



## Introduction

The Pupil Premium grant, additional to main school funding, is a crucial way of addressing inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most – ensuring equity for all. Worthing High School aims to raise achievement and close the gap for every student eligible for Pupil Premium funding. It is also essential that socio-economic status does not put our students at a disadvantage when compared to those from more affluent backgrounds. To address this, our aim is to strategically allocate funding to the individual needs of each student, as well as to look at cohort needs, e.g. that of KS4 students in the build up to GCSEs, and to also continually review the impact of the interventions. We also track and evaluate our spending so that we are in a position to evaluate the effectiveness of measures that have been put in place.

## Rationale

Our focus on the use of PP funding for 2017/18 was to ensure we removed as many barriers as possible to support our disadvantaged pupils in achieving progress and outcomes that were as close as possible to those who are not disadvantaged nationally. We looked specifically at ways to overcome barriers to: working independently outside normal school hours and responding effectively to teacher feedback. The particular strands of the Education Endowment Toolkit (strategies found by research-led evidence to be most effective in improving the progress of Disadvantaged Pupils) that we adopted are 'Metacognition' (Learning to learn) and 'Feedback'. We measured the impact of our interventions through a half-yearly review, rigorous data tracking and records of student participation in activities.

## Impact of Pupil Premium expenditure 2017/18

Our Pupil Premium Grant for 2017/18 was £184,970

Areas of particular focus for this year were:

- Providing revision resources for KS4 students
- Providing resourcing to improve students' cultural capital by participating in trips and residential
- Trials of different strategies to tackle issues in attendance

In addition we embedded strategies not requiring specific funding:

- Mentoring Year 11 Disadvantaged Pupils who were underachieving
- Improving whole school focus on marking

The figures below give a detailed breakdown of our expenditure.

Intervention	Funding	Description & Planned Impact	Impact and Review
Resources for exams – including textbooks and revision guides	£1788.36	Used to support students in revising effectively for their exams and ensuring they had the right resources to succeed.	Predicted progress of current Y11 DP students (who most books were bought for) is +0.06 which would partially close the gap to national non-disadvantaged (2017 figures) to -0.05 (compared to -0.36 in 2018).
Music lessons	£885.80	Used to ensure students taking GCSE Music can access the level of musical tuition needed to pass GCSE effectively.	Students all on or above target for GCSE exams to be taken in 2019.
Trips	£3386.50	Funding was used to provide involvement in the school extra-curricular trips/activities that	The impact of this support ensured that students did not miss out on accessing educational/social trips that others can

		require a charge, including the Ardeche and curriculum linked trips including Italy, Berlin and a drama performance .	access because of finance. Improved predicted grades for most students on curriculum based trips.
Uniform	£797.69	This was specific for individuals to pay for essentials of uniform that could not be afforded, including the WHS jacket and Simply Dance costumes.	Ensured students were able to participate fully in Simply Dance performance and to access the same standard of uniform as their peers.
Food Tech ingredients	£468.69	Used to enable students to take part in all practical lessons, thereby increasing their ability to cook at home and to have a better understanding of healthy eating.	Students across all year groups were able to fully participate in practical lessons as part of a wide curriculum which they otherwise wouldn't have been able to do.
Cricket Academy	£2450	Formal Cricket Academy run by Sussex County Cricket Club to enable participation in wide range of sporting activities as part of the academy.	Enabled students to take part in targeted activities in order to improve their fitness, skills and confidence.
Materials	£91.48	To enable students to participate in school activities that they needed specific resources for.	Alarm clock bought meant a Y11 student attended her exams on time. Toiletries bought improved a student's confidence. Prom ticket bought meant a looked after child was able to have an effective transition to the next stage of education.
Crackit	£1200	To enable students to take part in the Crackit programme which fosters healthy living, exercise, design skills and taking part for those who don't usually participate in sports, thereby building student confidence.	Enabled students who don't usually take part in sport to do so in a structured and supportive environment that built their skills and confidence.
Sound Training	£8100	High impact literacy support for KS3 students.	All 44 Year 7 students who participated saw their reading ages increase – average reading age gain was 37 months.
SISRA	£1495	IT system bought to monitor and track progress of students more effectively.	Allowed tight tracking of student data to identify gaps and address these effectively.
SAM Learning	£3500	Computer based revision of content to enable students to test themselves on their knowledge and understanding across a wide range of subjects.	Enabled all students to access a wide range of revision support and teachers to track and monitor this effectively – and then to intervene and challenge those not participating fully to do so.
Attendance trial	£110	Low attending Salvington students targeted for an 13 week incentive scheme to improve their attendance.	55% of students (20 in cohort) improved their attendance over 13 week period – average gain was 1-2% improvement.
Locality attendance officer project	£893.09	Partial cost of employing a locality attendance officer across 7 schools in locality.	Improved support and advice for our pastoral team in supporting families to improve attendance and in making referrals for fixed penalty notices.
GCSE Pod	£4,414.21	Independent learning platform purchased to support revision for wide range of subjects.	Launched in Sept. 19 – 4479 pods watched across KS4 by end of Nov. 620 by DP students.

Additional staffing costs to support intervention in core	£155,389.18	Staffing includes additional teacher hours in the English, Maths, Science and Inclusion departments, as well as in the Behaviour and Pastoral teams – ensuring one to one and small group support where needed.	Enabled targeted intervention for students in core subjects, targeted sessions with community leaders and behaviour and pastoral which all supported the positive Progress 8 score achieved.
Total	£184970		

## Funding for 2018/19

The funding for the Pupil Premium Grant for 2018/19 is estimated at £171, 572

## Pupil Premium Numbers – 2018/19

Year 7		Number in cohort	Percentage of cohort
	Pupil Premium	53	22%
	Non-Pupil Premium	183	78%
Year 8			
	Pupil Premium	35	17%
	Non-Pupil Premium	175	83%
Year 9			
	Pupil Premium	37	18%
	Non-Pupil Premium	171	82%
Year 10			
	Pupil Premium	55	28%
	Non-Pupil Premium	145	73%
Year 11			
	Pupil Premium	35	18%
	Non-Pupil Premium	157	82%
<b>Totals</b>	<b>Pupil Premium</b>	<b>215</b>	<b>21%</b>
	<b>Non-Pupil Premium</b>	<b>831</b>	<b>79%</b>

## Focus for 2018/19

Our focus on the use of PP funding for 2018/19 is to enable all Disadvantaged Pupils in Key Stage 4 access to effective support material to aid their learning that will boost pupils' confidence, exam readiness and therefore outcomes. Their use of these is carefully monitored to ensure all are participating and to intervene as needed to support. At Key Stage 3 we have a specific focus on literacy and increasing the use of the Accelerated Reader programme to enrich students' vocabulary, comprehension and reading ages. All staff are able to bid for PP funding in order to support individual or groups of Disadvantaged Pupils with specific needs and the spend per pupil will be monitored to ensure equity of provision and that no student is left behind.

Our prime focus for all Disadvantaged Pupils follows the current research evidence that 'quality first teaching' is the most effective strategy we can employ. Our current drive on embedding 'Metacognition' into the classroom and developing peer mentors furthers our adoption last year of the most effective strategies in the Education Endowment Toolkit (strategies found by research-led evidence to be most effective in improving the progress of Disadvantaged Students) – metacognition, feedback and peer mentoring.

We will measure the impact of our interventions through regular reviews, rigorous data tracking and records of student participation in activities.

## Review date – Spring 2019