

Wednesfield High Academy - Pupil premium strategy statement 2017.18.

1. Summary information.					
School	Wednesfield High Specialist Engineering Academy				
Academic Year	2017/18	Total PP budget	(est)	£259,930	
Total number of pupils	829	Number of pupils eligible for PP	293 (35.3%)	Date for next internal review of this strategy	January 2018

2. 2016.17 Outcomes to be updated on release of validated data in January 2018.		
	<i>Pupils eligible for PP</i>	<i>National Other</i>
Progress 8 score average (from 2016/17)	-1.13	Awaiting National Data
Attainment 8 score average (from 2016/17)	31.20	Awaiting National Data
% achieving expected a strong pass in English and Maths (Grade 5 or above)	13.64%	Awaiting National Data
% achieving expected a standard pass in English and Maths (Grade 4 or above)	43%	Awaiting National Data

3. Key Performance Indicators targets for Year 11 2017.18 minimum expectations.	
	<i>Pupils eligible for PP</i>
Progress 8 score average	0
Attainment 8 score average	48.74 <i>(based on shadow data)</i>
% achieving a strong pass in English and Maths (Grade 5 or above)	71.43%
% achieving a standard pass in English and Maths (Grade 4 or above)	85.71%
% Attendance Year 11	Greater than 95%
Average number of Year 11 students removed from lessons per week	4.8 students

4. Whole Academy Interventions that are being implemented in 2017.18 academic year which are intended to improve the ‘progress’ of all groups of students.

This academic year as an academy we are focusing on two elements which are intended to improve ALL student outcomes

Whole Academy Interventions and actions.

A.	Teaching and Learning will focus on Collaborative Learning from TEEP. All staff have been trained in the TEEP planning model which has five elements and will ensure that a consistent approach to planning and delivering lessons is maintained by all staff.
B.	Feedback – where all staff will follow the new academy feedback and marking policy designed to identify to the student what they have done well (WWW), areas for them to improve (EBI), set an action /task/question which students will complete in the following lesson as a DIRT activity.

5. Whole Academy Interventions that are being implemented in 2017.18 academic year which are intended to improve the ‘progress’ of all disadvantaged students.

This year our practice is based on research through the EEF Tool Kit and we have chosen to use the interventions which are low in cost and yet high in IMPACT. The ‘impact’ tool on the EEF website will be used to track the impact of these interventions on students.

Whole Academy Interventions and actions for disadvantaged students.

	WAVE 2 ACTIONS	RESEARCH IMPACT ON DISADVANTAGED PROGRESS IN MONTHS
A.	Behaviour Intervention - which will seek to improve attainment by reducing challenging behaviours at all levels.	+ 3 Months
B.	Feedback – where all staff will follow the new academy feedback and marking policy and will ensure that they mark all disadvantaged students books first to ensure that feedback is focused on helping the student to improve and that the actions/tasks set are completed by the student.	+ 8 Months
C.	Homework – where all staff will follow the new academy policy with regards to setting appropriate homework per year group per subject. Staff will ensure that disadvantaged students have the necessary resources available to them to be able to complete homework set.	+ 5 Months
D.	Peer Tutoring – A focus will be given on peers in the same class or older students providing extra support, both in and out of lessons e.g. Year 12 support for Maths and English.	+ 5 Months
E.	Small group tuition – which will involve students working with identified members of staff during their enrichment time from 2.55-3.55pm, three days a week to focus on a subject where they are under-performing.	+ 4 Months
F.	Social and Emotional Learning through an accredited programme, ‘Zumos’ which will seek to improve the mental health of students.	+ 4 Months

6. Parental Involvement

Involvement of parents – parents will be written to at the start of each intervention block with advice on how they can help their child and to ask if they require any help.

