



PPG Development Plan 2018-19

Priority A: Improve outcomes and the quality of education and cultural experiences for all students, especially PPG

	Action	Lead Staff	Timescale	Mid Year Review Considering impact	Full Year Review Considering impact
1	To provide small group intervention for maths and English working with the SEN team	DDU, YSA, KHA	On-going	<p>Maths – EWO –</p> <p>Y7 4 out of 8 PPG</p> <p>Y8 4 out of 6 PPG</p> <p>Y9 2 out of 8 PPG</p> <p>Y10 2 out of 2 PPG</p> <p>ELC qualification (Entry Level Certificate) There are 6 out of 15 PPG students on that, they are a selection of year 10 and year 11.</p>	<p>Intervention sessions were offered across the curriculum to numerous students, including Year 7 Catch-up for literacy and numeracy. A large proportion of students highlighted for intervention were PP and disadvantaged pupils. For Year 11 the planning became more strategic for intervention in line with PiXL research and conference material and students were invited to bespoke revision sessions. This meant that PP students were not always allocated a slot,</p>

					however provision was put in place elsewhere to support their progress elsewhere. This including ensuring that quality first teaching was in place in all lessons across the curriculum and providing ample revision material. Additionally, these students were able to attend the homework club and were able to be present at revision opportunities over the breaks. This coming academic year, there needs to be a refocus on the intervention and support offered to these students and how we ensure that they are offered opportunities equal to non PP students.
2	To provide LSA support in the class room to support individual students or small groups	DDU, YSA	On-going	Ongoing – students targeted, LSA move around subject areas supporting students. Student focused.	LSA support has been provided in numerous lessons across the curriculum to support student learning. This has enabled students to be more focused on class materials.
3	To consolidate whole school understanding of the use of seating plans and mark books to identify PPG students quickly and carefully	KHA	Easter	Whole school training delivered. Class charts enable all staff to quickly identify students.	Whole school CPD was provided on seating plans in conjugation with the use of mark books/assessment. Class charts has also enabled teachers to

					<p>make informed decisions on seating plans to promote learning of all students, with specific reference to PP and disadvantaged students. However, the impact of the CPD was not measurable/measured in a classroom setting, nor was it driven by student need or barriers to learning. This has been addressed in the current academic year plan.</p>
4	To ensure that PPG students are targeted for English, maths & Science intervention in Year 11	KHA, SCA, CWE	On-going	<p>English - after-school intervention, targeted 82 students and 15 are PPG. Morning intervention all students have been invited to one intervention session</p> <p>Maths - Y11 3 out of 4 PPG ELC qualification (Entry Level Certificate) There are 6 out of 15 PPG students on that, they are a selection of year 10 and year 11.</p> <p>Science – 22%</p>	<p>Intervention programmes in Year 11 were developed over the course of the academic year to drill down to specific students, in line with PiXL research. This meant that not all PP students were included on the out of class intervention/revision sessions. Where possible students received revision sessions outside of the classroom, however the overarching aim was to provide quality first teaching in the classroom environment.</p>

5	To provide funding for all identified PPG KS3 students for home economics.	KHA, CIQ	On-going	All funds paid at the beginning of the academic year.	Home economic was fully funded by the PP grant. This money was not required by the department, as ample funds were available for these students. These could be allocated elsewhere to the benefit of PP students. This coming academic year, a contribution will be made to KS 3 home economics costs for PP students.
6	To provide funding for all identified PPG KS4 students for home economics	KHA, CIQ	On-going	All funds paid at the beginning of the academic year.	Students taking a level 2 qualification in home economics were supported by the PP grant. This was good use of funding and ensured that these students did not have to compromise their final outcome based on cost of ingredients.
7	To support learning outside the classroom with contributions towards music lessons	KHA, EFR	On-going	All PPG students who wish to have music lessons are full funded. 7 students receiving lessons for singing, piano or guitar	All music lessons were fully funded for PP students wishing to take up an instrument. The impact of this contribution was significant for the individual. Funding for musical tuition will continue this coming academic year, however more emphasis will be placed on students needing support at KS4, with

