

Winterton Community Academy
Pupil Premium Strategy 2019-20

1. Summary Information					
School	Winterton Community Academy				
Academic Year	2019-20	Total Pupil Premium Budget	£135 055	Date of most recent PP review	July 2019
Total number of pupils	482	No. / % of pupils Pupil Premium	135 /483 28.01%	Date of next internal review of this strategy	Dec 2019

2. 2019-20 Pupil Numbers			
Year	Total Pupil Premium (PP) Students	Total Number in the year Group	PP as a percentage of cohort
7	28	104	26.92%
8	31	92	33.70%
9	26	97	26.53%
10	21	95	22.11%
11	29	90	31.18%
Total	135	482	28.01%

3. 2018-19 Outcomes for PP Pupils			
	Pupils Eligible for PP	Pupils not eligible for PP	National Non-Dis. Data
Progress 8	-0.046 (Prov.)	0.195 (Prov.)	Figures currently unavailable
Attainment 8 average score	42.69 (Prov.)	50.47 (Prov.)	
% achieving a strong pass in English and Maths	40%	58%	
% achieving a standard pass in English and Maths	64%	79%	
% Pupils entered for the Ebacc	36%	58%	
% achieving a strong pass in the Ebacc	0%	19.8%	
% achieving a standard pass in the Ebacc	16%	34.6%	
% Attendance (to 31-5-19)	90.83%	95.63%	
% Fixed-Term Exclusions	67% (22.5% of PP >=1FTE)	33%	

4. Barriers to future attainment	
A	Although whole-school outcomes are continuing to improve over time, pupils who are eligible for PP are slightly below average progress with the gap closing from 0.7 to 0.242 (Prov). However the vulnerability persists, especially middle ability pupils (-0.371 Prov)
B	Lower levels of literacy and numeracy for disadvantaged pupils create a widening gap in secondary school, as shown by 2018-19 Y7 Reading where 44.59% were below chronological age and 29.41% made negative progress in RA.
C	Lower attendance of disadvantaged pupils, impacting on attainment and progress for these pupils, as indicated above. Sept18→May19 = 90.83%
D	Pupil premium pupils are less likely to engage in extra-curricular activities, compared to non-PP
E	Analysis of the pupil survey data suggests lower aspirations of PP compared to non-PP pupils
F	Quality of teaching strategies to engage PP, as indicated by the outcomes data (performance, attendance, behaviour)
G	Lack of parental engagement compared to non-PP families at consultation / support evenings

Desired outcomes (<i>desired outcomes and how they will be measured</i>)	
A.	<p>Improve the outcomes of disadvantaged students in Key Stage 4 and diminish the differences between disadvantaged and non-disadvantaged.</p> <p>Tracked at data collections and measured at publication of final 2020 exam results.</p> <p>All disadvantaged students have an intended destination for work, training or further education.</p>
B.	<p>Improve the attainment and the progress of disadvantaged middle ability students (Especially boys) at Key Stage 4 and diminish the differences between disadvantaged and non-disadvantaged.</p> <p>Tracked at data collections and measured at publication of final 2020 exam results.</p>
C.	<p>Accelerate the progress made by students eligible for PP in all subjects, in both key stages and especially in English Literature and those subjects in the Ebacc bucket.</p> <p>Tracked at data collections and measured at publication of final 2020 exam results.</p>

D.	In both key stages, improve the rates of progress of disadvantaged students with special educational needs.				
E.	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. July 2019 – GPS = 7.07% R = 16.06% Ma = 7.07% 23.23% deemed NS in >=1 of the three elements				
F.	Improve attendance of all disadvantaged students to match the National Average for all students.				
G.	Rates and incidents of Fixed Term Exclusion for disadvantaged students reduce to National Average for <u>all</u> students				
Planned Expenditure					
Academic year	2019/20				
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, with emphasis on staff new to the profession	EEF Toolkit states QFT is central to raising attainment / progress levels and specific strategies can be used to focus on PP	Identified staff CPD from M&E through typicality measures including work scrutiny, learning walks & pupil voice	AHT Teaching and Learning (T&L)	Half termly
	Work scrutiny with HoD's to focus on the 'Winterton Standards' and high expectations/policy regarding marking/feedback, assessment, setting / completion of homework	Consistency of approach and high expectations will raise standards of Quality First Teaching and subsequently outcomes		DH AHT Teaching and Learning (T&L)	Half termly

	Lesson Observations / LW's targeting PP students in specific subject areas based on outcomes data.	The relatively low progress outcomes and high incidents of behaviour concerns are at odds with the expectations. Greater understanding of QFT is required.	Timetabled based on outcomes data and feedback to both the HoD & teacher. Cross-reference with WS etc.	DH HoD AHT (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 study.	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, enabling a closing of the attainment/progress gap.	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. Improved attainment and progress for PP eligible pupils	RSL	Half Termly
	Focus on intervention with PP pupils across the school and within subjects, with a coordinated approach by the RSL	Whole school data shows PP pupils make on average less progress, especially MA Boys. Specialist teachers working with identified pupils addressing identified learning gaps	Monitored by RSL and HoD's	RSL / DHT / HoD's	Half Termly

