



WIGSTON ACADEMY

Pupil Premium Report

2019-20

Contents

Page 3	Introduction
Page 4	Key Figures
Page 7	Attendance
Page 8	Wigston Academy Attainment and Progress
Page 11	Destinations
Page 12	Wigston Academy Funding Analysis 2019-20

Pupil Premium Report 2019-20

Schools and colleges are required to publish on their websites:

- The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year.
- Details of how it is intended that the allocation will be spent.
- Details of how the previous academic year's allocation was spent.
- The effect of this expenditure upon the educational attainment of those pupils at the school in respect of whom grant funding was allocated.

This report includes:

- the use of Pupil Premium funding 2019-20
- Impact of the use of this year's funding

The Pupil Premium allocation includes pupils known to have been eligible for Free School Meals in any of the previous 6 years.

Key Figures

Summary information							
School	Wigston Academy Trust			Total PP budget	£322,575		
Academic Year	2019-20	Pupil Premium		Looked After Children		Free School Meals	
Wigston Academy Total number of pupils	1317	Total Number of pupils eligible for PP Funding	345	Total Number of LAC	10	Total Number of pupils eligible for FSM	195

During the year 2019/20 Wigston Academy had a total cohort of 1317. Of these pupils 345 were eligible for Pupil Premium Funding. This was 26% of the students on roll.

The number of Free School Meals on roll was 195 which equates to 15% of our total cohort.

In total Wigston Academy allocated £322,575 to Pupil Premium funding.

Our main priority in 2019-20, was to continue to raise the attendance of the Pupil Premium students and to improve the attainment of PP students across subject areas. English and Maths were targeted at Key Stage 3 and 4 through extra tuition and interventions were put into place in most areas of the curriculum.

Strategies

To support this focus, the following strategies and programmes were in place;

The Employment of teaching and support staff to mentor, teach and support the attainment of the pupils.

Staff included;

- The use of **experienced subject specialists** in English and Mathematics to coach and mentor the groups and individuals.
- Experienced and **trained teachers** to run extraction and intervention support programmes.
- **A Director of Pupil Premium** to work with pupils and teachers and to devise and implement strategies in order to improve pupil performance and attendance.
- **A Pupil Premium co-ordinator** to provide further pupil support, intervention and to help departments target Pupil Premium funded students.
- **AIS officer** (attendance)
- **Counsellor**

DATA and Use of Funding

Data tracking systems are in place to monitor pupil progress efficiently. This data is shared with Heads of Department and enables teachers to access pupil data easily and promptly, being able to develop swift and effective interventions.

Intervention tracking is used to ensure that targeted pupils received the support that they need.

Funding is used to ensure that Year 10 and 11 students were well equipped thus aiding the transition into key Stage 4 studies. All Year 11 students were assigned a personal staff mentor to monitor their progress, attendance and well-being.

Pupil Premium support has also ensured that funding has been used to supply equipment and kit to PPF students. This has ensured that they have essential equipment in the classroom and at home to enable learning (stationery, PE kit, uniform and ICT equipment such as memory sticks and laptops if needed). Pupil Premium students are also given £150 towards educational visits each year.

Attendance						
	All	Non PP	PP Funded	GAP (non PP and PP)		
Wigston Academy 2016-17 (Yr 7-10)	93.39%	94.98%	89.33%	5.65	National Average for Secondary Schools (All Pupils Autumn Term 2019)	95 %
Wigston Academy 2017-18 (Yr 7-11)	94.3%	95.5%	90.9%	4.6		
Wigston Academy 2018-19 (Yr 7-11)	94.3%	95.2%	91.2%	4		
Wigston Academy 2019-20 (Yr 7-11)	94.1%	95.37%	90.7%	4.67		
Persistent Absence						
Wigston Academy 2016-17 (Yr 7-10)	15.8%	10%	31%	20.8	National Average for Secondary Schools (All Pupils)	13.14%
Wigston Academy 2017-18 (Yr 7-11)	14.4%	9.3%	27.87%	18.57		
Wigston Academy 2018-19 (Yr 7-11)	13.5%	8%	25%	17		
Wigston Academy 2019-20 (Yr 7-11)	14.1%	6.9%	27.5%	20.6		

Attendance figures show a drop in attendance for PP students by 0.5%. Wigston and Leicester have been hit particularly hard by the Corona virus. The majority of our PP students live in densely populated areas which have been most affected by illness and families having to self-isolate. Unfortunately, this has impacted on our attendance figures.

