

WCHS Pupil Premium Strategy Statement 2019-20

What is student premium funding?

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2019. PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

Student premium provides funding for students in the following categories:

- Who have been in receipt of **Free School Meals (FSM)** at any point in the past 6 years (£935 per child)
- **Looked-after children (LAC):** defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority (£2300 per child)
- **Children adopted from care or who have left care:** Students who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order. (£2300) per child)
- **Ever 6 service child:** Students in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence. (£300 per child)

Summary Information					
School	Whitworth Community High School				
Academic Year	2019/2020	Total PP budget	£170,960.00	Date of most recent PP review	June 2019
Total Number of Pupils	646	Number of pupils eligible for PP	198 Y7- 46 (19 male, 27 female) Y8- 38 (21 male, 17 female) Y9- 30 (14 male, 16 female) Y10- 39 (17 male, 22 female) Y11- 44 (22 male, 22 female)	Date for next review of this strategy	June 2020

1. Current Attainment

	2017 WCHS	2017 WCHS PP	2017 WCHS Non-PP	2018 WCHS	2018 WCHS PP	2018 WCHS Non-PP	2019 WCHS	2019 WCHS PP	2019 WCHS Non-PP
Number in Group	90	24	66	110	26	84	119	45	74
%5+A*CEM (5 E&MA @ Grade 4)	70	50	77.3	67	63	68			
5 En&Ma @ Grade 5	41	29	47	36	33	37			
% Grade 4/C+ En&Ma	73	54.2	78.8	69	70	68	66.4	51.1	75.7
% Grade 5+ En&Ma	43	29	47	36	33	37	42.9	22.2	55.4
% Grade 4/C+ En	75.6	58.3	81.8	83	80	85	75.6	60	85.1
% Grade 5+ En	62	50	66.7	62	46	68	65.5	48.9	75.7
En progress score				+0.21	-0.06	+0.26			
% Grade 4/C+ Ma	75.6	58.3	81.1	70	70	71	73.1	60	81.1
% Grade 5+ Ma	44	29.2	50	40	36	42	45.4	24.4	58.1
Ma progress score				-0.18	-0.26	-0.12			
Progress 8	-0.19			+0.15	-0.04	+0.19	-0.043	-0.601	0.282
Attainment 8	44.19	37.99	45.84	46.83	42.19	48.2	46.53	37.64	51.93

2. Barriers to future attainment (for pupils eligible for PP including high ability)

In-School and external Barriers

A	PP students are less resilient and reflective and collaborative as learners which can result in a 'I can't do attitude' to learning as opposed to a 'can't do yet'. Some may be disaffected and need bringing back on side. Negative attitudes to attending
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	intervention and 'catch-up', as well as completing HL all impact on progress.
B	Performance and progress across the EBacc and Open buckets, particularly bucket 2.
C	High ability pupils eligible for PP need further stretch and challenge. Higher aspirations for all PP students.
D	Social and emotional needs along with mental health issues plus attendance of our PP students.

3. Outcomes		
Areas to address in 2019-20 to improve PP performance		Success Criteria
A	<p><i>PP students are less resilient and reflective and collaborative as learners which can result in a 'I can't do attitude' to learning as opposed to a 'can't do yet'. Some may be disaffected and need bringing back on side. Negative attitudes to attending intervention and 'catch-up', as well as completing HL all impact on progress.</i></p> <p>Maintain the drive to equip students to be independent in their learning at home and in school to ensure that they can be resilient in examination situations. Embed reflect/review/revise/rehearse throughout all year groups in preparation for GCSE examinations.</p>	<ul style="list-style-type: none"> ● Revision strategies included as part of schemes of work. ● Students are taught to learn independently through faculty plans. ● Further parental engagement with learning. ● Improved quality of HL being set, especially at KS4. ● Improved attendance at intervention sessions and Home Learning club. ● Observations to show that PP students are developing into resilient learners and are making progress.
B	<p><i>Performance and progress across the EBacc and open buckets, particularly bucket 2</i></p> <p>Narrow/ close all attainment 'indicator' gaps between disadvantaged and non disadvantaged students Maximise students' achievements and improve school headline figures to exceed national performance indicators: A8 P8</p>	<ul style="list-style-type: none"> ● Intervention and provision is successful which results in pupil premium making good progress throughout the year. ● More PP students reaching expected levels of attainment in English and Mathematics. ● Improved P8, A8 especially in EBacc <i>bucket 2</i> ● Q Y11 targets met for each Q data collection throughout the year in Y11.
C	<p><i>High ability students eligible for PP need stretch and challenge. Higher aspirations for all PP students. Challenge is evident for high ability PP students to ensure sustained rates of progress. Aspiration is evident through work.</i></p>	<ul style="list-style-type: none"> ● Successful observations with a focus on challenge and aspiration. ● T&L initiatives implemented to boost aspirations. ● Q of T improved to ensure that all students are challenged across the curriculum. ● More able PP students being targeted to work at a higher level.

