



## Pupil Premium Funding

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

It is designed to help overcome the barriers that disadvantaged children may face. At Upper Wharfedale School we treat each child as an individual, therefore there are various initiatives we have introduced in order to address their particular issues, which may be of an academic or pastoral nature, but are always intended to raise esteem and aspirations in order for all children to reach their full potential. The table below shows how we intend to use this additional funding to contribute towards initiatives to fulfil this aim.

1. Summary information					
<b>School</b>	Upper Wharfedale				
<b>Academic Year</b>	2016-17	<b>Total PP budget</b>	£42,493	<b>Date of most recent PP Review</b>	July 2014
<b>Total number of pupils</b>	290	<b>Number of pupils eligible for PP</b>	53	<b>Date for next internal review of this strategy</b>	Sept 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	60%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	60%	75.8% / 73.4%
Progress 8 score average	0.37	0.12
Attainment 8 score average	55.6	52
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Low aspirations of disadvantaged students, especially the higher attaining	
B.	Low literacy levels on entry of some disadvantaged students	
C.	Lack of access to resources due to finances at home	
External barriers		
D.	Lack of access to outside activities – trips and visits and other SMSC opportunities	
4. Desired outcomes		Success criteria
A.	Particular focus on those DfE 'high' prior attainment students to ensure good progress and progression to post 16	No NEET students and an increase in those accessing L3 courses at post 16. Students entering above standardised score 104 will make progress in line with peers across subjects, as shown in P8 score and in school data
B.	Literacy skills will improve across all subjects, especially for those entering on or below level 4 in English, or below 100 from September 2016	PP students will make progress in line with their peers and above that of non-PP students nationally. Reading ages will improve at an accelerated rate
C.	No child will be disadvantaged due to home circumstances, especially finances	"Excellence for All" and equality of opportunity provided for both academic and enrichment activities, with student evaluations and outcomes showing impact of these

## 5. Planned expenditure

Academic year

2016-17

The three headings below enable us to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
<p>All students will benefit from extra support available, as well as intervention/ Catch up Literacy groups. Students will make at least double ratio gains whilst on the programme. Programmes include spellzone, Nussy, Catch-up literacy and inference and SPAG sessions.</p>	<p>Literacy Support Coordinator (£12,000)</p>	<p>Particular focus on those entering school on or below level 4 or below 100 in English/Maths, <u>plus</u> higher ability PP students to stretch and challenge.</p> <p>This approach has been successful for the past two years for lower attaining students, therefore we are now expanding this to higher attaining.</p> <p>Please also see evidence of year 7 Catch Up Premium which is closely linked to this</p>	<p>Line Management procedures (Associate Headteacher)</p> <p>Analysis of data at assessment points throughout the year</p>	<p>T Canny</p>	<p>July 2017</p>
<p>Teachers access CPD specifically related to MAGT, parents aware of our commitment to this group, students and families received increased tailored support</p>	<p>Purchase of "Potential Plus" subscription - an independent charity that supports the social and emotional learning needs of children with high learning potential (£150)</p>	<p>Ensure high expectations of all students</p> <p>Although P8 score for more able is above the national average, it is not as strong as that for the lower attaining</p>	<p>Parental feedback, progress data of MAGT following assessment points</p>	<p>S Sumner</p>	<p>February 2017</p>

PP students will make comparable progress as a result of extra materials	Purchase of additional resources for GCSE subjects, ensuring equal access to course materials, including revision materials (£3,500)	The ability to resource subject areas suitably to ensure quality provision for all.  Some students find it difficult to purchase either physical or on-line resources to aid their work and therefore progress	Headteacher and Business Manager resource allocation. Associate Headteacher progress data analysis	Curriculum Leaders	July 2017
PP students will make comparable progress as a result of extra materials	MyMaths subscription, plus other equipment e.g. Calculators (£600)	The ability to resource subject areas suitably to ensure quality provision for all.  Some students find it difficult to purchase either physical or on-line resources to aid their work and therefore progress	Headteacher and Business Manager resource allocation. Associate Headteacher progress data analysis	K Brown	July 2017
Staff will be able to readily identify PP students and direct support, including learning support staff, more effectively. IEPs incorporated	Purchase of ClassCharts software (£1,000)	Ensure all groups make comparable progress.  Students will be identified on seating plans, with corresponding data to analyse performance and progress. This can then be used to inform planning and allocation of human resources	Associate Headteacher progress data analysis.  Lesson observations and learning walks	Curriculum Leaders	January 2017
<b>Total budgeted cost</b>					<b>£17,250</b>