Year 11 Attainment (CAGs) 2019-20			
	Pupils eligible for PP	Pupils not eligible for PP	GAP
Progress 8 score average	-0.24	+0.25	0.49
Attainment 8 score average	32	43.78	11.78

Year 11 GCSE Results Three Year Comparison

Cohort: 19/20 (Leavers)

Dataset: Y11 2020 CAG's

Cohort Summary

Measure	2017-18			2018-19			2019-20		
		Total	%		Total	%		Total	%
Cohort	All	234	100	All	231	100	All	245	100
	Non-PP	169	72.2	Non-PP	173	74.9	Non-PP	191	78
	PP	65	27.8	PP	58	25.1	PP	54	22

Attainment/Progress 8 Summary

Measure	2017-18		2018-19		2019-20		
		Total		Total		Total	
Average Total Attainment 8	All	37.7	All	36.23	All	41.19	
	Non-PP	40.36	Non-PP	38.75	Non-PP	43.78	
	PP	30.77	PP	28.72	PP	32	Attainment 8 increased
	GAP	9.59	GAP	10.03	GAP	11.78	Attainment gap widened
Average Total Progress 8	All	-0.59	All	-0.43	All	0.14	
	Non-PP	-0.47	Non-PP	-0.24	Non-PP	0.25	
	PP	-0.9	PP	-0.99	PP	-0.24	Progress 8 improved
	GAP	0.43	GAP	0.75	GAP	0.49	Progress gap narrowed

Both Attainment and Progress have improved from last year. Although the Attainment gap has widened from previous cohorts but the Progress Gap has narrowed by 0.21

Basics 9-4	2017-18			2018-19			2019-20			
	Measure	Total	%		Total	%		Total	%	
Students Achieving 9-4 in English and Maths	All	121	51.7	All	102	44.2	All	130	53.1	
	Non-PP	94	55.6	Non-PP	86	49.7	Non-PP	111	58.1	
	PP	27	41.5	PP	16	27.6	PP	19	35.2	Increase from last year
	GAP	67	14.1	GAP	70	22.1	GAP	92	22.9	Gap widened from last year
Students Achieving 9-4 in English	All	150	64.1	All	139	60.2	All	161	65.7	
	Non-PP	116	68.6	Non-PP	114	65.9	Non-PP	135	70.7	
	PP	34	52.3	PP	25	43.1	PP	26	48.1	Increase from last year
	GAP	82	16.3	GAP	89	22.8	GAP	109	22.6	Gap narrowed from last year
Students Achieving 9-4 in Maths	All	143	61.1	All	122	52.8	All	147	60	
	Non-PP	110	65.1	Non-PP	99	57.2	Non-PP	124	64.9	
	PP	33	50.8	PP	23	39.7	PP	23	42.6	Increase from last year
	GAP	77	14.3	GAP	76	17.5	GAP	101	22.3	Gap widened from last year
Students achieving 5 Standard Passes inc. EM	All	98	41.9	All	88	38.1	All	124	50.6	
	Non-PP	76	45	Non-PP	74	42.8	Non-PP	105	55	
	PP	22	33.8	PP	14	24.1	PP	19	35.2	Increase from last year
	GAP	54	11.2	GAP	60	18.7	GAP	86	19.8	Gap widened from last year

Destinations 2018							
	WC Sixth Form	Full Time Education	Full Time Training	NEET	Apprenticeships	Unknown	Total
PP Funded							
Non-PP Funded							
All Students							

