

# Pupil Premium Report 2018-2019

## Intent

The government provides academies and schools with additional funding to help reduce the inequalities and gaps in attainment between those students who are on free school meals (or have been in in the last 6 years) and their peers. This funding is called the Pupil Premium (see Appendix 1).

Every academy and school can select how they chose to use their Pupil Premium allocation, as they are best placed to assess what additional provision should be made for students. Pupil premium funding was first introduced in April 2011. It is allocated to pupils who are currently known to be eligible for free school meal or have received free school meals in the last six year and pupils who are looked after, from the first day of the care episode.

At The John Warner School, our vision goes well beyond simply narrowing the gap between those who are economically advantaged and those who are not. We aim to help them to discover and develop their own potential. We seek to equip them with the knowledge, technological capabilities, skills and character needed to face the modern world and to cultivate respect for and understanding of all members of their community.

### Pupil Premium students at JWS 2017/18

	Total pupils	FSM	FSM Ever 6	CLA	PP
<b>7</b>	229	17 (7%)	46 (20%)	1 (0.4%)	52 (23%)
<b>8</b>	223	17 (8%)	38 (17%)	1 (0.4%)	46 (20%)
<b>9</b>	209	16 (8%)	42 (20%)	0 (0%)	48 (23%)
<b>10</b>	209	12 (6%)	36 (17%)	0 (0%)	45 (22%)
<b>11</b>	183	11 (6%)	35 (19%)	1 (0.5%)	40 (22%)
<b>Total</b>	<b>1053</b>	<b>73 (7%)</b>	<b>197 (19%)</b>	<b>3 (0.2%)</b>	<b>231 (22%)</b>

### Pupil premium students at JWS 2018/19

	Total pupils	FSM	FSM Ever 6	CLA	PP
<b>7</b>	233	1	32 (13%)	0 (0%)	45 (19%)
<b>8</b>	224	17 (6%)	39 (17%)	1 (0.4%)	51 (23%)
<b>9</b>	223	19 (9%)	36 (16%)	0 (0%)	50 (22%)
<b>10</b>	207	13 (6%)	39 (19%)	0 (0%)	50 (24%)
<b>11</b>	209	12 (6%)	30 (14%)	1 (0.5%)	40 (19%)
<b>Total</b>	<b>1096</b>		<b>176 (16%)</b>	<b>2 (0.2%)</b>	<b>236 (22%)</b>

### Pupil premium students at JWS 2019/20 (current Oct 2019)

	Total pupils	FSM	FSM Ever 6	CLA	Post CLA	PP
<b>7</b>	231	19 (8%)	36 (16%)	0 (0%)	1(0.4%)	41 (18%)
<b>8</b>	234	20 (9%)	35 (15%)	0 (0%)	2 (0.9%)	41 (18%)
<b>9</b>	227	20 (9%)	40 (17%)	1 (0.4%)	2 (0.8%)	44 (19%)
<b>10</b>	223	24 (11)	36 (16%)	0 (0%)	3 (1.3%)	45 (20%)
<b>11</b>	207	20 (10%)	38 (18%)	0 (0%)	5 (2.4%)	49 (24%)
<b>Total</b>	<b>1122</b>	<b>103 (10%)</b>	<b>185 (16%)</b>	<b>1 (0.4)</b>	<b>14 (1.2%)</b>	<b>235 (21%)</b>

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# Implementation

## How much does the school receive?

Pupil Premium rates:

- For each child in years 7 to 11 who qualified for free school meals (FSM) or recorded as ever being in receipt of FSM in the last 6 years, the school received £935 (£1320 in primary school).
- Children who have been looked after under local authority care for more than one day. These children are awarded a premium of £2300.
- For each child of those in the armed forces, the school received £300.
- **New to 2019-2020 (Appendix 3) Pupils having left local authority care as a result of adoption, special guardianship, or a child arrangements order.**

## How have we spent Pupil Premium money?

The school is required to account for the spending of Pupil Premium money and publish this information on the website.

The school received **£217,250** in the 2017-2018 academic year, of which £3,200 was for CLA. In addition to this the school received £11,396 for Year 7 Literacy and Numeracy Catch Up.

