

## **Wrotham School Pupil Premium vision and high expectations**

At Wrotham School, the proportion of students in receipt of Pupil Premium is approximately 20%. Students supported by the Pupil Premium make progress because the high quality teaching is matched to their specific needs. The Pupil Premium funding is carefully targeted and its impact monitored to make sure that it is having the intended effect. As a result, these students make progress at a faster rate than Pupil Premium students nationally.

At Wrotham School we aim to support and challenge ALL students to make exceptional progress. Fundamental to this aim is ensuring that students in receipt of the Pupil Premium are given every opportunity and support to make the same progress as those students who are less disadvantaged.

When the quality of instruction is at its best, poorer pupils benefit disproportionately i.e. those with less financial support for social and cultural experience home are more dependent on school. Therefore the priority for the school to close the Pupil Premium v non Pupil Premium progress gap is to deliver a consistently good quality of teaching provision. To facilitate this universal whole school strategies are employed which benefit all students. Yet recognising that due to a variety of circumstances students have different individual needs, we have also used targeted provision to address these specific needs. These can be divided into targeted support for underperforming or other groups of students, or towards Pupil Premium students.

Recognising that certain needs must be fulfilled in order for students to develop and reach their potential, Progress tutors monitor the needs of the Pupil Premium students in their Progress groups and liaise closely with Progress Leaders and the Pupil Premium Coordinator. Weekly attendance figures, teacher assessment data and SIMs is also used to monitor and track the attendance, progress and behaviour of Pupil Premium students in order to identify issues and understand each student's needs including individual barriers to progress. We then divide these into four distinct need categories:

- Essential needs – food for home, breakfast, break, lunch; school uniform, settled home life, transport to or from school, attendance
- Study needs – e.g. money for trips, revision resources, quiet place to study, sporting and school equipment, home equipment, PC and internet at home, revision techniques, confident of exam technique / practice, homework club, home reading resources
- Academic needs – e.g. progress concerns in key subjects, knowledge of revision / study support, motivational talks, revision resources
- Aspirational needs – e.g. knowledge of next step, careers advice and guidance, know which options to take, University tours

This enables us to put in appropriate, targeted intervention. These are recorded in the Pupil Premium Action Plan document to enable whole school tracking. Examples of the interventions put in place for English and maths are detailed below whilst further Interventions and support provided during 2013/14 and 2014/15 can be downloaded from the [2015/16 Pupil Premium Strategic Plan](#)

The focus for Wrotham School's strategy towards its Pupil Premium policy and Practice includes:

- Excellent collection, analysis and use of data relating to individual pupils and groups.
- A focus on the quality of teaching.
- Identification of the main barriers to learning for PP students
- Frequent monitoring of the progress of every PP student
- Focused, speedy and targeted intervention to address slowing progress.
- When poor attendance is an issue, this is addressed as a priority.
- Staff (teachers and support staff) are aware of the PP students, their needs and trained in chosen strategies.
- Performance management is used to reinforce the importance of PP effectiveness and supports the buy-in from all staff
- Governors are trained on PP and the PP co-ordinator is held to account by a specific member of the Governing body

**'Key principles for using pupil premium 2015–16:**

- The school carefully ring-fences the funding at the beginning of the academic year so that it is spent and targeted upon the pupil premium group of students.
- The school does not confuse eligibility for the pupil premium with low ability, and focuses on supporting our disadvantaged pupils to make the highest levels of progress, regardless of their starting point.
- The school thoroughly analyses which pupils are underachieving, particularly in English, mathematics and science, why they are underachieving and puts in targeted provision to close the gap
- The school draws upon evidence from our own and others' experience to allocate the funding to the activities that are most likely to have an impact on improving achievement.
- We allocate our best teachers to teach step-up classes intervention groups to improve mathematics and English. We also use specialist support teachers and outside agencies which have a good track record in raising attainment in these subjects.
- The school frequently uses teacher assessment data to analyse the effectiveness of interventions and make adjustments accordingly.
- Wrotham School has a designated Assistant Headteacher, who along with the Headteacher, has responsibility to have a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils termly.
- The school also ensures that Subject teachers, Community Group Leaders, Leaders of Learning and Heads of House all know which pupils are eligible for the pupil premium so that they can take responsibility for accelerating their progress.
- The interventions we have set up tackle a range of issues including attendance, behaviour, factors outside school, professional INSET on disadvantaged pupils, effective teaching and learning, strong careers information advice and guidance, literacy support, targeted support, good facilities for supported self-study, further enrichment.'

## **English Pupil Premium Intervention**

Provision at KS3 has been increased so all students have at least four hours of English per week. In addition, students who are in the lowest 20% of the school's intake in English at KS3 are allocated an additional English lesson per week on the timetable. This programme is designed to accelerate the children's writing and reading skills.

Students' English band target enables progress to be monitored, gaps identified and differentiated support to be put in place.

For those Pupil Premium students in years 9 and 10 who are still experiencing significant difficulties with their reading, receive additional one to one reading time or a phonics programme. These interventions are designed to improve pupils' vocabulary, understanding and decoding ability and also to improve motivation, enthusiasm and self-confidence.

Schemes of Work have been reviewed in light of the new National Curriculum and have been adapted to meet the needs of SEN working-class white boys.

The English specialist TA works with under achieving PP, as well as SEN students in all year groups as directed by the English Leader of Learning and SENCO.

English 'Step-up' groups target Pupil Premium students in Years 7 to 11 who are not making expected progress and provide intensive coaching and guidance by qualified teachers to address key gaps in their knowledge and understanding.

Revision materials for Pupil Premium students for the English courses are also provided from the Pupil Premium funding.

## **Maths Pupil Premium Intervention**

Provision at KS3 has been increased so all students have at least four hours of maths per week. In addition, students who are in the lowest 20% of the school's intake in numeracy at KS3 are allocated an additional maths lesson per week on the timetable. This programme is designed to accelerate the children's numeracy skills.

Individual maths PLCs enable progress to be monitored, gaps identified and differentiated support put in place to enable progress.

The maths specialist TA works with under achieving PP as well as SEN students in all year groups as directed by the maths Leader of Learning and SENCO.

Mathematics Step-up groups target Pupil Premium students in Years 7 to 11 who are not making expected progress and provide intensive coaching and guidance by qualified teachers to address key gaps in their knowledge and understanding.