Destination Information will be shared when available

Pupil Premium Report for 2019-20

Total Funding – £ 322,575

Target	Barriers To Learning	Summary of Initiative	Allocation from PPF grant	Total Spent	Target Impact	Analysis
1	To improve the general well-being, attainment and attendance of PPF students	PP Management and Co-ordinators. PP Personnel. To employ staff to oversee and monitor PP intervention and provision. To liaise with pupils, staff and parents.	138,000	198,361	To improve attendance, attainment and well-being of disadvantaged pupils.	<p>A Director of Pupil Premium was funded to work with pupils and teachers and to devise and implement strategies in order to improve pupil performance and attendance.</p> <p>A Pupil Premium co-ordinator was funded to provide further pupil support, intervention and to help departments to target Pupil Premium funded students. Funding was also used to provide extra teaching for Maths and English and support staff for a LAC student.</p>
2	Attendance To improve the attendance of PPF pupils. To narrow or eliminate the attendance gap between the non PPF and PPF pupils.	Room 39 To provide students with a fun and welcoming environment and resources for social time, mentoring and intervention.		300	To exceed that of last year's PP attendance of 91.2%. To meet the target of 92% by August 2020.	The PP Hub was very well attended last year allowing a large number of students to access support before, during and after school and intervention during lessons. This has played a big part in the improved attendance

					figures.
	Attendance Rewards and Mentoring A targeted group of students to be encouraged to improve attendance by meeting regularly with a member of staff.	300	300	To improve the attendance of PPF pupils who have poor attendance due to mental health issues such as anxiety and depression. To target these pupils and help them to exceed their attendance figures from last year and bring them into line with other students.	Regular attendance mentoring took place with targeted groups of students. Students were rewarded and regular contact with parents was made through phone calls and meetings.
	Attendance officer The Trust has employed a part-time AIS officer (2 days a week) to work with targeted Pupil Premium funded pupils to raise their attendance in line with the college target of 97%. They offer... Attendance roadshow targeted at all pupils with attendance below 92% Attendance roadshow targeted at all pupils with attendance below 92% Weekly attendance workshops. Monthly attendance	£14,000	13,868	To improve the attendance of PPF pupils who have poor attendance due to mental health issues such as anxiety and depression. To target these pupils and help them to exceed their attendance figures from last year and bring them into line with other students	The attendance officer had regular meetings with students and parents/carers and referred students to the LA for support and guidance to avoid penalty charges and to devise strategies.

		<p>surgeries targeted at parents/carers.</p> <p>Support and advice in accessing education for vulnerable learners.</p> <p>Support with Year 7 transition pupils with attendance below 92%.</p>				
2	<p>Mental Health</p> <p>Attendance</p> <p>Attitude to Learning</p>	<p>Counsellor</p> <p>The services of the counsellor will be maintained throughout the year targeting pupils with a range of concerns including mental health issues who have high absence.</p>	18,000	17,145	<p>To give vulnerable students additional support to enable them to access education as effectively as possible.</p>	<p>Regular counselling sessions took place before lockdown.</p> <p>Contact with student counsellors continued through lockdown.</p>
	<p>Attendance</p> <p>Mental Health</p> <p>Aspiration</p> <p>Health and Nutrition</p>	<p>Current Affairs Breakfast Club</p> <p>To encourage pupils to arrive regularly and on time by providing before school sessions with incentives such as breakfast and newspapers.</p>	400	300	<p>To give extra support and enable pupil to feel safe and secure at school. To improve punctuality and attendance. To improve pupil's understanding of current affairs.</p>	<p>Breakfast club ran throughout the year and was attended by 25-30 students every day which was higher than previous years. This was extremely valuable due to the attendance reduction in the run up to school closure.</p>

	Attainment Aspirations Mental and Physical Health Broad and Balanced Curriculum	Extra -curricular Clubs To provide students with extra-curricular experiences such as music and dance tuition.		287	To fund extra-curricular school clubs with a high percentage of PPF students. To provide funding for students to access tutoring, clubs and facilities outside of school. To make school an enriched learning environment and give students opportunities to be creative and learn new skills	After school clubs ran as usual before closure. This included Muti-Sports clubs, Dance and Cookery club.
3	Behaviour	To run behaviour, self- esteem/confidence workshops. Will include team-building activities and counselling for 10 students in each year group.	6,000	2500	To reduce the number of behaviour points and improve achievement. To improve behaviour. To raise aspirations/ self-belief and confidence. Reducing 'fear of failure' mentality and to raise pupils expectations.	A range of interventions took place which were designed to develop confidence, resilience, teamwork and communication skills. This included Peer Mentoring, Year 11 Mentoring, Resilience workshop and meetings with family support workers. Individual targets and group targets were set to receive rewards for improved behaviour.
		Behaviour Rewards Rewards such as free swim passes or vouchers offered to pupils who significantly reduce the number of behaviour points gained.	1,000	230	To reduce low level disruption in classrooms. To improve the attainment of students with behaviour/confidence issues.	Vouchers and gym passes to the local leisure centre were awarded to students.

