

Winchcombe School - Pupil premium strategy statement 2020

School overview

Metric	Data
Pupils in school	498
Proportion of disadvantaged pupils	19%
Pupil premium allocation this academic year	£68,000*
Academic year or years covered by statement	2020-21
Publish date	December 2020
Review date	
Statement authorised by	
Pupil premium lead	Jonathan Templeton
Governor lead	Sue Proctor / Sue Sturgeon
	*not including FSM provision

Disadvantaged pupil performance overview for last academic year

	2019-20 CAG (unvalidated)	2018-19
Progress 8	-0.52 (+0.19 ALL)	-1.14 (-0.31 ALL)
Ebacc entry (# of entries)	5.3 (5.7 ALL)	
Attainment 8	3.6 (4.5 ALL)	3.4 (4.4 ALL)
Percentage of Grade 5+ in English and maths	12% (37% ALL)	17.6% (31% ALL)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve progress above the average for disadvantaged students in similar schools	Sept 2021
Attainment 8	Achieve attainment in line with National Average for disadvantaged students	Sept 2021
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 2021
Other	Improve attendance to national average	Sept 2021

Strategy Overview

The Pupil Premium strategy 2020-21 for Winchcombe School has been revised to follow guidance and best practice from the DfE (<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>), NFER (<https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils>) and EEF (<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>).

Key Performance Indicators around attendance, attainment, and progress of disadvantaged students at Winchcombe School have remained broadly the same over the previous years. These KPI's highlight a negative gap between disadvantaged students and non-disadvantaged students in all areas. Equally the same KPI's demonstrate a gap between national averages and school averages in progress and attendance for disadvantaged students.

Tier 1 - Whole School Teaching Priorities

A review of the whole-school approach to Teaching and Learning is underway to improve the attainment and progress of all students. By adopting this whole-school approach, the impact on disadvantaged students should lead to improved outcomes.

The EEF toolkit suggests that helping students think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning have the greatest impact in terms of improving outcomes. This focus on metacognition will form the main T&L priority. To ensure room is available within learning time to implement these strategies there is a second priority of a focus on the 'Climate for Learning'.

A priority for this academic year is to ensure the core transferrable skills of Literacy (oracy, reading and writing) and Numeracy are embedded into daily practice during tutor sessions (from Jan 2021).

Tier 2 - Targeted academic support

EEF toolkit puts reading intervention strategies among the highest impact initiatives a school can operate. Intervention resources are already available in school and will seek to be expanded.

In KS4 providing additional study skills interventions for identified disadvantaged students will be used to prepare them for GCSE examinations.

Tier 3 - Wider strategies

Attendance and support intervention remains important to deliver necessary provision to disadvantaged students whose attendance remains behind non-disadvantaged peers.

Providing a package of support to reduce the impact of financial circumstances on access to curricular and extra-curricular activities.

Teaching priorities for current academic year

Measure	Activity
Priority 1	Professional development for teaching in key areas <ul style="list-style-type: none"> • Metacognition - Learning to learn • Climate for Learning
Priority 2	Develop and embed daily programme across Literacy (Oracy, Reading & Writing) and Numeracy through tutor sessions
Barriers to learning these priorities address	Meeting the needs of all learners in all lessons Making best use of learning time through precise planning and strong routines Developing confidence in core transferable skills
Projected spending	£10,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy and numeracy interventions for low attaining disadvantaged pupils
Priority 2	Study support in KS4 for low attaining disadvantaged pupils
Barriers to learning these priorities address	Low prior attainment among disadvantaged students
Projected spending	£25,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Disadvantaged support package to ensure full and unhindered access to entire curriculum including devices and internet connectivity
Priority 2	Pastoral intervention support targeting wellbeing and the attendance of disadvantaged students
Barriers to learning these priorities address	Home learning support in case of future self-isolation and/or lockdown Financial issues stopping students being able to fully participate Low attendance and self-efficacy amongst disadvantaged students
Projected spending	£35,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ol style="list-style-type: none"> 1. Time available in INSET and directed time programme due to Covid-19 2. Ability to closely monitor and measure impact due to reduced opportunities for observation 3. Capacity within leadership group (senior and middle) to provide support and plan developments 	<ol style="list-style-type: none"> 1. Identify programmes that support self-directed study for staff 2. Engage all leadership (senior and middle) to monitor during 'on-call' periods, use student voice more regularly 3. Look to engage with outside partners e.g. other schools to provide capacity
Targeted support	<ol style="list-style-type: none"> 1. Capacity to deliver and monitor intervention 2. Curriculum time to deliver intervention 	<ol style="list-style-type: none"> 1. Identify and procure programmes that support online intervention, monitoring and reporting 2. Work with subject leaders to identify appropriate withdrawal opportunities
Wider strategies	<ol style="list-style-type: none"> 1. Engaging historical poor attendance and engagement 2. Engaging with parents to ensure that material needs are met 	<ol style="list-style-type: none"> 1. Work with Pastoral and attendance teams to further identify groups within the disadvantaged student cohort 2. Consistent and supportive messaging strategy to parents

