

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	The Wilnecote School				
<b>Academic Year</b>	18-19	<b>Total PP budget</b>	£160,000	<b>Date of most recent Review</b>	Oct 19
<b>Total number of pupils</b>	715	<b>Number of pupils eligible for PP</b>	193	<b>Date for next internal review of this strategy</b>	Dec 18

2. Current attainment (2018)		
Number of disadvantaged students in this cohort = 33	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving Grade 5 or above in English and Maths	25.53%	
% entered for English Bacallaureate	11.76%	
% achieving grade 5 or above in the English Bacallaureate	5.88%	
Progress 8 score (2018)	-0.77	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
<b>A.</b>	The disadvantaged cohort has lower attendance than that of non-disadvantaged students
<b>B.</b>	Poor levels of literacy on entry and a lack of academic language. A lack of formal language and specifically academic words and phrases hampers access to higher grades particularly.
<b>C.</b>	A lack of cultural literacy. Many disadvantaged students have limited cultural experience and this impairs their ability to access some curriculum content
<b>External barriers</b>	
<b>D.</b>	Limited parental aspirations and low expectations of education can be deleterious to the ambition of some disadvantaged students.
<b>E.</b>	Educational disadvantage on arrival from primary partner schools. Two out of three of our main three feeder primaries are designated as being 'inadequate' by Ofsted currently

4. Desired outcomes		Success criteria
<b>A.</b>	Improved attendance for disadvantaged cohort	<ul style="list-style-type: none"> <li>% attendance for disadvantaged cohort matches that of non-disadvantaged cohort and is at or above national average</li> <li>There is little or no persistent absence amongst disadvantaged students</li> </ul>
<b>B.</b>	Improved reading levels across the school and the inculcation a love of reading in our disadvantaged students	<ul style="list-style-type: none"> <li>Reading data demonstrates a significant difference in attitudes and RA outcomes for PP students</li> <li>There is evidence of rapid progress for those students with a RA of &lt; 10 years on entry</li> </ul>

	Academic literacy best practice is embedded into teaching and learning as part of existing Key Stage 3 and 4 curriculum development	<ul style="list-style-type: none"> <li>• PP students use academic vocabulary often, across the curriculum and with confidence</li> <li>• Higher order questions are answered formally and with appropriate vocabulary and thus access higher marks</li> <li>• Revised homework timetable in operation and supporting learning</li> <li>• See formal performance measures above in Section A</li> </ul>
<b>C.</b>	Increased cultural capital	<ul style="list-style-type: none"> <li>• Disadvantaged students benefit from a wide-ranging SMSC curriculum in curriculum time and through assemblies</li> <li>• Disadvantaged students in Years 7 &amp; 8 access free musical instrument tuition</li> <li>• Revised homework timetable in operation and supporting learning</li> </ul>
<b>D.</b>	Raised aspirations of disadvantaged students and their parents for post-16 and post-18 education, training and employment opportunities	<ul style="list-style-type: none"> <li>• Broad programme of IAG events in place for Years 9-11 (Futures' Evening, UCAS support, university trips etc)</li> <li>• Disadvantaged students receive effective, personalised advice and guidance to support appropriate post-16 applications</li> <li>• Destination data demonstrates disadvantaged students are making appropriate and life-enhancing decisions about their future education, employment and training.</li> </ul>
<b>E.</b>	Improved KS2-KS3 transition for disadvantaged students	<ul style="list-style-type: none"> <li>• Designated transition interviews take place with disadvantaged students and their parents ensure transition is seamless and promotes progress</li> <li>• Booster</li> </ul>

