



Pupil Premium at The John Warner School

The John Warner School converted to Academy Trust status on 1 April 2011. This report refers to the accounting period from 1 September 2016 to 31 August 2017.

The Pupil Premium funding received by each school for any particular financial year from the Education funding Agency (EFA) is based on number of students who took up their entitlement to a free school meal at that school on a named day. It therefore is not sensitive enough to reflect changes to family financial status between two named dates, nor does it reflect within year admissions, though the school itself would of course provide free school meals for eligible children accordingly.

The school reported a total of £218,192 in its statutory accounts for the above accounting period. This sum is made up of the following elements.

- Pupil Premium funding from the EFA £198,853
- Catch up Premium for students in Year 7 with attainment at Key Stage 2 below level 4 in English and/or Mathematics £11,197
- Pupil Premium Funding from Local Authorities for Children in their care £8,142

How we spent the funding

Our spending is guided by The Sutton Trust-EEF Teaching and Learning Toolkit (Online, available at <http://educationendowmentfoundation.org.uk/toolkit/>). This provides a summary of educational research and so offers guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils, both in terms of making an initial choice between strategies, and in implementing a strategy as effectively as possible.

The authors acknowledge that 'the relationship between spending and pupil outcomes is not simple' and that 'at school level, it is clear that different ways of spending school budgets can have very different impacts on pupil attainment, and choosing what to prioritise is not easy'. They accept that 'even once a decision to implement a particular strategy has been taken there are a wide variety of factors which determine its impact'.

We have made our decisions based on the average impact of a particular strategy on attainment, the strength of the evidence supporting the claim of impact, and the related cost, as set out in the toolkit, together with our own knowledge of the specific needs of eligible pupils.

‘Narrowing the Gap’ committee (£28,143)

This group of core staff meet weekly to devise and implement strategies designed to reduce the performance gap between disadvantaged and non-disadvantaged pupils, and to monitor and review the progress made by those children toward their learning objectives. The rationale for the group is set out above, and its impact relates to the decisions made and the outcomes achieved by the school.

Investment in teaching staff (£66,687)

We have retained for a further year additional teaching staff in English and mathematics in order to add additional classes aimed at oral language interventions, reading comprehension strategies, and numeracy development. We believe these strategies help targeted students achieve an average of 5 months additional progress in their learning.

1:1 and small group intervention (£121,080)

A broad range of 1:1 and small group intervention programmes are in place for pupils in years 7 to 11 to support those pupils at risk of not achieving their potential in either English, mathematics, or both. This is achieved through the targeted deployment of teaching and educational support staff. These provide for increased feedback to students on their learning, which is estimated to help students achieve an average of 8 months additional progress in their learning, either by virtue of that 1:1 contact or because the work is undertaken in very small groups. The Sutton Trust research identifies these grouping arrangements in themselves as yielding an average of 5 and 4 months average additional progress for the students who benefit from it.

Homework clubs – lunchtime and after school (£23,489)

Additional support with homework is available every day during and after school as a matter of course, however particularly vulnerable students are also directed toward additional specific sessions. Completing high quality homework well yields an average of 5 months additional progress.

Digital technology (£10,486)

A range of additional ICT resources are deployed to further enhance disadvantaged pupils reading, writing, mathematics and communication skills.

Extended school time (£2,695)

Breakfast and twilight revision sessions for targeted students in preparation for their examinations, with food and revision guides provided. Extending the school day is claimed to bring about an average of two months additional progress, and is particularly effective closest to their examinations.

Emotional support (£8,980)

The Sutton Trust-EEF Toolkit, November 2014, does not refer specifically to studies evaluating the impact of the range of bespoke counselling and/ or therapy sessions we provide for those with specific emotional needs, however it is self-evident that students whose orientation to learning is not compromised by wider personal issues are likely to make better progress, relative to their potential, than those that are. Addressing that element of young people's lives is therefore imperative where it is potentially limiting, and, based on the toolkit's analyses for social and emotional learning, behaviour intervention and parental engagement yield an average of 2 months additional progress.

