

Winterton Community Academy
Pupil Premium Strategy 2018-19

1. Summary Information					
School	Winterton Community Academy				
Academic Year	2018-19	Total Pupil Premium Budget	£122 545	Date of most recent PP review	N/A
Total number of pupils	516	No. / % of pupils Pupil Premium	148 / 28.7%	Date of next internal review of this strategy	Jan 19

2. 2017-18 Outcomes for PP Pupils		
	Pupils Eligible for PP	Pupils not eligible for PP
Progress 8	-0.66 (estimate)	0.196 (estimate)
Attainment 8 average score	39.04	47.41
% achieving a strong pass in English and Maths	16.7	47.2
% achieving a standard pass in English and Maths	41.7	63.9
% Pupils entered for the Ebacc	41.7	51.4
% achieving a strong pass in the Ebacc	8.3	23.6
% achieving a standard pass in the Ebacc	8.3	34.7
% Attendance	92.44	95.08
% Fixed-Term Exclusions		

3. Barriers to future attainment	
A	Although whole-school outcomes are improving over time, all pupils who are eligible for PP are below the lower threshold for average progress with the gap widening
B	Lower levels of literacy and numeracy for disadvantaged pupils
C	Lower attendance of disadvantaged pupils, impacting on attainment and progress for these pupils
D	Pupil premium pupils are less likely to engage in extra-curricular activities, compared to non-PP
E	Lower aspirations of PP compared to non-PP pupils
F	Quality of teaching strategies to engage PP
G	Lack of parental engagement compared to non-PP families at consultation / support evenings

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Improve the outcomes of disadvantaged students in Key Stage 4 and diminish the differences between disadvantaged and other students.</p> <p>Tracked at data collections and measured at publication of final 2019 exam results.</p> <p>All disadvantaged students have an intended destination for work, training or further education.</p>	<p><u>Basics</u>: Disadvantaged Pupils: 80% 9-4, 64% 9-5 (based upon FFT50 with additional challenge)</p> <p><u>Progress 8</u>: PP students' Progress 8 = 0.0</p> <p><u>NEET</u>: Zero</p>
B.	<p>Improve the attainment and the progress of disadvantaged middle ability students at Key Stage 4 and diminish the differences to the National Averages.</p> <p>Tracked at data collections and measured at publication of final 2019 exam results.</p>	<p><u>Basics</u>: 36% for the MAT* cohort</p> <p><u>Progress 8</u> = 0.0 for the MAT* cohort</p>
C.	<p>Accelerate the progress made by students eligible for PP in all subjects, in both key stages and especially in Maths and those subjects in the Ebacc bucket.</p> <p>Tracked at data collections and measured at publication of final 2019 exam results.</p>	<p><u>Progress 8</u> = 0 in KS4 in all subjects including maths</p> <p><u>Expected progress</u> = 70% in Years 7, 8 & 9</p>
D.	<p>In both key stages, improve the rates of progress of disadvantaged students with special educational needs.</p>	<p><u>Basics</u>: 12% for the cohort</p> <p><u>Progress 8</u> = 0.0 for the cohort</p> <p><u>Expected progress</u> = 70% in Years 7, 8 & 9</p>
E.	<p>Disadvantaged students in Year 7, whose starting points are below age-related expectation, make accelerated progress from their starting points to diminish the differences to their peers.</p>	<p>>90% of Year 7 students are deemed <u>secondary ready</u> by the end of the academic</p>
F.	<p>1. Improve attendance of all disadvantaged students to match the National Average for all students</p>	<p><u>Student attendance</u> to improve towards 2016-17 national average of 94.6%. (2016-17 nat. av. for PP students is 91.2% FSM Ever 6 = 92.2%)</p>

G.	Rates and incidents of Fixed Term Exclusion for disadvantaged students reduce to Nat Average for <u>all</u> students	<u>FTE* rates and incidents</u> 2016-17 Nat. Av = 9.4% >=1 Nat. Av = 4.62% (2016-17 Nat. Av. for PP students = 25.44% 2016-17 Nat. Av. For PP >=1 FTE = 10.72% 2016-17 Nat. Av. For FSM Ever6 = 23.07% 2016-17 Nat. Av. For FSM Ever6 >=1 FTE = 10.13%) [<i>Refers to % FTE of FSM group</i>]
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Planned Expenditure

Academic year	2018/19
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i. Quality of teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review impact?
Quality of teaching improves, including techniques for engaging all learners	Staff INSET on strategies to support PP eligible pupils	QFT is central to raising attainment / progress levels and specific strategies can be used to focus on PP	Identified staff CPD from T&L coaches. M&E through typicality measures including work scrutiny, learning walks & pupil voice	AHT Teaching and Learning (T&L)	Half termly
	Focus on the 'Winterton Standards' and high expectations/policy regarding marking/feedback, assessment, homework	Consistency of approach and high expectations will raise standards of Quality First Teaching and subsequently outcomes		AHT Teaching and Learning (T&L)	Half termly
Improve accuracy of assessment and quality of feedback	Use of Doodle to support assessment and implementation of PLC's, engaging parents in supporting independent studv.	EEF Toolkit suggests high quality feedback is a cost-efficient & effective method to improve attainment. Uncertainty regarding assessment in the new specifications in KS4.	DH / HoD to monitor implementation & effective use of.	DHT / AHT (T&L)	Jan 19

