

Pupil Premium Strategy Statement 2018-19: Bohunt School- Wokingham



Rationale

At Bohunt Wokingham, all members of staff including Governors accept the responsibility of ensuring that the Pupil Premium Grant is used effectively to support progress and continue to narrow the achievement gap for those students who qualify for it.

Information about the Pupil Premium funding

Pupil Premium funding is allocated on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families. From September 2016, the premium will be worth £935 and goes to students who at any point in the past 6 years (Ever6) have been in receipt of Free School Meals (FSM); £1,900 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD. Each funding stream, PPG, LAC and Forces Children are all separate.

| Summary Information | | | | | |
|--------------------------|---------|---|-----------|--|-----------|
| Academic Year | 2018/19 | Total PP Budget (Projected- notional funding not confirmed until January 2019) | £73, 355 | Date of most recent PP review | July 2018 |
| Total Number of Students | 666 | Number of students eligible for PP | 101 (15%) | Date of next internal review of this strategy | TBC |

| Current Progress | | | | |
|--|-----------------------------|---------|----------|---------------------------------|
| | Students Eligible for PPG % | | | Students not Eligible for PPG % |
| | Spelling | Reading | Numeracy | |
| Year 7 Students (Average Scaled Score Below 100) | 40% | 23% | 20% | |
| Year 8 Students (Making Expected Progress or Above) | 60.5% | | | 60.1% |
| Year 9 Students (Making Expected Progress or Above) | 68.8% | | | 68% |

| Barriers to future attainment (for pupils eligible for PPG and FSM) | |
|---|---|
| In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>) | |
| A. | Literacy and numeracy skills on entry to Year 7 slows progress across the curriculum and remain lower than required for new GCSE curriculum (40% spelling, 23% reading and 20% numeracy). |
| B. | High attaining pupils who are eligible for PPG do not make enough progress. |
| C. | Low aspirations due to poor exposure to cultural experiences. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Attendance rates for PPG students last year were below 95% |

| Outcomes | | |
|-----------------|--|---|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improved progress and attainment of disadvantaged students. | <ul style="list-style-type: none"> To have increased opportunities to develop literacy and numeracy across the curriculum. Students below scaled score of 100 for reading to show a significant improvement using the newly developed reading programme. Measured termly – By Summer term at least 80% PPG students to meet expected reading and spelling development of 12 months, 50% exceed reading and spelling development of 18 months. At least 80% of PPG students making expected progress or above in line with FFT20. |
| | <i>How will it be measured?</i> Scheduled year group data/reports Lexia/spelling data Attendance figures Trust comparative data Subject Monitoring Forms | |
| B. | Improved progress and attainment of HPA PPG students | <ul style="list-style-type: none"> HPA PPG students achieve in line with ability of non-PPG students. Ensure that students have access to suitably challenging material in lessons. This should be evident from at least 80% of HPA PPG cohort across the year groups making expected progress. |
| | <i>How will it be measured?</i> Termly Progress Checks (All Yr Groups) Learning walks against criteria specifically for HPA students. Trust comparative data Subject Monitoring Forms | |

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|----------|--|--|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| C. | Offer a breadth of culturally rich, experientially-led, activities for students to engage with. | <ul style="list-style-type: none"> • All KS3 Students to have access to a 'Cultural Capital passport', which will ensure all students have access to a determined list of enriched activities. • Three successful google expeditions using the iPads. • At least 80% of PPG attend at least 2 cultural experiences throughout the academic year. • At least 80% of PPG students access their end of year Outdoor Education trip. |
| | <p><i>How will it be measured?</i></p> <p><i>Student Voice</i></p> <p><i>Student exposure to events</i></p> <p><i>Student uptake and visit evaluations</i></p> | |
| d. | Increased attendance rates for pupils eligible for PPG. | <ul style="list-style-type: none"> • Attendance for PPG students at least 96%. • FSM student's attendance at least 96%. • Parental engagement at school events of PPG students increased (at least 60% targeted parents attend respective events). |
| | <p><i>How will it be measured?</i></p> <p><i>Attendance and monitoring checks: reduction in Persistent Absentees</i></p> <p><i>Monitoring of visits to families</i></p> <p><i>Number of FPN issued to families following PA.</i></p> | |