D	<p><i>Social and emotional needs and attendance of our PP students.</i> Narrowing the gap in attendance and punctuality rates between PP and non PP students. AIW in place with a particular focus on improving the attendance of PP students. We can reduce the impact caused by the social and emotional needs that affect some of our students. Bespoke CIAG package for these students</p>	<ul style="list-style-type: none"> • Increased rates of attendance for PP students in line with other pupils. • There is no in-school gap in attendance and attendance is in-line with or above National averages. • All students meet at least their minimum targets and most meet their good targets. • Emotional support provided for all PP students throughout the year in order to ensure that they are able to focus on learning.
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4.Planned Expenditure					
Academic Year	2019/2020				
The three headings below enables WCHS school to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school development.					
i. Quality of teaching for all					
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>A, B, D <i>PP students are less resilient and collaborative as learners.</i> SIP Objectives B&A 1 Attitudes to Learning: Continue to develop a focus on resilience, aspirations and self belief.</p>	<p>Resilience and Self Belief To develop students' self belief and promote resilience in the face of difficulties, particularly in exam situations.</p> <p>Aspirations To continue the whole-school drive to increase the aspirations of students.</p> <p>Targeted intervention groups eg High achievers, Home Learning groups , attendance</p>	<p>Raised profile amongst staff of effective teaching and intervention strategies for disadvantaged students.</p> <p>Narrowing the gap throughout the year based on teacher data and data captures.</p>	<ul style="list-style-type: none"> • Review revision strategies as part of schemes of work. • Review how students are taught to learn independently and set faculty plan in place. • Review and plan strategies on how to further engage parents with learning. • PL/DoLs to monitor the quantity and quality of HL 	<p>JH/JA C DOL/P L</p>	<p>OLT meetings</p> <p>Half Termly review and action planning</p>

	and mentoring		<p>that is being set, especially at KS4.</p> <ul style="list-style-type: none"> • Mentoring sessions • P6 sessions for Y11 • Continue to build resilience time in to lessons. • Instruct students to redraft work that is not up to an appropriate standard. • Former year 11s to speak to younger students • Reintroduce the Quaglia Institute Aspirations Quadrant to all students • Continue getting visitors into school to show students what can be achieved 		
<p>A, B, C <i>Performance and progress across the EBacc bucket, particularly bucket 2</i></p> <p>SIP Objectives QofE Impact 1 Maximise students' achievements and further improve school headline figures to exceed</p>	<p>Narrow/ close all attainment 'indicator' gaps between disadvantaged and non disadvantaged students</p> <p>To maximise students' achievements and improve school headline figures to exceed national performance indicators: A8 P8,</p> <p>Weekly intervention and revision timetable in run up to mock (2) and GCSE exams</p>	<p>To provide detailed analysis of each student's areas of strength and weaknesses. This will enable teachers to more appropriately target specific gaps in knowledge and understanding for each student and address these rapidly in order to accelerate progress. The gap is significantly wider in some subject areas.</p>	<ul style="list-style-type: none"> • Early assessment of students' strengths and weaknesses in Science and Geography. • Regular assessment and detailed feedback to students. Personalised intervention to close any evident gaps. • Pupil progress meetings monitoring the success of interventions and provision. • 100% attendance at these sessions for targeted disadvantaged students. 	<p>SLT/JA C/PL/D OL</p>	<p>OLT meetings</p> <p>Half Termly review and action planning</p> <p>Half termly data analysis</p> <p>Y11 Mock exam and prediction analysis then action planning.</p>