Improved rates of progress across KS3 & KS4 for pupils eligible for PP, above 'floor' progress	PiXL membership and training. CPD on strategies to narrow the progress gap	Collaboration / shared strategies through PiXL have led to success in narrowing the gap in schools	RSL to lead on PiXL & attend meetings. HoD's to attend meetings.	RSL	Half Termly
	Focus on intervention with PP pupils across the school and within subjects, with a coordinated approach by the RSI	Whole school data shows PP pupils make on average far less progress, indeed below floor thresholds. Specialist teachers working with identified pupils addressing identified	Monitored by RSL and Subject Leaders	RSL / DHT	Half Termly
Increase the proportion of students who are eligible for Ebacc – Year 8 onwards	Select an Ebacc group as part of the options programme. Increase the number of disadvantaged students studying at least one language.	Year on year increases in the numbers of disadvantaged students studying a language	Via the implementation of the timetable	DHT	Termly

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review impact?
Ensure students catch up and keep up through targeted interventions	Students identified via departmental and the Raising Attainment meetings receive timely support and intervention to close their learning gap via during/after school and holiday sessions.	<p>Rapid implementation of support and interventions can prevent a student from falling further behind.</p> <p>Subject specialist staff are best placed to deliver and can consolidate learning in intervention time through normal curriculum time and vice versa.</p> <p>Additional specialist teaching during holidays and after schools where identified can accelerate learning and allow students to catch up</p>	Departmental challenge meetings follow weekly Middle Leaders Meetings that focus on progress/attainment in the reporting cycle. Updates for those requiring intervention are given at this time.	DHT / RSL	After every data collection or when evidence in class deems it necessary
Train middle ability students in Y10 (with the majority PP) as learning mentors. Coaching year 7 students in Maths and Reading	Weekly sessions in both Maths and reading led by students	Evidence suggests a two-fold impact – raised confidence leading to raised outcomes of the coach and direct help for the younger students	HoD for Maths & English coach Y10 & then impact can be seen in progress data & classwork	DHT / HoD's for Maths & English	Half termly
Environment for study	Homework/Study Hub provided for pupils x2/week. Staff support.	Fewer resources/ opportunities / location for PP at home. By providing the resources and potential specialist support, pupils can complete work & develop understanding.	Tracking of attendance. Data tracking to show impact on PP.	DHT	Half-termly

To increase parent/ guardian engagement in supporting learning and raising rates of progress	“How I Can help My Child Succeed Evening” - Focus on supportive links with PP families to show how they can help at home. Subjects provide (PiXL) resources and ideas / tips.	EEF toolkit refers to how parental engagement can have 2-3 months of impact in secondary education. Significant before Mock exams. Previously positive feedback.	Tracking of attendance. Data tracking to show impact on PP.	DHT	Half-termly
Improved rates of progress across KS4	Revision guides and additional study resources are provided for PP eligible pupils	PP families may not be able to fund essential resources to support learning and the resources can support catch up due to lower average attendance rates of PP	HoD's to inform RSL of requirements and numbers of PP pupils	DHT	October 2019
	Mentoring programme for Y11 PP pupils. SLT assigned to pupils to support throughout the year, monitor progress and guide intervention	Providing pupils with a key member of staff to support will provide regular feedback on a key focus and liaising with parents.	SLT complete formal meetings and monitor impact using data tracking	RSL	Half-termly
	PP Pupils to attend conferences in Maths & English aimed at PP pupils in Yr 11	Conferences that focus specifically on strategies for disadvantaged pupils will raise self-esteem and levels of independence, creating opportunities to raise progress	To be investigated by RSL	RSL	Half-termly
Increase levels of Literacy / Numeracy for Y7 pupils eligible for PP	Literacy / Numeracy assessments and use of PiXL to support intervention. Small group targeted intervention for pupils who have not achieved the 'secondary school standard'	EEF toolkit refers to how reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. New specifications require greater vocabulary to access the questions.	Data tracking using reading assessments as part of DTT. Assessments taken as part of the PiXL Micro-Wave in English and Maths. Timetabling of classes to ensure staff delivering provision have sufficient preparation and delivery time.	DHT	Half-termly
Recognition of PP eligible pupils leading to increased	Ensure that pupils eligible for PP are represented in awards presentations	Greater recognition will help to motivate pupils who previously have not been due to their disadvantageous starting point.	HoD / HoY to monitor and ensure 25% of rewards are presented to PP pupils.	DHT / AHT Inclusion	Half-termly

