with PP funding if needed.</p> <p>100% trips including DoFe has PP students on it</p> <p>We ran 6 PP only trips last year in various year groups and had 5 PP only activities/workshops at school</p> <p>Each Trip ran last year had at least 40% PP students attended</p>	<p>We will continue to support students with their uniform, educational resources and trips. All Pupil Premium students currently have revision guides for English Maths and Science.</p> <p>Every trip that we run is subsidised by the PP budget, we run many pupil premium only trips and use pupil premium funding to use brought in services for pupil premium students only.</p> <p>Next Academic year we want to be SMART with how we develop the brought in services therefore employing a pastoral support worker to deal with day to day issues, illnesses and SEMH will improve the provision for our students as they will have someone to go to on a day to day basis without having to wait for their weekly visit from an outside agency</p>	<p>Financial Support where necessary 9% of PP funding</p> <p>Bought in services 8% of PP funding</p>																																

5. Review of expenditure		
Academic Year	2018-19	
Description	Projected Cost	Actual Cost
Bought in Education Support – Benjamin Foundation (Mental Health Counselling) and Engage Education Child Support team The Social Emotional Mental Health Team is a dedicated team constructed with the aim of providing a high level of support and intervention to the most challenging young people. With many years' experience, the support team can provide as much support as possible to reduce the number of external agencies involved. The support offered includes behaviour support mentoring, parent support, PSP support, staff training, educational and clinical psychologists and other mental health professionals.	5000	5000
Bought in Curriculum – (Third Parties such as YipiYap, Camo learning) Collapsed Curriculum days build confidence, encourage students to work collaboratively and develop their practical and active learning skills. Maths collapsed curriculum days are organised to support year 11 PP students in preparing for their GCSE's. Outstanding teaching is delivered to students who are expected to achieve a level 4 or 5 in English but not maths. It enables students to make rapid progress and overcome barriers	13,000	9000
AR/WARP Accelerated Reading Programme and Wayland Academy Reading Programme	3000	2000
Class Charts including Provision Map - Winners of the Bett Award 2017, ClassCharts is a well renowned programme that allows teaching staff to seat students in a position which will give the best possible outcome. Using artificial intelligence, the software analyses previous behaviour sanctions to advise teaching staff on relationships that may not work sitting together. The software also highlights students' special educational needs, reading ages, PP status and first language, allowing effective differentiation. This software will improve home communication. Parents continually check on their child's behaviour.	3000,00	2,000.00
Payroll – Progress Leader, Inclusion Support officer x2, Cover instructor, Attendance Officer, HOF x4, Head of inclusion, Target Group Mentor x2, Careers Facilitator	112,000	112000
PIXL - PiXL (Partners in Excellence) is a not-for-profit partnership of over 1,600 secondary schools, 500 sixth forms, 600 primary schools and 75 providers of alternative education. Together we share best practice to raise standards and to give students a better future and brighter hope. Founded by Sir John Rowling, PiXL emerged in 2008 from the school improvement programme, the London Challenge. When government funding for the initiative ceased, the 50-member schools at that time decided voluntarily to continue with its model of collaboration around leadership and shared resources. PiXL has since grown to become the largest network of schools in England and Wales.	3490.00	3490.00
Educational Visits/Trips	3000	2000
Education Equipment and ICT resources – laptops etc	9000	8000
Totals	151,490	134,490