<p>national performance indicators: A8: 49+ P8: +0.15</p> <p>QofE Impact 2 Improve attainment and progress of PP students to be within 10% of non-PP students in all year groups</p> <p>QofE Impact 3 Raise the attainment of all groups of students to be in line with target expectations at anchor points of G4,5,7.</p>	<p>with disadvantaged students prioritised to subjects where they are needed the most re-progress 8</p> <p>Review current strategies in place for closing the gap and developing new innovative strategies</p> <p>Continue to raise aspirations of staff and students; all targets in school to be confirmed with DOLs</p> <p>Flight-path targets from Year 7 so students are on track to attain a positive P8 score against national predictions.</p> <p>JAC to work with all faculties to ensure full communication of PP student needs.</p> <p>Students made fully aware of their individual subject targets including through aspirational interviews.</p>		<ul style="list-style-type: none"> ● Gap between disadvantaged and non-disadvantaged students progress closed to below 10% in all subject areas in all year groups OR rapidly closing where the current gap is significantly wider. ● Use of Educake in Science so students can challenge themselves to questions with instant teacher analysis. ● Mentor meetings to flag up early intervention for students at risk of achieving a negative P8 score. ● Robust predictions to be entered by staff at each Q point. ● 2 mock exams for Y11 students ● Continued focus on Bucket 2 strategies for Ebacc subjects (History, Geography, Spanish) ● Increase parental communication through Y11 Newsletter leaflets. ● Identify through QA process Bucket 3 subjects who are at risk of under-achievement and early intervention 		
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			<ul style="list-style-type: none"> • DOLs to present Q1-4 progress and attainment analysis using robust data. • Teaching staff to be aware of PP focus whilst teaching and marking (SAM) • Student Voice to be completed with PP students. • Audit contextual group issues from 2019 data. • Assess current Y11 contx group attainment from Summer 2 data 		
<p>A, B, C, D <i>High ability students eligible for PP need stretch and challenge. Higher aspirations for all PP students.</i> Challenge is evident for high ability PP students to ensure sustained rates of progress. Aspiration is evident through work.</p> <p>SIP Objectives QofE Intent 1</p>	<p>Challenge and aspirations Ensure that students are challenged in line with their ability and that T,L and A initiatives that support student aspirations.</p> <p>Ensure that specific students such as those eligible for Pupil Premium are suitably supported through SAM (identify on Seating plan, Ask a question, Mark their work).</p> <p>QofE Intent 1 Curriculum Our curriculum is ambitious and designed to give all pupils, particularly disadvantaged</p>	<p>Less PP students reaching and maintaining high attainment. We want to ensure that PP students can achieve high attainment as well as making progress. School wants to provide all teachers with practices in order to provide stretch and encouragement for these students.</p> <p>Use of Educake in Science so students can challenge themselves to questions with instant teacher analysis.</p>	<ul style="list-style-type: none"> • Focus in lessons on <i>reflect, review, revise, rehearse</i> • CPD whole school and within faculties on memory recall and retention strategies • Teach focussed revision strategies • Focus lessons on Moderation of greater depth and high standard. • Observations with a focus on challenge and aspiration. • Review current and plan for future T&L initiatives to boost aspirations. 	<p>AO/ JAC DOL</p>	<p>OLT meetings</p> <p>Half Termly review and action planning</p> <p>Data analysis all year gps</p> <p>Y11 Mock exam and prediction analysis and action planning</p> <p>Regular termly review with Governors : PP link</p>

<p>Continue to develop our curriculum so that students acquire cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>QofE Intent 2 Continue to develop Schemes of Learning so that they are coherently planned and sequenced.</p>	<p>pupils, the knowledge and cultural capital they need to succeed in life.</p> <p>QofE Intent 2 SOL SOL are developed so that the curriculum is planned and sequenced effectively and new knowledge and skills build on what has been taught before and towards the clearly defined end points</p>		<ul style="list-style-type: none"> ● DoLs to take lead on work scrutiny - SLT to QA judgements. ● Monitor schemes of work through QA process. ● Observation window - focus on specific groups e.g. PP students. ● QA calendar ● Faculty files ● Lesson observations ● Work scrutiny ● Learning walks ● Schemes of work ● Robust assessment document ● Students can identify and explain their aspirational targets. Staff refer to these targets when working with students. Extra Aspirational Grade on SIMS marksheets. ● Model and share good practice across faculties ● Faculty focus on cultural capital - how do subjects enhance cultural capital for all students and particularly the disadvantaged ● Review subject offer 	<p>governor meeting</p>
<p>A, B, C, D</p>	<p>Literacy/Numeracy</p>	<p>Equipping PP students with</p>		<p>OLT meetings</p>