## 5. Planned expenditure

Academic year

2018-2019

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	<b>What is the evidence and rationale for this choice?</b> (N.B. Sources for this determination include: <ul style="list-style-type: none"> <li>• EEF T&amp;L ToolKit</li> <li>• NFER – ‘Supporting the attainment of disadvantaged pupils’</li> <li>• Ofsted reports on pupil premium and pupil premium progress 2013 and 1014</li> </ul>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>B:</b> Improved reading levels across the school and the inculcation a love of reading in our disadvantaged students	<ul style="list-style-type: none"> <li>• Reading across the curriculum project supported by Accelerated Reader</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrable need for this intervention</li> <li>• Programme has strong performance nationally in improving reading ages swiftly</li> <li>• Impact evident in research and in improved outcomes in other schools</li> </ul>	<ul style="list-style-type: none"> <li>• New school Librarian with experience of AR in action</li> <li>• Additional resourcing/books</li> <li>• Reading age analysis half termly to monitor effectiveness</li> </ul>	Head of English  Librarian	Half termly at SLG
<b>B:</b> Academic literacy best practice is embedded into teaching and learning as part of existing Key Stage 3 and 4 curriculum development	<ul style="list-style-type: none"> <li>• Revised curriculums across subject range using academic literacy as a driver.</li> <li>• CPD on stretch and challenge for the most able for all teachers and TAs</li> <li>• Revised homework timetable and parental outreach to enhance parental engagement</li> </ul>	<ul style="list-style-type: none"> <li>• CPD opportunity / facilitator comes highly recommended. Impact evident in other settings</li> <li>• Homework developments designated as moderate impact for very low cost</li> <li>• Parental engagement is seen as one of the key drivers for improved outcomes for disadvantaged students. Moderate impact for very low cost based on very extensive evidence</li> <li>• Complements the SIP</li> </ul>	<ul style="list-style-type: none"> <li>• Effective leadership from a member of the executive team supported by Director of Teaching and Learning</li> <li>• Effective communication with parents/carers</li> <li>• Monitoring of behaviour data around homework detentions and monitoring of parent engagement at events.</li> </ul>	DH: Curriculum	Through ongoing curriculum work and QA monitoring
<b>Total budgeted cost</b> (including Maths Mastery commitment for Year 2)					<b>£52,000</b>

## ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A:</b> Improved attendance for disadvantaged cohort	<ul style="list-style-type: none"> <li>Early targeted monitoring, support and action for disadvantaged students who fall below 95% in line with best practice procedures</li> </ul>	<ul style="list-style-type: none"> <li>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons. 'The link between absence and attainment at KS2 and KS4' DFE March 2016</li> <li>'Improving attendance at school' DFE 2012</li> </ul>	<ul style="list-style-type: none"> <li>Additional leadership capacity</li> <li>Training for all parties involved in the plan</li> <li>External support from ACE when required</li> <li>QA calendar</li> </ul>	DH: Pastoral Attendance Officer Heads of House	Half termly at LGB level
<b>B:</b> Improved reading levels across the school and the inculcation a love of reading in our disadvantaged students	<ul style="list-style-type: none"> <li>Development and implementation of Reading Recovery programme for targeted students following baseline reading test</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrable need for this intervention</li> <li>Programme has a strong performance nationally in improving reading ages swiftly</li> <li>Impact evident in research and in improved outcomes in other schools</li> <li>Phonics – moderate impact/very low cost</li> </ul>	<ul style="list-style-type: none"> <li>Restructured leadership in SEND/learning Support</li> <li>Additional staff capacity</li> </ul>	Head of Learning Support	April 2019
<b>E:</b> Improved KS2-KS3 transition for disadvantaged students	<ul style="list-style-type: none"> <li>Designated transition interviews take place with disadvantaged students and their parents/carers to ensure transition/support is seamless and promotes progress</li> </ul>	<ul style="list-style-type: none"> <li>Parental engagement – moderate impact</li> <li>"The engagement of parents in their children's education is an important factor in raising attainment. Their active support at transition has also been found to be important in easing the transition from primary to secondary school." Supporting learning in the transition from primary to secondary schools" University of Bristol Feb. 2010</li> </ul>	<ul style="list-style-type: none"> <li>Effective time resourcing</li> <li>SLG oversight</li> <li>Monitoring by primary headteachers</li> <li>Data evaluation</li> </ul>	Director of Inclusion	December 2018