7. Flow chart to explain how focus groups to be targeted with specific interventions will be selected.

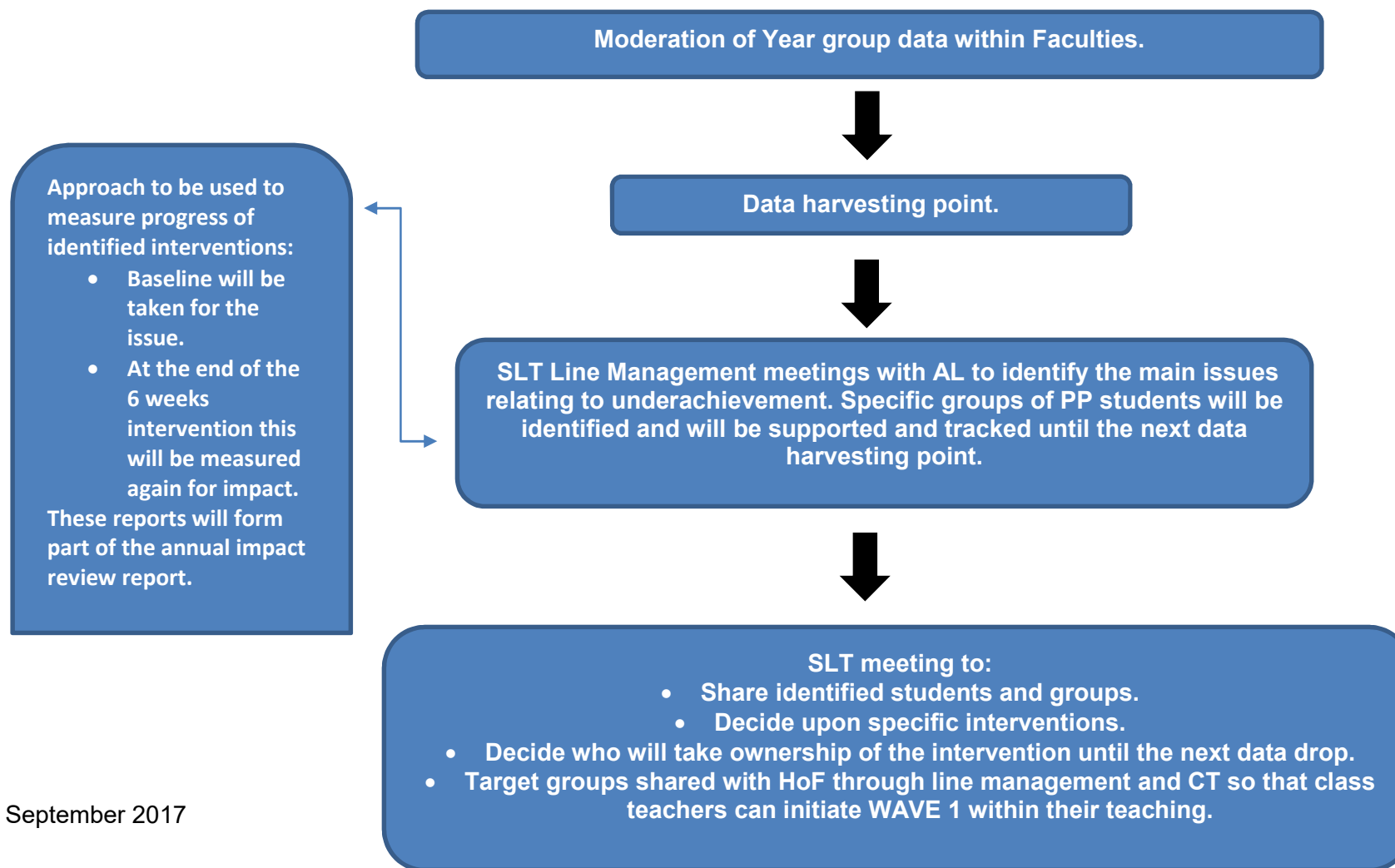
Following every data drop, leaders in the academy will analyse the data to look for disadvantaged students who are underperforming based on the following factors:

- Underachieving in core subjects
- Underachieving in 4+ subjects
- Underachieving disadvantaged students who also cross into specific year groups / genders / SEND

Leaders will also identify possible barriers to learning / underperformance is linked to for example:

- Behaviour for learning
- Attendance
- Attitudes to Learning

Approach to be used to identify interventions based on the criteria above.





Next data drop, the leader who is owner of the intervention will produce a summary report to demonstrate the progress and impact.

The cycle will begin again with new focus groups being identified.

8. WAVE INTERVENTION – What does each WAVE intervention mean?	
Identification of Issues	WAVE intervention is the identification at every data drop of focus groups of disadvantaged students who need a 4-6 week block of bespoke interventions from WAVE 2 Academy Actions.
WAVE 1	WAVE 1 intervention is the generic action taken by every class teacher to support the progress of disadvantaged students in every lesson as part of their normal classroom practice.
WAVE 2	WAVE 2 intervention is the identification at every data drop of focus groups of disadvantaged students who need a 4-6 week block of bespoke interventions from the Academy WAVE 2 list A-F. WAVE 2 intervention is documented on an Action Plan which is RAG rated at the end of the 4-6 week block to demonstrate impact of the intervention.

WAVE 1 Intervention

Class teacher guidance for WAVE 1 to take place within normal classroom practice.	
Every class teacher will be mindful of generic actions to take for each class they teach with disadvantaged students in them.	
All class teachers must:	
A.	Know their students.
B.	Know their class data and use effectively to plan lessons focused on individuals.
C.	Mark class and homework first.
D.	Be aware of focussing questions regularly to disadvantaged students, especially those underachieving
E.	Check in with students to ensure that they understand what to do.
F.	Review seating plan arrangements for identified students.
G.	Consistent praise and share with parents.

WAVE 2 Intervention Action Plan

Action Plan Report – Focus e.g. Year 10 Boys attendance				
	Action: (A-F)		Owner:	
	Start Date:		Review Date:	
	Student/s:	Baseline:	Supporting notes:	Impact (RAG Rated):

RAG RATING CRITERIA (based on a professional judgement)	
	Student has made good progress from baseline
	Student has made acceptable progress from baseline
	Student has not made acceptable progress from baseline

A. Planned expenditure	
Academic year	2017/18
Item	Allocated Budget
Learning resources	
TEEP	£16,500 Net cost of TEEP
SEND Provision	
CEIAG	£3,500
Attendance Support	£34,000
Social, Emotional & Behavioural Support (external & internal)	£30,000
Raising Aspirations	
Behaviour Intervention	£60,000
Curriculum & Achievement support	
Collaborative Learning	£18,000
Feedback	£20,000
Homework	£10,000
Metacognition and Self-Regulating	£10,000
Peer Tutoring	£20,000
Small Group Tuition	£50,000

Total planned expenditure for 17/18: £272,000