					the aim being to enhance final examination outcomes and future opportunities.
8	To support learning outside the classroom with contributions towards educational visits for KS3 & KS4	KHA, HODs	On-going	<p>Year 11 motivate first session 6 students 3/6 PPG</p> <p>NCS funding offered for Year 11</p> <p>National Portrait gallery – 9 students</p> <p>Pineapple Dance studios – 6 students</p> <p>Year 7 panto trip</p> <p>Duke of Edinburgh – 5 students</p>	<p>Numerous contributions to trips were made across the curriculum and mini schools, including those stated at the review. Additionally, Lower School took PP students to Newquay and Middle School took PP students to Paris on a 25% discounted cost. The impact of these contributions is difficult to measure, however a review process needs to be put into place to ensure that funding is justified and impactful.</p> <p>Additionally, it needs to be considered if it is more effective to fully fund trips at KS4 to ensure that students can assess their GCSE curriculum and have greater value added examination outcomes.</p>
9	Support students where necessary with uniform and travel costs across KS3 & KS4	KHA, CRO	On-going	<p>Transport – 2 students</p> <p>Uniform – 13 students</p>	Uniform was supported for 13 students, with numerous students having access to parts of the uniform, from shoes to coats. This has ensured that

					<p>students have been able to be part of all lessons and access the curriculum fully. Further work needs to be completed to ensure that there are uniform supplies within the school to answer immediate needs.</p> <p>Additionally, uniform was supported for the newly elected prefect body, ensuring that PP voice is heard and taken into account. Furthermore, no student was excluded from the process on the understanding that a prefect uniform would be provided for them.</p> <p>Transport was supported for 2 students. This enabled these students to directly assess education.</p>
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Priority B: Raise aspirations and improve the quality of students' work ethic in class and at home

	Action	Lead Staff	Timescale	Mid Year Review Considering impact	Full Year Review Considering impact
1	Maintain & grow members to breakfast club	EWO, KHA	On-going	6 students from 7-11, 1 in Year 12	The foundation for breakfast club has been laid, however the approach to this resource

					<p>needs to be more strategic. From September the club will be split into two distinct clubs. Lower and Middle School Breakfast Club and then a bespoke Year 11 Breakfast Hub.</p> <p>The Breakfast Club will maintain the established provision for students in the morning. Whereas the Year 11 Breakfast Hub, will provide a more independent working breakfast, staffed by teaching staff and focused on supporting teaching/revision for PP and non PP students alike.</p>
2	Maintain homework hub – quiet space for students to work after school	KHA, YSA	On-going	16 students attend	<p>Homework club has been established and is attended by up to 16 students across Lower and Middle School. The groundwork has been put in by numerous members of staff to provide this facility and for many students this is an important resource both academically and pastorally. However, the homework hub needs more structure and</p>

					needs to developed further to support students highlighted by facilities as struggling with independent homework tasks.
3	Monitor PPG attendance looking for concerns or trends	KHA, HOY, HOS, FT	Termly	<p>Linked GA and WGS families on SIMs with identifying siblings and applying a search field.</p> <p>Provide transport for students who struggle to get to school to improve their attendance.</p> <p>Work with EH team to support attendance issues</p> <p>18.01.19 PPG – 91.5% Non PPG – 92.5%</p>	<p>Meetings were organised with attendance officer to identify PP students who were falling below expected attendance levels and actions taken with external agencies where appropriate. The school was able to support attendance through purchasing school uniforms/equipment and funding travel, including bus passes and taxis. More work needs to be completed on attendance across the school community, with focus on specific cohorts, such as PP students. This also includes internal attendance of all lessons.</p> <p>The ground work has been laid to identify PP sibling students at GA and WGS and provide bespoke support for both in terms of accessing school.</p>

