

Pupil Premium Report – 2017-18 into 2018-19

The Pupil Premium grant allocation summary

2017-18

Total no. of PP students: 297 (28% of total roll)

Delegated funding: £277,925 (staffing: £194,096 and non-staffing: £83,829)

Academic year funding: £279,470 (Sep 2017-Aug 2018)

Per pupil funding: £935 (58% of 2017-18 and 42% of 2018-19)

Total no. of PP students in Year 11-(2017/18): 55 pupils

Total no. of PP students in Year 11-(2018/19): 69 pupils

Funding for 2018-19

	2018-19	2019-20	
Roll @ census KS3/4	1080	1059	
PP funding	935	935	
No of pupils	304	298	
% of PP from census	28%	28%	
Funding for PPG	284240	278713	Projection
Academic year 18-19	281937		
Catch up funding	18296	14514	Projection

An Overview

At Villiers High School, over 83% of pupils are EAL, 14% SEN. Pupil prior attainment is well below the national comparator for the following: Reading (all year groups), Writing (all year groups), Mathematics (year 7, year 8). We believe that what happens in the classroom makes the biggest difference: improving teaching quality leads to greatest improvements at lower cost than structural changes. Therefore, we focus our energies on deploying high quality staff and some of our budget in providing high quality professional development for staff particularly developing teaching and learning strategies that would raise the standards of learning and progress in the classroom. We also focus a great deal on staff retention so that there is continuity of relationships and learning to

Barriers to educational achievement faced by eligible pupils at Villiers High School and Strategies used to Overcome Them

Villiers is a large and diverse school with a higher than average proportion of pupils receiving pupil premium funding (28% compared to the secondary school average of 12.4%). We therefore work to ensure that pupil premium pupils are identified through our internal data systems so that all staff are able to reflect upon the impact strategies to support all pupils are having on these pupils in particular.

We regularly review the academic and pastoral progress of all pupils using key indicators set within our school and report to parents/carers about this at three points during the academic year. Our internal analysis specifically identifies the progress of pupil premium students compared to non-

pupil premium students from Y7 onwards. Where pupils are new arrivals to the country and do not have KS2 data, we are able to use cognitive ability tests and reading tests to identify their academic potential as soon as they begin Villiers and we analyse performance for pupils against the shadow KS2 fine scores we set. This enables us to refine methods we use within classrooms, in tutor groups and across the school to ensure pupil premium students do not fall behind their peers; in a systematic manner which is consistent with all pupils across the school regardless of their background.

At Villiers, we have invested in support staff, teaching staff and data systems so that prompt action is taken to support pupil premium students if they are identified as falling behind. We have the same high expectations for all pupils regardless of their socio-economic background and understand that the interventions we have in place can help to reduce the barriers that pupil premium students face in fulfilling their potential.

At the end of each assessment cycle (three points in the year), the internal systems identify pupils whose progress is below the average progress given the baseline data. All teachers will implement in-class and/or out-of-class intervention (in addition to timetables lessons) in order to best support the pupil in making at least the average progress by the next assessment window. The school structures which support this are as follows:

- Head of year intervention: takes the form of focus groups targeting specific pupils
- Head of year intervention: working with pastoral teams and placing pupils on progress reports from teachers for daily and weekly reflection on progress with pastoral team; including setting weekly goals
- Head of year intervention: homework clubs focusing on particular pupils based on their baseline – including most able pupils and those whose attainment is likely to fall a grade 4 (or U/E in KS5)
- Pupil mentoring: pupils whose progress is well-below peers are allocated to a mentor from the leadership team
- Head of department and teacher intervention: data informed focus groups to target particular pupils focusing on specific elements of work in order to boost progress
- Pastoral mentoring: heads of year review pupil progress and allocate broader support from specialist colleagues – for example, to improve behaviour, time management, interaction with peers, raise career aspirations.

As a school, we have reviewed the evidence and ensure we integrate strategies that are research-based. In particular, we have reviewed the findings from the Education Endowment Foundation and focus on arts participation, behaviour interventions, collaborative learning, digital technology, feedback strategies, skills and knowledge based homework, literacy development strategies, social and emotional development strategies. These strategies benefit the learning of all pupils which reflect in the high progress made overall (DfE: +0.56 in 2018).

The Pupil Premium has helped to fund a number of projects including alternative curriculum groups, enrichment opportunities, specialist support, extra-curricular clubs, holiday classes and Saturday schools. The Pupil Premium has also enabled the school to address the issue of language acquisition and consolidation, continuing and expanding its programme of one-to-one and small group interventions. Discussion in small groups has enabled EAL children to improve their speaking and reading skills.

All pupils have the opportunity to have a free breakfast in the mornings. A key need identified within the student body is for cultural enrichment. Many of the pupils will have no experience of visiting farms, museums in London or other activities that many may take for granted. So an important use of the Pupil Premium, as well as money from the general school budget, is to provide funding for educational trips and visits. These visits serve to broaden pupils' horizons and expose them to opportunities they would not otherwise experience. It is difficult to measure the positive impact of these visits, but even within the confines of the examination system, a question on an English Language paper asking pupils to write a letter detailing a visit on the Tube or to a farm could prove difficult without exposure to the kinds of experiences educational trips can provide.

In organising educational trips and visits the school is not just targeting those eligible for Pupil Premium funding, but instead providing opportunities for the whole pupil body. This addresses the issue of socially deprived families who are just above the threshold for receiving Free School Meals, and therefore Pupil Premium funding, but who still require support. Providing opportunities for all also captures those pupils who may be eligible for Free School Meals but whose parents do not wish to apply, which can be an issue with some communities.