Category	Total	% of Total	PP Spending
Interventions	£121,080	60%	£72,648
Intervention administration	£81,633	21%	£17,142.93
Systems	£10,486	100%	£10,486
TLC Live	£10,260	78%	£8,002.80
TLC staffing			£456
Alternative Provision	£2,500	78%	£1,950
Brilliant Club	£1,920	100%	£1,920
Aspire staffing and resourcing	£6,840	50%	£3,420
Family Support Worker	£31,609	78%	£24,655.02
Emotional Support	£8,980	44%	£3,951
Training Budget	£25,000	21%	£5,250
Curriculum Enhancement	£14,000	100%	£14,000
Narrowing the Gap Committee	£9,750	100%	£9,750
Extended School Time	£2,695	78%	£2102.10
Lead Practitioner Vulnerable Students	£46,238	78%	£32,639.88
Attendance Management	£41,846	50%	£20,923
Year 7 and 8 literacy and numeracy intervention lessons			£21,600
<b>Total</b>			<b>£250,896.73</b>

The school received **£223,445** in the 2018-2019 academic year of which £3,200 was for CLA. In addition to this the school received £11,545 for Year 7 literacy and Numeracy Catch up.

Category	Total	% of Total	PP Spending
Interventions	£121,080	60%	£72,648
Intervention administration	£81,633	21%	£17,142.93
Systems	<b>£12,607</b>	100%	<b>£12,607</b>
TLC Live (SR Maths)	£10,260	78%	£8,002.80
TLC staffing			£456

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Alternative Provision (HUB TLR)	<b>£2,750</b>	78%	<b>£2,145</b>
Brilliant Club (Trips etc)	<b>£2,720</b>	100%	<b>£2,720</b>
Aspire staffing and resourcing (LKT)	£6,840	50%	£3,420
Family Support Worker (SRU)	<b>£31,400</b>	78%	<b>£24,492</b>
Emotional Support (counselling)	<b>£9,120</b>	44% (50% from SEC report)	<b>£4,012</b>
Training Budget	<b>£26,000</b>	21%	<b>£5,460</b>
Curriculum Enhancement	£14,000	100%	£14,000
Narrowing the Gap Committee	£9,750	100%	£9,750
Extended School Time (Revision classes)	£2,695	78%	£2102.10
Lead Practitioner Vulnerable Students (SEC)	<b>£60,660</b>	78%	<b>£47,314</b>
Attendance Management (SRU, JER)	£41,846	50%	£20,923
Year 7 and 8 literacy and numeracy intervention lessons (Accelerated reader )			£21,600
<b>Total</b>			<b>£268,793</b>

The school should receive £241,135 in the academic year 2019-2020 of which 34,500 will be for CLA Post LAC

Category	Total	% of total	PP spending
Interventions			
Intervention administration			
Systems	£8982 (only Go4 no Edukit and no SAGE)		
TLC Live (SRU Maths)	To be used in HUB not for Maths		
TLC staffing			
Alternative Provision (HUB TLR)			
Brilliant Club (Trips etc)			
Aspire staffing and resourcing (LKT)	No longer LKT		
Family Support Worker (SRU)			
Emotional Support (counselling)			
Training Budget			
Curriculum Enhancement	£20,000	100%	£20,000
Narrowing the Gap Committee			
Extended School Time (Revision classes) Maths – 100% PP			
Lead Practitioner Vulnerable Students (SEC)	Retiring		
Attendance Management (SRU, JER)			

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Year 7 and 8 literacy and numeracy intervention lessons (Accelerated reader )			
<b>Total</b>			

### Interventions

A broad range of 1:1 and small group intervention programmes are in place for pupils in years 7 to 11 to support those pupils at risk of not achieving their potential in either English, mathematics, or both. This is achieved through the targeted deployment of teaching and educational support staff. These provide for increased feedback to students on their learning, which is estimated to help students achieve an average of 8 months additional progress in their learning, either by virtue of that 1:1 contact or because the work is undertaken in very small groups. The Sutton Trust research identifies these grouping arrangements in themselves as yielding an average of 5 and 4 months average additional progress for the students who benefit from it.

Additional support with homework is available every day during and after school as a matter of course, however particularly vulnerable students are also directed toward additional specific sessions. Completing high quality homework well yields an average of 5 months additional progress.

60% of interventions are for disadvantaged students in the school.

### Intervention administration

The administration of interventions is carried out by the SENCo in terms of allocation of resources and a member of the administration team in terms of recording interventions on Go4Schools so that they can be monitored.

The administrative costs for running interventions equate to 21% of the SENCo and admin support staff wages.

### Systems

A range of additional ICT resources are deployed to further enhance disadvantaged pupils reading, writing, mathematics and communication skills. The systems deployed directly and wholly related to aiding disadvantaged students were Go4Schools, EduKit. 2019-2020 will not include EduKit.

