



Allocation = £240 625 for the year 2014/15

The school has 730 students on roll in Year 7 to 11, 32.6% (238 students) of whom are eligible for Pupil Premium Funding (any student that has received free school meals in the past six years).

The Pupil Premium funding has been allocated for targeted support to raise attainment and progress. At Wednesfield High Specialist Engineering Academy the pupil premium funding was used to support young people in the following way:

Leadership

Assistant Headteacher Pupil Premium Coordinator

To plan and coordinate spending, thus ensuring that the funding is used to raise attainment. To lead and monitor the interventions in place across the school to help these students.

Deputy Headteacher Teaching and Learning

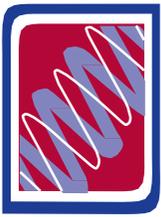
To ensure that all data tracking includes data for pupil premium students to monitor their progress and achievement compared to all other students.

GCSE Support

Mathematics

Revision resources have been provided for free to Year 10 and Year 11 students:

- Mathswatch CD ROMs
- Revision guides and workbooks
- Registration to Method Maths GCSE revision website
- Registration to MyMaths revision and practice website
- Funding for targeted Mathematics support after school and during holidays



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English

A range of equipment and resources have been purchased to improve literacy at Key Stage 3:

- Interactive Dreamworks starters for lessons
- New copies of class readers
- Abridged versions of Shakespeare texts for low ability students
- Equipment to aid literacy e.g. Talking tins
- Visit from author to encourage reading
- Extra-curricular provision in Media, Writing and Reading on a fortnightly basis and new texts including classics.

GCSE groups have been supported as follows:

- Revision copies of GCSE Literature texts to be taken home
- Additional staffing has facilitated one to one coursework support when needed
- Equipment and resources to aid the study of Media and Film Studies such as cameras and DVDs
- New copies of class readers including classic texts in preparation for the new spec GCSE 2015
- Dedicated exam skills delivered in Lesson 7
- Exam preparation lessons through the week

Mathematics, English and Science

Additional members of staff to allow the possibility of smaller classes in Y10 and Year 11, intervention groups and a wider range of revision classes outside of lessons (including holidays).

Academic Mentor

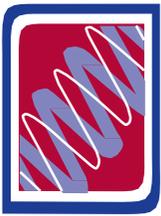
An Academic Mentor whose role is to monitor performance across subjects – especially core lessons.

Combination of Teaching Assistants

Appointed an additional TA to provide in-class support, small group or one-to-one teaching

SISRA

Invested in SISRA which will assist in tracking the performance and analyse student progress



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External Examinations

Drinking water and breakfast is provided for every external examination throughout the year.

Mock examinations for all subjects to provide the real experience of sitting an examination. External invigilators to be used to create the actual atmosphere.

Key Stage 3 Support

Additional Staffing in Core Subjects

The additional staffing in core subjects has also resulted in smaller class sizes and extra-curricular interventions for Key Stage 3 students.

Intervention Programmes

As well as the Pastoral Officers, intervention is also sourced from outside agencies to support attitudes to learning and transition from primary school

Behaviour and Attendance Support

Pastoral Officers

3 Pastoral Officers who are full-time and based in school, their role has been to improve links with home so as to raise the figures for attendance whilst also supporting students on a daily basis by not only checking on behaviour in lessons, but also through providing in-class academic support.

Attendance Pastoral Officer

A Pastoral Officer with the specific focus of work is to improve the attendance of all students including those with persistent absence through home visits, parental engagement and the appropriate external agencies, specifically tracking the attendance of our pupil premium students.

Alternative Provision

A number of students access off-site courses arranged by the school, these lead to vocational qualifications that engage some of our hard to reach pupils and equip them for future employment.

Counselling

The school buys in counsellors who meet with students to discuss social and emotional concerns.



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Extended Curriculum

Educational Visits

Where possible and appropriate the school organises educational visits to complement and enrich classroom learning.

Breakfast Club

The school provides breakfast for a number of our students to give them a positive and nutritious start to the day.

Rewards and Incentives

Invested in online reward system VIVO, in addition to praise assemblies, where students are rewarded for outstanding attitude to learning and progress, we have also used extra funding to supplement the funding of reward trips. For example Drayton Manor & Alton Towers in July 2013.

