

- Planned Expenditure 2019/20

Summary information					
School	Warriner				
Total PP budget allocation	£173,190	Total funding including FSM and Catch Up		206,171	
Total Number of pupils	1351	Number of pupils eligible for PP	215		

Historic achievement 2018/2019							
Current attainment as of July 2019 at the end of year 10							
Attainment 8	No in cohort	Working at Grade DP1	Working at grade DP2	Working at grade DP3	Working at grade DP4		
Whole cohort	219	3.7	3.8	4.2	4.4		
Futures	39	3.2	3.3	3.5	3.6		
Not futures	180	3.8	3.9	4.4	4.5		
Results 2018/2019							
	No in cohort	Results Attainment 2019	Unvalidated Progress 2019	Maths Attainment 2019	Maths Progress	English Attainment	English Progress

Whole cohort	225	4.8	-0.01	4.4	-0.18	5.2	0.14
Futures	17	3.6	-0.53	3.5	-0.39	4.0	-0.5
Not futures	208	4.8	0.03	4.5	-0.16	5.3	0.19
In school barriers						Strategy	
1.	Low literacy skills on entry to Year 7 for some Futures students					A, F ,C	
2.	Low literacy skills in KS3 and KS4 of Futures students					A, F, C	
3.	Attainment of students that are Futures and SEN -					A, F, C, E	
4.	Progress and attainment of KS4 Futures students - with specific focus on Futures boys.					A, E	
5.	Social and emotional barriers to school life.					D, A, C, E	
External barriers							
1.	Futures student absence levels					B, D, E	
2.	<p>Futures students persistent absence levels</p> <p>Current data shows a need for ongoing improvement in Futures data. Note the data tracking is longer than DFE collection window and therefore numbers will be slightly different.</p> <p>DFE figures</p>						

## Absence

The national comparators shown are based on a breakdown of state-funded primary, state-funded secondary and special schools, in line with statistical releases on absence.

This data includes all absences reported during the autumn term 2018 and spring term 2019. For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

[Read more about the methodology used for compiling absence statistics.](#)

Breakdown	No. of enrolments in the school	Absence				
		Sessions missed due to absence		Persistent absentees - absent for 10% or more sessions		
		School %	National %	No. of enrolments that are persistent absentees	School %	National %
All pupils	1,199	6.0	5.2	199	16.6	12.7
Male	629	6.2	5.2	106	16.9	12.8
Female	570	5.7	5.2	93	16.3	12.7
Ever 6 FSM	156	10.9	7.8	63	40.4	22.8
Non-Ever 6 FSM	1,036	5.2	4.2	130	12.5	8.6

## Internal tracking (longer time sample)

Overall Futures % Attendance 2018/19 - 01/09/18 to 24/07/19*	
All Futures Students (Year 7 - 11)	88.70%
Current Futures Students (Year 7 - 11)	89.00%
Current Futures Students (Year 7 - 11) excluding attendance < 20%	89.50%
Current Futures Students (Year 7 - 11) excluding attendance < 40%	89.50%

	Number of Students	% Attendance
<b>Year 7 Total</b>	<b>258</b>	<b>95.45</b>
Year 7 Futures	47	93.00
Year 7 Non Futures	211	95.99
Year 7 PLAC/LAC	1	98.68
<b>Year 8 Total</b>	<b>255</b>	<b>93.83</b>
Year 8 Futures	48	90.02
Year 8 Non Futures	207	94.73
Year 8 PLAC/LAC	3	96.63
<b>Year 9 Total</b>	<b>222</b>	<b>94.70</b>
Year 9 Futures	40	90.34
Year 9 Non Futures	182	95.52
Year 9 PLAC	5	93.33
<b>Year 10 Total</b>	<b>226</b>	<b>93.34</b>
Year 10 Futures	42	86.25
Year 10 Non Futures	184	94.81
Year 10 PLAC/LAC	3	96.91
<b>Year 11 Total</b>	<b>228</b>	<b>92.49</b>
Year 11 Futures	21	87.99
Year 11 Non Futures	207	92.93
Year 11 PLAC/LAC	3	86.36