	<ul style="list-style-type: none"> <li>Maths and English booster lessons in Year 6 for disadvantaged students delivered in Year 11 'gain time' and post SATs</li> </ul>	<ul style="list-style-type: none"> <li>Evidence shows that small group tuition is effective - greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact</li> </ul>	<ul style="list-style-type: none"> <li>Clear leadership and accountability</li> <li>Allocation of highly effective practitioners</li> <li>Quality first-teaching provision</li> <li>Carefully targeted content</li> </ul>	Heads of English and Maths	December 2019
<b>D:</b> Raised aspirations of disadvantaged students and their parents for post-16 and post-18 education, training and employment opportunities	<ul style="list-style-type: none"> <li>Programme of targeted activities for Year 10 and 11 disadvantaged students and their parents/carers in addition to existing opportunities for all</li> </ul>	<ul style="list-style-type: none"> <li>Raising aspirations has proven impact on pathway progression and as a result the higher outcomes that are demanded are more likely to be met</li> <li>In keeping with the government's emphasis on careers advice and their best-practice documentation</li> <li>Our approach thus far has given us some strong destination data for disadvantaged students and an extension will only enhance their provision and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Enhanced resourcing in terms of both personnel and budget</li> <li>Outstanding External Careers/IAG consultant secured</li> <li>New Careers Co-Ordinator post in following restructure</li> </ul>	DH: Pastoral  Careers Co-Ordinator	Ongoing through impact analysis following each activity  Final review - August

**Total budgeted cost** £63,000

### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>C:</b> Increased cultural capital	<ul style="list-style-type: none"> <li>Implementation of new SMSC programme through curriculum time, tutor time and assemblies to broaden horizons</li> </ul>	<ul style="list-style-type: none"> <li>Complements SIP and developments in ethos and culture</li> </ul>	<ul style="list-style-type: none"> <li>Effective leadership and communication</li> <li>Effective liaison with external organisations and agencies</li> </ul>	DH: Pastoral	Ongoing review at SLG level
	<ul style="list-style-type: none"> <li>Music Tuition for all disadvantaged students in Years 7 &amp; 8</li> </ul>	<ul style="list-style-type: none"> <li>Arts participation – moderate impact for moderate cost</li> <li>Children in low income households are half as likely to take music lessons.</li> <li>The MU report "Understanding how income affects likelihood to learn an</li> </ul>	<ul style="list-style-type: none"> <li>Highly enthusiastic and effective leadership of this programme</li> <li>Effective communication with parents/carers to ensure engagement</li> </ul>	Head of Music	July 2019

		<p>instrument” (September 2018) suggests only 19% of children from families earning less than £28,000 learn a musical instrument, compared with 40% of those in high-earning households.</p> <ul style="list-style-type: none"> <li>• Ed Psych contribution to the report - “The power of music to young people is palpable, as access from a young age can not only positively impact a child’s cognitive abilities, but their social and emotional development too.”</li> <li>• "Parents from lower socio-economic backgrounds often have so many additional stressors that accessing music may be low down on the priority list for their child. It is the role of government and schools to nurture and encourage children's exploration of music as a powerful learning and social tool."</li> </ul>	<ul style="list-style-type: none"> <li>• Strong relationship with external provider – Entrust Staffordshire Music Services</li> <li>• Additional resources when required</li> </ul>		
<b>Total budgeted cost</b>					<b>£45,000</b>

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve the learning of disadvantaged students	<ul style="list-style-type: none"> <li>-Initial research to identify classroom barriers to learning in order to inform plan school strategy, including student voice (perception on teaching, learning &amp; barriers); book trawls (presentation, literacy, SPAG) learning walks (questioning, contribution to learning)</li> <li>-Following on from this produce strategy / recommendation for classroom action supported by whole staff and personalised training</li> <li>-Maths mastery programme to be implmenents in Year 7 from September 2017</li> </ul>	<p>Success criteria:</p> <ul style="list-style-type: none"> <li>• Classroom barriers to learning for disadvantaged students are removed so that they learn as effectively as other students <b>PARTIALLY MET</b></li> </ul>	<p>The examination outcomes for 2018 indicate that these strategies had little impact on Year 11 but internal progress data for Years 7-10 appears to show an improving picture.</p> <p>Teaching and learning data demonstrates significant improvement</p> <p>Excellent feedback and data from Maths Mastery programme - to be continued into Year 2</p>	£4600
To improve the attainment and progress of Y11 disadvantaged students	<ul style="list-style-type: none"> <li>-Implement the PiXL approach (Diagnosis, Therapy and Testing) with Y11, with a specific focus on PP students in English and Maths, including:-</li> <li>-Performance of disadvantaged students in PiXL diagnostic mock to be analysed, Smith Proforma for Maths &amp; English to be created for disadvantaged students outlining strengths and learning goals.</li> <li>-Focus of DTT interventions in Maths &amp; English on underperforming disadvantaged students, sharply focussed on specific learning gaps</li> <li>-Ensure disadvantaged students have access to the PiXL English &amp; Maths Apps. Reward students for their use of PiXL Maths &amp; English Apps with Vivos.</li> </ul>	<p>Success criteria:</p> <ul style="list-style-type: none"> <li>• Attainment and progress of Y11 disadvantaged students to improve to in line with all students nationally in key performance measures (A8, Basics, EBacc, P8) <b>NOT MET</b></li> </ul>	<p>The examination outcomes for 2018 indicates that strategy had little impact on Year 11 as the progress measure for 2018 is below floor for disadvantaged students.</p>	£5200

