

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy; how we intend to spend the funding, in this academic year, and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Winchcombe School
Number of pupils in school	479
Proportion of disadvantaged pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	J Templeton
Pupil premium lead	J Templeton
Governor / Trustee lead	S Proctor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,725
National Tutoring Programme	£13,770
Total budget for this academic year	£97,495

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students at Winchcombe School, irrespective of their background or individual challenges, can achieve their aspirations through making good progress and achieving the best they possibly can.

Our strategies are informed by 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 KPIs highlight a negative gap between disadvantaged students and non-disadvantaged students in all areas. Equally, the same KPIs demonstrate a gap between national averages and school averages in progress and attendance for disadvantaged students.

Tier 1 - Teaching

A review of the whole-school approach to Teaching and Learning (T&L) has been undertaken to improve the attainment and progress of all students. By adopting this whole-school approach, the impact on disadvantaged students will 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, has 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 focussing 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.

Tier 2 – Targeted academic support

The 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 to also include subject-based interventions. This will target both disadvantaged children and those we identify as having been adversely impacted by the periods of school closure.

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.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Lower prior attainment in Maths and English from KS2
2	Social and Emotional Needs amplified by the pandemic <ul style="list-style-type: none">i. Classroom habitsii. Resilience to challengesiii. Family support
3	Lack of aspirational models/examples <ul style="list-style-type: none">i. Post-16ii. Attainment
4	Access to personal IT equipment
5	Financial constraints <ul style="list-style-type: none">i. Transport costs (especially out of hours)ii. Equipment & Suppliesiii. Uniformiv. Educational visits
6	Poor attendance/punctuality patterns
7	Healthy eating / lifestyles
8	Gaps in learning due to engagement during school closures or absence

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attainment and progress for disadvantaged students in line with their peers across all subjects and years.	<p>Gap in attainment and progress at the end of KS4 for disadvantaged students continues to diminish each year.</p> <p>Diagnostic assessment and interventions are used across subjects across years to close gaps.</p>
Improved reading comprehension among disadvantaged students across KS3.	Reading ages, and attainment in English at the end of KS3, for disadvantaged students continues to diminish each year.
Improved numeracy skills among disadvantaged students across KS3.	Attainment in Maths, at the end of KS3, for disadvantaged students continues to diminish each year.
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Monitoring and curriculum planning demonstrates teachers are focussing on 'Do more, remember more, know more'.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Student, parent, and staff voice demonstrates high level of wellbeing and understanding of where to access support amongst disadvantaged students.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all students is below national averages, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced towards parity. • the percentage of all students who are persistently absent is below national averages and the figure among disadvantaged students being reduced towards parity.
Improve the engagement with extra-curricular activities and interventions among disadvantaged students.	Monitoring of extra-curricular opportunities demonstrate no difference in accessibility and attendance to opportunities.
Improve the engagement of parents especially those of disadvantaged students.	Parents are knowledgeable, enabling them to support their children in their learning and personal development.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing Professional Development for teaching in key areas	EEF Research: <ul style="list-style-type: none"> • Metacognition • Feedback • Mastery Learning • Collaborative Learning Approaches 	1,2,3,8
Instructional coaching for teachers to develop professional practice		1,2,3,8
Embedding literacy across the curriculum (reading, oracy and writing)	EEF Research: <ul style="list-style-type: none"> • Reading Comprehension Strategies • Oral Language Interventions 	1,2
Embedding numeracy across the curriculum (times tables etc.)	National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)	1,2
Standardised and diagnostic normative testing	Our experience has shown the need for standardised assessments to benchmark the students against a larger cohort and to identify patterns of gaps in knowledge and skills.	1,2,3,8
Subject knowledge CPD and support – building subject knowledge for teachers/TPs	EEF Research: <ul style="list-style-type: none"> • Teaching Assistant Interventions 	1,2,3,8

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,770 (NTP School-Led Tutoring) + £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions for students with identified weaknesses through diagnostic testing / monitoring.	EEF Research: <ul style="list-style-type: none"> • Reading Comprehension Strategies • Oral Language Interventions • Phonics 	1,2
Numeracy interventions for students with identified weaknesses through diagnostic testing / monitoring.	EEF Research: <ul style="list-style-type: none"> • Individualised instruction 	1,2
Subject interventions for students across year groups which identifies needs through diagnostic testing / monitoring.	EEF Research: <ul style="list-style-type: none"> • One-to-one tuition • Small group tuition 	1,2
Tutoring programme engagement (NTP) for students with gaps due to school closure and/or absence. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.		1,2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and interventions	Embedding principles of good practice set out in DfE's Improving School Attendance advice.	6,7
Pastoral check-in and mental wellbeing support	EEF Research: <ul style="list-style-type: none"> Social and Emotional Learning Behaviour Interventions 	2,6,7
School-led therapies (Art, Talking, ELSA CBT)	Research: <ul style="list-style-type: none"> Cognitive Behavioural Therapy - Youth Endowment Fund 	2,6,7
External therapeutic interventions (WAM, TIC, SN, Early Help)	<ul style="list-style-type: none"> Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk) 	2,6,7
Disadvantaged support package <ul style="list-style-type: none"> Equipment Uniform Music lessons Resources Educational Visits Transport IT equipment Breakfast 	Based on our experiences ensuring that students (especially those who are disadvantaged) have access to support packages leads to better engagement and participation at school. Best evidenced through the high attendance rate during the second period of school closure.	4,5
Personal Development support (study skills, D of E, careers etc.)	EEF Research: <ul style="list-style-type: none"> Metacognition Aspiration interventions 	ALL