### TLC Live

TLC Live is an online tutoring service which the school subscribes to on an annual basis. This is a key feature of our intervention strategy.

TLC Live is aimed at vulnerable students, 78% of whom are also disadvantaged.

2019-2020 – TLC Live was used by the Mathematics department. As of 2019-2020 it will no longer be used by this department as they are able to facilitate ‘tutoring’ by Mathematics staff. Therefore TLC Live will be used in the HUB for disadvantaged students who are using the HUB.

### TLC Live staffing

Students are supervised whilst using TLC Live.

### Alternative Provision

In 2017-18 the school identified a need to improve alternative provision for vulnerable students. As such, in the summer term of 2018, The Hub was launched. The costs associated with 2017-18 related to the construction of the physical space. The costs associated with 2018-2019 related to the member of staff responsible for the HUB.

Our alternative provision is aimed at vulnerable students, 78% of whom are also disadvantaged.

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### Aspire Programme

The Aspire Programme is run by an Associate Headteacher at the school and is focused on identifying more-able students and offering them opportunities to engage in aspirational experiences. One example of this programme, The Brilliant Club, is primarily aimed at Pupil Premium students who make up at least 50% of the cohort.

### Family Support Worker

Our Family Support Worker engages with families who are vulnerable aiding with any issues which may be causing the family problems which have a direct impact on the child's educational experiences.

Our family support work is aimed at vulnerable students, 78% of whom are also disadvantaged.

### Emotional Support

The Sutton Trust-EEF Toolkit, November 2014, does not refer specifically to studies evaluating the impact of the range of bespoke counselling and/ or therapy sessions we provide for those with specific emotional needs, however it is self-evident that students whose orientation to learning is not compromised by wider personal issues are likely to make better progress, relative to their potential, than those that are. Addressing that element of young people's lives is therefore imperative where it is potentially limiting, and, based on the toolkit's analyses for social and emotional learning, behaviour intervention and parental engagement yield an average of 2 months additional progress.

### Training Budget

All our professional development is about improving the quality of education we provide, through teaching, feedback and wider support and understanding the issues that affect underachievement is central to that.

The benefits of our training spending affect disadvantaged students proportionately (21%).

### Curriculum Enhancement

We recognise that a core part of educational experience is that of enrichment through attendance at and participation in a range of different enrichment activities which includes trips, musical opportunities and the provision of materials to support learning.

### Narrowing the Gap Committee

This group of core staff meet weekly to devise and implement strategies designed to reduce the performance gap between disadvantaged and non-disadvantaged pupils, and to monitor and review the progress made by those children toward their learning objectives. The rationale for the group is set out above, and its impact relates to the decisions made and the outcomes achieved by the school.

This group is made up of 6 members of staff who meet for one hour each week.

### Extended School Time

Breakfast and twilight revision sessions for targeted students in preparation for their examinations, with food and revision guides provided. Extending the school day is claimed to bring about an average of two months additional progress, and is particularly effective closest to their examinations.

Our extended school provision is aimed at vulnerable students, 78% of whom are also disadvantaged.

### Lead Practitioner Vulnerable Students

A member of staff has the responsibility to coordinate external interventions such as youth counselling and liaison with the Education Support Centre (ESC).

Our lead practitioner's work is aimed at vulnerable students, 78% of whom are also disadvantaged.

### Attendance Management

The monitoring of attendance amongst disadvantaged students.

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## Year 7 and 8 Literacy and Numeracy Catch-Up

Additional lessons are provided in the curriculum in Years 7 and 8 for those students identified as being behind in English and/or mathematics.

## Impact

Whilst measuring the impact of Pupil Premium spending is fraught with issues relating to the accuracy of analysis<sup>1</sup>, there is qualitative and quantitative evidence that relates to the performance of our students.

### Qualitative

Money spent on staffing, for example the Narrowing the Gap group, allows the school to have strategic oversight of Pupil Premium spending to ensure that money is being allocated fairly and where needs are prioritised. This ensures that the spending is efficiently and effectively allocated and constantly reviewed. Staff such as the Family Support Worker and attendance officers ensure that there is liaison with key stakeholders, such as parents and outside agencies. For 2018-19 we intended to appoint a member of SLT to be the Pupil Premium champion in the school to have the holistic oversight of this provision. This appointment was made for 2019 – 2020.

