

Impact of Pupil Premium Grant (2020-21)

GCSE/Non-GCSE Outcomes 2021

In 2021 70% of PP students achieved a 4 or above in English

In 2021 68% of PP students achieved a 4 or above in Maths

In 2021 57% of PP students achieved a 4 or above in both English and Maths

In 2021 our PP students achieved 44.77 in the 8 GCSE's (or equivalent) the government recognises in their Attainment 8 calculation.

Provision	Learning Impact
Students Provision	
The Learning Hub and its key role in supporting identified vulnerable learners	Last year the Learning Hub offered a range of support interventions to a variety of students needs including anxiety, low self-esteem, ASD, attendance, physical disability amongst others. This included a number of pupil premium students. The School Counsellor and ELSA also share the area so there is a good support network for students. Rufus the school dog also offers support and has been an amazing resource to encourage those with poor attendance, anxiety, ASD and anxiety to access school and feedback from students and families is very positive. Each student has tailored support in place to enable them to maximise their potential which is reviewed regularly. A tutor group of students attend each morning given a calm start to the day and an opportunity to discuss any concerns. Core staff are also weekly timetabled so that students have the opportunity to work with a subject specialist and this supports those with long or short term disabilities who might not be able to access the site. The Learning Hub remains open at break and lunch for identified students to have a calm place to spend their free time. Looked after children also have regular access to The Learning Hub and extra after school tutoring is available for them. All students are respectful to staff and each other so that they can enjoy a calm environment. During the lockdown period, the Hub worked alongside its vulnerable cohort virtually by liaising weekly and providing support to the LAC students in school. During lockdowns staff called families of identified students weekly to offer support.
Assistants and Interventions in Maths	<p><u>CPA Support</u></p> <p>Took 30 year 11 students through the Entry Level Functional Maths qualifications to increase confidence through having some success in maths and also provide a qualification for them in case they were not successful in the GCSE. All of these students passed up to Entry Level 3 and all students went on to achieve a Grade at GCSE level.</p> <p>Supported two year 9 and two year 10 classes for the majority of their lessons across the year. Supported one EHCP year 10 student in every lesson. Additionally supported three year 11 classes regularly and when entry level qualifications had been completed. This consisted mainly of in class support, but also on occasion included working with students on a small group or one-to-one basis.</p> <p>Supported a single year 11 student once per week in the hub to provide support for a student who was not attending regular lessons.</p> <p>Delivered precision teaching in AM reg sessions to 12 Year 7 students to help with their fundamental mathematical skills.</p> <p>Monitored the completion of Raising Achievement Programme students during and after lockdown following up with students who were failing to complete this.</p> <p>Designed and delivered the 'Snap, Crackle, Pop' intervention programme for year 11 students after entry level qualifications had finished being delivered.</p> <p>Assisted with the organisation of Student's as Evaluators across the department.</p>

