

Allocated and planned spending (£170,960.00 allocated for year 2020-21)		
The Pupil Premium 2020-21 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.
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 had 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.
Educake	£173	In science the high end PP students significantly outperformed the non PP students. The middle and low ability PP students performed almost exactly the same as non PP. Educake is an invaluable tool that allows students who may have little or no support outside of the classroom, or are nervous outside of the classroom, a platform that they can use to get help and to practise their work. E.g. A student who gained three grade 9s set himself 1355 extra questions, a very quiet and nervous student in class and was able to work at her own pace at home. It is not just the top, separate science students that benefit. When another student decided to turn himself around he then heavily used Educake to boost his grade significantly.

<p>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.</p>	<p>£2307</p>	<p>There is a reduced 12% gap between PP and Non PP Grade 9-7 English and a 13% gap between PP and Non PP Grade 9-5 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. Lower down the school we have used Accelerated reader and EBooks to enable all students to access reading and at the correct level for stretch and challenge.</p>
<p>Breakfast club is in operation every morning with a free breakfast being supplied to all FSM students.</p>	<p>£2500</p>	<p>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.</p>
<p>Summer School</p>	<p>£1500</p>	<p>Due to COVID 19 we had all Y7 students in their Form bubbles to have a proper look at school, get used to the planner and timetable formats and meet their form peers. 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
<p>Curriculum enhancement has been available for Pupil Premium students in the form of helping students attend extra music lessons and new Peri instruments.</p>	<p>£1600</p>	<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. 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</p>

		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.
Year 9-11 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.	£2275	<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>
Students are supported on school trips which enables them to visit different cities or countries and experience different cultures.	£1000	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.
Students have also benefited from the provision of revision guides and ingredients and equipment to help them gain the best possible grades.	£500	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>Attainment/Progress 8 Summary</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>Total</th> <th>Year 11 Q1 Total</th> <th>Total (2019)</th> </tr> </thead> <tbody> <tr> <td>Average Total Attainment 8</td> <td>47.51 ↑</td> <td>42.72</td> <td>4.79</td> </tr> <tr> <td>Average Attainment 8 Grade</td> <td>4.75 ↑</td> <td>4.27</td> <td>0.48</td> </tr> <tr> <td>Average KS2 Prior Attainment</td> <td>4.83</td> <td>4.83</td> <td></td> </tr> <tr> <td>Average Estimated A8</td> <td>47.09 ↑</td> <td>46.95</td> <td>0.14</td> </tr> <tr> <td>Average Total Progress 8</td> <td>0.22 ↑</td> <td>-0.31</td> <td>0.53</td> </tr> <tr> <td>P8 Upper Confidence Interval</td> <td>0.61</td> <td>0.08</td> <td>0.53</td> </tr> <tr> <td>P8 Lower Confidence Interval</td> <td>-0.18</td> <td>-0.70</td> <td>0.52</td> </tr> <tr> <td>Pupils Included (Progress 8 Coverage)</td> <td>41</td> <td>41</td> <td>0</td> </tr> <tr> <td>Pupils with Adjusted Progress 8 Scores</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Average Total Progress 8 (Unadjusted)</td> <td>0.22 ↑</td> <td>-0.31</td> <td>0.53</td> </tr> </tbody> </table>	Measure	Total	Year 11 Q1 Total	Total (2019)	Average Total Attainment 8	47.51 ↑	42.72	4.79	Average Attainment 8 Grade	4.75 ↑	4.27	0.48	Average KS2 Prior Attainment	4.83	4.83		Average Estimated A8	47.09 ↑	46.95	0.14	Average Total Progress 8	0.22 ↑	-0.31	0.53	P8 Upper Confidence Interval	0.61	0.08	0.53	P8 Lower Confidence Interval	-0.18	-0.70	0.52	Pupils Included (Progress 8 Coverage)	41	41	0	Pupils with Adjusted Progress 8 Scores	0	0	0	Average Total Progress 8 (Unadjusted)	0.22 ↑	-0.31	0.53
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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 have had the opportunity to do a University field trip so they could see what that academic route is like. IN PE some AGT students participate in a lecture to PGCE students and have a tour of the University, giving them a feel for it.																																												
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. PE uniforms and specific books for lessons across departments have been purchased and are being used.																																												
Water for PP students in exams (mock)	£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																																												

		<p>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 not rate themselves at a10 (it was explained this was not the expectation).</p> <p>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 to attend a course of Previously LAC and for in house CPD and meetings.
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.