<p>All teachers to embed reading, writing and communication and, where appropriate, mathematics across the curriculum, equipping all pupils with the necessary skills to make progress.</p>	<p>All students across Yrs 7-11 to be set a writing target to achieve across the curriculum and there will be a specific focus per half-term across school (in all but Spring term when the focus is for the term as it's short). Targets are differentiated and assigned according to the English set students are in. Teachers are to encourage students to achieve the target in their written work and to comment on students' progress against these and monitor progress. Staff to focus on marking for the focus area (as a minimum) Encourage PP students to become Literacy and Numeracy Champions. Continue to develop a reading culture in school by establishing Accelerated Reader in Yrs 7- 9 and using this to monitor student engagement and progress. Encourage PP students to use the new school reading room in the CLRC, which will allow for greater access to books for home, during lessons and form time. Numeracy: incorporate problem solving into lessons across school where relevant,</p>	<p>the necessary skills to make progress.</p> <p>Narrowing the gap throughout the year based on teacher data and data captures.</p>	<ul style="list-style-type: none"> ● JH to attend to any staff training needs through lunchtime CPD ● Work scrutiny ● Learning walks ● Schemes of work ● Case studies relating to specific PP students to show impact ● D.E.A.R in Form time 	<p>Half Termly review and action planning</p> <p>Data analysis all year gps</p>
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	stretch and challenge opportunities in lessons. Every child has a log on to 'Hegarty Maths' specific targeted and differentiated work for students, they will have personalised revision including 'fix up 5'.				
ii. Targeted Support					
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 it?
B, C All staff are competent at using SISRA to analyse data, therefore being able to target students for intervention and raise attainment	SISRA ANalytics- Data analysis tool	Improved speed of data analysis and thus ensure faster and more effective targeted intervention for those students falling behind.	<ul style="list-style-type: none"> • CPD for new staff • Faculty meetings • OLT 	AWA/D C	OLT Half termly
A, B, C, D Academic Mentor working with targeted PP students in class to enhance progress and attainment.	Embed a desire to continue within education and adopt a philosophy of 'Lifelong learning' to achieve beyond potential. Academic Mentor to work with PP students on aspiration. Small group / individual	Targeting students for intervention early will enable them to be equipped with the skills and tools to be more resilient later on when it comes to exams. Eliminating barriers early	<ul style="list-style-type: none"> • Data analysed and PP students targeted by JAC/DoL as a fluid programme each half term • PP students targeted for Mentoring sessions where applicable at lunch times 	JAC	OLT Half termly Weekly where applicable