Use of Pupil Premium: Summary

- Quality First Teaching (highly focused lesson design with sharp objectives, high demands of pupil involvement, appropriate use of teacher questioning, modelling and explaining, an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups, an expectation that pupils will accept responsibility for their own learning and work independently, regular use of encouragement and authentic praise to engage and motivate pupils; recorded on SIMS for celebration). This is used alongside feedback strategies appropriate to the subject and year group – CPD budget to ensure all students benefit
- Alternative Provision groups in Year 7,8 and 9
- Extra-curricular clubs, holiday revision and Saturday schools, Lunch time and after school interventions
- One-to-one and small group tuition. Discussion in small groups has enabled EAL children to improve their speaking and reading skills.
- Cultural enrichment. Experience of visiting farms, museums in London or other activities that many may take for granted.
- Ingredients for Food technology paid for
- Funded trips with subsidies for most.
- Free breakfast Subsidised
- Music instrumental lessons subsidised
- Investment in digital technologies (and the related staff training) to raise aspirations and support learning. For example use of Google classroom, UniFrog, Seneca learning as well as subject specific software packages.

Use of Pupil premium: Specific Interventions Summary

- Intervention Lessons
- Dance project with Year 9

- Inspirational Speaker series
- Lunch time clubs
- Girl Talk
- Debate Mate
- School Counsellor
- Mentoring
- Resources paid for e.g. revision Guides
- Saturday School
- Attendance monitoring
- Beginners Classes
- ESOL Classes
- In Class Support
- Youth Worker
- One to One Reading
- Reading Intervention Project
- Holiday Revision
- Student Conferences
- Revision Workshop
- A well-designed PSHCE programme for all year groups focusing on social, cultural and emotional development
- Social emotional development deep-learning activities – for rich learning days developing leadership and knowledge of threats online and how to be more responsible citizens on the internet.

Measuring the Impact of Pupil Premium

In 2017-18, national data shows from the DfE shows that disadvantaged pupils at Villiers High School achieved a Progress 8 score of +0.29. The national average for non-disadvantaged pupils was +0.13 and for disadvantaged pupils was -0.40. This shows that the pupil premium strategies were highly effective.

We continue to track the gap between pupil premium and non-pupil premium students using our internal data and are on course to continue the excellent three-year trend (2016: +0.24, 2017: +0.38, 2018: +0.29) of pupil premium students making progress well above their non-pupil premium peers nationally. Our internal data systems use a common P8 predictor based on age-related assessments from Y7 and we are therefore able to identify disadvantaged pupils who are at risk of falling below peers and intervene early.

We also review pastoral data to gauge the impact of strategies. Our attendance data and fixed term exclusion data shows that pupil premium students are well engaged and our current cohort attendance is well above the national average and ranked second in the borough of Ealing.

Next Review of Pupil Premium Strategy and Impact

We review the impact of strategies at each assessment point which takes place at the end of each term, with a formal, holistic review after national progress and attainment data is published. This report is therefore updated annually with the *next publishing date being February 2020* once the DfE released the validated outcomes data for pupils.

Appendix 1 - Summary of Outcomes for Pupil Premium 2017-18 – Trend Data

Overall Progress 8			
	2016	2017	2018
Disadvantaged Villiers	0.24	0.38	0.29
Disadvantaged National	-0.38	-0.4	-0.44
Non-disadvantaged Villiers	0.43	0.63	0.74
Non-disadvantaged National	0.1	0.11	0.13
Overall Attainment 8			
	2016	2017	2018
Disadvantaged Villiers	45.8	43	44
Disadvantaged National	41.1	37.0	36.7
Non-disadvantaged Villiers	48.6	45.4	44.5
Non-disadvantaged National	53.3	49.8	50.1
English & Maths Attainment 5+			
	2016	2017	2018
Disadvantaged Villiers	-	40%	48%
Disadvantaged National	-	24.5%	24.9%
Non-disadvantaged Villiers	-	43%	41%
Non-disadvantaged National	-	49.4%	50.1%
English & Maths Attainment C/4+			
	2016	2017	2018
Disadvantaged Villiers	62%	64%	57%
Disadvantaged National	43.1%	44.3%	44.5%
Non-disadvantaged Villiers	-	66%	56%
Non-disadvantaged National	70.6%	71.2%	71.5%
English Progress 8 (dis)	2018: 0.53		
English Progress 8 (non dis)	2018: 0.74		
Maths Progress 8 (dis)	2018: 0.53		
Maths Progress 8 (non dis)	2018: 1.36		
English Attainment 8 (dis)	2018: 9.7		
English Attainment 8 (non dis)	2018: 9.7		
Maths Attainment 8 (dis)	2018: 8.7		
Maths Attainment 8 (non dis)	2018: 9.0		

Appendix 2 - Breakdown of Pupil Premium Funding Expenditure 2017-18

Time of (1 Average Teacher salary & 1.5 average Support staff salary)	£107,650
Additional Teaching assistant support 0.9 fte	£32,760
Teaching staffs with extra responsibility (TLR's)	£10,350
EAL TA support 0.4 FTE	£9,828
Part funding of Attendance Officer 0.3 FTE	£8,400
1:1 Easter Revision Programme	£6,988
Learning mentor 0.3 Fte	£10,920
Careers support (40% of total cost)	£7,200
Breakfast Club	£9,875
Equipment, Materials & Rewards	£9,265
School Trip & Extra-curricular activities	£15,075
Leisure facilities	£4,976
LA Consultancy school improvement (30%)	£4,800
Classroom, facilities and IT upgrade (R&M) 7% of £250k	£17,500
Furniture and Equipment	£6,505
Duke of Edinburgh 30%	£1,650
School Uniform (staff time & uniform)	£3,000
Parental Engagement (staff time & refreshments)	£2,775
PSHCE (workshops)	£2,572
Premises infrastructure costs	£5,836
Total Planned Expenditure	£277,925