**Report to Parents – Pupil Premium Grant (PPG) 2016/17**

## Introduction

## The Pupil Premium Grant (PPG) was allocated to our school on the basis of our Ever Six Free School Meals (FSM) count from our school census. The Ever Six FSM measure is a new measure which identifies any student who has been eligible for FSM in the last six consecutive academic years. The funding was £935 per pupil for the 2016/2017 financial year. The total amount of PPG was £307,615. The purpose of the funding is to help support the school in narrowing the achievement gap for disadvantaged students. We are required by the Department of Education to report to parents annually on the usage of the PPG at our school.

## Overview of WSFG’s PPG Allocation

*Students on Roll: 896*

*Total number of students eligible for PPG: 329*

*Amount of PPG received per student: £935*

***Total amount of PPG received: £307,615***

**Principles for PPG Allocation at WSFG**

* We ensure that teaching and learning opportunities meet the needs of all of the students
* We ensure that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
* In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged
* We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals
* We reserve the right to allocate the Pupil Premium funding to support any student or groups of students the school has legitimately identified as being socially disadvantaged
* Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals

**Usage and Impact of the PPG at WSFG**

1. **Exam results 2017**

The 2017 exam results demonstrate the excellent progress made by Pupil Premium students at Walthamstow School for Girls. These figures based on the new Progress 8 measures follow an excellent three year trend.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **WSFG 2016** | **WSFG 2017** | **National 2016** |
| Overall | 176 students | 178 students | n/a |
| Disadvantaged | 68 students | 63 students | n/a |
| Non-Disadvantaged | 108 students | 115 students | n/a |
| Overall Attainment 8 | 56.91 | 52.94 | 49.5 |
| PP Attainment 8 | 51.07 | 47.41 | Not available  |
| Overall Progress 8 | 0.63 | 0.73  | 0 |
| PP Progress 8 | 0.49 | 0.64 | (0) |
| English overall Progress 8 | 0.73 | 1.28 | 0 |
| English PP Progress 8 | 0.60 | 1.24 | (0) |
| Maths overall Progress 8 | 0.52 | 0.42 | 0 |
| Maths PP Progress 8 | 0.39 | 0.4 | (0) |
| Ebacc overall Progress 8 | 1.25 | 0.84 | 0 |
| Ebacc PP Progress 8 | 1.29 | 0.71 | (0) |



1. **Predicted Exam Results 2018**

|  |  |  |
| --- | --- | --- |
|  | **WSFG 2018** | **National**  |
| Overall | 175 | n/a |
| PP | 58 | n/a |
| Non-PP | 117 | n/a |
| Overall Attainment 8 | 53.24 | n/a |
| PP Attainment 8 | 50.29 | n/a |
| Non-PP Attainment 8 | 54.7 | n/a |
| Overall Progress 8 | 0.41 | n/a |
| PP Progress 8 | 0.31 | n/a |
| Non-PP Progress 8 | 0.46 | n/a |

1. **KS3 Results**

**Cohort Profile**

LPA 7.3%

MPA 46.6%

HPA 43.3%

PP 40.4%

EAL 47.8%

**Cohort Profile**

LPA 6.7%

MPA 48.3%

HPA 43.9%

PP 35.6%

EAL 60.6%

1. **Attendance**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** | **Yr 11 2016-17** | **Yr 10 2016-17** | **Whole School** | **National 2015/16** |
| Attendance (Pupil Premium vs Non-Pupil Premium) | -1.32 | -1.3 | -1.12 | -2.2 |

1. **Exclusions**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Group** | **Exclusions to non-PP** | **Exclusions to PP** | **Number of non-PP students** | **Number of PP students** | **Non-PP %** | **PP %** | **National non- PP% 2015** | **National PP%****2015** |
|  | 15 | 16 | 11 | 9 | 1.97 | 2.7 | 4.14 | 16.47 |

1. **Evaluation of individual Pupil Premium initiatives (2016-17)**
2. **Staffing for interventions and Pupil Premium oversight**

The focus for CPD has very much been our PP students, and especially our HAPP students. This was a clear thread in the CPD provision in:

* 4-matrix training for all staff (autumn term)
* Micro-research training for all middle leaders (autumn term)
* Micro-research training for all staff with a focus on HAPP students (spring term)
* SEA research training for and research by HOFs (all year)

The data shows how outcomes have improved. There are many aspects that help to improve those outcomes, but having a consistent and continuous focus on PP and especially HAPP in CPD will have played a significant part.

1. **Counselling**

The counselling service at Walthamstow School for Girls continues to be a vital and much needed service, particularly given the shortage of, and frustratingly long waiting times for, appointments within CAMHS. Fifty Three referrals were made to the counsellor (up from forty eight last year). Counselling referrals increased from last year and in addition there was a rise in the number of extra (either booked in advance or on the day of the appointment) and drop-in sessions. Of the 53 referrals (up 5 referrals from last year), one student was referred more than once throughout the academic year and 6 students continued on from the 2015-16 academic year. The school (50) and self-referrals (3) were the sources of the referrals. **Out of the 53 referrals 19 were PP students**.