<p>Academic Mentor mentoring targeted PP students when social and emotional needs are proving to be barriers to learning.</p>	<p>mentoring to allow PP students to raise the bar and aim for their own aspirations</p>	<p>will provide the students with the best opportunity to succeed.</p>	<p>and after school on an individual and small group basis</p> <ul style="list-style-type: none"> • Analysis through data, work scrutiny, observations and student voice 		
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<p>A, D <i>Social and emotional needs and attendance of our PP students.</i> Emotional and behavioural problems are a problem for some of the pupil premium students which acts as a barrier to learning. PP students are less resilient learners.</p> <p>SIP Objectives B&A 3 Attendance and punctuality: to ensure attendance continues to improve across school, with a particular focus on contextual groups, and ensure student punctuality to school improves further</p>	<p>Disadvantaged students: improve attendance, uptake of extra opportunities, leadership roles in school and thus improve outcomes</p> <p>Access to family support worker- JA</p> <p>To rapidly improve attendance to be above the national average (95.1%) for the whole school and for all contextual groups (specific focus on PP/FSM)</p> <p>Targeted mentoring work has a positive impact on absence levels, attendance figures and punctuality.</p> <p>B&A 3.1 - Attendance Including Contextual groups. To continue to increase attendance across the school including each contextual group.</p> <p>B&A 3.2 - Punctuality To continue to increase punctuality to both school and</p>	<p>Develop parental understanding of emotional health.</p> <p>If students are emotionally secure then they will be able to concentrate on their learning. Some of our students have difficulties in controlling their emotions and behaviour.</p> <p>We can reduce the impact caused by the social and emotional needs that affect some of our students.</p> <p>Briefing for school leaders identifies addressing attendance as a key step and achievement for all philosophy. PP attendance rates are lower. Morning structure and routines play a part along with parental engagement and support. Uniform issues and unemployment issues factor also. If a student is not attending school or is regularly late to lessons they are not receiving their curriculum entitlement and therefore</p>	<ul style="list-style-type: none"> ● Vulnerable students monitored and PP access monitored throughout the year. ● Targeted interventions in place where necessary. ● Additional tracking for PP/FSM attendance including case studies. <ul style="list-style-type: none"> ● Greater use of data by attendance team to identify individuals for intervention and strategies. ● Impact relating to attendance initiatives with targeted groups needs to be tracked. ● Attendance initiatives data analysed to check PP involvement ● Create an attendance form. ● Review and differentiate attendance rewards. ● Continue with processes including PDR and PEN1. ● Lunchtime detentions 	<p>JAC/JA /AK</p>	<p>Pupil review meetings</p> <p>Family support workers meetings.</p> <p>Pastoral meetings</p>
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	lessons.	are less likely to make expected progress.	<ul style="list-style-type: none"> when late to school. Friday after school detentions for lesson time punctuality. 		
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iii. Other Approaches					
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 it?
A, C, D					

<p>CAIG input Students are well informed about their future choices, are prepared academically to reach their full potential around these choices.</p>	<p>Continue to raise aspirations of families and the community. Careers Advisor LG in revisiting Aspirational interviews in Year 11.</p> <p>Access to external mentors Access to wider opportunities- visits to Universities, employers etc.</p>	<p>Careers information, advice and guidance can be a powerful tool. High quality guidance helps young people make effective decisions and can be associated with significant wider benefits. To provide advice and guidance to students within the school related to careers and further education option roots. Work to reduce NEET figures with a specific focus on PP students.</p>	<ul style="list-style-type: none"> ● LG documentation of meetings ● Attendance art College lunchtime 'drop-ins' ● Attendance at College interviews ● Destination data ● Internal school QA provision and action planning ● Ongoing student voice 	JH/LG	Half termly review and action planning
<p>A, B, C, D To provide enhanced learning opportunities and support for the PP students as a consequence of limited resources within some families and household .</p>	<p>Provision of resources to ensure students have appropriate access to experiences/tools that will enable them to progress and succeed in all subject areas. Supporting families to provide opportunities outside the curriculum or to prevent hardship.</p>	<p>Research has shown that those students who access additional provision through school clubs, trips and enrichment perform better at school.</p>	<p>Monitor visitors and opportunities for all year groups to ensure a broad and balanced experience across the year.</p> <ul style="list-style-type: none"> ● Revision materials- Exam papers/study guides provided to help relevant students ● DT Food ingredients provided for appropriate students ● Music lessons funded for appropriate students ● Trips subsidised where appropriate <p>Individual interviews with students where barriers are identified.</p>	JAC	Ongoing

