



Report to Parents – Pupil Premium Grant (PPG) 2018/19

Introduction

The Pupil Premium Grant (PPG) is additional funding allocated to schools specifically to support them to narrow the achievement gap for disadvantaged students. The allocation can be spent in any way the school believes will best support raising the achievement of students who have been in receipt of free school meals (FSM) within the last six years. Additionally, Pupil Premium Plus (PP+) is for students who are or have previously been looked after children (LACs). The school receives this as additional 'ring-fenced' funding for these students. To be eligible for this PP+ funding, these students need to have been looked after continuously by the local authority for more than six months. The guidelines now state that looked-after children and children adopted from care, on a special guardianship or child arrangements order are now eligible for PP+ funding (Post LAC). 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: 894

Total number of students eligible for PPG: 302

Amount of PPG received per student: £935

Total amount of PPG received: £282,370

Principles for PPG Allocation at WSFG 2018 - 19

- We have the highest expectations of all students.
- We are committed to ensuring high standards of teaching and learning, supported by effective CPD; faculty self and peer reviews; performance management systems; and innovative, evidence based pedagogy.
- We ensure that teaching and learning opportunities meet the needs of all of the students through effective differentiation and collaboration between faculties and the Learning and Language Development Faculty.
- We ensure that appropriate provision is made for students who belong to vulnerable groups, which 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 students 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.



Students who attract PPG and Attendance

	Y7	Y8	Y9	Y10	All
No of Students	47	57	53	66	223
% of cohort	26.26%	32.39%	29.94%	37.50%	31.50%

Attendance for the academic year 2018-19 is outlined below. The attendance of students who attract the PPG is broadly in line with that of their peers. There is a proven correlation between attendance and achievement and we would wish not to be complacent, but improve attendance further.

	Y7	Y8	Y9	Y10	All
PP	96.06%	94.97%	94.80%	95.10%	95.20%
Non-PP	97.27%	96.15%	95.76%	95.34%	96.17%

Usage and Impact of the PPG at WSFG

1. Impact on exam results

The four year trend below shows students who attract pupil premium funding consistently progress well above national average (where zero represents the national average progress score) providing them with improved opportunities post-16 and in the workplace. In the Summer 2019 exam series, students achieved nearly half a grade higher than the national average. Students who do not attract the pupil premium funding achieved a Progress 8 of 0.77 so there is further work needed to narrow the achievement gap.

Pupil Premium	2018-19	2017-18	2016-17	2015-16
Progress 8	0.44	0.48	0.62	0.46
Attainment 8	50.63	48.34	46.88	51.33

3. Interventions Review: Year 11 September 2018-June 2019

Interventions Budget Breakdown:

Easter Revision	£1990
May Half term revision	£653
Tassomai –subsidy	£150
Resources (Including PiXL Wave; History/ Geography APP)	£1160
Rewards	£200



Maths 3 to 1 intervention (previous year -£7450)	£3440
Maths –Tuesday group intervention	£1740
English external marking	£927
Subject Interventions: Poetry Lectures (Literature)	£450
Subject interventions: Latin	£690
Subject Interventions: Art	£250
Subject Interventions: Science	£350
Total	£12,000
Additional : Pupil Pass Survey	£650
Additional: ICT Supervisors	£2515
Overall total:	£15, 165

3. Counselling provision

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. A counsellor is available two days a week, and students are referred via the DSL. All students have access to this service, including those who attract the PPG. The DSL holds half termly reviews, in which all students in receipt of interventions within and outside school are discussed, and those who attract the PPG are monitored in terms of access and outcomes.

4. Mentoring provision 2018 - 19

The types of students referred to the learning mentor during the period above have included students who have had: low attainment in relation to ability; falling motivation; lack of confidence; low self-esteem issues; particular learning difficulties; behavioural challenges; struggles coping with bereavement; behaviour issues and hurdles coping with transition from primary to secondary school.