	<p>Assisted with the delivery of ESP sessions to Year 10 students in the summer term.</p> <p>Ran a weekly maths clinic after school for all students across the school, but in particular focusing on year 11 students when they were completing their practice papers. Attendance at these was down on the year before due to restrictions regarding students mixing year groups, but there were still 45 students who attended multiple clinic sessions throughout the term.</p> <p>Assisted with the running of year 7 and 8 'Puzzle Club' providing a lunchtime activity for some of the more vulnerable students in these year groups.</p> <p><u>Additional Intervention</u></p> <p>1:1 Intervention delivered for 20 students in year 9 comprising of an intensive 10 session programme carried out over 5 weeks outside of maths lessons. The sessions are designed to target able students who have fallen behind their trajectory over the course of year 7 and/or 8.</p> <p>1:1 Intervention delivered for 16 students in year 8 and 16 students in year 7. These sessions target some of the students who missed the national standard at KS2 and are designed to cover some of the fundamental concepts from KS2 and KS3. Some of this intervention was finished at the start of the following school year due to the interruption caused by lockdown.</p>
<p>Assistants and Interventions in English</p>	<p>Core Progress Assistant: t - Support was structured as withdrawals throughout the year. Focusing on students with PP provision and SEN, working with them in a small group format. When in class, the CPA's were directed to take small groups out on the instruction of the class teacher to either catch up with missed work or to differentiate work. CDP classes: x2 Y11, 1x Y10, 2 xY9, 1x Y7 GCQ classes: x2 Y11, 1x Y10, 1xY9, 1x Y8 When lockdown occurred, CPA's were deployed to focus specifically on PP students, contacting them via email/googleclassroom (where access was possible) to support them with work, provide differentiation and give feedback while liaising with the class teacher to facilitate progress. Separate googleclassrooms were set up to offer PP support.</p> <p>Teacher in class support: Department support hours were allocated in English as in class support. This changed across the year as timetables needed to be altered but PP students were prioritised for this support. Teachers were used to support in class or to withdraw small groups or 1:1 as appropriate.</p> <p>Year 10 and 11 Breakfast club, every Thursday between 7.45-8.30,(breakfast provided). The focus being exam questions in preparation for the GCSE's and revision activities for Y10. An average of 10-12 students attended each week from each year group. PP students were specifically invited through letters home to parents. Names of students who attended were shared with teachers so they could track the intervention PP students were receiving and build on this in class.</p> <p>Year 10/11 PP academic mentoring. Took place across the week during registration with four members of English staff and CPA's seeing all PP students from Y10 on a 1:1 basis. This was a tailored intervention based around the feedback from their class teacher and the students' feedback. Each lesson was recorded and communicated to the class teacher using the academic mentoring log. This was in addition to RA masterclasses and the RA homework programme.</p> <p>KS4 after school study sessions. Between 3-4 on a Monday and Tuesday. Up to 15 students were directed by their class teacher to focus on specific areas of need regarding literature (with CDP) and writing skills(with GCQ). Students could sign up at the English office door. Parents of all students were contacted via letter with details of these sessions and given a timetable of what was on offer each week.</p> <p>Quotation club every Friday lunchtime. All students invited to Quotation club with an average of 6-10 attending each week. Students are given extra support with the analysis of key quotes from the literature texts.</p>