Allocated and planned spending (£170,960.00 allocated for year 2018-19)		
The Pupil Premium 2018-2019 provided staff time to:		
Objective	Cost	Impact
Additional staff deployed to address attendance issues; a particular issue with some Pupil Premium students.	£20000	All disadvantaged students who have a lower than 90% attendance have been spoken to on a regular basis by the new attendance office in place from September 2018. The attendance officer also conducts home visits and liaises with our PP families who have ongoing attendance issues. JAC has also conducted attendance panels with those students with ongoing attendance issues, they are on a weekly watch list. An improvement in the attendance of those students targeted has been seen. Attendance challenges have been conducted for the 12 days leading up to the Christmas break and Easter break. This year are continuing the challenge.
We have a CLA and Family Support worker who works closely with students targeting those students; a particular issue with some Pupil Premium students, with poor organisational skills or low self-esteem and aspirations.	£28000 +£1,000 0.00 attendance awards	By providing structure and support we have reduced the impact caused by the social and emotional needs that affect some of our students. Students feel safe and comfortable in school. We have created 3 forms (Aspire, Believe and 7D+) These forms have limited numbers in them and focus on behaviour, what was learnt yesterday and organisation. The forms are fluid forms and students move out to other forms once a sustained improvement has been seen. Aspirational targets were set for PP students in order to help challenge them and many enjoyed aspiring to meet these targets.
Hegarty Maths	£999	Hegarty Maths has been used to supplement HL in the department offering video clips to over 800 maths skills from EL4 through to grade 9. Hegarty maths has particularly supported students who have poor attendance due to medical issues, to keep up with the maths curriculum during their absences from school. It also supports our students who are absent from school as they are provided with the opportunity to keep up with the syllabus during their absence as learning and teaching will continue in their absence and they are accountable for their learning during this time to ensure they keep up and not play catch up on their return.

Additional English Intervention has been undertaken to enable small group support with Year 11 being a priority initially with the focus then moving down to Y10 and KS3.	£23075	There is a 25.1% gap between PP and Non PP Grade 4 English and a 26.8% gap between PP and Non PP Grade 5 English. This year there has been a focus on developing the students skills along with time spent in building relationships with students and helping them to understand what they need to do to improve and engage them in taking the lead in their own learning.
Breakfast club is in operation every morning with a free breakfast being supplied to all FSM students.	£2500	Breakfast available for all FSM students from 8am. This ensures that they have a good start to the day and that they have nutrition to aid focus. A range of students from all year groups access the FSM breakfast.
Summer School	£15000	<p>When a student voice was completed students felt that the Summer school had enabled them to;</p> <ul style="list-style-type: none"> ● become more familiar with the school, thus helping them settle in more ● create new friendship groups quickly ● try out different subjects to enthuse them for September ● gain experience of structures and policies at WCHS ● become familiar with support and teaching staff
Curriculum enhancement has been available for Pupil Premium students in the form of helping students attend extra music lessons and new Peri instruments.	£16000	<p>All PP students are given the opportunity to have musical enrichment. Many have continued. Students from Y7 to Y11 are given the opportunity to learn a musical instrument with the cost covered by PP funding. Year 6 students who attend Summer School are given the opportunity to try a variety of instruments and to choose an instrument which they would like to learn to play.</p> <p>Instrumental lessons enhance the student's cultural experiences and allow them to access lessons which they would otherwise be unable to access. Students are enthusiastic about attending their music lessons. Learning a new skill helps to boost their confidence and self-esteem. Learning a musical instrument also gives students a structure and discipline; attending weekly lessons and practising their instrument at home. Students make friends with other musicians from different year groups and forge good relationships with each other. They are able to get involved with extracurricular opportunities within school, again, building friendships with other students. They have the opportunity to perform in concerts, both within school and in the wider community, local festivals and attending concerts and performances in some prestigious venues. Students are proud to be a part of the extra-curricular groups and are proud to have the opportunity to represent their school.</p>

<p>Year 9 Pupil Premium students also participate in the Duke of Edinburgh Award Scheme which allows them to work in groups, lead groups and gain many opportunities outside school.</p>	<p>£2275</p>	<p>During the Duke of Edinburgh course students have developed a range of skills both personal and technical. They have learnt how to cook food, learn first aid and emergency procedures, develop computer skills on the DofE website. Students have also needed to work in groups to develop a powerpoint presentation to present the findings of the expedition.</p> <p>The course allows them to improve their personal skills with different groups including: teachers, assessors, peers and members of the public. They developed resilience and self-confidence to work in a group and accomplish tasks. Students also developed a sense of identity and used their initiative to solve problems that occurred within the natural environment. Within the expedition students have had to plan their route and use time appropriately to complete the objective that they have set. Two of the biggest skills that have been developed within the DofE is leadership and teamwork, some students learnt to be leaders whilst others will enhance this skill further. Students who struggled working in a group have had to develop this skill to complete the expedition and help others who may struggle.</p> <p>Through the three other sections students developed a personal skill such as swimming, keyboard or skiing. They also completed a physical section developing a healthy active lifestyle. Students also had to complete a volunteering section where they have the opportunity to give back to the community by working with a charity shop, the elderly or a local charity.</p>
<p>Students are supported on school trips which enables them to visit different cities or countries and experience different cultures.</p>	<p>£1000</p>	<p>Students are able to gain enrichment and complete CA sections which in turn has enabled them to access the grades needed. PP funding enables students to be part of the community and experience everything non PP students can.</p>
<p>Students have also benefited from the provision of revision guides and ingredients and equipment to help them gain the best possible grades.</p>	<p>£500</p>	<p>Revision guides aided in progress and attainment. All PP students had access to revision materials equipping them with the best chance at getting the grades needed.</p>