Money spent on interventions, including the Year 7 literacy and numeracy catch up, allows us to focus resources on Pupil Premium students who require additional educational support. A significant amount of work goes into early identification both through the SEND department and the Narrowing the Gap committee to ensure the provision meets the need and various strategies are employed, from accelerated reading to the Brilliant Club, to improve the educational outcomes of our disadvantaged students. We are able to track the reading levels as well as progress in English and mathematics of students who receive interventions and believe that these opportunities help to engage and motivate students involved. For 2018-19 we intended to improve the monitoring, tracking and mentoring of all students which will include specific foci on identified groups, including Pupil Premium. This focus to improve continues in 2019-2020.

### Quantitative

2017-2018		% 5+ in Eng and Ma		Attainment 8		Progress 8	
	No.	2017	2018	2017	2018	2017	2018
All JWS	183	45	43	45	45	-0.24	-0.14
PP JWS	40	31	32	38	40	-0.55	-0.23
All Nat		40	40	44	44	-0.03	-0.03
Gap JWS PP cf. All Nat		-9	-8	-6	-4	-0.52	-0.20

Nationally, the P8 gap between all students and PP students is c.-0.5

In 2018 our key performance indicators at KS4 showed a narrowing of the performance gap across the curriculum.

2018-2019		% 5+ in Eng and Ma		Attainment 8		Progress 8	
	No.	2018	2019	2018	2019	2018	2019
All JWS	209	43	46.4	45.4	46	-0.14	-0.06

<sup>1</sup> See for example Professional Rebecca Allen <https://rebeccaallen.co.uk/2018/09/10/the-pupil-premium-is-not-working/>

PP JWS	40	32	32.5	41.3	38	-0.17	-0.47
All Nat							-0.03
Gap JWS PP cf. All Nat		-11	-14.1	-4.7	-8	-0.03	-0.41

In 2019 our key performance indicators at KS4 showed a widening of the performance gap across the curriculum.

## Next steps

### Quality Improvement Plan

Areas in the Quality Improvement Plan that relate to Pupil Premium students based on advice from The Education Endowment Foundation (EEF) – see Appendix 2.

#### Explore further methods of improving progress for boys, those on Free School Meals and the higher ability (including A Level)

Action	Responsible	Timescale	Success criteria
Change curriculum structure at KS3 (banding/setting)	JMS/OJP	January-April 2019	New setting/banding arrangements
<b>2018-2019 review – Year 7 pupils are now taught in mixed ability groups until faculty areas feel it will further progress learning by putting them into sets.</b>			
Evaluation of impact on identified groups	JMS/SRC	January 2019	PP, boys and higher ability reports
<b>2018-2019 review –</b>			
Specific focus of QP meetings	IWC/SLT/HoF	From January 2019	QP meeting documentation
<b>2018-2019 review – CMP put in place for w/c 21st October</b>			
Review monitoring, mentoring and intervention procedures	JMS/JLP/SRC	January-April 2019	Mentoring and interventions
<b>2018-2019 review – Mentoring review took place by RSC, LKT and CMP to ensure key SEN/PP are tier 1 priority. 66% of year 11 pupils being mentored this year are PP.</b>			
<b>Both Maths and English have reviewed their intervention procedures and the information was presented to SLT. Recommendations were made and key staff responsible are implementing changes.</b>			
Year 11 form time – focus on examination preparation (based on Tim Foot)	JLP/HoS	January-March 2019	Form time activities Mock examination results
<b>2018-2019 review – RSC and LKT monitor.</b>			
Development of Aspire Programme for higher ability	LKT/IWC/HoF	July 2018	Aspire Programme documentation
<b>2018-2019 review - ABA now leads on Aspire programme with 50% cohort being PP. All PP are middle attainers with the ability to achieve more highly.</b>			
<b>JSF is now lead for NACE which is now implemented across the school and an advisor regular visits to review.</b>			

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### Review the current setting and banding design with parallel bands including Year 7 starting points

Action	Responsible	Timescale	Success criteria
Review of current design	OJP/SLT	January 2019	Review document and make recommendations
Implement new design	OJP/SLT	September 2019	A new timetable taking an egalitarian approach

**2018-2019 review – changes were implemented September 2019.**

### Further expansion of The Hub to include a bespoke nurture environment

Action	Responsible	Timescale	Success criteria
Conduct a full review of The Hub and alternative provision	RWC/JLP	February 2019	Evaluation documentation
Identify available space for separate branch of the provision	RWC/JLP/JMS	Easter 2019	Expanded/revised Hub provision
Member of staff to oversee the 'future' provision on a daily basis.	RWC/JLP/JMS	September 2019	To create an environment that supports timeout/reflection in a controlled environment