4	To provide Year 11 students with revision guides to support learning outside of the classroom	KHA, HODs	Christmas 2017	All guides for Year 11 were purchased and 25% of the cost covered. 100% for LAC.	Revision guides were purchased with a 25% cost covered by the PP funding. Students identified as LAC were provided revision materials at no cost to themselves. The impact of these revision guides is challenging to measure and all students, including the PP and disadvantages students need to be questioned on the usefulness of the revision resources purchased.
5	To implement a PPG champion in each faculty across the school to monitor faculty intervention & progress	KHA, HOFs	On-going	Ongoing	A PP champion was not established within each faculty by the end of the academic year. The monitoring of PP and disadvantaged students should sit with the HOD/HOF and this will refer back to them with the AHT in charge off PP and disadvantaged students monitoring overall progress and attainment for this group and acting accordingly.

Priority C: Build positive and productive relationships with parents and school partners

	Action	Lead Staff	Timescale	Mid Year Review Considering impact	Full Year Review Considering impact																									
1	Staff to engage with parents and carers to celebrate achievement or raise concerns	All Staff	On-going	Parents eve <table border="1"> <thead> <tr> <th>Date</th> <th>Year</th> <th>Overall Attendance</th> <th>Non PPG %</th> <th>PPG %</th> </tr> </thead> <tbody> <tr> <td>04.10.18</td> <td>10</td> <td>67%</td> <td>74%</td> <td>49%</td> </tr> <tr> <td>10.01.19</td> <td>11</td> <td>66%</td> <td>66%</td> <td>55%</td> </tr> <tr> <td></td> <td>8</td> <td></td> <td></td> <td></td> </tr> <tr> <td>07.02.19</td> <td>9</td> <td>73%</td> <td>92%</td> <td>76%</td> </tr> </tbody> </table>	Date	Year	Overall Attendance	Non PPG %	PPG %	04.10.18	10	67%	74%	49%	10.01.19	11	66%	66%	55%		8				07.02.19	9	73%	92%	76%	PP attendance at parents' evenings have been less than expected. However, steps were taken to communicate with parents about their daughters. This needs to be extended further, with calls made to PP parents informing them of these opportunities and giving them every resource needed to be able to come to school and engage with us. The FLO has worked intensely with many of the PP student families, communicating both negative and positive information and helping them to find solutions for their daughters.
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2	To work with the ASSA linked to attendance of PPG students	KHA	On-going	Ongoing Minutes seen after every meeting. At times, KHA suggests students of concerns to RMO to take to meeting. KHA annotating minutes and tracking students improvement and those of concern.	Attendance has been an issue across the board for all students, however PP students have achieved 89.8% compared to non PP students at 91.8%. This is an issue that will be a primary directive this coming year.
3	To implement support systems concerning anger management and counselling services	KHA, ERA, BFE	On-going	Anger management -15 PPG 67% Counselling - 58% of students are PPG	Anger management is a well-established and important resource for all students, however it is very well utilised by PP and disadvantaged students. Additionally, the onsite counselling provision is an important resource for many students, but is heavily utilised by PP and disadvantaged students. The impact of these resources is difficult to quantify, however it has been invaluable to many students and enabled them to succeed not

					only in the classroom, but in their everyday life. The important ground work has been laid and future work needs to be completed with staff and students to embed the programme terminology into everyday vocabulary. We also need to ensure that staff are aware of who is engaging or has engaged with the programme and how they can best be supported in the classroom.
4	Update the PPG website on a regular basis to include recent news	KHA, DWO	Termly	New Trust website has been updated.	Website has been updated and is now in line with suggested government guidelines.
7	Return all phone call / email enquiries within the school guidance of 48 hours	KHA	Termly	School policy – this is adhered to.	School policy was adhered to and this has enabled some important ground work to be completed on how parents feel we respond to their