PP pupils are aspiring to attend university	University visits for specific PP pupils.	To raise levels of aspiration for PP pupils, where the context may not currently lend itself to raised aspirations or opportunities. This would help in raising attainment / progress	Attendance at the events and programmes to be monitored by DHT	DHT	Termly
Educational visits attended by PP pupils	Ensure educational visits are accessible for PP pupils	Pupils eligible for PP may not go on the visits due to financial vulnerability and so denied educational experiences. Whereas, by paying for them, opportunities to raise understanding and potential aspiration are not missed.	DHT to work with HoD's	DHT	Half termly
Uniform / Equipment for pupils eligible for PP to raise self-esteem	To provide PP eligible pupils with appropriate uniform, including cardigan and/or shoes	Enabling PP eligible pupils to have new uniform will raise their self-esteem and sense of self-worth, as well as building emotional relationships with the school	Identifications made through tutors and HoY. Parents contacted and support offered using surplus uniform in school	HoY	Half termly
Attendance	Attendance strategy has focus on PP, with support of LEA. Attendance officer to focus primarily on raising attendance for PP pupils	PP attendance has been consistently below the 95% threshold. Low attendance is detrimental to progress	Monitored through attendance tracking and actions that follow as part of the attendance strategy. Impact of attendance monitored by RSL / HoD	VH Supported by Attendance officer	Half termly
Extra-Curricular engagement increases	Intervention groups are targeted primarily at PP pupils and are communicated with parents/guardians	PP eligible pupils are less likely to attend extra-curricular activities, including intervention.	Engagement is monitored through registers taken	AHT (T&L)	Half termly
PP Pupils are not disadvantaged through being unable to learn a musical instrument	PP eligible pupils are able to access peripatetic music lessons and this is communicated with parents / guardians	Peripatetic music lessons can be beyond the financial capability of some, and yet are found to benefit numeracy, in addition to creating opportunities.	Uptake is monitored through finance.	DHT / JH	Half termly

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review impact?
Improve KS4 and KS3 outcomes	Introduction of Challenge meetings in P8 Buckets (Bucket meetings) Including pastoral leads	Holistic intervention strategy; looking forensically at the performance of each underperforming student. Specific focus upon PP within the accountability cycle. Departmental skills gap intervention- 1-1 small group holidays and weekends. Heads of year input ensuring a multi-pronged approach	Led by RSL in KS4, DHT KS3 and follow progress meetings	DHT / RSL	Half termly KS4 / Termly KS3
Improve KS4 and KS3 outcomes	As part of the cycle of challenge, bucket meetings hold whole curriculum leadership team to account and focus upon the outcomes of specific cohorts	Opportunity to drill down on the specific barriers across the whole curriculum for individual students and devise strategies to remove them. To model outstanding curriculum leadership to the whole team. To implement holistic interventions bespoke for individuals	Led by DHT	DHT	Termly
Improve GCSE outcomes	Department intervention fund	HoD's bid for funding specifically to improve the outcomes of disadvantaged students. Strategies include residential interventions, small group / 1-1 tuition. Pizza revision nights etc.	Bids to DHT and impact measured by RSL	DHT	termly
Maintain NEET as zero by outstanding CEIAG to disadvantaged students	Maintain the Gold Standard and ensure all PP pupils have a careers interview and support from local colleges	Developing pathways and aspiration to ensure all students have an intended destination. If all pupils eligible for PP have support and guidance given on a career path. This will increase aspirations and therefore provide the ambitions required to improve attainment.	Monitored by CEIAG coordinator	RSL CEIAG	Termly
Improve literacy across the curriculum and ensure that students 'read widely and often'	Assess the reading ages of all pupils to help ascertain barriers to learning through their literacy. Use of Bedrock to enable individual progress & intervention.	In order to access the questions within the new specifications and therefore raise outcomes. This will also enable a greater enjoyment of reading and encourage greater independence and awareness of the world around them.	Programme of assessment and intervention to be arranged by DHT. Impact can be measured within Bedrock. Progress / attainment data also used to measure impact.	DHT	Termly

Improve the progress in KS3 of disadvantaged students by improving the KS2 to KS3 transition	<p>Closer curricular links with all feeder primaries</p> <p>Exchange of workbooks to inform initial planning.</p> <p>Arrange transition activities for pupils in Y5-6</p>	Increased knowledge of students and identification of early intervention strategies.	AHT (Inclusion) & HoY coordinate the programme	AHT (Inclusion)	Termly
Inclusion support	Social / Emotional Support for disadvantaged pupils through inclusion support and PEP's	A greater proportion of support is required for disadvantaged pupils. Providing support has a positive impact on all outcomes, including attendance and reducing FTE's.	AHT (Inclusion), Inclusion Officer & SENCo	AHT (Inclusion)	Half termly