

Pupil premium strategy statement 2017-2018

Pupil Premium funding is allocated nationally to students identified as:

- FSM Ever 6
- Looked after continuously for more than six months
- Young carers
- Forces children

At John Whitgift Academy we have high aspirations and ambitions for all our students and believe no individual should be left behind. We strongly believe that is not about where you come from in life but your passion to succeed. Dedication to learning makes a difference between success and failure and we are determined to ensure our students are given every chance to realise their potential and we are therefore dedicated to creating a climate that does not limit any individual in any way.

The table below states the number and percentage of pupil premium students in each year group compared to the number of students who are not eligible for pupil premium students at JWA, this gives us an overall percentage of (50.5%).

The profile of pupil premium students by year group (2017-2018)

	Number of students			Percentage of year group	
	Pupil premium students	Other students	Total	Pupil Premium students	Other students
Year 7	61	57	118	51.7%	48.3%
Year 8	56	59	115	48.7%	51.3%
Year 9	43	28	71	60.6%	39.4%
Year 10	29	35	64	45.3%	54.7%
Year 11	35	41	76	46.1%	53.9%

Pupil Premium National Average (2017):	28.6%
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The next set of tables states the number and percentage of pupil premium students compared to other students by different ability banding.

The profile of pupil premium students by ability in Year 11 (2017-2018)

Ability Band	Pupil premium students	Other students	Gap
Low ability	68.4%	31.6%	36.8%
Middle ability	40.5%	59.5%	-19%
High ability	35.7	64.3%	-28.6%

46.1% of this cohort are pupil premium students.

The profile of pupil premium students by ability in Year 10 (2017-2018)

Ability Band	Pupil premium students	Other students	Gap
Low ability	71.4%	28.6%	42.9%
Middle ability	48.5%	51.5%	-3%
High ability	15.4%	84.6%	-69.2%

45.3% of this cohort are pupil premium students. This is lower compared to other year groups.

The profile of pupil premium students by ability in Year 9 (2017-2018)

Ability Band	Pupil premium students	Other students	Gap
Low ability	63.6%	36.4%	27.3%
Middle ability	63.4%	36.6%	26.8%
High ability	55.6%	44.4%	11.1%

60.6% of this cohort are pupil premium students. This is higher compared to other year groups.

The profile of pupil premium students by ability in Year 8 (2017-2018)

Avg scaled score	Pupil premium students	Other students	Gap
Low (<95)	40.9%	59.1%	-18.2%
Middle (95-109)	53.1%	46.9%	6.2%
High (110+)	22.2%	77.8%	-55.6%

48.7% of this cohort are pupil premium students.

The profile of pupil premium students by ability in Year 7 (2017-2018)

Ability Band	Pupil Premium students	Other students	Gap
Low (<95)	54.2%	45.8%	8.3%
Middle (95-109)	54.4%	45.6%	8.9%
High (110+)	30%	70%	-40%

51.7% of this cohort are pupil premium students.

1. Summary information					
School	John Whitgift Academy				
Academic Year	2017/18	Total PP budget	£198, 220	Date of most recent PP Review	03/18

Total number of pupils	444	Number of pupils eligible for PP	224	Date for next internal review of this strategy	06/18
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2. Students outcomes 2017

	Pupil Premium students (JWA)	Other students (JWA)	Other students (national average)	All students (JWA)	All students (national average)	All pupils (national average)
% achieving a grade 4 in English	59%	72%	81%	66%	75%	75%
% achieving a grade 4 in Mathematics	66%	83%	76%	75%	69%	69%
% achieving a grade 5 in English	32%	57%	67%	45%	61%	61%
% achieving a grade 5 in Mathematics	46%	68%	56%	58%	49%	49%
Overall Progress 8 score in English	-0.58	-0.32	0.11	-0.45	-0.04	-0.04
Overall Progress 8 score in Mathematics	0.35	0.39	0.11	0.37	-0.02	-0.02
Overall Progress 8	0.18	0.20	0.11	0.19	-0.03	0

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers		Staff Lead
A.	Some students have low levels of literacy on entry	SC
B.	Some students do not make expected progress in English	LWS
C.	Some students have low levels of numeracy on entry	LR
D.	Some of our most able students do not make expected progress	MW
External barriers		
E.	Some students do not aspire to achieve their full potential	PT and AW
F.	Some students do not have access to wider resources out of school	RS
G.	Some students have complex family situations	PT and AW
H.	Some students are persistent absentees	MW

Planned Expenditure for 2017/18

How are we using the pupil premium funding to improve classroom pedagogy, provide targeted support and support whole school strategies?