**2018-2019 review – Full review of the HUB provided by RWC. Appointment of JD to nurture side of HUB. Currently reviewing training e.g. in counselling and to be key member of staff in new STEPS training.**

### Act on recommendations from the Well-Being Award for Schools (WAS)

Action	Responsible	Timescale	Success criteria
Complete the WAS application process	RWC	December 2018	Achieve a standard from the WAS assessment body

**2018-2019 review – application was made and school was recognised for its work.**

Respond to WAS recommendations: Perceptions of 'bullying', mental health culture of 'I'm not OK', staff training in wellbeing and mental health	JLP/RSC/NET/CMP/AMS	September 2019	Further work on 'bullying' definitions Wellbeing and mental health to feature in INSET
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**2018-2019 review – Lifelong learning programme addressing these issues. New mental health topic in year 9 in line with new PSHE association resources.**

Appointment of Mental Health Champion	JMS/JLP/AMS/CMP/NET	April 2019	Appointment made and relevant training explored
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**2018-2019 review – SRU is mental health champion and attending training**

Mental Health Policy to be written and implemented	JMS	July 2019	Mental Health and Wellbeing Policy
To ensure supervision for relevant staff is in place	JMS/OJP/JLP/AMS	April 2019	Mechanisms for accessing supervision clarified

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## Quality Improvement plan 2019-2020

Exam analysis	Intent	Implementation	Timeframe	Impact
The progress gap between disadvantaged and non-disadvantaged pupils has increased from negligible in 2018 to over ½ grade in 2019	<b>Student voice</b> : To find out why these pupils are underachieving. What are their barriers to learning?	Meet with all PP pupils with attendance and progress data. Complete what are your barriers to learning and action plan document. Actions to be implemented by CMP.	PP pupils to meet with CMP (P5/6 Wednesday, P2 Friday) starting with Year 11.	Breaking down barriers to learning needs to be bespoke and personal if it is to have an Impact. Any common barriers to learning to be identified by CMP and a whole school approach is to be implemented. Funding can then be used to address these issues.
The progress gap between SEND pupils and non-SEND pupils has increased from 0.18 (1/5 grade) in 2018 to 0.41 (2/5 grade in 2019)			DAP/VMW	
	<b>Improve parental engagement.</b>	<p>Follow up letter to be written to parents once pupils have been met with to make parent aware of the support offered and to offer contact with CMP should it be needed.</p> <p>Contact all Pupil premium parents prior to a parents evening to ensure they can access the evening and if not to offer an alternative (round robin, meet with HOY).</p> <p>Include contact to all disadvantaged pupils following reports being sent home to ensure they know who to contact and how to make contact should they have any questions.</p> <p>Work with parents to support pupils whose behaviour makes them vulnerable to</p>	<p>To be completed after the pupil has been met with.</p> <p>Prior to any parents evening.</p> <p>Prior to any reports being sent home.</p> <p>When patterns of concern are identified by the pastoral team.</p>	<p>Include the parent in the offer of support.</p> <p>Breaking down barriers to a child's learning includes ensuring the parents do not have any barriers to supporting their child with their learning.</p> <p>To try and reduce the risk of exclusions for disadvantaged pupils. To use the HUB to support these pupils and prevent behaviours</p>

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	<p>exclusions and access outside agencies who are able to support pupils and parents with any challenging behaviours.</p> <p>Improve the quantity and quality of homlearning taking place by offering a safe space to work in school where there is access to ICT and staff who can feedback to pupils on how to improve. All homelearning tasks are now to be set of Go4schools so any member of staff can support these pupils in completing the tasks. CMP to look at providing food and drink to the pupils who attend.</p>	<p>October half term write to parents of disadvantaged pupils advising them of this provision.</p>	<p>escalating and resulting in exclusions.</p> <p>Pupils will have a safe space to work where they have access to all of the equipment they need which parents may not be able to provide and may not be able to support their child in completing homelearning.</p>
<p>To offer all disadvantaged pupils <b>careers advice</b></p>	<p>NJC to ensure all disadvantaged pupils are provided with a careers meeting. All parents to be invited to attend.</p>	<p>Meetings to begin in September with Year 11 and continue with Year 10,9,8,7.</p>	
<p>To carry out regular <b>learning walks</b> and book scrutiny.</p>	<p>CMP to complete one period a week of learning walks</p>	<p>Friday P2.</p>	<p>Any behaviour concerns or concerns over the quality of work can be raised and action taken. There is evidence to suggest that good behaviour can add 4 months to a disadvantaged pupils learning.</p>
<p>To carry out regular <b>Lesson observations.</b></p>	<p>Seating plans to be provided during lesson observations so that staff can make a note of the progress of disadvantaged pupils.</p>	<p>CMP to be informed of any concerns relating to the progress of a disadvantaged pupil.</p>	<p>Any progress concerns of individual pupils can be raised and action taken. There should be a relentless focus on teaching and learning as there is evidence to suggest</p>

