

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding 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
Winterton Community Academy	
Number of pupils in school	498
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mr K. Rowlands (Headteacher)
Pupil premium lead	Mr R Featherstone (Deputy Headteacher)
Governor / Trustee lead	Mrs R. Taylor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,645
Recovery premium funding allocation this academic year	£ 18,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 169,770

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum through the school approach of “Disadvantaged First” within a culture of “High Expectations”.

The focus of our pupil premium strategy is to prioritise and support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school (EEF). Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the Recovery Premium for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Prioritise through “Disadvantaged First”
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
- focus on the impact of socio-economic impact of disadvantage on learning
- ensure disadvantaged pupils are challenged in the curriculum
- act early to intervene at the point need is identified
- use data to challenge practice & assumptions, rather than justify them

## Challenges

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

Challenge number	Detail of challenge
1	<p>School performance data, both external and internal, from pre-2020 identifies a progress gap between disadvantaged pupils and their peers, that while it narrowed to -0.33 in 2019, with disadvantaged pupils' progress at -0.11, the gap widened again (NA -0.45). This can also be demonstrated via internal assessment data.</p> <p>The SEND gap had narrowed to 0.13 in 2018, but progress for SEND rose to 0.15 in 2019. Since then, progress has declined with the gap widening to 0.39, as identified in our internal data.</p>
2	<p>NGRT Assessments of KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 2 years, between 31.8% - 61.7% of our disadvantaged pupils arrive below age-related expectations compared to 22.7% - 31.9% of their peers with YOE 2020 accounting for the more extreme data.</p>
3	<p>School performance data and our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3.5% - 4.7% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations</p>

## 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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a particular focus on middle ability boys and Ebacc subjects.	<p>By the end of our current plan in 2024/25, 75% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 4 years this figure was 21 - 42%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• an average Progress 8 score gap of &lt;0</li> <li>• an average Progress 8 score for boys of &gt;0</li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects and assessment data.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%.</li> </ul>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student (PASS) and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>•</li> </ul>

## 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: £87,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 3, 5</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>Engage verbally more with DP's</p> <p>Reading opportunities in the curriculum – ensure that DP's are asked to read every lesson</p> <p>Provide reading books</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	<p>1, 2</p>
<p>Purchase of standardised diagnostic assessments (GL Assessment).</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p> <p>Disadvantaged pupils are given +5% bias in assigning teaching groups / sets.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>By definition, they are 'disadvantaged' and will be behind their true potential. By initiating a bias, it will potentially off-set</p>	<p>1, 2, 5</p>

Targets are raised to FFT20.	<p>this, raising self esteem and providing access to greater challenge.</p> <p>Raising the targets enables pupils to recognise that it is possible to attain higher, as others have done, and supports aspiration.</p>	
<p>Classroom practice prioritises disadvantaged pupils, especially around feedback:</p> <ul style="list-style-type: none"> <li>• Mark DP's books first</li> <li>• Ensure DP's asked progressive questions</li> <li>• Seating plan prioritises DP's</li> <li>• DP's re-sit assessments</li> </ul>	<p>This places disadvantaged pupils at the centre of the classroom and learning and focuses on the quality of feedback to further progress:</p> <ul style="list-style-type: none"> <li>• Initial foundations</li> <li>• Timing of the feedback</li> <li>• Type of feedback</li> </ul> <p><a href="https://www.educationendowmentfoundation.org.uk/Teacher-Feedback-to-Improve-Pupil-Learning-EEF">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Staffing allocation –</p> <ul style="list-style-type: none"> <li>• Timetabling / allocation to support disadvantaged</li> <li>• Recruitment &amp; retention– understanding of PP strategies</li> <li>• Re-shape staffing based on assessment data</li> </ul>	<p>Teaching staff in an inclusive school have a deeper understanding of the pedagogy required to address the needs of learners, helping to create aspirational quality first teaching.</p> <p>Supported by high quality CPD, this will enhance the progress of all pupils.</p> <p><i>Addressing Educational Disadvantage in Schools and Colleges, M. Rowland, 2021.</i></p>	1

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

Budgeted cost: £34,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme (AR) as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> <p>Ensure DP's RA&gt;11 KS3</p> <p>DP's RA&gt; 13 KS4</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Reading-comprehension-strategies-Toolkit-Strand-Education-Endowment-Foundation-EEF">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2
<p>Intervention strategies:</p>	<p>It is important that the most vulnerable learners have access to the most effective</p>	1

<ul style="list-style-type: none"> <li>• Intervention prioritises DP's, based on data analysis sheets</li> <li>• Targeted intervention – dept / academic / pastoral</li> <li>• Personalised online learning package</li> <li>• RSL focus on DP's in meetings, prioritising intervention for DP's</li> </ul>	<p>teaching, and this applies to the intervention based on valid &amp; reliable data.</p> <p>The one-to-one or small group tuition approach allows the teacher or tutor to focus on the needs of the learner and provide teaching that is closely matched to each pupil's understanding.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £48,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>There is a separate plan for SEMH.</p> <p>Development of Relationships</p> <ul style="list-style-type: none"> <li>• Transition – identified DP's. Profiles.</li> <li>• Rewards – 30% DP's</li> <li>• Celebration events – 30% DP's</li> </ul> <p>Restorative practice – priority with DP's</p>	<p>SEMH is intrinsically linked to classroom learning and every aspect of school life.</p> <p>Self-Regard &amp; impact of positive feedback. If low self-regard, then feedback has little impact.</p>	1, 5
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</p> <ul style="list-style-type: none"> <li>• Priority calls to DP's.</li> </ul>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	1, 4
<p>Parental Engagement</p> <ul style="list-style-type: none"> <li>• Deliver rewards to house – parents see impact of success</li> <li>• Parental voice – what we do well / improve on?</li> <li>• Family links &amp; involvement re:pre-exams / key events</li> </ul>	<p>There is an established link between the home learning environment at all ages and children's performance at school. Schools and parents have a shared priority to deliver the best outcomes for their children.</p>	1, 4, 5

	<a href="http://educationendowmentfoundation.org.uk">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>	
<p>Aspirational activities are undertaken to support educational progression and future employment. DP's are all given access to:</p> <ul style="list-style-type: none"> <li>• involvement in business links</li> <li>• College interviews</li> <li>• 1:1 careers meetings</li> <li>• University visits</li> <li>• Over-representation on sports teams, trips/visits and extra-curricular activities.</li> <li>• Music Tuition</li> </ul>	<p>Raising aspiration through extended opportunities will enable disadvantaged pupils to increase their educational and life chances.</p> <p>Involvement in extra-curricular activities will support aspiration and SEMH.</p>	1, 4
Ensuring that disadvantaged pupils have the resources required.	An impact of socio-economic disadvantage is the absence of specific resources to access the curriculum. This is especially so regarding digital technology.	1
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

**Total budgeted cost: £169,770**



## 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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. While progress narrowed to -0.33 in 2019, with disadvantaged pupils' progress at -0.11, the gap widened again (NA -0.45) by 2021.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Sam Learning, Mathswatch, Corbett Maths and Oak National Academy.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at 86.55%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4.8% higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.