Review: last year's aims and outcomes

Aim	Outcome
To be reviewed at end of 2021 as per Government Guidance	

2019-20 Planned expenditure					
Academic year		2019-2020			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	COST & When will you review implementation?
'Pupil Premium Champion' appointed	E, F, G	Specific staff to 'champion' all Pupil Premium students across all stakeholders (academic and pastoral progress)	Evidence of actions showing progress in 'attendance, apathy and aspirations' (<i>PP Review March 2019</i>) – reducing barriers to learning	<u>DW</u>	£2,500 Dec 2019, April and July 2020
All staff are trained to, and teach, Literacy across every subject. Embed Tier 1,2,3 Vocabulary – with a focus on Tier 2	C,D	Immerse students in reading, embedding reading, writing and communication skills across the curriculum	Thorough and regular training for all staff in Literacy Regular testing of reading ages to ensure students are making significant gains with their reading age gaps are being closed; including ARROW subscription	SC, ZD, ST, <u>KB</u>	£3,000 Dec 2019, April and July 2020
Additional Maths Staffing - Numeracy	C, E, G	Specific staff to promote whole-school Numeracy across the curriculum; additional support in Maths Dept including additional Revision sessions and designated targeted lessons for Pupil Premium students	Evidence across all Departments (calendar of Middle Leader monitoring); Whole-School INSET; Attendance and progress within Maths lessons and revision sessions.	<u>RW</u> , DW	£15,000 Dec 2019, April and July 2020

Middle Leaders Training; CPD	E	There is knowledge deficit between students from disadvantaged backgrounds, and their peers nationally. Teaching and Learning, as well as classroom practices and routines, need to be of a consistently high standard	Ensure that all senior and middle leaders are effective classroom practioners, able to support, coach and challenge Classroom practice so that it meets or exceeds school expectations Detailed CPD calendar, dedicated to the principles of effective, academically rigorous classroom instruction	<u>SC, ST, JT</u> , DW	£2,000 Dec 2019, April and July 2020
Knowledge Checks / Daily recaps	E	Daily recaps as part of every lesson's planning seek to ensure that students are able to encode key information into long term memory – thereby bridging the knowledge deficit	Consistency across calendar: Department Drop Ins; Work Scrutiny, Student Voice	<u>ST</u> , DW	N/A
Visualisers (*)	E	Research has shown modelling to be particularly effective in accelerating progress of (more able) disadvantaged students	Provide new visualisers for all classrooms where visualisers are not present	<u>SC, ST, JB</u> , MH, DW	(* £25,000 – within "ii. Targeted Support: " Entitlement Package") July 2020
Total budgeted cost:					£22,500

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	COST & When will you review implementation?
Heads of House / Pastoral focus	A,B	Pastoral Heads of House ensure that the wrap around care required for our students is appropriated and followed through. Specific focus on attendance and behaviour	Improved Attendance %s for all Pupil Premium students across Y7-Y11 in line with, or better than, non-PP students; Reduction in behaviour sanctions for all Pupil Premium students in line with, or better than, non-PP students	<u>PG</u> (& HoHs)	£2,000 Termly (x6 per academic year)
All students eligible for FSM and/or PP are given daily breakfast and lunch nutrition	F	Poor diet in childhood is associated with poor child and adult health. Missing breakfast/meals may have adverse health effects in the long term, and adverse educational and social effects in the short term	Inform Students and Parents; Monitor within school with monthly reports; Update Students and Parents with outcomes; Evidence in lessons of improved concentration/progress levels	<u>KF</u> , DW	£11,000 Termly (x6 per academic year)

All students eligible for PP are given an 'Entitlement Package' to support their learning and progress in school and outside	G	Within lesson support (equipment, resources, educational visits) and after-school/home support for assisting in the completion of homework tasks including access to ICT/Internet where those facilities are not available to some students at home	Evidence through Teaching & Learning outcomes; student learning in classrooms; student/parent/teacher feedback on individual student progress; Improved attitude to learning and education, including post-16 aspirations	<u>SC</u> , JB, MH, DW	* £25,000 July 2020 + £6,000 for student laptops
External Providers to embed exam skills, post-16 opportunities and support student welfare and motivation (i) Elevate (ii) Careers (SE) (iii) TIC (iv) WAM	A, B, E, G	Whilst providing an outstanding curriculum and teaching and learning, additional support and intervention from external providers, gives students more opportunities to seek help with post-16, welfare and motivation	All external providers have evaluative reports, using student voice, parent and teacher voice where relevant. Uptake for TIC and WAM, whilst confidential at times, also demonstrates the student need to having non-teaching staff available to meet with.	<u>SC</u> , CW, TY	(i) £3,000 (ii) £3,200 (iii) £2,000 (iv) £500 Total: £8,700 July 2020
Extra-Curricular lessons (for example: Music, Drama, Sport)	A, B, E, G	Alongside the school's broad and balanced curriculum, additional lessons for music instruments are offered to all students, irrespective of financial constraints. These lessons promote creative and musical skills, otherwise absent from more 'traditional academic' subjects	Music outcomes in KS3 and KS4; alongside uptake in Y10 for GCSE Music Option School Production casting and post-16 music destinations Evidence 'cultural capital' Drama Workshops Sports Competitions: local, national	SC, <u>LT</u>	£3,000 July 2020
Total budgeted cost:					£49,700 + £6,000

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	COST & When will you review implementation?
Whole School Focus Tutor Group Structure to enable "Attendance" Groups – raise profile	A	Research has shown that the amount of time spent at school is directly proportional to levels of academic achievement.	Daily Attendance updates followed by specific support for PP students below 90% (PAbs) and, then, school target (96%) Movement out of the 'attendance group' – fewer students by the end of December, April and July terms	SC, <u>TY</u>	6,100 (AH) 12,000 (MC) Total = £18,100
Uniform Grant	A, E	Families unable to fund school uniform may have lower attendance rates and, subsequently, lower progress outcomes over time. Financial assistance for all PP students is in place to support any uniform needs	Regular (termly x6) meeting with SC and KF to review spend on Uniform; Discussion with Tutors, HoHs re: signs of uniform concerns and any specific students 'in need'.	SC, <u>KF</u> , <u>DW</u>	£1,000
Total budgeted cost					£19,100
Total budgeted costs for 2019-2020:					£86,800 + £6,000
Actual Spend 2019-20 (some items reduced due to school closure from March 2020)					£84,000