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				that high quality teaching can add 1.5 years to a disadvantaged pupils learning.
	To regularly <b>track data</b>	Progress data for disadvantaged pupils to be reviewed at NTG meeting – a specific data meeting to take place where only data is discussed.	Data review to take place the week after the data drop has taken place in line with the reporting cycle.	Core members of staff on the NTG committee are best placed to put an action plan in place for any pupils not making the necessary progress. A record to be kept of action taken and reviewed at the next data drop meeting.
	To regularly track <b>attendance data</b>	AM to support in developing a system whereby an attendance report for different vulnerable groups can be run identifying whole cohorts and individuals whose attendance is a concern.	Weekly at NTG.	Raising concerns at NTG ensure that bespoke and personal action plans can be put in place depending on the reason behind attendance e.g family support worker support, child protection issues, pastoral team support, HUB support etc.
	To remove the 'Middle ability, disadvantaged, boy groups'.	Pupils in year 7 are now taught in forms rather than being statted straight away.	September 2019	Data analysis suggest that there are boy heavy middle ability disadvantaged dominated groups where social and academic beliefs are impacting progress. Moving away from traditional setting looks to address these issues.
There is now a gap between the % of Ebacc entries for disadvantaged and non-disadvantaged pupils which did not exist last year.	To guide Disadvantaged pupils in the <b>options</b> that they make.	CMP to write to parents of disadvantaged pupils prior to options evening advising of Ebacc entries.	Start of options process.	Disadvantaged pupils have the same opportunities and are not limited in future opportunities by the GCSE options.

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		OJP to make CMP aware of all disadvantaged pupils preferred options. CMP to meet with all disadvantaged pupils at options evening.		They receive a broad and well-rounded curriculum.
Progress for disadvantaged pupils was poor in the sciences, humanities and languages and the gap in humanities is above ½ grade.	To identify from Heads of Faculties the <b>barriers to learning</b> in their faculty areas.	Meet with all Heads of faculties to complete what are the barriers to learning they experience from Disadvantaged pupils in their areas and produce an action plan document. Actions to be implemented by Heads of Faculty.	Heads of faculty to meet with Quality partners to address concerns in next QP meeting.	Faculty areas need bespoke plans to address the gaps in progress for their specific areas. SLT Quality partners to support with action plans where appropriate. Any common barriers to learning to be collated by CMP and shared at SLT.
The progress gap between disadvantaged and non-disadvantaged pupils is above ½ grade in mathematics, Ebacc subjects and 'open' elements of the P8 measures.				
The progress gap between SEND and non-SEND is especially significant in humanities, languages and English in relation to P8 measures.	Provide <b>revision materials</b> to all Pupil premium pupils.	CMP to email all HOF to request numbers of Pupil premium pupils. Books to be kept on a loan basis for future years and included in the sign off process for year 11.	Email sent to HOF September for books to be purchased.	Providing pupils with revision materials provides them with the opportunity to be able to revise.
	Provide all staff with the opportunity to request support for disadvantaged pupils.	Staff now have access to a jot form on the launchpad which allows them to request support for any disadvantaged pupils which they teach. They are to justify their request with the desired outcomes.	Tile now accessible to all staff.	Ensure that additional funding is spent where staff feel it can best support pupils.

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# APPENDIX 1: CONTEXT

## Social mobility

According to the Sutton Trust: “Low social mobility and lack of educational opportunity is arguably the biggest social challenge of our times: the income gap between the richest and poorest in society continues to widen, while education opportunities remain overwhelmingly dominated by children from the most privileged homes.

The Sutton Trust’s research has produced some astonishing statistics which reveal the current state of low social mobility in the UK and the disproportionate representation of the most affluent independent school students in top universities and professions.<sup>2</sup> The economic – let alone social – cost to the country of this inequity will be considerable unless we take action.”