	<p>Reading Buddies - every Thursday during AM registration. A group of Year 7 students with low reading ages were paired off with a Year 10 'buddy', to share reading/read to each other. A group of 13 Year seven students attended this group throughout the year.</p> <p>Resources: all PP students provided with copies of the 4 literature texts. Students were also provided with copies of the English Department revision guides for Language and Literature.</p>
Science Intervention	<p>AM Registration sessions : Offered to students to allow consolidation of content and exam practice to raise progress.</p> <p>Core Progress Assistant: Support was structured as withdrawals or in class support throughout the year. When lockdown occurred, CPA's were deployed to focus specifically on PP students, contacting them via email / google classroom (where access was possible) to support them with work, provide differentiation and give feedback while liaising with the class teacher to facilitate progress.</p> <p>Teacher in class support: Department support hours were allocated in Science as in class support. This changed across the year as timetables needed to be altered. Teachers were used to support in class or to withdraw small groups</p> <p>KS4 after school study sessions - targeted study sessions provided students with exam practice and content recap.</p> <p>Resources : We provided all Pupil Premium students with a revision guide and workbook.</p>
Senior Leaders of Learning revision seminars	All year 11 students had the opportunity to attend a number of revision workshops led by the schools Senior Leaders for Learning – during these two hour workshops all students practiced revision skills, time management and exam preparation. These were cut short by the lockdown period.
Use of the Learning Resource centre	One of the key areas of concern was the need for many students to have access to a workspace after school, which was well resourced with materials to aid their studies. The opening hours of the Learning Resource centre were extended to 5 pm and accessed by students.
	<p>Identified PP students received direct 1:1 Odyssey mentoring during 2019-20. Pupil Premium students were placed on the programme and were mentored by a specific member of staff throughout Year 11. The Odyssey mentor was able to liaise with teachers on a regular basis and identify short term targets which could be monitored and reviewed every 2 weeks. 5+ Standard pass for the 42 Odyssey Students was 57% (63.3%) for all students with Male students 51% (53.4%) Female students 69% (76.62%)</p> <p>Students achieving 5+ passes 99% (98.89%) 99% (98.06%) Male 99% (100%) Female</p>
Additional Transition for year 6 students	30 children accessed the Extra Transition, of which 19 were our Pupil Premium Students. They received either parental support visits or visits as individuals by appointment with the DOPA and ADOPA. These were obviously under restrictions but allowed for a physical visit to the school in addition to the additional virtual transition. themselves with the school. Pupils who attended felt less anxious about the move to Wildern. Those who still showed signs of anxiety were added to the Nurture Group (Apollo) where they were able to raise any issues in a confident environment and worked through a Friends Programme to help improve life skills and learn strategies to cope in difficult situations.
Young Carer Support Group	Approximately 80 students have self-identified as young carers across the school. A group (of between 10-15 students) met on a regular basis for an informal breakfast where issues at home can be discussed in an informal setting along with managing pressures with school. The group has not had the usual opportunity to attend a number of events outside of school including theatre trips, visits to ice cream restaurants and outward bound activity days due to COVID. They have also tried to work closely with the Eastleigh Young Carers.
ELSA Support	22 Pupil Premium Students accessed ELSA sessions. Nine of these pupils were our Looked After Students and others for a variety of issues. The impact from their ELSA Sessions was noted in improved self-esteem, improved social skills, which all impact on the student being able to access their learning much more confidently. Pupils were able to show a better understanding of their own and others emotions, enabling them to sustain friendships easier.
School Counsellor	From Sept 2019 to March 2020 48 Wildern students were counselled. 10 of those 48 pupils referred were Pupil Premium (8 completed their counselling sessions)

	The focus of the counselling sessions with these 8 pupils was around Anxiety and Anger Management. The outcome of the work on completion of the counselling sessions was that these pupils were better able to manage intense feelings in a safer, more productive way and their levels of anxiety was reduced.
Inclusion provision	<p>10 students were seen for 1-1 mentoring last year by the inclusion officer; the majority of these were for challenging behaviour and the reasons behind it.</p> <p>Lesson observations took place to identify triggers and successful strategies across all subjects which was then shared with the individual students teachers. This led to a reduction in the number of EREF's and as a result, if required, timetable changes were made to support the engagement and learning of the students.</p> <p>Of the students seen for behaviour the majority (Particularly key stage 4) saw an improvement in their behaviour in school and a reduction in the number of red/purple EREFs. All 10 increased in confidence and their ability to verbalise their emotions. They also began to make more appropriate use of support, rather than trying to resolve issues negatively through arguments or violence.</p> <p>The expertise of the inclusion officer has meant that individual learning needs that are impacted upon by behaviour have been quickly identified. Support has then been adapted accordingly.</p>
Curriculum Provision:	
Apollo group for Year 7 students	<p><u>Number of students:10</u></p> <p>By the summer term these students, through the support given in the integrated lessons, made an average ratio gain of 1.6 in reading and 0.61 in spelling. This progress in reading is pleasing considering the students missed a term of in person lessons due to lockdown and it is very difficult to teach reading remotely.</p>
Wave 3 Intervention programmes to support reading	<p><u>Reading Intervention Review Summer 2021</u></p> <p><u>Year 7</u></p> <p><u>Rapid reading</u></p> <p>Number of students accessing intervention: 16</p> <p>Average ratio gain reading: 2.06</p> <p><u>Year 8</u></p> <p>Number of students: 7</p> <p>Average ratio gain: 3.98.</p> <p><u>Year 9</u></p> <p>Number of students:16</p> <p>Ratio gain reading: 1.97</p> <p>These students have made good progress, particularly in Year 8. This is especially pleasing when considering they missed a term of the intervention due to lockdown.</p>
Parental Provision:	
WINK and BLINK Parental Evenings	<p>WINK and BLINK events in 2019-20 enabled parents to develop their understanding of the support offered to their child in school.</p> <p>WINKs like the revision focus evening were really well attended this year with 100 parents accessing the workshops and developing their knowledge of what their son/daughter should be revising and how. The Freshers Fair and ICT marketplace evening had over 200 parents attend which bettered</p>