					concerns and respect their opinions and needs. This foundation will be built on this year to ensure that parents are involved in their child's education positively.
8	To work within the MAT to identify PPG families and build relationships	KHA PMA	On-going	Meetings with PMA. Siblings identified across the schools and SIMs updated. Year 7 & 8 Christmas disco	The pastoral team, with particular reference to the family liaison officers at both secondary MATS, have been working to identify PP and disadvantaged families. Joint meetings have taken place to support numerous families, including those on early help.
9	Work with and support EH programme for students and families	KHA CRO	On-going	Liaise with CRO on a weekly and adhoc basis. Meeting time in place if needed. Supported a number of students with hampers, shoes, coats, glasses.	Family liaison officer has supported numerous vulnerable families, including PP students. Where appropriate early help has been put in place. This year the school was able to significantly

					help specific families with hampers at Christmas, including Christmas dinner.
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Additional Information

Summary Information					
School	Walderslade Girls' School, Bradfields Avenue, Walderslade, Chatham, Kent, ME5 0LE				
Academic Year	2018-2019	Total Predicted PP budget	£221,595	Date of most recent PP report	31 st January 2018
Total number of pupils	885	Number of pupils eligible for PP	240	Date for internal review of this strategy	Termly review

Current Attainment						
	PP students (35 students)			Non PP students (97 students)		
	2018	Provisional 2019	2019 England Average: Not issued yet	2018	Provisional 2019	2019 England Average: Not issued yet
% achieving 5 A* to C grades (Grade 4 and above)	40%	34%		55%	54%	
% achieving 5 A* to C grades, including English and maths (Grade 4 and above)	31%	29%		52%	48%	
Progress 8 Score average	-0.29	-0.54		-0.32	-0.38	
Attainment 8 average Score	36.16	33.03		39.78	38.83	
% entering the Ebacc	2.86%	0%		4.12%	2.83%	

Analysis of Pupil Premium Budget 2018-2019

Total Income: £221,595

Resource	Allocated Funds	Comment/Justification
Staff Costs		
Associate Assistant Head Teacher with responsible for PP student Salary Contribution.	£2,500	An Associate Assistant Head Teacher had the responsibility of managing a proportion of the PP budget and ensuring that the everyday needs of the PP students were meet. This was not a strategic post and going forwards an Assistant Head Teacher will be taking a more holistic approach to the PP and disadvantaged students.
Assistant Head Teacher with responsibility for teaching and learning.	£10,000	Quality first teaching is crucial to the success of all students, however it is vital for PP and disadvantaged students to receive the very best teaching and differentiation to be able to succeed. Therefore, a contribution
SENCO Salary Contribution	£14,000	The SENCO has worked directly with many of the PP and disadvantaged students to ensure they are supported both within and outside of the classroom environment. Additionally, many students in final examinations, GCSE and A levels receive significant support from the SENCO and the associated team.

LSA Salaries x 2	£36,000	LSAs are a vital classroom resource for numerous students, specifically the SEN and PP students.
HLTA for Science	£23,000	HLTA provision was lacking for science and this meant that intervention sessions were limited and were classroom support. The provision for a HLTA in this important core subject enabled more students to have one to one help and support, with particular reference to the PP students.
HLTA English and maths Salary Contribution	£23,000	Support in English and maths is provided within lessons and outside of lessons in intervention, including PP and LAC students. This is a really important resource for these core subjects.
Attendance Officer Salary Contribution	£10,000	The Attendance Officer monitors/records attendance across the school, PP and other vulnerable learners make up a large proportion of the school population and therefore a salary contribution can be justified.
External Attendance Support Salary Contribution	£5,000	External attendance support was utilised for numerous students to ensure and encourage attendance, including regular meetings with the school attendance officer and where appropriate parents/carers. Where needed support was in place for persistent absentees.

