

Pupil premium strategy statement

1. Summary information					
School	Wednesfield High Specialist Engineering Academy				
Academic Year	2016/17	Total PP budget	£249,645 (est)		
Total number of pupils	891	Number of pupils eligible for PP	353	Date for next internal review of this strategy	Feb 2017

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving 5A*-C incl. EM (2015/16 only)	27%	53%
% achieving expected progress in English / Maths (2015/16 only)	80%/29%	79%/58%
Progress 8 score average (from 2016/17)	-1.02	-0.48
Attainment 8 score average (from 2016/17)	34.38	45.59

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low and middle attaining students who are eligible for PP are making less progress in Key Stage 3 than other low and middle attaining students. This will impact upon Key Stage 4 as it prevents continued achievement.
B.	Pupil Premium students in mathematics are making less progress than non- Pupil Premium students. Strategies to be implemented in all year groups to ensure that students can make good rates of progress in Key Stage 3 to improve their Progress 8 score in Key Stage 4.
C.	Literacy skills of PP students are lower than for other students, which prevents them from making good progress. This is not isolated to Year 7 students, however is a barrier for our low attainment PP students in all Year groups.
D.	Without good pastoral systems in place many students would become a potential NEET.
E.	High attaining students who are eligible for PP must be closely monitored to ensure that they are challenged to achieve their predicted rate of progress in Key Stage 3 and Key Stage 4 predictions with a view to encouraging them to broaden their horizons for Sixth Form and beyond.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance rates for pupils eligible for PP are 90.3% (2016) (below the target for all children of 95%). This reduces their school hours and causes them to fall behind.

G.	Students who are Pupil Premium to have the same life experiences as other students. The ethos of our academy is that all students will have access to the same opportunities regardless of family circumstances. This will be explored further by Academy staff and tracked for individual students.
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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Low and middle attaining students who are eligible for PP are making less progress in Key Stage 3 than other low and middle attaining students. This will impact upon Key Stage 4 as it prevents continued achievement.	Rates of progress & the mean for Key Stage 3 and for individual Progress 8 bucket scores will be tracked at every data harvesting point. Data will be analysed by Learning Directors, HoD, Dept PP Champions and Student Champions. This will be evidenced through the use of teacher assessments, MRE and department moderation. Where progress is not improving interventions will be put in place which will be monitored by HoD, SLT and external advisors half termly.
B.	Pupil Premium students in mathematics are making less progress than non- Pupil Premium students. Strategies to be implemented in all year groups to ensure that students can make good rates of progress in Key Stage 3 to improve their Progress 8 score in Key Stage 4.	Both the Key Stage 3 / Department PP Champion and the HoD will monitor the progress of PP students from internal assessments in maths. Students will be closely monitored to ensure that we are 'closing the gap' This will be evidenced through the department tracker which feeds into the whole academy data systems. The use of interventions by the department will be monitored by Learning Directors and SLT. External quality assurance will be accessed via the use of consultancy support and PiXL.
C.	Literacy, numeracy, spellings and reading skills of PP students are lower than for other students, which prevents them from making good progress. This is not isolated to Year 7 students, however is a barrier for our low attainment PP students in all Year groups.	Improved literacy, numeracy, spellings and reading skills for identified students so that they have caught up with their peers. Improved self-confidence of identified students. This will be evidenced through extra bespoke intervention which will be delivered in lesson 7. The impact will be monitored via the SENCo and TA's. By the EOY7 (2017) all students who entered WHA on a scaled score of below 100 will have improved their scores. This is to be measured by the 2016 Y6 tests.
D.	Without good pastoral systems in place many students would become a potential NEET.	Improved attendance for students who access their provision in the Hub. Pathways and next steps are identified via the CEIAG and pastoral staff who work with vulnerable students. Social, emotional and behaviour support is put into place via lead professionals within the academy and externally sourced.
E.	High attaining students who are eligible for PP must be closely monitored to ensure that they are challenged to achieve their predicted rate of progress in Key Stage 3 and Key Stage 4 predictions with a view to encouraging them to broaden their horizons for Sixth Form and beyond.	Students who are eligible for PP and are identified as high attainers from KS2 data / new scaled scores of 110 or above must make as much progress as other high attaining students. Their progress will be monitored by CT and HoD at the harvesting of data every half term Where progress is not satisfactory, students will be in receipt of interventions.
F.	Attendance rates for pupils eligible for PP are 90.3% (2016) (below the target for all children of 95%). This reduces their school hours and causes them to fall behind.	Reduce the number of persistent absentees (PA) among students eligible for PP. Attendance will be monitored by Student Leaders, Student Champions and SATCo. SLT lead will evaluate attendance every half term and

		strategies will be put into place to encourage a more positive attendance to the academy.
G.	Students who are Pupil Premium to have the same life experiences as other students. The ethos of our academy is that all students will have access to the same opportunities regardless of family circumstances. This will be explored further by Academy staff and tracked for individual students.	A tracker is in place to monitor the students involved in different opportunities outside the classroom that will enrich their curriculum. Students that are eligible for PP are equally offered opportunities offered by WHA, regardless of financial constraints. Student Champions will be instrumental in monitoring the 'extra' opportunities that can be put in place for our students.

5. Planned expenditure	
Academic year	2016/17
Item	Allocated Budget
Learning resources	11,220
SEN Provision	12,000
CEIAG	22,240
Attendance Support	40,000
Social, Emotional & Behavioural Support (external & internal)	15,000
Raising Aspirations	12,000
Behaviour support / Hub provision	25,000
Curriculum & Achievement support	112,185