4	Literacy and Numeracy	English and Maths Intervention To employ Maths and English tutors to run catch-up sessions to teach underachieving pupils.	35,000	24,590	Improve literacy and Numeracy and increase to number of PPF pupils reaching expected standards in Maths and English. To improve the number of pupils who achieve expected standards by 5%. To increase the number of PPF pupils attending Maths/English clubs from last year.	<p>Extra Maths and English sessions were put in place for a range of students. 'First Class Learning' came into school on a weekly basis to provide a bespoke learning plan for a group of students who were performing below target and also a group of more able students. The Yr 7 students who received this intervention made more progress in their school Maths assessments than the PP students who did not receive the intervention. They also made more progress than all of the Yr 7 students including the non-PP students. This was also the case with Year 7 English. The Year 8 students also made better progress than the non-participating PP students.</p> <p>Literacy and Maths co-ordinators continue to implement whole school activities that run during tutor time.</p> <p>Weekly Rm 39 Book clubs ran for all year groups.</p>
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						Literacy and numeracy intervention was provided by Rm 39 staff with targeted groups throughout the year before lockdown.
	Literacy and Numeracy	Extra resources including revision guides for Key stage 4 students.	3,000	1,495.58		Revision guides were purchased for all Year 11 and some Year 10 students. Magazine subscriptions and books were also bought to encourage reluctant readers.
	Literacy and Numeracy	Literacy and Numeracy Co-ordinators English and Maths Faculties have a nominated member of staff to raise awareness of literacy and numeracy across the curriculum. Their work includes a weekly focus to raise awareness and the publication of resources for use across the college targeting the morning PPD session. A key purpose is to highlight a weekly focus as part of the strategy to embed literacy and numeracy in teaching in all faculties and to secure	200	200	To make pupils more familiar with Literacy and Numeracy strategies and techniques to help improve GCSE grades across the curriculum.	The Literacy Co-ordinator funded a Year 6 summer reading programme for all feeder primary schools based on the theme of Mystery. Booklets were produced for Year 6 pupils to complete over the summer holiday.

		whole college consistency in delivering both literacy and numeracy.				
	Literacy and Numeracy	Literacy / Numeracy focus Educational Visits and workshops. To improve pupils understanding and skills by running English workshops (e.g. visiting theatre companies to perform GCSE English content) and Maths focus visits.	3,000	1395	To give students a head-start for GCSE exams and to enable children to understand the relevance of numeracy in the real world.	Two theatre workshops were funded which enabled PP students to watch interactive theatrical performances of 'An Inspector Calls' and 'Macbeth' by the theatre company Say Two Productions. Both productions were followed by workshops. This gave students a chance to not only see the performances of the set texts but to interview the actors and explore the characters.
5	Progress and Attainment Health and Wellbeing	Yr 11 Mentoring	12,000	299.48	To improve overall attainment and Progress 8 scores to match those of non PPF students. Improve Progress 8 performance to match that of non PPF pupils. To raise the attainment of PPF pupils across the curriculum. Mentors stay informed about issues/progress the student is making.	Every Yr 11 student had a staff mentor who met with the student regularly on a formal basis. Mentors coached the students and were supplied with regular performance, behaviour and attendance data. They liaised with teachers and parents and regularly set targets and gave rewards for improvement.