FLO Salary Contribution	£8000	The FLO has been invaluable over the academic year with numerous PP and disadvantaged students and their families.
Pastoral Team (x4) Salary Contribution	£35,000	The pastoral team are a vital part of everyday life within WGS and have made a significantly positive impact on numerous students, including PP and LAC students. They are the first port of call for s
Anger Management Salary Contribution	£10,000	Anger management programme was significantly utilised by PP and disadvantaged students and therefore costing is covered partly by the grant. This contribution will be matched in the coming academic year.
School Councillor Salary Contribution	£6000	The in house counselling service was significantly utilised by PP and disadvantaged students and therefore is partly covered by this grant. It is an important and unique feature of WGS and has worked to improve the educational and life experiences of many of our students when the more traditional routes of support have been blocked or required lengthy waiting lists.
Breakfast Club Staff Salary Contribution	£500	Breakfast Club requires a member of staff to prepare and supervise the students earlier than normal hours, therefore a contribution to salary has been made to ensure that this important venture can run and support the PP students and non PP students alike.

Total Staffing	£183,000	
Other Costs		
Accelerated Reader	£2000	Accelerated reader supports reading and literacy for all students and has been established this year. The PP grant makes a contribution to this important incentive and has contributed significantly to the initial set up.
Books	£2000	
Contribution to CPD budget to support quality first teaching in classrooms	£6500	Quality first teaching is essential in promoting progression and attainment
Breakfast Club	£4000	Breakfast club was funded for PP students and set up costs had to be accounted for this year. It has not been well attended, however for the student who do come it is invaluable and has been important for their parents and us as a school in establishing positive links.
PiXL Membership to support teaching and learning/assessment/etc PiXL Conferences English Maths Science	£3300 £960	PiXL provides outstanding support for teaching and learning, with specific reference to the core subjects and the support that can be offered for GCSE.
GCSE Pod Contribution to support independent learning/homework/revision	£1000	GCSE Pod enables students to access quality revision clips and questions on a computer or mobile device. It is a more students friendly mode of revision and easily accessible anywhere. It has been provided to all students without charge, including PP

		student. PP students have the opportunity to download content on the school WiFi to ensure they have clips to watch.
Revision support	£2000	Revision guides/material was provided to numerous PP and disadvantaged students to ensure that they had the resources at home to work independently. More work needs to be undertaken to ensure that these students know what to do with the resources and the impact of them on final outcome.
Homework Club	£1000	Homework club/working area was offered to all students to utilise after school. There was significant uptake and many parents communicated positively about it.
External visits/Trips <u>Lower School</u> Newquay Panto <u>Middle School</u> Paris <u>Upper School</u> Pineapple Dance Studion National Portrait Gallery	£5,500	These external trips enable students to develop not only academically, but personally. They help to build character and impart cultural capital. Without, a contribution from the school, these opportunities would be limited for PP students.
Uniform Grants	£3000	Numerous students were provided either part of whole school uniform, including P.E. kits to ensure they were able to attend school and lessons. This also includes any student who was elected to the prefect body and meant that the cost of the uniform was

		not an excluding factor for students applying for this exciting and important opportunity.
Student Travel Grants	£1000	Travel grants were given to students who were unable to attend school due to the constraints of the cost of travel. However, this was predominately one family and it needs to be considered if this was also a requirement of other PP and disadvantaged students and could be an additional contributing factor to poor attendance.
Music Lesson	£1650	Numerous students were offered the opportunity to learn a musical instrument and PP students could take up this up with either full or part funding. This has been a very positive experience for these students and has increases confidence and cultural capital.
Stationary for students	£2000	Stationary where needed was supplied to PP students, including pencils, pens, etc and calculators where needed to support teaching and learning.
Administration costs, photocopying, etc	£5000	Basic administration costs for photocopying and processing paper work concerning PP students, including any that support teaching and learning within the classroom.
Year 7 Tea Party	£200	This event is held annually at the start of Term 1 to support the transition from primary to secondary. All year 7 students help to prepare the food and all parents are invited to this afternoon event. It is an

		opportunity for parents to informally meet staff and also have access to some key people, such as the SENCO and PP Lead.
Total other costs	£38,110	