Desired outcomes		
1.	Futures Year 7 students will receive successful literacy intervention and will make progress in line with their peers	A, F, C
2.	Futures Year 7 students will receive successful numeracy intervention and will make progress in line with their peers	A, F, C
3.	KS3 students will receive on going literacy support to bring reading ages in line with peers. No student at Warriner will have a reading age below 10 years (excluding some specific SEN cases)	A, F
4.	Year 11 Futures students will match Non Futures attainment and progress measures with a specific focus on Futures boys.	A, E
5.	Futures attendance improves to being in line with their peers and to be at 95% or over.	D, A
6.	All Futures student at end of KS4 and KS5 will access their first choice for destinations and that no Futures students becomes NEET.	D

Activity	Actions and Strategy	Expected Impact	Amount	Impact
<b>Leadership</b>	A Strategic planning for Futures students. This will include whole school approach to Futures students, teaching strategy, oversight of provision and monitoring and accountability.	Clear teaching policy that is implemented and monitored. Futures progress and attainment gap continues to reduce Systems are in place for individual monitoring and raising standards.	£153,625 Staffing costs as a summary	The performance data shows that there is still a gap in performance. Despite pupil premium students being close to expected progress, they still did not perform in line with their peers. This is also show in their attainment

**Year 11 2019/20 Futures tracking**

Attainment 8	No in cohort	Results 2020
Whole cohort	217	5.2
Futures	31	3.8
Not futures	182	5.4

Progress 8 (2019 formula)	No in cohort	Results 2020
Whole cohort	211	0.4
Futures	31	-0.2
Not futures	176	0.6

The progress and attainment of English and Math also shows this pattern

Attainment 8 Maths element	No in cohort	Results 2020
Whole cohort	217	4.8
Futures	31	3.4
Not futures	182	5.0



Progress 8 Maths element 2019 formula	No in cohort	Results 2020
Whole cohort	211	0.2
Futures	31	-0.4
Not futures	176	0.3



**Futures First**

Whole school teaching approach that prioritises Futures students for high quality first teaching

Student outcomes show that students are making good progress. This is support by work scrutiny and lesson monitoring to show the Futures First strategy.

Progress scores show an improvement in KS4 outcomes and at KS3 students make expected progress.

Attainment 8 English element	No in cohort	Results 2020
Whole cohort	217	5.3
Futures	31	3.9
Not futures	182	5.6



Progress 8 English element (2018 formula/2019 formula from DP3)	No in cohort	Results 2020
Whole cohort	211	0.3
Futures	31	-0.5
Not futures	176	0.4



There is evidence from school monitoring systems that the Futures First teaching strategy is embedded into school practice. There is evidence that staff are aware of these students and planning for need. There is evidence that Futures students are receiving appropriate feedback in the classroom. The above has been supported by frequent input at a strategic level – termly briefings. There were 8 briefings focused on Futures provision and thus at least 2 per term.

Term 2 work look saw Futures provision judged 71% good or better. Term 2 lesson visits saw 82% of teacher provision for Futures at good or better. Term 3 HCW saw 86% of Futures provision being judged good or better. Term 4 saw PPE Futures marking and feedback judged at 83% good or better, and term 4 visits saw Futures provision judged at 91% good or better.

<p><b>Children in care:</b></p>	<p><b>B</b></p> <p>A Teaching Assistant has been appointed to provide bespoke support for children in care. This support varies hugely depending upon need and has been deemed an example of best practice by the Local authority.</p> <p>A dedicated LAC staff member provides oversight for all LAC and PLAC needs</p>	<p>Highly individualised support for all LAC students within Warriner</p> <p>LAC students to make expected progress</p>		<p>There has been one to one support for families provided by the LAC coordinator. It is not appropriate to publish impact evidence in this nature given the individualised nature of support and small cohort.</p>
<p><b>Nurture teacher:</b></p>	<p><b>C</b></p> <p>A primary school teacher has been appointed to deliver the Maths curriculum and an HLTA to deliver the Humanities curriculum to small groups in KS3.</p>	<p>Targeted students will meet their Humanities flight paths.</p> <p>Targeted students will reach age expected reading and numeracy levels conduct data will show students having success within school environments.</p>		<p>It has been challenging to capture academic performance for this cohort given the partial closure in March 2020.</p>