## Pupil Premium

Introduced in 2011 by the Conservative-Liberal Democrat coalition government, the pupil premium is a sum of money given to schools each year by the government to improve the attainment of disadvantaged children.

‘Disadvantaged pupils’ are those granted the pupil premium (see ‘who is eligible?’ below).

This is based on research showing that children from low income families perform less well at school than their peers. Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, less family support, lack of confidence and issues with attendance and punctuality.

The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.

## Who is eligible?

The original qualifying criterion for eligibility for the Pupil Premium was the Free School Meal measure. Since then, the government has broadened this criterion to apply to pupils who have been eligible for free school meals at any time in the past six year (‘Ever-6 FSM’). It has also broadened the Pupil Premium to other categories of children facing disadvantage, such as the children of service families and those who are looked after by local authorities.

Free School Meal eligibility is based on someone in receipt of any of the following:

- Income support
- Income-based jobseekers’ allowance
- Income-related employment and support allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The guaranteed element of state pension credit
- Child tax credit, provided that you are not also entitled to working tax credit and have an annual gross income of £16,190 or less
- Universal credit

## What is the attainment gap?

The Education Endowment Foundation’s 2018 report: *The Attainment Gap*<sup>3</sup> identifies the wider attainment gap that exists for disadvantaged students and those of the SEND register. The report considers the impact on young people and the gap from a school perspective.

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<sup>2</sup> In a report *Degrees of Success*, it was found that five elite schools sent more pupils to Oxford and Cambridge universities than nearly 2,000 schools, which make up two thirds of the entire state sector.

<sup>3</sup> *The Attainment Gap 2017* Education Endowment Foundation (2018) p2

### Impact on young people:

- The attainment gap is largest for children and young people eligible for free school meals (the best available proxy measure of economic disadvantage) and those assessed with special educational needs.
- The gap begins in the early years and is already evident when children begin school aged 5.
- The gap grows wider at every following stage of education: it more than doubles to 9.5 months by the end of primary school, and then more than doubles again, to 19.3 months, by the end of secondary school. This shows the importance of intervening early and then of continuing to attend to the needs of disadvantaged pupils.
- A majority of 19 year-olds who have been eligible for free school meals leave education without a good standard of recognised qualifications in English and maths – without which, achieving their goals in the world of work or further study will be much harder.
- While the attainment gap has reduced a little over the past decade, it remains significant. The current slow progress in narrowing the gap means it will persist for decades.
- Our forecast of the attainment gap for the next five years suggests some positive progress for free school meal-eligible pupils in GCSE English and maths; but no headway on Attainment 8 and a widening of the gap in Progress 8.
- Even small improvements in young people's GCSE qualifications yield significant increases in their lifetime productivity returns and in national wealth – highlighting the importance of continuing to focus on improving results for currently low-attaining pupils.

### School perspective:

- The attainment gap is not a problem found only in schools assessed by Ofsted as performing poorly – the gap is as large in schools rated 'Outstanding' as it is in schools rated 'Inadequate'.
- There does not appear to be a direct relationship between increased school funding and increased pupil attainment – what matters most is how schools can effectively and efficiently use the resources they have (both financial and human) for maximum impact.
- The Pupil Premium is a valuable focus for closing the attainment gap – but it is important schools consider how they can best use all their resources to improve the quality of teaching, as this will benefit all pupils, but particularly the most disadvantaged.
- One region, London, stands out for its success in improving attainment for disadvantaged pupils and closing the gap.
- There is huge variability in outcomes for disadvantaged pupils between schools with similar levels of disadvantage.
- In 10% of primary schools and 8% of secondary schools, disadvantaged pupils are doing better than the national average for all pupils. This shows it is possible to narrow the attainment gap – if we can find effective ways to learn from the successes of the best-performing schools, and achieve greater consistency between similar schools.
- Schools where disadvantaged pupils are currently attaining below the average of disadvantaged pupils in similar schools should consider how they can help those young people to at least reach that average level of attainment as an initial goal.
- Reaching this goal would make a big difference – both in improving the outcomes of disadvantaged pupils and in closing the overall attainment gap.

