

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

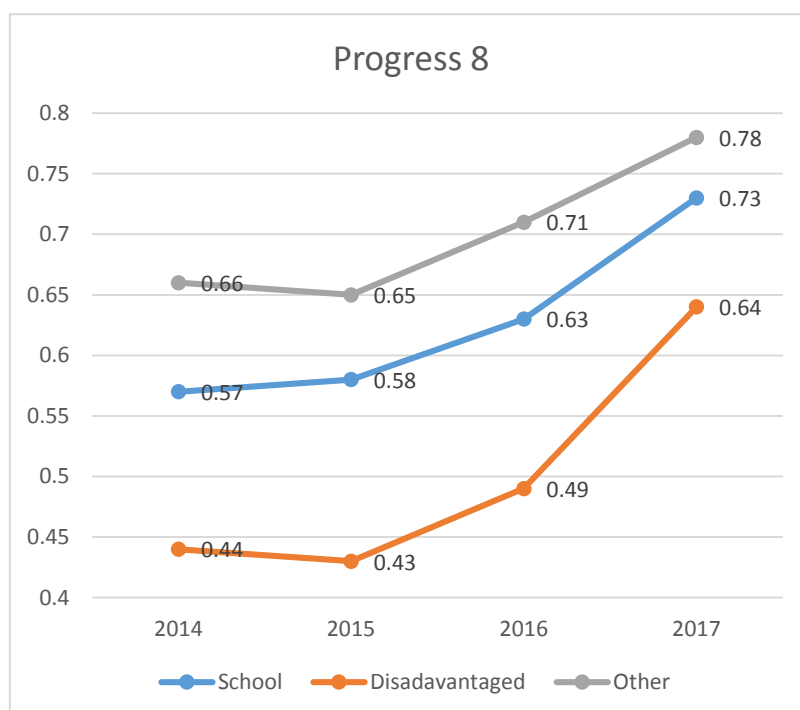
- We ensure that teaching and learning opportunities meet the needs of all of the students
- We ensure that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making 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

I. 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)

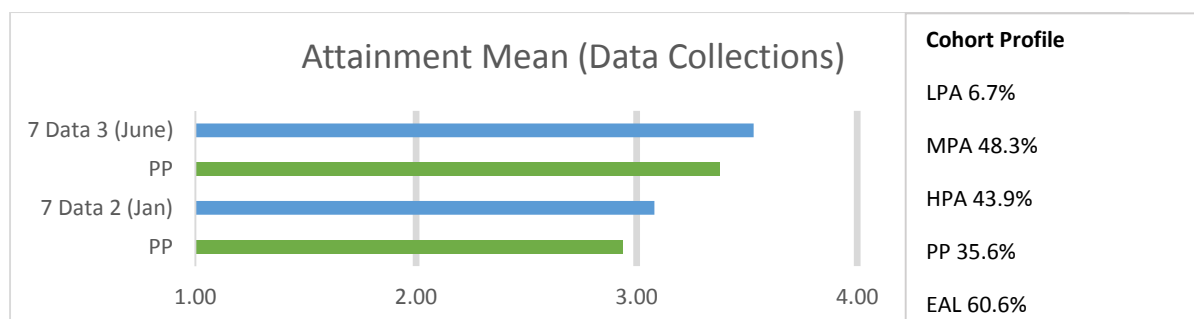
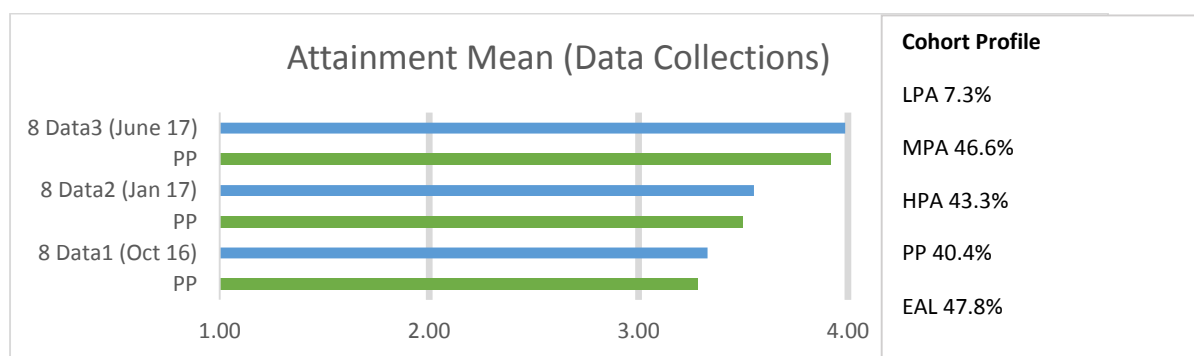


Overall 0.74	Results All	Results Disadvantaged	Results Disadvantaged minus outliers
LPA	0.59 (27)	0.29 (11)	0.29 (11)
MPA	0.81 (75)	0.81 (35)	0.81 (35)
HPA	0.74 (67)	0.24 (17)	0.71 (14)

2. 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

3. KS3 Results



4. 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

5. 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

6. Evaluation of individual Pupil Premium initiatives (2016-17)

a. 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.

b. 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.

c. 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.

d. 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 enthruse 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.

e. **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 but 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	CPD	Continuing Professional Development
FSM	Free School Meals	HAPP	High Ability Pupil Premium
PP	Pupil Premium	SEA	Self-Evaluation Assessment
EBacc	English Baccalaureate (subjects English, mathematics, two sciences, a foreign language and history or geography at GCSE level)	HoF	Head of Faculty
LPA	Low Prior Attainment	CAMHS	Child and Adolescent Mental Health Services
MPA	Mid Prior Attainment	LRC	Learning Resource Centre
HPA	High Prior Attainment	AR	Accelerated Reader
EAL	English as an Additional Language	STEM	Science, Technology, Engineering & Mathematics
		PASS	Pupil Attitudes to Self and School