	Progress and Attainment	Faculty Intervention To provide faculties with funding for a variety of PP intervention to be arranged by departments. This may be spent on resources (such as revision guides) or visits but should be linked to intervention which is exclusive to PPF students e.g. materials that will be given to students who attend extra sessions after school and at lunchtimes.	3,620	2,456	To improve subject specific attainment. To enable subject specialists to provide expert intervention and resources. To increase the amount of intervention from faculties. To ensure that the school can offer an excellent level of personalised support that exclusively involves PPF pupils and that any issues that prevent progress are addressed as quickly and easily as possible.	Each faculty was given a budget to run subject specific interventions with the PP students. This ranged from running clubs, cover for one-to-one tutoring and buying equipment and resources for the students. Subject Champions were appointed to over-see expenditure, analyse impact and maintain the profile of the PP students within departments.
	Progress and Attainment	Attainment rewards To increase motivation by offering rewards for pupils whose attainment shows marked improvement.	1,000	1,000	To improve attainment and Attitude to Learning grades.	Individual targets were set for students to improve specific areas of the curriculum. Rewards ranged from vouchers to trips and prizes.
	Low Expectations and Aspirations	Educational Trips and visits To improve self-esteem, self-worth and confidence. To improve levels of motivation and attainment. £150 to be allocated to each PP student that can be used to fund or part fund activities across the year.	21,000	285	To increase the number of PP students involved in enrichment and visits such as The Skills Show. To widen experiences and to give pupils an insight into the wider world. To give pupils aspiration to aim higher. To give pupils the opportunity to work with a range of	A trip to Caterpillar took a group of 20 PP students to look at future pathways in STEM. Unfortunately, some visits did not run but have been postponed for next year. Students were also subsidised £150 towards the ski trip and the Year 9 Paris trip.

					different age and social groups. To give students the opportunity to take part in real projects, build on community links and improve self-worth.	
	Low Expectations and Aspirations	Careers Guidance and Support To ensure that PPF students receive one to one careers guidance. To ensure that pupils have a secure understanding of careers and opportunities. To support Year 11 students with their UCAS Progress applications.	2,500	0	To enable students to confidently plan for their future and receive support with the UCAS Progress process. To minimise students who are NEET at the end of Year 11.	Year 11 PP students were prioritised for careers guidance sessions to support them with their UCAS Progress applications.
	Low Self Esteem	Community Links To work with local community organisations and charities.	1,000	0	To give students the opportunity to get involved with charities in their local community. To take part in fundraising activities. This will improve student's self-worth, self-esteem and confidence.	PP students raised £86 towards the Macmillan Coffee Morning. They also raised £100 to fund a animal therapy[y
	Lack of Digital Technology at Home. Homework	ICT Equipment To Improve access to digital technologies. To aid access to information and enable pupils to present their work	2,500	4,600	To improve the standard of home study and improve the quality of presentation of work across all subject areas. To service and update	My Tutor Credits (on-line tutoring for Year 11 students 2020-21)

		easily			notebooks that can be booked out by PPF pupils overnight to produce home study assignments. To increase the amount of homework produced.	
		To provide PPF pupils with quick and easy access to free printing facilities and services.	650	370	To reduce the time and effort needed to produce work. To prevent pupils becoming distracted from the task.	Funding was used to provide colour printing for students for classwork and homework
8	Equipment/Uniform/Kit	Equipment To give teachers access to resources such as stationery etc. that can be given to pupils in need. Funding to buy uniform, PE kit etc.	5,000	719.89	To improve the quality of content and presentation of work. Ensure that each PPF pupil is suitably equipped in order to produce work of a good quality and make optimum progress.	Equipment such as calculators and general stationery was bought for students. Uniform and PE kit was also provided for students.
	Transport	Help with transport funding for students if needed.	5,000	117	To encourage pupils to attend more regularly and take part in PE.	Arriva bus tickets and school bus payments
	Personal study/Homework	After school/lunchtime clubs and intervention. To provide a suitable environment for PPF pupils to engage in self-directed learning and home study Areas such as the library will be accessible to pupils and	4,000	0	Staff supervision to improve the quality of home-study and revision. To reduce the number of homework concerns on reports.	This was provided at lunchtime at no extra cost. The PP Co-ordinator held lunchtime sessions for all year groups during one lunchtime every week. This was well attended and essential for students needing extra support and

		will have equipment available and rewards for pupils who attend.				access to ICT equipment.
		SENECA Learning Year 11 students will be offered subscription for SENECA Premium. This service offers extensive revision material and access to practice papers for specific exam boards in each subject. It also has an App so students can revise on tablets and mobile phones.	4,000	214.70	To provide access to premium online revision providers for students who preferred online revision to books.	Contributions and full payments to Seneca Learning were awarded to Key Stage 4 students who preferred online revision to books.
		TOTAL	£281,170	£271,033		