Financial Support

Bus passes and school uniforms are provided for certain students to help them overcome financial difficulties and ensure that they can attend school.



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The estimated amount of Pupil Premium for 2014.15 is £240,625. We plan to spend the premium according to the figures below.

2015 Budget Expenditure

ACTIVITIES / RESOURCES / PROJECTS	COST	IMPACT
Staffing	£	Was the intervention effective?
<p>Two academic coaches appointed in mathematics one since January 2014 and one since September 2014. The additional staffing in core subjects will allow for smaller classes & intervention groups.</p> <p>Experienced English teacher employed to create additional capacity January 2015, and was placed on targeted classes to teach. Intervention plans are in place for every KS3 class which staff complete as an action plan and used to inform the MRE, work scrutiny by the additional teacher.</p>	<p>£104,800</p>	<p>IMPACT: Year 11 actual outcomes in mathematics in August 2015 are much improved on 2014 outcomes.</p> <ul style="list-style-type: none"> • 11% reduction of gap in % 3LP. % 3LP for PP students has increased by 26%. • 3LP gap for Year 10 students has remained stable <p>IMPACT: Gaps in achievement between PP & NPP in English are less than 24% and in some year groups PP students achieved better outcomes than NPP students.</p> <ul style="list-style-type: none"> • Lesson 7 is used as targeted intervention for PP students in Y9. Gaps less than 2% in Y9 with PP students achieving better progress than NPP • Gaps less than 7% in Y8. • PP students in Y7 are achieving significantly better than NPP. <p>Year 11 actual outcomes in August 2015 are much improved on 2014 outcomes, even though the 3LP gap for Y11 was larger in 2015 than 2014 outcomes.</p> <ul style="list-style-type: none"> • Y11 APS gap has reduced to half of what it was in 2014.



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<p>An academic coach has been employed since Easter 2015 in Science. The impact of this appointment has yet to be fully analysed.</p>		<ul style="list-style-type: none"> • %A*/C in English for PP students increased by 33% and is 1% above the national average of all students for 2015. • %3LP for PP students increased by 17% from 2014 results. <p>IMPACT:</p> <ul style="list-style-type: none"> • %2xC in Science increased significantly by 43% for PP students in 2015 compared to 2014. • The gap between PP and NPP students who achieved this measure is -8%.
<p>Attendance Officer along with House/Year Leaders responsible for PP student monitoring and interventions. Additional staff employed to target known PP students who have an attendance % of less than 90%.</p>	<p>£8,000</p>	<p>IMPACT:</p> <ul style="list-style-type: none"> • Overall attendance has increased from 2013.14 academic year to 2014.15 academic year by 1.5%.
<p>Senior Data Manager with the particular responsibility of data analysis</p>	<p>£15,000</p>	<p>IMPACT:</p> <ul style="list-style-type: none"> • Analysis reports to assess progress are available instantly by the extra capacity created by employing another data manager. • Enrichment whole school database created and maintained to evaluate PP student participation to extra-curricular and enrichment activities. Percentage of students who participate in lunchtime PE activities has increased this academic year. • SISRA now in use to analyse performance data for KS3 through to KS5, allowing intervention to be in place faster than previous years.



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		<ul style="list-style-type: none"> Improved skills for all staff to analyse data due to CPD provided by the SDM.
<p>Inclusion Centre Manager and staffing for core subjects, this facility will help meet the needs of Pupil Premium students who may previously have been taught off-site</p>	<p>£22,000</p>	<p>The impact of this learning facility has meant that less money is spent on alternative provision where students may not have achieved qualifications and students in Y11 will achieve qualifications in August 2015.</p> <p>IMPACT:</p> <ul style="list-style-type: none"> 2013.14 academic year 162445.85 spent on alternative provision. This has been reduced in 2014.15 academic year by 96043.35 to a total figure of 66402.50. The estimated figure for 2015.16 academic year is 50399.94 – representing another saving of 16002.56. Four Y11 students will achieved GCSE / BTEC qualifications. All but one student achieved both English and mathematics. One student achieved 5A*-CEM. Two of the students joined WHA Sixth form in September 2015 due to successful completion of their KS4 qualifications and are now studying Level 3 courses.
<p>Each department has identified a member of staff to be responsible for Pupil Premium.</p> <p>Department PP champions have been meeting the SLT PP lead during the Autumn and Spring terms to monitor progress and discuss the success of intervention strategies. During the summer term 2015 they have been meeting their department Link SLT with their HOD to report progress.</p>	<p>£9,500</p>	<p>IMPACT:</p> <ul style="list-style-type: none"> Data analysed by PP champion following each data drop, thus allowing interventions to be implemented, monitored and reviewed – ref: data analysis. Profile of PP has been raised and strengthened within each department. Class teachers are challenged about their class data and what they will do to improve.



