

WARGRAVE HOUSE LIMITED

'THE AUTISM SPECIALISTS'

**Pupil Premium Report
2016-17**

Wargrave House School & College
449 Wargrave Road
Newton-le-Willows
Merseyside
WA12 8RS

Telephone: 01925 224899
Fax: 01925 291368

www.wargravehouse.com

From April 2011 all schools have received funding known as Pupil Premium. Pupil Premium was additional funding allocated to support pupils of statutory school age from low income families, who were eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings, to children who had been looked after continuously for more than six months and to children whose parents were currently serving in the armed forces. It is additional funding given to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Although schools are free to spend the money as they see fit, schools are held accountable for how they have used the additional funding to support these pupils. Schools are required to publish online information about how they have used the Premium and the impact it has had.

This document has been compiled to show how the Pupil Premium has been used and a final report of the impact of this expenditure will be published in September 2017, once student progress data has been finalised.

It is important to realise that the gains in student progress and attainment cannot be solely attributable to Pupil Premium expenditure, but compliment other planned interventions we have had in place at Wargrave House School and College for many years.

At Wargrave House School and College there is only a small number of students eligible to claim Pupil Premium compared to the national average.

Wargrave House School and College allocates the Pupil Premium funding to support any student or groups of students in the school or college who have been legitimately identified as being disadvantaged. Each intervention may be inclusive of students receiving the Pupil Premium grant.

Pupil Premium funding is allocated following a needs analysis which will identify priority individuals. Limited funding and resources means that not all students who are eligible for Pupil Premium or are receiving free school meals will be in receipt of Pupil Premium.

Wargrave House school and College regularly and carefully identifies students who are underachieving, particularly in English and mathematics in order to put support actions in place as appropriate. We also use achievement data to check whether interventions are working and make adjustments accordingly. We ensure that class teachers and learning support staff know which students are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.

Pupil Premium Grant (PPG) received	2016-17
Total number of students on roll	48
Percentage of Pupil Premium Pupils receiving PPG	29%
Total amount of PPG received	£15,015.00

We have to make decisions about how the funding shall be used. To guide us with this, we use a range of documentation including;

- “The Pupil Premium; How schools are spending the funding successfully to maximise achievement” (Ofsted),
- “The Pupil Premium; Analysis and Challenge Tools for schools” (Ofsted), and
- “The Pupil Premium; How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils” (Ofsted).
- “The Pupil Premium; Making it work in your school” Oxford School Improvement.

<u>Provision projected outline 2016-17</u>	<u>Estimated cost</u>	<u>Total</u>
Read Write Inc.	£7500.00	£7500.00
Staff training	£250.00 each for 5 teachers	£1250.00
Cost of individual tuition for 1:1 interventions	£120 per day for 52 days	£6265.00

<u>Provision actual outline 2016-17</u>	<u>Cost</u>	<u>Total</u>
Provision	Salary/Cost	Total
Read Write Inc.	£7000.00	£7000.00
Cost of individual tuition for 1:1 interventions	£120 per day for 59 days	£7080.00
	Grand Total	£14080.00

Action and measurement of student impact

Additional staff time has been provided to implement the necessary 1:1 reading interventions and provide the support for teachers to focus on reading for their students.

The amount of money initially allocated for training all teachers was deemed excessive use of funding and it was identified that training would be cascaded from the English Subject Leader, who will take additional training 2017-18 to further support teachers in the delivery of the phonics programme.

A significant amount of additional funding has been allocated to Wargrave House School and we are determined to ensure that it has maximum impact on student attainment and progress. Our current robust whole school and college data analysis has guided us in deciding where and how to spend our Pupil Premium allocation. Careful analysis of student progress data was undertaken to ensure that these funds were used to maximum effect.

Additional staff time was provided to implement the necessary 1:1 reading interventions and provide the support for teachers to focus on reading for their students.

The amount of money to be spent on training all teachers was deemed excessive use of funding and it was decided that training would be cascaded from the English Subject Leader, who would take additional training 2017-18 to further support teachers in the delivery of the phonics programme.

Impact on student progress for reading (using B Squared Connecting Steps V4 software) is reported below with regard to this Pupil Premium Grant allocation for Lakeside College and main school.

Summary of results

Main school

79% of main school Pupil Premium students (11 out of 14) met/exceeded their individual B-Squared predicted (2016-17 academic year) reading progress targets for June 2017. This is an excellent achievement given the degree of challenge coupled with the relatively small sample size.

One main school students (7% of the sample size) did not achieve their reading targets for June primarily because he was baselined significantly lower than his actual ability on entry to school. Baselining procedures are now more robust to prevent this from happening again.

Key performance Indicators by Cohort (KPI)

	Outstanding		Good		Requires Improvement		Inadequate	
	% progress per year	% progress per term	% progress per year	% progress per term	% progress per year	% progress per term	% progress per year	% progress per term
Cohort A	>50%	> 17%	40-49%	13-16%	30-39%	10-12%	<30%	<10%
Cohort B	> 40%	> 13%	30-39%	10-13%	20-29%	7-9%	<20%	<7%
Cohort C	>30%	>10%	20-29%	7-10%	10-19%	3-6%	<10%	<3%

Wargrave House School Key Performance Indicators (KPI) therefore have been established taking into account National Progression Guidance (DfE; 2014) and school performance data dating back to 2013. The expected level of progress is different for different cohorts of learners is seen above.

B Squared Connecting Steps V4 software still remains an extremely robust tool for recording attainment, demonstrating individual progress and setting individual targets/cohort KPI for Wargrave House students.

Progress Summary: individual Pupil Premium students (Main School)

N= 14		Outstanding	Good	Requires Improvement	Inadequate
English	Reading	10	1	3	0

Progress Summary: individual Pupil Premium students (Lakeside College)

Wargrave House Lakeside College Key Performance Indicators (KPI) currently remain under review but the table below refers to the percentage number of targets that were achieved between 2016-17 for the four students eligible for Pupil Premium funding.

Grade	Range	FE 1 (n=4)
Outstanding	≥85%	3
Good	70%-85%	1
Requires Improvement	50%-70%	0
Inadequate	<50%	0

Analysis:

One out of the three main school students that required improvement actually exceeded his June 2017 target. Another of these main school students was baselined below his actual ability on entry to school.

Three out of the four lakeside College students made outstanding progress.
Action for 2017-18:

- The increased frequency and emphasis on data analysis is having a positive impact on progress for reading. This will remain under review.
- Effective consolidation of increased curriculum time allocated to reading and resources Read, Write, Inc. resources will continue to be implemented across school.
- Students to have individual reading interventions with additional staffing made available specifically to undertake this role.