

Pupil Premium 2019-2020

This report will outline the spend of the pupil premium funding for the academic year 2019-20 at Warblington School. It will assess the impact of the expenditure and set out a provisional budget.

Funding received for students attracting the pupil premium.

	2017-18	2018-19	2019-20
Number of FSM pupils eligible for the Pupil Premium	200 @ £935 = £187,000	165 @ £935 = £154,275	170 @ £935 = £158,950
Number of looked after pupils eligible for the Pupil Premium	1 @ £2,300 = £2,300	1 @ £2,300 = £2,300	1 @ £2,300 = £2,300
Number of service children eligible for the Pupil Premium	32 @ £300 = £9,600	25 @ £300 = £7,500	30 @ £300 = £9,000
Total	233 @ £198,900	191 @ £164,075	201 @ £170,250

Actual expenditure for PP was £229,660, an over spend of £59,410. This was largely due to the cost of a FSM increasing (£44,258). Expenditure for music lessons was reduced to £7860 by limiting PP student's music lessons to one instrument as well as offering only shared lessons, this also saw a positive impact on school attendance. The majority of the PP spend is still linked to staff wages, providing a strong pastoral support system and focusing largely on our careers support and guidance.

Impact of the PP spend.

Careers- 100% of Year 10 students experienced job interview day, unfortunately, their work experience placements planned for 2 weeks in May 2020 got cancelled due to Covid-19. We are currently awaiting information on rescheduled college taster days. Our year 10 students have been provided with virtual careers work. Our recently appointed careers advisors continue to develop student opportunities and aspirations and help prepare them for their life beyond Warblington. Although work experience was cancelled due to the work already having been carried out, we only received a refund of 20% of costs incurred.

Staff Development- all teaching and support staff attended an inset session led by Jonathan Lear, focussing on Gorilla Teaching. Hampshire Inspector and Advisory Service (HIAS) are continuing to work alongside the Assistant Headteacher lead for Teaching and Learning to help initiate and implement a coaching programme to improve and develop T&L across the school to ensure teaching is consistently good or above.

The Gateway Room- 12 students have benefitted from The Gateway Room this year. It is difficult to show progress of these students overall as many are still emerging using the school mastery assessment system. However, some students are achieving 'secure' in a variety of skills assessed in each assessment. Reading and spelling data for these students is positive. Six out of the 10 students have improved their reading ages by over 2 years, whilst the additional students have made smaller gains (less than 3 months). In relation to the students' developmental progress, according to Boxall profiles, all students have shown movement in their areas of need. All students are now in mainstream classes for core subjects.

Attendance – The home school link worker, attendance officer and SLT lead have worked hard alongside Head of Years and subsequently tutors to raise the attendance of pp students. Due to Covid-19 it would be unfair and inaccurate to compare the attendance figure against last academic year. A number of referrals have been made this year, offering essential support for both students and families.

'Tackling educational disadvantaged' project- Involvement in this project continues to result in a simplified, yet concise tracking system outlining the expenditure of pp funds, along with detailing students benefitting from specific interventions. Currently a culture capital theme is being investigated to run through our school curriculums. Future whole school CPD sessions have already been organised for September 2020 to deliver on building rapports by investigating student 'hooks'.

Governors disadvantaged research- Governors took part in a research carousel within a FGB meeting, looking at four different pieces of educational research to help inform and map out a shared vision and action plan for moving forward. This remains a focus and an area governors are 'deep diving' into.

Targets for academic year 2020-2021

The following must be key foci for the next academic year:

- Raise the quality of teaching and learning to ensure quality first teaching
- Implementation of disadvantaged 'pupil passports' to inform teaching and planning
- Disadvantaged 'hooks' to build teacher-student relationships
- Instilling and embedding high standards and expectations through professional pride
- Continuing to improve whole school attendance with particular focus on vulnerable groups
- Initiate and implement personalised intervention for students
- Introduction of 'disadvantaged days' to specifically focus on disadvantaged boys to raise engagement and attainment
- Weekly mentoring groups led by HTLA and LSA
- Rebranding of the student hub department