A - Some students have low levels of literacy on entry

Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact	Review dates
<p>Read to succeed campaign – all students to have a reading book at all times.</p>	<p>To ensure that students are reading on a daily basis. To encourage the love of reading. Opportunities given in tutor time, the first 5 minutes of English lessons and during detentions etc. to read in silence. Adults to model reading at the same time. Reading tracked in tutor time and students complete reviews which are shared. Bronze, silver and gold rewards given for progress. Displays around school encouraging and celebrating reading.</p>	<p>Folders given for students to carry books</p> <p>Checked on the gate, at the beginning and end of the day, by SLT</p> <p>Tutor programme checked by lead MB</p> <p>Learning walks</p> <p>Work scrutiny</p>	<p>Students achieving bronze, silver and gold rewards for numbers of books read.</p> <p>Completed book reviews on display.</p>	<p>Accelerated reader</p>

CPD for all staff on literacy issues. Inclusion of literacy issues/strategies in Teaching and Learning Bulletin each half term	Inconsistent approaches in teaching and marking need to be eradicated	Learning walks Work scrutiny Student voice	Student progress and outcomes across the curriculum	Half-termly Middle Leaders, RAG meetings.
Use of tutor time for literacy	An opportunity for whole school engagement in literacy	Student voice Staff feedback and input Learning walks by tutor lead MB	Student progress and outcomes across the curriculum	Half-termly Middle Leaders, RAG meetings.

Total budgeted cost £8000.00

B - Some students do not make expected progress in English

Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact	Review dates
CPD for all components on new EDUQAS syllabus Standardisation training prior to assessment cycles delivered by Delta Senior subject director.	To ensure consistency in the method of delivery of assessment objectives. Inconsistencies in marking.	Delivery from JM (Subject Director Delta) Support from Lead Delta teacher AP Learning walks Student voice	Consistency in delivery to be evident. Year 11 results improve year upon year, with positive progress scores.	Half-termly Middle Leaders, RAG meetings.

Moderation of marked work by Delta Senior subject director and Delta lead teacher.				
Focus on most able students	To ensure that the most able achieve	Ensure appropriate deployment of staffing to most able students EL designated most able coordinator for English-line manager MW	Most able students make at least expected progress	Half-termly Middle Leaders, RAG meetings.
Accelerated Reader for KS3 students	The percentage of students whose reading age is below their chronological age upon entry is too high	LWS line manager of XRS and AR programme Growth reports half termly measure impact Students not engaging with programme (not taking enough reading quizzes) identified by XRS and monitored	Data shows improving trend with students' reading age moving closer in-line with actual age	Half-termly Middle Leaders, RAG meetings.
Implementation of Read to Succeed and other Literacy across the curriculum strategies	Poor literacy skills are a barrier to learning in English and across the curriculum	SC lead for Literacy Across the Curriculum Learning walks Data entry Work scrutiny	Reading ages show improvement over time in line with actual reading ages.	Half-termly Middle Leaders, RAG meetings.

		Monitoring of Whitcoins given for Read to Succeed		
RWI programme	A small number of students have reading ages significantly below their chronological age, meaning they are unable to access a secondary programme of study	RWI delivered by trained staff- XSS Work scrutiny Learning walks RWI testing completed half-termly (or more if deemed necessary for individual students)	As students make progress they return to mainstream English lessons Reading ages show improvement over time in line with actual reading ages.	Half-termly Middle Leaders, RAG meetings.
Year 8 ex-RWI link programme	Ex-RWI students make good progress when returned to mainstream lesson.	English staff RC CH to meet with students during tutor programme for reading. RC CH to feedback to LWS and adjust schedule as required to meet needs of students.	Growth reports from AR show reading ages for students' improve over time in line with actual reading ages.	Half-termly Middle Leaders, RAG meetings.
Wider reading book club	Not enough students read for pleasure	CH RC to make choices about text for book club Growth reports used to measure impact	Reading ages show improvement over time in line with actual reading ages.	Half-termly Middle Leaders, RAG meetings.

Tutor time reading	Not enough students read for pleasure on a regular basis	Growth reports used to measure impact XJH overseeing programme and delivery MB ensure delivery as part of tutor programme	Reading ages show improvement over time in line with actual reading ages.	Half-termly Middle Leaders, RAG meetings.
Total budgeted cost				£47250.00
C - Some students have low levels of numeracy on entry				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact	Review dates
CPD for all staff on teaching methodology	Ensure consistent approaches in teaching. To develop staff skills in numeracy.	Booklet for reference provided following CPD. Learning walks Student voice	All students make progress towards targets. Sound evidence of common teaching methodology for numeracy across the curriculum	Half-termly Middle Leaders, RAG meetings.
Numeracy champions to support the delivery of numeracy across the curriculum	Improve confidence levels for students and support teaching staff	Development of curriculum map Staff and student voice Learning walks	Mastery is being implemented throughout all year groups.	Half-termly Middle Leaders, RAG meetings.