<p><b>Social &amp; Emotional Support:</b></p>	<p>D</p> <p>Attendance Officer with a specific role of Futures First and Future Family Link</p> <p>Where appropriate, Pupil Premium students receive support from student support services. A proportion of the salaries are allocated to this funding.</p> <p>This includes support staff, intervention staff, DSL and home link worker.</p> <p>The previous year has shown that 48% of Futures students (94 students) have accessed SSS support.</p>	<p>Bespoke therapy support for identified students</p> <p>All Futures students have access to SSS</p> <p>Increase in students positive conduct points</p> <p>Reduction in negative conduct points</p> <p>Reduction in FTE for Futures students.</p> <p>Increase in Futures attendance.</p>		<p>Attendance figures remain an area of focus. At partial closure Futures attendance was at 88% and this was lower than their peers. 20 families had been identified for bespoke support, but partial closure meant this wasn't available. This will be a continued area of focus.</p> <p>Bespoke support was offered on a 1 to 1 basis for families and this was coordinated by the attendance officer. Again, partial closure meant that this is an area of on going work.</p> <p>36 students high complex needs have individual educational profiles that have been overseen by the WLC</p> <p>This has supported 3 students on the edge of PEx</p>
<p>Curriculum Grants.</p>	<p>E</p> <p>Individualised grants (to include courses, equipment,</p>	<p>All KS4 Futures students to be given bespoke revision guides. This will support all KS4 Futures students securing expected progress.</p>	<p>£4,160</p>	<p>See KS4 performance data</p> <p>16 students have been supported via the laptop loan scheme. Results from students and parental survey show the positive impact on supporting home study. Notes from families include;</p>



	resources, uniform and strategic rewards)	All KS3 Futures students to be provided with enrichment reading material. This will support all Futures reading ages to be in line with chronological age. The interaction with these will be monitored to assess take up.		<p>“X has used this to complete all homework and coursework”.</p> <p>“X has used it every day and it has been invaluable”</p>
<b>Enrichment and access support</b>	<p>E</p> <p>All Futures students are able to access enrichments opportunities;</p> <p>All KS3 Enrichment Day trips</p> <p>Brilliant Club for more able Futures</p> <p>NCS for eligible Futures students</p> <p>All department educational trips</p> <p>Transportation costs surrounding revision - exams access and school attendance</p>	<p>All Futures students to attend KS3 enrichment trips</p> <p>Increase in attendance of enrichment clubs, inclusive of sports fixtures by Futures students.</p> <p>Increase attendance of Futures students</p> <p>Reduction of Futures persistent absence</p> <p>Support Futures students in all exams / revision session at KS4 and KS5 and therefore increase Futures attendance in after school bespoke revision sessions.</p>	£11,500	<p>Attendance support through the funding of enrichment trips. 84 families were supported with enrichment trips. More widely students have had access to London theatre trip – basketball camp – netball residential – outdoor camp.</p> <p>Brilliant Club ran for 14 HPA / HPA Futures students with 12 completing course and making graduation ceremony.</p> <p>Series of high-quality virtual presentations from JSK/SLT to all transition Year 6 families and primary schools. Virtual visits from tutors through zoom ‘hangout’ meetings allowed tutor groups to meet their peers. Where physical visits were requested, staff were deployed. Virtual handover with Year 6 teachers and support staff identified key Futures students and their needs. Tutor focused phone calls home allowed for student profiles for each student and circumstances.</p> <p>All Year 11 Futures students were provided with external careers advice interviews. All Sixth Form Future applicants had SLT advice and guidance interviews. All Tutors at year 11 were engaged in a</p>