		<ul style="list-style-type: none"> Central approach to feeding back to SLT the gaps that exist within each department / subject.
Teaching Assistants assigned to PP students		IMPACT: <ul style="list-style-type: none"> 100% pass rate for Level 2 COPE. No NEET students. A GCSE Grade achieved for all students in both English and mathematics.
Software packages – to support Curriculum need		
SISRA, data analysis programme	£1,500	IMPACT: <ul style="list-style-type: none"> All SLT, ML, KS3 subject leads and interested staff have access to SISRA to analyse academy data as appropriate to their position Intervention strategies are implemented more rapidly than previous data systems which relied on staff to manually work out gaps Quickness and accuracy of the data to identify gaps have allowed accountability conversations to take place and focus the key issues for DIPs in 2015.16
Hardware, new ICT kit to supplement and enhance existing stock. Pupil Premium students will be able to borrow equipment from this stock to assist them with homework and other studies outside of the classroom.	£15,000	IMPACT: <ul style="list-style-type: none"> Catch up sessions, twilights, holiday sessions have been targeted to attract PP students in particular to enable them to use specialist ICT equipment / hardware. August 2015 Y11 headline outcomes for PP students have improved for all key performance indicators and apart from 3LP in English the gaps between PP and NPP students were reduced.



		<p>Public Wi-Fi is being installed July 2015 to coincide with a proposal to BYOD to the academy to access learning materials on the new academy Learning Platform. A subsidised package for parents to buy a device is currently being investigated.</p> <p>PP funding for 2015.16 will be used to assist PP students who do not have access to Wi-Fi at home or a suitable device</p>
Method maths		<p>IMPACT:</p> <ul style="list-style-type: none">• Bespoke revision for every student in KS4 based upon assessment of individual needs. Usage monitored by class teachers and HOD and students can be challenged to log on and access relevant materials if they fail to log on for a period of time.• 3LP for PP students in maths has increased in 2015 by 26%• %A*/C has increased in maths in 2015 by 19%.• 89% of all PP Y11 students have improved their attainment grade compared to baseline assessment.
Reading tests		<p>IMPACT:</p> <ul style="list-style-type: none">• All KS3 students have completed a reading test and data has been analysed to put intervention in place with targeted students in Period 7.• Year 7 – 82% of students improved their reading age.• Year 8 – 75% of students improved their reading age.• Year 9 – 72% of students improved their reading age.
GCSE POD	£10,000	<p>IMPACT:</p> <ul style="list-style-type: none">• Additional revision app tool for students to access from any mobile device. A PP student has accessed



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	<p>materials the most out of current Y11 cohort. This student achieved 8x A*-C inc EM.</p> <ul style="list-style-type: none">• Single science content has been accessed the most and the outcomes for this subject were 43% higher than 2014 outcomes for disadvantaged students. A gap of -8% exists between PP and NPP which is significantly reduced from 2014.
Board Works – MFL	<p>IMPACT:</p> <ul style="list-style-type: none">• % gaps between progress made by PP students compared to NPP students is the smallest out of all national curriculum subjects for Years 7-9 in 2014.15 academic year.• The one PP student who is studying GCSE French in Year 10 has ended Year 10 achieving their ME grade and will therefore focus on attainment of their EP+ grade for Year 11 in 2015.16.
Kerboodle - Science	<p>Kerboodle does not track usage or record who has accessed the materials so it is difficult to tell if PP are using more than NPP students. From the observations of Science staff. From the Academy and department tracking data, students who are regularly using Kerboodle are achieving better outcomes than those who do not.</p> <p>IMPACT:</p> <ul style="list-style-type: none">• Gaps at KS3 are beginning to show signs of a positive and negligible gap in KS3.• Gaps at KS4 are negative for PP students and will be an area for the department to focus on moving forward.