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve the attendance of disadvantaged students	-Implement revised attendance strategy:- - HOHs to meet fortnightly with Attendance Clerk to analyse data and plan interventions (with a specific focus on PP students) and to report to SLT link on attendance data and specific concerns and interventions -HoHs to arrange intervention meetings with PP students and their parents at 95% attendance and to involve EWS as appropriate -Good attendance to be rewarded with VIVOS and celebrated through assemblies / newsletters/ notice boards	Success criteria: <ul style="list-style-type: none"> <li>Attendance of disadvantaged students to improve to in line with all students nationally <b>NOT MET</b></li> </ul>	There was not enough involvement by Staffordshire LA in this strategy and the full force of the guidance was not applied.  The school needed to be more proactive and assertive in its strategy and needed to secure external partners to work with. This has now been accomplished	£37,500
To improve the literacy and numeracy skills of disadvantaged students in Y7 and Y8	-Corrective literacy and corrective numeracy schemes will be used with selected Y7 and Y8 students by a newly appointed HLTA	Success criteria: <ul style="list-style-type: none"> <li>Reading age and numeracy age are in line with those of other students <b>PARTIALLY MET</b></li> </ul>	Rather piecemeal in terms of both provision and outcomes. The programmes needed to be better resourced and with defined progress audits. The new programmes to be delivered are more structured and progress is defined.	£39,871
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>To improve the behaviour and reduce the exclusions of disadvantaged students</p>	<p>-Implement the Consequences of Behaviour system across the school:-          -Clear launch so that all students know what to expect          -PHMs and HoHs to identify and support (social and study skills) PP students who are receiving a high number of detentions          -Inclusion team to work with PP students sent to Consequences Room to mentor and support them to modify their behaviour          -HoHs to liaise closely with parents of PP students causing concern to ensure home and school work together to meet needs of these students</p>	<p>Success criteria:</p> <ul style="list-style-type: none"> <li>• Number of detentions (C4) per disadvantaged student to be in line with whole school average <b>NOT MET</b></li> <li>• Number of Vivos awarded to disadvantaged students to be in line with whole school average <b>NOT MET</b></li> </ul>	<p>Some evidence of highly effective work with individual case studies but not consistent enough to continue in this framework          Review of data does not demonstrate a consistent correlation between disadvantaged students and lack of engagement. Some year groups such as Year 7 and 11 have a directly opposite trend.</p>	<p>£29,000</p>
<p>To raise the aspirations of disadvantaged students          To improve the engagement of families of disadvantaged students</p>	<p>-Provide a clear programme of IAG to PP students, including 1 to 1 interviews and support with applications          -Use appropriate staff to undertake learning-centred conversations and provide support to families          -Ensure families of disadvantaged students attend PCEs through appropriate and regular communication from pastoral team / tutors</p>	<ul style="list-style-type: none"> <li>• All disadvantaged students to have positive destinations when they leave The Wilnecote School <b>PARTIALLY MET</b></li> <li>• Families of disadvantaged students to engage in 'learning-centred conversation' at least once a term. <b>MET</b></li> <li>• Attendance of disadvantaged families at PCEs to be at least as high as average of all families <b>MET</b></li> </ul>	<p>IAG Programme to be utilised next year in revised structure          Structured dialogues with parents/carers and students were highly effective and part of the model has been incorporated into new action above.</p>	<p>£28,415</p>

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.