## ii. Targeted support and interventions

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Students will make progress that is at least in line with their peers.</p> <p>Students will be better prepared for GCSE courses.</p>	<p>Additional Literacy and numeracy teaching (£12,000 = 1 day per week additional literacy Oct- Aug 17 and numeracy Oct- Feb 1)</p>	<p>Particular focus on those entering school on or below level 4 or below 100 in English/Maths, <u>plus</u> higher ability PP students to stretch and challenge.</p> <p>This initiative has been successful previously, therefore is recurring</p>	<p>Associate Headteacher monitoring and outcomes</p>	<p>T Curtis B Eggleton</p>	<p>July 2017</p>
<p>Students' reading ages will improve through use of programme. All students ZPD will increase by at least 1.0 during the year.</p> <p>Improvements in</p>	<p>Accelerated Reader Subscription (£2,470)</p>	<p>High expectations – differentiated outcomes with ALL 'groups' catered for and stretched.</p> <p>Increased focus on students responding to specific RWCM feedback</p>	<p>Director or Learning and Subject Leader monitoring and outcomes</p>	<p>T Canny</p>	<p>July 2017</p>
<p>Students entering above standardised score 104 will make progress in line with peers across subjects, and above that of all students nationally</p>	<p>Establish MAGT reading group to expand vocabulary and targeted interventions for more able (£1,300)</p>	<p>Improved literacy skills across all subjects, high expectations.</p> <p>P8 score and especially "extended writing" questions in KS4 has been weaker than in other areas</p>	<p>Associate Headteacher monitoring and data analysis</p>	<p>T Canny, plus 2 LSAs</p>	<p>July 2017</p>
<p>Students with target grades of D* in ICT will achieve this</p>	<p>Additional ICT teaching for more able students in order to focus on Distinction* criteria (£600)</p>	<p>All MAGT students achieving their full potential in ICT</p> <p>More able students made expected progress in 2015 but due to time restrictions some did not achieve full potential, especially PP students</p>	<p>Assistant Headteacher monitoring and data analysis.</p> <p>Lesson observations</p>	<p>L Baker</p>	<p>August 2017</p>

Students will achieve a higher grade in their GCSE Music Performance than they would have done based on their starting point in year 10	Instrumental tuition for GCSE Music/Performing Arts PP students (£700)	Overcome prohibitive cost of peripatetic tuition.  Those who receive instrumental lessons have a much greater chance of success in this element of the course	Director of Learning monitoring.  Headteacher input with exam preparation	B Kidd	August 2017
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**Total budgeted cost** £17,070

### iii. Other approaches to raise motivation and aspiration

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
ALL Students will achieve Bronze Award  Students will have opportunities to participate in activities they would not normally have the chance to take part in,	Duke of Edinburgh Award (£1,000)	Enhanced SMSC opportunities and self-esteem of Year 10 PP students.  Successful in two previous years.	Associate Headteacher monitoring and outcomes	J Mitton	July 2017
Students have an enriched SMSC experience as evidenced in trip evaluations. Students have an enriched SMSC experience as evidenced in trip evaluations.	Current FSM students to receive a subsidy for trips and visits (£2,000)	Overcome prohibitive cost of trips and visits.  Some of these trips directly linked to curriculum (e.g. Poland, Iceland) therefore of significant benefit for PP students studying History/Geography	Assistant Headteacher (EVC) monitoring of student evaluations	Trip Leaders, H Mukherjee	August 2017
No NEET students  Raising aspirations, as shown by student	Targeted CEIG provision (£2,800)	Historical low aspirations of PP students at post 16, with some lacking knowledge of different options available to them	Assistant Headteacher monitoring and destinations	P Soraczen N Khan H Mukherjee	September 2017

evaluations of careers sessions. Increase of L3 courses.  Equality of opportunity					
PP students attend revision sessions and make progress at least in line with their peers.	Staff payment for revision sessions during Easter holidays (£3,500)	Enhanced exam technique and alternative revision strategies, especially for high mark, extended writing questions	Associate Headteacher monitoring outcomes	Curriculum Leaders	August 2017
<b>Total budgeted cost</b>					<b>£9,300</b>