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		<ul style="list-style-type: none"> • Use of Kerboodle in KS3 will allow its use to become second nature in KS4 through to KS5. • Disadvantaged students have access to all exam board materials and online text books at no cost • Diagnostic reports are created to allow refined intervention and accountability conversations between the HOD and class teachers • PP students have been accessing department ICT hardware to use Kerboodle at lunchtimes and after school <p><i>See report by HoD</i></p>
<u>Outside Professional Services brought in</u>		
Counselling services	£1,000	IMPACT: <ul style="list-style-type: none"> • Regular meetings between identified students and the external counsellor has supported improved attendance, improved student ability to cope in lessons, improved behaviour and has increased attainment for some of our most 'at risk' and 'vulnerable' students.
EBP Support package (58.2% of whole school cost)	£4,000	IMPACT: <ul style="list-style-type: none"> • Reduction in fixed term exclusions for PP students. • Improved engagement in schools and education by identified students.
<u>Other Areas</u>		
Refit of Hub to offer provision for vulnerable students at risk of exclusion	£9,000	IMPACT: <ul style="list-style-type: none"> • Reduced costs for other educational settings this academic year compared to 2013.14



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		<ul style="list-style-type: none"> • Students who are receiving their education in the Hub are attending regularly • Y11 students will all achieve either all L2 or a mixture of both L2 and L1 qualifications in August 2015 • Students engagement in education and learning • No NEETs predicted for 2015 for students who have been educated in the Hub
Alternative Provision, off-site training for students who would benefit from a vocational experience away from the expectations and demands of traditional school	£29,000	<p>IMPACT:</p> <ul style="list-style-type: none"> • Potential at risk students who may have been excluded from an education due to their specific needs have been successful at their alternative provision providers. • Attendance is regular and qualifications and a pathway at Post 16 is in place for these students.
Support for transport to sports fixtures	£1,100	<p>IMPACT:</p> <ul style="list-style-type: none"> • PP students have been targeted this academic year to participate in sports and sports leadership fixtures • Increased confidence and improved fitness <p><i>See Extra-curricular / enrichment database.</i></p>
Pastoral support programme co-ordinated by safeguarding officer	£2,725	<p>IMPACT:</p> <ul style="list-style-type: none"> • Open door counselling which targets some of our most vulnerable students. One to one services that have supported our students with a variety of issues from bereavement to students who have been victims of abuse. • Students identified receive a weekly meeting with appropriate professional and interventions and support for the students are provided as a bespoke package. As a result improved attendance and engagement in education at the academy.



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		<ul style="list-style-type: none"> • One sixth form student is set to complete Year 14 in 2015.16 and is being supported to make an application to apply to Wolverhampton University in September 2016 which otherwise would not have been achievable were it not for the bespoke pastoral support programme that student has achieved.
Breakfast club, twilight and exam refreshments throughout the year	£1,000	IMPACT: <ul style="list-style-type: none"> • Increase in participation of PP students in weekly twilight sessions logged throughout the academic year 2014.15. • Increase in KPIs for all PP students for 2015 actual results. • PP students targeted to attend breakfast club receive assistance with their homework from Teaching Assistants.
Booster sessions and catch up sessions including teacher support in English, Maths and Science	£1,000	IMPACT: <ul style="list-style-type: none"> • August predictions for all three core subjects increased for attainment and achievement compared to 2014 for PP students.
Revision guides for Maths, English and Science	£1,500	IMPACT: <ul style="list-style-type: none"> • Increase in both attainment and progress key performance indicators for PP students in 2015 Year 11 results compared to 2014.
Support towards uniforms/learning resources/trips	£4,500	IMPACT: <ul style="list-style-type: none"> • Increase in attendance due to correct uniform being worn by PP students. • Students subsidised for transport to the Academy by supplying a bus pass has reduced the number of lates and improved punctuality.



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		<ul style="list-style-type: none">• Revision materials, core texts and materials enable PP students to engage in their education and work towards achievement of their ME grade.• Students now have a greater awareness of the world outside of Wolverhampton due to experiencing various visits that have been financed by the premium. <p><i>See Educational database</i></p>
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