				<p>destination conversation for year 11 students to map provision.</p> <p>Year 11 destinations</p> <table border="1"> <thead> <tr> <th>Destination</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>Apprenticeship</td> <td>6</td> </tr> <tr> <td>FE College</td> <td>20</td> </tr> <tr> <td>NEET</td> <td>1</td> </tr> <tr> <td>Other Education Provider</td> <td>1</td> </tr> <tr> <td>Other School Sixth Form</td> <td>3</td> </tr> <tr> <td>The Warriner SF</td> <td>5</td> </tr> <tr> <td><b>Grand Total</b></td> <td><b>36</b></td> </tr> </tbody> </table> <p>Year 13</p> <table border="1"> <thead> <tr> <th>Destination</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>FE College</td> <td>2</td> </tr> <tr> <td>NEET</td> <td>1</td> </tr> <tr> <td>University</td> <td>4</td> </tr> <tr> <td><b>Grand Total</b></td> <td><b>7</b></td> </tr> </tbody> </table>	Destination	Number	Apprenticeship	6	FE College	20	NEET	1	Other Education Provider	1	Other School Sixth Form	3	The Warriner SF	5	<b>Grand Total</b>	<b>36</b>	Destination	Number	FE College	2	NEET	1	University	4	<b>Grand Total</b>	<b>7</b>
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<p><b>SENFtr Revision Sessions and SENFtr outside lesson learning</b></p>	<p>C</p> <p>Funding support additional staff hours</p>	<p>Identified Year 11 students will have bespoke revision sessions at KS4 after school</p> <p>All SENDA students to have access to learning a calm zones prior – during and after school</p> <p>Increase in SENDA attendance to be in line with national expectation.</p>	<p>3,500</p>	<p>5 SENFtr students with safe space breakfast provision – with 22 collateral benefit</p> <p>See SENFtr survey with safety – security and food provision as a theme</p> <p>16 SENFtr students access Lunch provision with 43 further SEN students benefitting.</p> <p>See Student / Parent and Staff survey for theme of safety during lunch.</p> <p>Anecdotal evidence for the above includes case studies such as:</p>																										

		Increase in SENDA attainment to match flight path		<p><i>“Having a “safe place” to go helps my son feel calm. Because it’s supervised and mostly invite only he knows he will be safe there and able to eat his lunch without being harassed.”</i></p> <p>The decision to provide morally the right curriculum for students shows that attainment for SENFtr students is lower than their peers. This can be attributed to bespoke curriculum pathways that are right for the students. This can be exemplified by Studyzone attainment that is lower than their peers.</p>																												
<p><b>Year 7 Catch Up funding</b></p>	<p><b>F Maths</b></p> <p>The allocation is used for specialist staffing for 1:1 and / or small group teaching for targeted intervention with identified students</p> <p>Software on First Class Maths, Success@Maths, Hegarty used to identify specific areas of underperformance and intervene as necessary.</p> <p>English</p> <p>The allocation is for specialist staffing for</p>	<p>Identified students with reach age expected literacy and numeracy levels</p> <p>Identified students will meet flight path expectations by end of year.</p>	14,980	<p>The impact of this has been significantly impacted by the partial closure. This program will be continued in September 2020. A full evaluation will feature in March 2021 and in September 2021.</p> <p>The data shows the limited progress prior to partial closure</p> <p>Test 1 taken in Sept/Oct 19 Test 2 taken in Jan 20</p> <table border="1"> <thead> <tr> <th>Whole cohort</th> <th>Test 1</th> <th>Test 2</th> <th>Test 3</th> </tr> </thead> <tbody> <tr> <td>national average age</td> <td>13%</td> <td>13%</td> <td></td> </tr> <tr> <td>% above national average age</td> <td>48%</td> <td>44%</td> <td></td> </tr> <tr> <td>% average national age</td> <td>8%</td> <td>9%</td> <td></td> </tr> <tr> <td>average national age</td> <td>14%</td> <td>15%</td> <td></td> </tr> <tr> <td>% below average national age</td> <td>3%</td> <td>11%</td> <td></td> </tr> <tr> <td>national average age</td> <td>3%</td> <td>2%</td> <td></td> </tr> </tbody> </table> <p>Whole cohort</p> <p>Bar chart showing performance metrics for Test 1, Test 2, and Test 3. The Y-axis represents percentages from 0% to 50%. The X-axis categories are: % sig above national average age, % above national average age, % average national age, % working towards average national age, % below average national age, and % sig below national average age. Test 1 is represented by blue bars, Test 2 by orange bars, and Test 3 by grey bars.</p>	Whole cohort	Test 1	Test 2	Test 3	national average age	13%	13%		% above national average age	48%	44%		% average national age	8%	9%		average national age	14%	15%		% below average national age	3%	11%		national average age	3%	2%	
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	<p>1:1 and / or small group teaching for targeted intervention with students</p> <p>Accelerated reader used to identify specific areas of underperformance and intervene as necessary</p> <p>Funding is used to support incentivised reading so that all students that are below expected reading levels are given targeted reading material and supported with this via the tutor program.</p>			
<b>FSM</b>	Free School Meals for qualifying students		£18,000	
<b>Projected spent</b>		£ 205,765		

		Any overspend will be sourced from school budget.	
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