Professional development for teachers and educational support staff (£886)

All our professional development is about improving the quality of education we provide, through teaching, feedback and wider support and understanding the issues that affect underachievement is central to that.

Curriculum enhancement (£3,703)

We recognise that a core part of childrens' educational experience is that of enrichment through attendance at and participation in a range of different enrichment activities which includes trips, musical opportunities and the provision of materials to support learning.

Impact of the funding in 2016-2017

The impact of some of the strategies described above, such as improvements in reading age, sentence comprehension, accuracy in calculation, can be and are quantified in order to make decisions about next steps for individuals, and about resource allocation. This happens, as with all good teaching, frequently, and in this case taking into account a range of data including feedback from students and their parents about the effectiveness of the interventions we have put in place for them.

This happens across all year groups.

Last year's year 11 comprised 32 disadvantaged pupils, and 158 other pupils.

There is a gap between the achievement of disadvantaged pupils and other pupils nationally, and at The John Warner School.

In English and mathematics, as a result of our Pupil Premium spending, the achievement gap between these pupils has closed year on year in recent years: The details are shown below:

Year	Measure	Disadvantaged	Non-disadvantaged	Gap
2016	% making expected progress in English	70	73	3
2015		74	78	4
2014		79	82	3
2016	% making expected progress in mathematics	70	75	5
2015		53	67	14
2014		52	76	24

Year	Measure	Disadvantaged	Non-disadvantaged	Gap
2016	% making more than expected progress in English	44	38	-6
2015		24	37	13
2014		21	43	22
2016	% making more than expected progress in mathematics	48	35	-13
2015		21	30	9
2014		17	31	14

2017 was the first year in which pupils were assessed according to an entirely new syllabus and grading scheme. This scheme means it is no longer possible to talk about 'expected progress' in the same way however in an attempt to provide comparator data for English and mathematics the following table provides attainment comparisons between disadvantaged children and not disadvantaged children at grade 4 (which is equivalent to a grade C and is therefore described as a 'standard pass'), 5 (a 'strong pass', somewhere between a high C and a low B), and 7 (equivalent to an A grade).

Within school, the gap between the achievement of disadvantaged pupils and other pupils was as follows for 2017:

English Language			
Grade	PP	Not PP	Gap
7 and above	9%	15%	6%
5 and above	54%	57%	3%
4 and above	69%	71%	2%

English Literature			
Grade	PP	Not PP	Gap
7 and above	23%	26%	3%

5 and above	63%	68%	5%
4 and above	77%	82%	5%

Mathematics			
Grade	PP	Not PP	Gap
7 and above	17%	21%	4%
5 and above	37%	53%	15%
4 and above	66%	79%	14%

Compared to national statistics, however, disadvantaged children mostly outperformed children nationally, irrespective of their level of advantage or disadvantage, as is shown below:

English Language			
Grade	JWS PP	National	Gap
7 and above	9%	14%	5%
5 and above	54%	Not available	
4 and above	69%	62%	-6%

English Literature			
Grade	JWS PP	National	Gap
7 and above	23%	19%	-4%
5 and above	63%	Not available	
4 and above	77%	73%	-4%

Mathematics			
Grade	JWS PP	National	Gap
7 and above	17%	16%	-2%
5 and above	37%	Not available	
4 and above	66%	59%	-6%

Disadvantaged students also performed above national average for all students in 7 other GCSE subjects: core science, biology, chemistry and physics, and Italian, religious studies and sociology.

Plans for 2017-2018

In this academic year we expect to receive £201,585 for the total Pupil Premium funding elements. The school will continue to focus on devising and implementing interventions and support programmes based on the changing needs of our students. We recognise that individual children may often be seen as fitting into more than one of these 'vulnerable group', and so will take care to ensure that our many individualised programmes address the needs of those eligible for the Pupil Premium as a priority, and will focus particularly on disadvantaged pupils who join the school at level 4 or equivalent SAT score in their English or mathematics from key stage 2.

