

Pupil Premium Catch-Up Statement 2017.18

The following table shows the full amount and breakdown of the funding received by Warblington School for students attracting the pupil premium.

	2015-16	2016-17	2017.18
Percentage of FSM pupils			
Number of FSM pupils eligible for the Pupil Premium	206 @ £935 = £192,610	196 @ £935 = £183,728	200 @ £935 = £187,000
Number of looked after pupils eligible for the Pupil Premium	1 @ £1,900 = £1,900	1 @ £1,900 = £1,900	1 @ £2,300 = £2,300
Number of service children eligible for the Pupil Premium	24 @ £300 = £7,200	26 @ £300 = £7,800	32 @ £300 = £9,600
Total	231 = £201,710	223 = £193,428	233 = £198,900

Warblington School believe that Attainment is directly linked with securing a foundation of needs in every student. Maslows Hierarchy of Needs (1943) is referenced to explain the distribution of Pupil Premium funding across the school.



We individually track interventions for any student who attracts pupil premium for free school meals, service child allowance, looked after child allowance and Year 7 catch-up funding.

The barriers that affect our pupil premium students are:

- Transition between key stages
- Core subject skills
- Ambition and Staying in Education
- Dealing with social and emotional situations
- Home and School links

Interventions for students attracting this funding are variable and might typically consist of any of the following:

1 x LSA intervention in English to support improved progress or outcome.

2 x LSA intervention in Maths to support improved progress or outcome.

LSA + HLTA in Science to support improved progress or outcome.

Nurture group support in Year 7 to enable students to progress from a below age related expectation Level 3 to in line with Level 4 following entry to Warblington School.

Nurture support at KS4 to ensure appropriate progress across a range of subjects.

Wave 3 support at KS4 to ensure students receive appropriate support for literacy and numeracy at KS4.

Support for extra curricular activities, trips or equipment.

Holiday revision courses.

(Catch-up funding overlaps at times with pupil premium funding).

Identified support for reading catch-up.

Supply of some D&T materials to identified students.

Home/school link worker to support attendance.

Universal support for reading/oracy/technical accuracy.

Careers advice, guidance and opportunities to raise aspiration and resilience to stay in education.

The following table shows the financial allocation to each of these areas.

Pupil Premium used for catch- up funding	Amount allocated to the intervention / action (£)
KS3 nurture group – To include early morning literacy catch up	HLTA - 1 FTE £23,986 (catch-up funding)
KS4 Pathway 3	HLTA - 12 periods £5,636
KS4 Nurture Group	HLTA - 1 FTE £22,545
One to One Support	Qualified teacher – 0.6 FTE £26,840
Science Intervention	HLTA – 0.75 FTE £16,909
CIAG Co-ordinator	£15,000
Literacy Lead Teacher	£4,355
Home/School Link Manager	£25,595
D&T Materials	£1000
Support for Literacy – Library restock and 1 to 1 tuition	£9,400
Support for Trips and Visits	£3,500
Educational Sundries – Year 7 literacy tutor team	£2,000
College and Work Placements	£10,000
Music Lessons – GCSE Music and preparation	£9,800
Free School Meals	£35,000
TOTAL	£211,566

The school collects progress data for all students three times per year and ensures that interventions for any student failing to make expected progress are both discussed, implemented, tracked and then evaluated prior to the next data collection.

Impact

- 100% of pupil premium students were in work or education from 2016 in school destination data.
- Attendance of pupil premium students has risen for the last 3 years to 92%
- The average A8 grade for PP students was 3.57 which was 0.1 higher than their target in 2017

- The gap between students achieving English and Maths at 7+ was only 1% with pupil premium students out performing non pupil premium students by 3%
- The gap between students achieving English and Maths at 5+ was 9% with a 6% gap in Maths
- The gap between students achieving English and Maths at 4+ was 15% with an 8% gap in English.
- The gap between attainment of PP and non-PP students was maintained between 2016 and 2017 outcomes.

In 2018, Warblington School became involved in the Hampshire 'Tackling Disadvantaged' initiative. This meant working in partnership with a variety of Hampshire Schools, co-ordinated by the Rosendale Research School

The impact of this has resulted in a simplified, yet concise, tracking system outlining the expenditure of pupil premium funds, together with which children are benefitting from specific interventions. A further impact has been the implementation of a new book presentation policy. Student presentation of work has proven essential in raising expectations and aspirations. Student voice has reinforced this.

Catch-up funding 2016-17

Gateway room – nurture and catch up intervention

Catch up funding is used to support the students who attend the Gateway room in year 7. Students are identified through liaison undertaken by the SENCo and Head of Year with feeder schools in support of a good transition to secondary school. Criteria for identifying students who could benefit from this intervention includes social and emotional vulnerability as well as students who are not meeting age related expectations. Students receive core teaching from subject teachers and learning to learn lessons (emotional literacy). The room is managed day-to-day by a Higher Level Teaching Assistant who is present for every lesson.

There were thirteen Gateway students including five Pupil Premium. Seven of the students are on the SEN Support Register. The aim of the teaching is to have students 'catch-up' and close the gap on missing skills by the end of the second term at Easter. In addition, students' emotional development is measured using Strengths and Difficulties questionnaires and Boxall Profiles. By Easter 2017, 77% made 2 sub-LOP or more in English (expected progress), 31% made 2 sub-LOP or more in maths, but with 23% of other students expected to catch up. Significant gains were made by two students in English and maths with a whole level of progress (above expectations). All students have successfully transferred into mainstream classes. Making the transfer into year 8, all students have maintained good progress working at a Grade 1e or above.