Total budgeted cost: £97,495

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

KS4 Performance

	2021-22	2020-21	2019-20	2018-19
Attainment 8 All	5.4	4.6	4.5	4.4
Attainment 8 PP	4.7	3.8	3.6	3.1
Attainment 8 Gap	-0.7	-0.8	-0.9	-1.3
Progress 8 All	+0.45			-0.31
Progress 8 PP	-0.29			-1.14
Progress 8 Gap	-0.74			-0.83

- Attainment gap continues to close more rapidly than the progress gap.
- Further analysis shows progress gap is larger in English and subjects from the Open bucket

Progress Tests (GL Assessment) – A score of 100 indicates Age-Expected Progress

Y7

	English	Maths	Ave SAS
All	107.3	106.4	106.7
PP	102.9	101.1	101.5
Gap	-4.4	-5.3	-5.2

Y8

	English	Maths	Science	Ave SAS
All	104.9	107.5	101.5	104.5
PP	100.8	103.4	97.7	100.6
Gap	-4.1	-4.1	-3.8	-3.9

Y9

	English	Maths	Science	Ave SAS
All	107.3	107.7	110.3	108.4
FSM	97.5	95.2	97.4	96.7
Gap	-9.8	-12.5	-12.9	-11.7

- Small gaps in Y7 and Y8 in line with closing attainment gap, disadvantaged on or above age related expectation on average.
- Y9 larger gaps, further input needed in all core areas

Reading Intervention

Y7: 7 Month Intervention	Reading Age 12/2022	Reading Age 06/2022	Progress	Spelling Age 12/2022	Spelling Age 06/2022	Progress
1	9y 2m	11y 8m	2yrs 6 m	9y 4m	10y 0m	8m
2	10y 8m	11y 4m	1yr 7m	11y 2m	12y 2m	1y
3	9y 8m	11y 0m	1yr 4m	8y 11m	10y 1m	1ys 2m
4	10y 1m	11y 8m	1yr 7m	8y 11m	10 y 6m	1yr 7m
5	9y 5m	10y 3m	10m	9y 10m	11y 1m	1yr 3m
6	9y 7m	12y 4m	2yrs 9m	11y 11m	12y 11m	1yr
7	10y 10m	12y 4m	1yr 6m	10y 2m	10y 11m	9m
8	8y 0m	9y 11m	1yr 11m	7y 1m	7y 10m	9m
9	10y 6m	11y 3m	9m	10y 10m	11y 10m	1yr
10	9y 6m	11y 4m	1y 10m	11y 1m	12y	1yr 10m
11	8y 11m	9y 6m	7m	7y 6m	8y 4m	10m
12	9y 6m	12y 0m	2yrs 6m	12y 4m	12y 8m	4m
13	10y 5m	12y 3m	1yr 10m	11y 5m	11y 11m	6m
14	11y 0m	12y 1m	1y 1m	8y 8m	9y 8m	1yr
15	11y 5m	12y 10m	1yr 5m	12y 7m	13y 0m	5m
16	8y 6m	9y 7m	1yr 1m	8y 2m	8y 7m	5m
17	8y 11m	9y 8m	9m	8y 10m	9y 7m	9m

Year 8: 5 Month Intervention	Reading Age 02/2022	Reading Age 06/2022	Progress
1	12y 4m	12y 7m	3m
2	10y 5m	11y 1m	8m
3	9y 5m	10y 3m	10m
4	11y 3m	12y 1m	10m
5	9y 9m	10y 2m	5m
6	13y	13y 4m	4m
7	12y 1m	12y 3m	2m
8	11y 0m	12y 3m	1y 3m
9	12y 4m	12y 9m	5m
10	12y 1m	12y 7m	6m
11	10y 6m	10y 5m	-1m
12	8y 3m	8y 10m	7m
13	10y 5m	11y 0m	7m
14	10y 3m	11y 4m	1y 1m

Year 9: 5 Month Intervention	Reading Age 02/2022	Reading Age 06/2022	Progress
1	10y 3m	11y 3m	1y
2	9y 10m	10y 4m	6m
3	10y 9m	12y 3m	1y 6m