<p>Increase levels of Literacy / Numeracy for pupils, especially those eligible for PP</p>	<p>Use of GL Assessment to assess Literacy / Numeracy & develop specific support using the diagnostic analysis</p> <p>Improvements in the subject curriculum to focus on and develop literacy / numeracy</p> <p>Use of PiXL to support intervention eg Unlock</p> <p>Small group targeted intervention for pupils who have not achieved the 'secondary school standard'</p> <p>Initiative to promote reading engagement as part of a whole school literacy strategy</p> <p>Regular peer reading within Vertical Tutor group.</p>	<p>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.</p> <p>New specifications require greater vocabulary to access the questions.</p> <p>2018-19 July Y7 Reading Age data shows 50% PP below chronological reading age.</p> <p>GL Assessment to be utilised for additional testing</p>	<p>Data tracking using GL assessments & PiXL Micro-wave as part of DTT.</p> <p>Evaluations of the Curriculum.</p> <p>M&E programme regarding the Quality of Teaching</p> <p>Increase in SPaG marks at KS4</p>	<p>DHT HoD Literacy Lead (SENCo)</p>	<p>Half-termly</p>
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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?
Barriers to learning are removed, enabling an improvement in progress and inclusion	All pupils (with a focus on PP) complete the online survey to identify Barriers to Learning and <i>Pass Survey</i> Resources to support learning are provided for pupils where appropriate.	It is essential to identify specific needs in order to focus delivery of support on individuals	Survey / review to be completed Sept19. Participation rates in activities. Performance data after each collection.	DHT	Oct 2019
Ensure Pupil premium eligible students at least reach the same levels of progress of non-disadvantaged pupils	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. Also linked to the Barriers to Learning survey.	Rapid implementation of support and interventions can prevent a student from falling further behind. Subject specialist staff are best placed to deliver and can consolidate learning in intervention time through normal curriculum time and vice versa. Additional specialist teaching during holidays and after schools where identified can accelerate learning and allow students to catch up	Use of Data Tracking and rigorous assessment. 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 / HoD's	After every data collection as per the assessment calendar, 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 reading	Weekly sessions in reading led by students in tutorial	Evidence suggests a two-fold impact – raised confidence leading to raised outcomes of the coach and direct help for the younger students.	HoD English / Literacy intervention lead coaches Y10 & then impact can be seen in progress data & classwork	DHT / HoD's for Maths & English	TBD re:frequency of testing for key pupils
Environment for study	Homework/Study Hub provided for pupils every day. Staff support. (linked to the B2L survey)	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 parental feedback.	Tracking of attendance. Data tracking to show impact on PP.	DHT RSL	At the event Termly data collection
	Vertical Tutoring Academic Reviews provide a meaningful and in depth conversation focused on the pupil.	EEF toolkit refers to how parental engagement can have 2-3 months of impact in secondary education. Focused 1:1 meetings based on data & tutor knowledge will strengthen relations and increase attainment.	Tracking of attendance. Data tracking to show impact on PP.	AHT Tutors	Y11= Nov 2019 Y10= May 2020 Y9= Feb-Mar 2020 Y8= Dec 2019 Y7= Jan 2020

	Arrange home visits to support targeted families who would benefit from additional support and engagement in school	EEF toolkit refers to how parental engagement can have 2-3 months of impact in secondary education.		AHT Attendance Officer Inclusion Support Officer	
Improved rates of progress across KS4	Improve the level of independent study for all Pupil Premium eligible pupils through the use of Sam Learning & Doodle	Increased levels of participation in independent study have been shown to improve attainment, provided the resources are available.	Promotion of Sam Learning, Doodle etc, through subject curriculum, tutorial and environment	HoD's / VT's	Weekly re: usage Each data collection
	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 through the Vertical Tutoring. Tutors are 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 (attainment, attendance) and liaising with parents.	Tutors 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

Recognition of PP eligible pupils leading to increased motivation	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 / HoS 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 targeted 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	PP pupils are less likely to widen their cultural understanding by visiting places of learning / culture. Therefore a deeper understanding of the educational / cultural dimensions can be ensured through providing those opportunities.	DHT to work with HoD's Evaluation of the whole school curriculum and subject curriculum	DHT / AHT for T&L	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	HoH	Half termly

Attendance	Attendance strategy has focus on PP, with support of LEA. Attendance officer to focus primarily on raising attendance for PP pupils HoH / VT's focus on PP eligible pupils when analysing tutor group	PP attendance has been consistently below the 95% threshold (2018-19 = 90.83%). 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
Increase the proportion of students who are eligible for Ebacc – Year 9 onwards	Increase the number of disadvantaged students looking to study a language as part of the KS4 curriculum in future.	Year on year increases in the numbers of disadvantaged students studying a language or expressing an interest in the future has been reversed in 2019-20. Emphasis on the breadth of the curriculum and Ebacc.	Pupil surveys (school / departmental), MFL extra-curriculum participation. Via the implementation of the timetable / options programme	DHT MFL dept	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	Staff lead	When will we review impact?
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 the progress in KS3 of disadvantaged students by improving the KS2 to KS3 transition	Closer curricular links with all feeder primaries Exchange of workbooks to inform initial planning. Arrange transition activities for pupils in Y5-6	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