	<p>last year's record. Blinks like mental health and well-being were also very popular with many parents attending and developing their awareness.</p> <p>15 events ran in 2019-20 with tickets allocated across all events to parents or with events being virtually hosted over the lockdown period.</p>
Student Services	<p>The rigorous monitoring and recording of Pupil Premium attendance last year proved successful with improvement year on year and the gap narrowing between PP and non PP students.</p> <p>A number of Pupil Premium parents attend the Dealing with Teenagers WINK evening and all reported an improvement in behaviour at home of their teenager and improved parent/child relationship.</p> <p>Over the course of last year the Head of Student Services and her team have worked intensively with a number of Pupil Premium families. Parents and students were supported with attendance, emotional wellbeing, housing, finances, relationships, substance abuse, domestic violence, parenting, to name a few. Where required families were signposted to appropriate agencies that could provide more intensive specialist support.</p> <p>Interventions based around external support from KCC and other external agencies continued over the year and virtually when required. There were a number of these interventions accessed by PP students.</p> <p>Engagement of a number of Pupil Premium parents has improved as they have a face and a name of people they can contact rather than having to go through the usual channels. This has helped break down barriers to education and reduced anxiety. The parents now actively support the school and are continuing to engage well. Communication and relationships have improved significantly.</p>
Resources:	
Revision materials in all subjects	<p>Revision materials and study packs were provided free of charge to all Pupil Premium students in Year 8 &10 where appropriate and to support learning over lockdown. Year 8 students received guides as they embarked upon their GCSE pathways work in the summer term.</p>
Dance and Drama enrichment and support	<p>Students received a full GCSE Dance exam kit to ensure they can partake in lessons fully and feel confident in having the correct kit and fitting in. Students were funded to participate in Dance Live developing friendships, confidence and partaking in a positive extracurricular activity. The same number of students went to the theatre to see professional dance works raising the expectations they have for dance and for themselves and experiencing a professional theatre environment and understanding theatre etiquette. Drama students were financially supported to attend professional theatre productions. GCSE students were provided with a revision guide.</p>
Music enrichment and support	<p>25 students were given support for instrumental lessons throughout the year.</p> <p>GCSE students are provided with revision guides helping to reduce anxiety and aid preparation for exams. Music trips have exposed students to different types and styles of music. Students with Instrumental lessons showed increased self-confidence, knock on effects for academic achievement and musical achievement.</p>
Curriculum visits and trips to support controlled assessment	<p>Up until lockdown Pupil Premium students had the opportunity to participate on a number of day trips throughout the school year including, theatre performances, history and geography field trips, places of interest for science and art. Students were also supported in Year 11 in their core PE lessons so they could participate in some of the external courses on offer including golf and bowling.</p> <p>Additional resources were provided to Pupil Premium students at KS4 in the form of revision guides for many subjects, practice exam papers, materials for art and technology.</p>
Art, Technology and PE support materials	<p>Pupil Premium students in Art received a resource pack with every item they would require to complete the year. Students' Art trips were funded to ensure their understanding of artists and different styles and techniques was developed.</p> <p>All Pupil Premium students received materials as required both in Key Stage 3 and 4</p>
Student stationery allowance from the LRC	<p>All Pupil Premium students were aware that they had a £1.50 grant which they could use to purchase general stationery from the LRC when required.</p>

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