			2019 WCHS	2019 WCHS PP	2019 WCHS Non-P P
			119	45	74
		%5+A*CEM (5 EAMA @ Grade 4)			
		5 En&Ma @ Grade 5			
		% Grade 4C+ En&Ma	66.4	51.1	75.7
		% Grade 5+ En&Ma	42.9	22.2	55.4
		% Grade 4C+ En	75.6	60	85.1
		% Grade 5+ En	65.5	48.9	75.7
		En progress score			
		% Grade 4C+ Ma	73.1	60	81.1
		% Grade 5+ Ma	45.4	24.4	58.1
		Ma progress score			
		Progress 8	-0.043	-0.601	0.282
		Attainment 8	46.53	37.64	51.93

Academic support high ability	£1000	At all levels in school to stretch and challenge the most able. Progress monitored and extra intervention in place where necessary. Students made fully aware of their individual subject targets including through aspirational interviews. PP Science students
Department specific	£5000	CA aspects able to be completed, a vital part of the course. DT Food ingredients provided for appropriate students in order for them to fulfill the curriculum.
Water for PP students in exams	£1000	Sources show that information flows more freely between brain cells when students are well hydrated. Drinking water also calms nerves, while those who became thirsty during test time could be more easily distracted.
Breakfast and lunch for GCSE PP students	£500	Aids in focus. Sources show that without proper nutrition and adequate calories, students often don't have enough energy to power the brain, resulting in fatigue and learning problems.
Academic mentor. The role enables our PP students to be mentored and have small intervention groups to include motivation and social skills alongside academic studies.	£18672 +100 mentoring sessions food	Targeting students for intervention early has enabled them to be equipped with the skills and tools to be more resilient later on when it comes to exams. Eliminating barriers early has provided the students with the best opportunity to succeed. In class support challenged students negativity towards some subjects and mentoring sessions which focused on self belief and revision were successful in areas. On a pre- and post-group self-belief scale: 'How much do you believe in yourself that you can do well in your GCSEs' (where 0 would mean 'no belief' and 10 would mean 'have complete faith') Students moved several numbers up. The shift, students said, was because they had learnt that they could do and say certain things that could improve and boost their confidence a lot. Some students said they would

		<p>not rate themselves at a10 (it was explained this was not the expectation). Two weeks post-group, discussion of student's 'Self-Belief' diaries started in the group showed the following themes: in different subject areas student's self-belief had increased in different amounts, depending on the student; many were not letting negative thoughts about ability get in the way of trying and keeping going; Many of the student's biggest worries and impact on self-belief were how to plan revision. Many of them then attended a revision techniques group to prepare for the mocks and exams.</p>
Uniform	£1500	School uniform and school PE kit has been subsidised for PP students where necessary, this enables students to look and feel smart and be part of the community.
PP CPD	1000	Cover available using the funding for JAC/PDU to visit local schools where PP strategies are successful.
Equipment	1000	Equipment is readily available from the school shop for students. PP students have access to equipment through JAC/AO this enables them to be prepared for the school day. An improvement has been seen in the number of students not getting behaviour points for lack of equipment through this measure.
Home learning club staffing	3000	Home learning enhances students class work, sets them up for managing their time, revision and good practice with GCSE's. We have seen an increased number of PP students completing their home learning. This year we are trying to roll the Home Learning provision out further and PP students who are failing to complete Home learning have to attend the Home learning club the following week to ensure it is completed to the best of their ability, this will be facilitated by the Academic Mentor.