Over the past few years referrals have become more challenging and complex, with a high number of students reporting anxiety, depression, suicidal thoughts, and self-harm. Some of these presentations have been very significant in terms of risk, and have resulted in onward referrals to others such as GPs, A & E, the Child and Family Consultation Service, Tavistock Gender Identity Development Service, eating disorder clinic, and Social Services.

1. **Mentoring**

The mentoring service at WSFG consist of a KS3 mentor (full time). The types of girls referred to the learning mentor are wide and varied which have included: low attainment in relation to ability, falling motivation, a pattern of non-attendance, behavioural, transition from primary to secondary, transition from key stage 3 to key sage 4, bereavement and nurturing. Some may require short - term relatively simple interventions, while others may need much more intensive and time consuming support. **Out of 35 referred students, 9 were PP**. A total of 290 individual sessions took place, and 88 drop in sessions.

1. **English interventions**

i. Year 7 (accelerated reader)

Accelerated reader: all year 7 and 8 have one timetabled accelerated reader lesson in the LRC each fortnight. The scheme is very well developed and has run for three years. Reading programs are especially important for students from poorer backgrounds. Students sit a quiz after every book they read to check their comprehension and progress.

Some statistics for year 7 (current year 8) on reading practice comprehension quizzes:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Passed** | **Taken** | **Word count** |
| All year 7 (current year 8) | 2316 | 2851 | 106477224 |
| All PP year 7 (current year 8) | 806 | 1057 |  30190964 |

Impact on reading figures:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Non-fiction** | **Fiction**  | **Total** |
| Current year 8 | 161 | 3515 | 3676 |
| Current year 9 | 104 | 2640 | 2744  |
| Current year 10 | 79 | 1374 | 1453 |
| Current year 11 | 120 | 1442 | 1562 |
| Year 7 2015-16  | 134 | 3405 | 3539 |
| Year 8 2015-16 | 283 | 3512 | 3795 |
| Year 9 2015-16 (before AR) | 147 | 1810 | 1957 |

Current year 10 and 11 have not had accelerated reader. There is a bigger gap between year 10 and 9 than there is between 9 and 8. Although there may be other reasons for the decrease, it is clear that AR does enthuse students to read.

Comparing 2016-7 to 2015-16 we can see there is a significant difference between year 9 students with and without AR lessons.

ii.  Year 11 (targeted interventions outside of school hours)

This is part of the ‘Interventions Fund’ for Year 11, which includes staffing and resource costs.

Interventions:

* Intervention focussed on after school Poetry lectures.
* Pixl revision sessions during the Easter holidays.

Positive impact is demonstrated in Progress 8 figures above.

1. **Maths Interventions**

|  |  |  |  |
| --- | --- | --- | --- |
| **Cohort** | **Description** | **No.** | **Impact** |
| 2A | After school class lessons for targeted students  | 60 | Two classes took place 32 Higher students in one group and 28 Foundation in the other. In the Higher group, only 1 did not achieve a grade 4 or above and 27 achieved grade 5 or better.In the Foundation group, 18 achieved a grade 4 or above and 4 achieved a grade 5. Attendance at these sessions was generally very good. |
| 2B | 1-1 tutoring for students less likely to achieve a grade 5 | 14 | Of the 7 Higher students, 4 achieved a grade 5.Of the 7 foundation students only 1 achieved a 5. All bar one student achieved at least a grade 4. |
| 2C | 3-1 Maths Mentoring for students more likely to achieve a grade 5. | 19 | Of the 4 Higher students, all achieved at least a grade 5 (these students were in maths group 1 or 2). Of the 15 Foundation students only 3 achieved grade 5, whereas 9 achieved a grade 4 or above. |

**Plans for Usage of the PPG in 2017/18**

The school will receive approximately £315,215 of Pupil Premium funding in the 2017/18 financial year. We plan to use the PPG as follows:

|  |  |
| --- | --- |
| **Activity** | **Cost** |
|  |  |
| Staffing for various interventions and Pupil Premium oversight | £150,000 |
| Finance Assistance Fund | £2,000 |
| School Counsellor | £30,000 |
| Learning Mentors | £60,000 |
| Resources for Interventions | £30,000 |
| STEM Projects | £2,000 |
| Breakfast Club | £12,000 |
| Accelerated Reading Programme | £5,000 |
| Careers Advice and Guidance | £10,000 |
| Subsidised Music lessons | £10,000 |
| PASS Profile Tests | £1,000 |
|  |  |
| **Total** | £312,000 |

**Glossary of Abbreviations**

PPG Pupil Premium Grant

FSM Free School Meals

PP Pupil Premium

EBacc English Baccalaureate (subjects

English, mathematics, two sciences, a foreign language and history or geography at GCSE level)

LPA Low Prior Attainment

MPA Mid Prior Attainment

HPA High Prior Attainment

EAL English as an Additional Language

CPD Continuing Professional Development

HAPP High Ability Pupil Premium

SEA Self-Evaluation Assessment

HoF Head of Faculty

CAMHS Child and Adolescent Mental Health Services

LRC Learning Resource Centre

AR Accelerated Reader

STEM Science, Technology, Engineering & Mathematics

PASS Pupil Attitudes to Self and School