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# APPENDIX 2: NEXT STEPS

The Education Endowment Foundation (EEF) state that “Closing the attainment gap will be hard work. However, as the analysis shows it is possible, and, indeed, is already happening in some schools. The challenge is to mobilise the effective practice in a minority of schools: to reduce the variability in pupil outcomes we currently see and to increase consistency across the school system. Put simply, it is about more good teaching for all pupils, as this will especially benefit the most disadvantaged.”<sup>4</sup>

The EEF has identified 15 key lessons<sup>5</sup>:

1. Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. However, it has not – yet – yielded as much as it should. Professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement.
2. What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high quality training is limited.
3. Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Some whole class and whole-school interventions have shown promise but may take longer to show results.
4. The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils’ needs as soon as possible in order to put in place effective support to help those falling behind to catch up.
5. The challenge of improving post-16 attainment is a particular issue for students from disadvantaged backgrounds. A majority of students eligible for free school meals have not achieved a good standard in English and mathematics by age 19. More evidence is needed to identify the best ways to improve outcomes for these learners.
6. Pupil Premium funding is a valuable focus to support senior leaders in raising the attainment of disadvantaged young people. But it is vital that schools (as well as early years and post-16 settings) consider how all their resources can be used to achieve this goal. Good teaching for all pupils has a particular benefit for disadvantaged pupils.
7. There is a strong appetite for educators to engage with and use evidence. Up to two-thirds of senior leaders use our Teaching and Learning Toolkit to make decisions, while more than 10,000 schools in England have signed up to take part in one of the EEF’s trials so far.
8. Robust and independent evaluation of high potential programmes is not only possible, but essential. Evidence is a crucial tool to inform senior leaders’ decision-making and help them identify ‘best bets’ for spending. Time and money is too scarce to stick with approaches and programmes which do not make a real difference. The effective use of evidence means strategically abandoning ineffective approaches, as well as implementing new ones with positive evidence behind them.
9. We know enough in key areas of teaching and learning to start making a positive difference now. While generating new evidence remains essential, in areas such as literacy there is no excuse for not deploying the existing, extensive evidence to support teaching practice – as we are doing, for example, through our £10 million campaign to boost the literacy of primary-age pupils in the North East. Our growing bank of EEF guidance reports gives teachers the best available evidence in a range of key areas.
10. The £5 billion per year asset of teaching assistants can be deployed more effectively. Though previous research had suggested that teaching assistants can have a negative impact on children’s learning, EEF trials

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<sup>4</sup> *The Attainment Gap 2017* Education Endowment Foundation (2018) p14

<sup>5</sup> *Ibid.* p16-17

have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.

11. How a project is implemented is vital and arguably as important as its content. Successful projects have clarity around their structure, objectives and target group, with high-quality training and materials that allow for adaptation and strong implementation. The EEF's forthcoming guidance report, *A School's Guide to Implementation*, draws out what we have learnt over the last six years.
12. Most programmes are no better than what schools are already doing: around 1-in-4 EEF trials show enough promise for us to re-invest in. Teachers and decision-makers are right to be discerning about where they spend their limited funds.
13. Catch up is difficult: we should aim to get it right first time round for all children. The EEF evaluated over 20 catch-up programmes that aimed to support struggling readers at the transition from primary to secondary school. Though some were shown to be effective in boosting attainment, no single programme delivered enough to close the gap.
14. Essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way. Much less is known, however, about how these skills can be developed and whether they lead to increased academic attainment. This is a major focus of work for the EEF.
15. Sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap. Teachers and school leaders now have access to a significant and growing body of academic research with enormous potential to improve pupil attainment and save schools money. But we know that research on its own is not enough; applying the findings to the classroom is a real challenge. We believe no-one is better-placed to support schools in doing this than teachers themselves.

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# APPENDIX 3:

The Pupil Premium Plus grant is allocated to both for Children Looked After and those Previously Looked After in England and Wales.

## **For children Previously Looked After in England and Wales:**

In addition, and through a separate process, the Pupil Premium received by schools for 2019-20 will include pupils recorded in the January 2019 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). Schools will receive £2,300 for any pupil:

- identified in the January 2019 school census or the alternative provision census as having left local authority care as a result of:

- o adoption
- o a special guardianship order
- o a child arrangements order (previously known as a residence order)

This element of Pupil Premium Plus is not distributed by the Virtual School.

## **For children in care in years R – 11.**

The Local Authority (Virtual School) will receive £2,300 for any pupil:

- who has been in local authority care for 1 day or more

The Pupil Premium Plus for children looked after must be managed by the designated Virtual School Head (VSH) from the Local Authority that looked after the young person and used for the benefit of the looked-after child's educational needs as described in their personal education plan (ePEP).

<https://www.hertfordshire.gov.uk/microsites/virtual-school/documents/pupil-premium-policy-2018-2019.pdf>

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