

# Woodchurch High School

## Church of England Academy



 THE CHURCH  
OF ENGLAND  
Diocese of Chester

## Pupil Premium Strategy

### 2022-2023

*Let your light so shine before others, that they may see your good works, and glorify your Father which is in heaven Matthew 5:16*

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## Pupil premium strategy statement

### School overview

<b>Metric</b>	<b>Data</b>
School name	Woodchurch High School
Pupils in school	1429
Proportion of disadvantaged pupils	39.5%
SEND	29%
Draft Pupil premium allocation this academic year	<b><u>£489,060</u></b>
Draft Pupil premium PLUS allocation this academic year	<b><u>£69,375</u></b>
Catch up Recovery Premium	<b><u>£143,194</u></b>
Academic year or years covered by statement	2022-2023
Publish date	Sept 2022
Review date	Sept 2023
Statement authorised by	R Phillips
Pupil Premium lead	M Canham
Governor lead	Dr Tracey Baxter

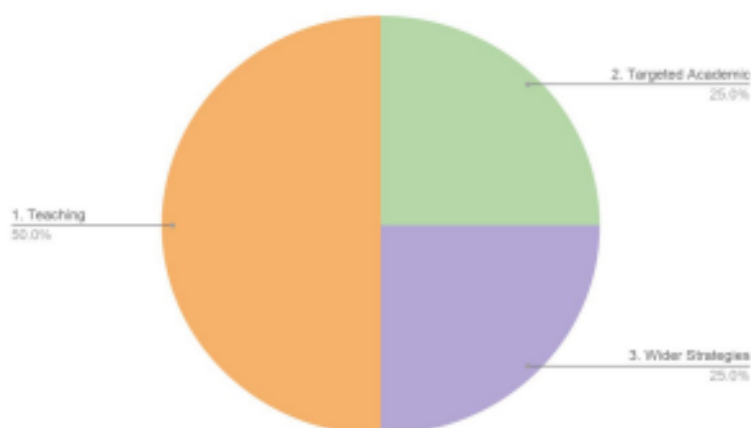
## Disadvantaged pupil performance overview for last academic year

	<b>2021-22</b>	<b>2020-21*</b>	<b>2019-20*</b>	<b>2018-19</b>
Progress 8	-0.32	-0.22	-0.25	-0.41
Ebacc entry	24.8%	40%	36.4%	45%
Attainment 8	36.7	40.9	39.36	36.9
Percentage of Grade 5+ in English and maths	24.8%	22.5%	25.5%	15.7%
Percentage of Grade 4+ in English and maths	45.3%	55.9%	49.1%	45.1%
Maths P8	-0.41	-0.34	-0.42	-0.69
Attendance	90.01%	89.4%	92.9%	93.3%
Ave Ebac Pts Score	2.92			
No. of exclusions	24 pupils on 40 occasions.	26 pupils on 39 occasions.	28 pupils on 45 occasions.	38 pupils on 58 occasions

### Strategy aims for Disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve positive Progress 8 for disadvantaged students	Sept 2023
Attainment 8	Achieve Att 8 score 4.0 average with national average attainment for all pupils	Sept 2023
Percentage of Grade 5+ in English and maths	Achieve above 30% 9-5 for English and Maths for disadvantaged pupils	Sept 2023
Percentage of Grade 4+ in English and maths	Achieve above 55% 9-4 English and Maths for disadvantaged pupils	Sept 2023
Maths Progress 8	For disadvantaged students to achieve above -0.20 P8 for Maths	Sept 2023
Attendance	For disadvantaged students to improve attendance to by 0.5 %	Sept 2023
Exclusions	To reduce the number of exclusions for disadvantaged students to 24 pupils on 37 occasions	Sept 2023
Teaching and Learning	Improved T&L – improved picture for ELPs: reduced number of reds and ambers. Ambers to be actioned. Continued reduction in CFCs and 0 PCFCs.	Sept 2023

## The WHS Pupil Premium Big Picture



This has been completed in the proforma provided by the EEF's 'Guide to Pupil Premium'