Close liaison with Science for supporting numeracy	Discrepancies in methodology OFSTED 2017 target	Frequent and timely CPD using curriculum map to ensure advance planning	Common science and maths lessons are taught using same strategies and terminology.	Half-termly Middle Leaders, RAG meetings.
Passport maths program fully implemented for Years 7 and 8	Students average scaled score is below 100 on entry Program has already been successful in supporting progress	CPD for support staff and HLTA lead Moderation of marking half termly Learning walk	Increased number of students to complete skills gaps, enabling to realistically reach their KS4 targets.	MS Termly meeting with JH and TAs Half-termly Middle Leaders, RAG meetings.
Introduction of Numicom intervention program	To cater for students who cannot access the passport program in all aspects of numeracy Previous year shows good impact on progress	Enhanced CPD for MS and JH at local primary A clear plan is in place for each individual student in conjunction with the Passport program	KS1 and KS2 skills gaps are completed enabling access to passport maths.	Half-termly Middle Leaders, RAG meetings.
Use of tutor time for numeracy	An opportunity for whole school engagement in numeracy Development following evaluation from previous year	Results compiled weekly and shared Student voice Staff feedback and input	Peer support given for each year group in problem solving skills.	Weekly league boards are reviewed Half-termly Middle Leaders, RAG meetings.
Total budgeted cost				£31750.00

D - Some of our most able students do not make expected progress

Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact	Review dates
Create a policy for the most able	To ensure consistency through policy implementation	CPD for staff termly	Policy being applied	Half-termly Middle Leaders, RAG meetings.
Identify students in the most able cohort	Ensure staff awareness of the cohort and the underlying data behind this – “Shine” cohort. Accelerate the progress of the students in the most able cohort	KS2 data driven – Y7/8: 110 or above average KS2 scaled score. Y9/10/11: KS2 APS Planned interventions with students and parents when progress is below expected	Students identified and staff aware of the most able students. Progress of the most able is positive	Each September (new Year 7 students added)
Raise the profile of students in the most able cohort	Most able students unaware of their own ability and attainment at KS2	Staff CPD, “Shine” yellow badges for students, “Shine” parents information evenings, “Shine” RAG meetings	Most able students wear their “Shine” badges Parental support and buy in	1 x CPD/data analysis per term
Monitor the progress of students in the most able cohort	No previous data analysis of this so difficult to accelerate progress and plan interventions	Termly data analysis of “Shine” students	Termly data analysis identifies underperformance	Termly

Raise the aspirations of students in the most able cohort	Vast majority of most able students are from families with no previous history of further/higher education	Calendared events to include specific trips/visits/presentations for the most able students	Each student attends at least 1 extra-curricular event and by the end of Year 10 all students in the "Shine" cohort to have visited at least further /higher education establishment	Each September
Total budgeted cost				£19000.00
E - Some students do not aspire to achieve their full potential				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact	Review dates
To attend and engage in a wealth of enrichment and intervention projects throughout the academic year.	Limited student aspirations	Monitor participation	Increased participation in activities	Termly.
Total budgeted cost				£14500.00
F - Some students do not have access to wider resources out of school				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact	Review dates

Academy wide 'poverty proofing', No student at JWA to be prevented from achieving through a lack of resopurces.	The high level of social deprivation and its impact upon equal access to learning resources and materials.	Identified students are monitored and supported as necessary. The academy implements a policy of free revision guides, free breakfast and intervention meals, free uniform, equal access to educational trips/visits and the purchase of 'one-off' items	Poverty itself is now less of a barrier to progress than in previous years with PP outcomes becoming progressively better year upon year.	Half termly
Total budgeted cost				£8500.00
G - Some students have complex family situations				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact	Review dates
Strong pastoral support and support from external agencies	Academy and external support needed by some students and their families	Regular ISRT weekly meetings. Excellent communication with relevant staff and agencies. Accurate record keeping	Successful reduction in CIN and CP	Individually identified
Total budgeted cost				£15500.00
H - Some students are persistent absentees				

Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact	Review dates
Attendance incentives - Increase the frequency of rewards for high attendance each half term	<p>Whole academy attendance:</p> <p>2015-2016 = 93.2% 2016-2017 = 94.3% 2017 to date = 94.9%</p>	<p>Termly rewards</p> <p>Half termly assemblies</p> <p>Profile of attendance raised during tutor time</p>	<p>Whole academy attendance to be 95% for 2017-2018 academic year</p> <p>Whole academy attendance for 2018-2019 to be above 95%</p>	Half-termly Middle Leaders, RAG meetings.
Academy EWO employed. Duties included: 1 – PA student pick up each morning 2 – Regular home visits and phone calls 3 – Attendance fines in accordance with policy and court papers prepared when necessary	<p>National average = 95.0%</p> <p>Persistent absence:</p> <p>2016-2017 = 14.1% 2017 to date = 16.1%</p> <p>National average = 12.4%</p>	Line management of Academy Attendance Officer and Educational Welfare Officer by Vice Principal – line management meetings and performance management targets	<p>Whole academy PA to be less than 16% for 2017-2018</p> <p>Whole academy PA to be less than 14% for 2018-2019</p> <p>Whole academy PA to be less than 12% for 2019-2020</p>	Half-termly Middle Leaders, RAG meetings.
PA students' tutor group		Tutor time monitoring by MB	PA students regularly attend tutor time	Half-termly Middle Leaders, RAG meetings.
SAP/PAP meetings arranged when required		Protocol and policy to be followed	Parents attend meetings when arranged	Half-termly Middle Leaders, RAG meetings.

Total budgeted cost

£55000.00