Subject Progress Leaders and the safeguarding team are able to recommend students to the learning mentors, who will work with the students one-to-one and in small groups.

KS3 mentoring (full time mentor)	Number of students	No who attract PP	% of PP receiving mentoring	% of PP in that year group
Y7 one to one mentoring	19	3	15.7%	26.26%
Y7 Nurture Group	7	3	42.8%	26.26%
Y8	20	8	40%	32.39%
Y9	14	6	42.8%	29.94%

Students who attract the PPG are more highly represented proportionally and are gaining greater access to the mentoring provision.



5. Careers and guidance:

A detailed overview of our careers offer is available on

<http://www.wsfg.waltham.sch.uk/attachments/download.asp?file=2538&type=pdf>

6. Finance assistance fund

The fund was used for a variety of trips and activities giving PP students a better access to the wider curriculum. Improving the cultural capital is a proven driver for greater social equality and higher achievement.

7. Accelerated Reader summary report

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 four years. The Education Endowment Foundation (EEF) research project established that, within their research group, there was a positive impact on all students of an additional three months' progress over the course of an academic year. Their results also suggested that Accelerated Reader was particularly beneficial for children eligible for free school meals, with these students making an additional five months progress.

The lesson includes quiet reading, choosing books, and small group reading with the teacher. The IT system monitors student's reading to encourage appropriately challenging choices and students sit a quiz after every book they read to check their comprehension and progress.

The impact of Accelerated Reader at Walthamstow School for Girls has been in line with the research from the EEF with an average progress in reading and comprehension of four months.



Principles and Plans for Usage of the PPG in 2019-20

The school will receive approximately £278,004 of Pupil Premium funding in the 2019-20 financial year.

Intentions

Our school community reflects our local population, and we are proud of its diversity. We are strongly inclusive, and value all members of our school highly. We aim to narrow and, over time, eradicate the achievement gap as a significant outcome of our vision and ethos.

Our strategy for the use of pupil funding responds to a wide range of risk factors and recognises the importance of quality teaching and learning alongside outstanding pastoral support to raise achievement and engagement in learning. We intend to audit and scope the needs of our disadvantaged students to enable focused strategies to improve the outcomes of our students in terms of academic achievement, self-actualisation, and social skills.

We therefore plan to continue to adopt a multi-stranded approach to secure positive outcomes for all our students including those deemed disadvantaged. This is based on internal intelligence and evidence-based research from the Education Endowment Foundation. We use research and evidence such as the EEF toolkit to inform our choice of strategies and approaches.

During the academic year 2019-20 we plan to use the Pupil Premium funding to focus on the following key areas:

1. Raising progress and achievement
2. Providing additional support and intervention for our most vulnerable students
3. Strengthening parental engagement
4. Raising aspirations – including quality careers education and work related activity
5. Building social capital and enhancing social mobility

Implementation

Specifically, we plan to use the PPG as follows:

Raising progress and achievement	
Staffing for various interventions and Pupil Premium oversight	£150 000
Learning Mentors	£60 000
Accelerated Reading Programme	£5 000
Resources for Interventions	£20 000
Subsidised Music lessons	£5 000
Providing additional support and intervention for our most vulnerable students	
School Counsellor	£10 000
Finance Assistance Fund	£1 000
Strengthening parental engagement	
One to One device subsidies	£15 000
Outreach work with families	£2 000
Raising aspirations – including quality careers education and work related activity	
Careers Advice and Guidance	£6 000
STEM Projects	£1 000



Building social capital and enhancing social mobility	
Financial support for cultural trips	£3 000
Total planned expenditure	£279 000

The figures are nominal and will be refined during the year and in response to a PP audit.

Impact

The impact of these strategies will be monitored and evaluated during the academic year, using intelligence from sources on attendance; progress; behaviour and engagement with interventions. The strategies are flexible and can be responsive to need.