Tier 1: Curriculum and Teaching	Tier 2: Targeted Academic Support	Tier 3: Wider Strategies
<p>Regular, ongoing programme of and responsive CPD for staff Practice Sessions Instructional Coaching T&amp;L Handbook, Site and Briefing Curriculum Planning Meetings LP Review Process, Subject Reviews and appraisal ECT Programme Review of ELP focus over the calendar Period 6 and MIMO Signature Strategies</p> <p><u>Focus 2022-23</u> New ELPs Subject Site development Independent Study/Big 4 Curriculum Review Retrieval Practice Responsive Teaching Use of TAs Delaying formal testing Frequent low stakes formative assessment MIMOs and Period 6 <u>Systems</u> WHS Learning Cycle Learning Homework Independent learning</p>	<p><u>KS3</u> <b>PP Top 20</b> mentoring programme High ability PP <b>Catch up Literacy</b> (SS of 89-95) and stronger maths <b>The Reader</b> (close to R/A and potential to become disengaged) <b>SPARKS English</b> (PKS writers with low confidence and social skills) <b>MFL Extraction</b> (Mi and Ei: lowest comb. Of SS Eng and Ma) <b>Catch up Numeracy</b> (SS of 89-95) and stronger English <b>IDL</b> (diagnosis of Dyslexia, Dyslexic profile, or lowest comb. of Eng and Ma) <b>Study Support sessions</b> (learning homework) <b>Small group extraction programmes</b> <b>CLA 1:1 and mentoring</b> <b>Reading SIAMS Project Y7&amp;8</b> <b>Library</b> - x1 lesson per fortnight <b>SPARX Maths</b></p> <p><u>KS4</u> <b>PP Top 20</b> mentoring <b>English and Maths Plus</b> - 3,4 borderline Disadvantaged pupils extracted from PE <b>CLA 1:1 and mentoring</b> <b>SPARX Maths</b></p>	<p><u>KS3</u> Year 9 Flying Start Summer School Year 7 Curriculum Evenings 'New Ground' Saturday workshops My Character ABOY Bus Passes Homework Club Subject Ambassadors Curriculum clubs School Production</p> <p><u>KS4</u> Future College Subject Ambassadors Prefect System Bus Passes Aspirational Assemblies Year 11 Mentoring</p>

strategies Knowledge PLCs		
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### Tier 1: Teaching & Curriculum priorities for current academic year

Active Ingredient	Activity
WHS Revision Guide/independent learning strategies	<ul style="list-style-type: none"> <li>• All staff and pupils have a clear understanding of what the 'Big 4' WHS revision and independent learning strategies are and how to use these</li> <li>• These strategies are promoted in the same way across the school for inclusion on resources, roll banners, and during Form Time and MIMOs for Year 11</li> <li>• Shared regularly with parents in an engaging and simple way that enables them to practise supporting pupils</li> </ul>
T&L Handbook and Site	<ul style="list-style-type: none"> <li>• The T&amp;L Site is an interactive T&amp;L Handbook, organised around the ELPs</li> <li>• Teachers and Teaching Assistants access the Teaching and Learning Site for bite-sized asynchronous CPD experiences</li> <li>• A range of teaching staff contribute to ongoing 'good practice' videos</li> <li>• Videos are accompanied by commentary or analysis to support ongoing professional learning</li> </ul>
Period 6 Provision	<p>Year 11 provided with high quality extra teaching time each day with an extra period of teaching. Subjects to be given different days where sessions can be delivered.</p> <p>Pupils have to apply to join and the provision is exclusive</p> <p>Staff are paid to deliver these session which increases accountability and quality of provision</p>
Additional academic support for students with poor and inconsistent attendance	<ul style="list-style-type: none"> <li>• Faculties to devise effective departmental procedures to enable students who miss lessons to catch up and fill learning gaps.</li> <li>• Students with larger gaps to be supported in accessing and learning the most crucial aspects of the curriculum that they have missed.</li> <li>• New attendance procedures to be introduced to increase further the tracking of different groups; such as severe attendance group</li> </ul>

	>50%
Retrieval within the WHS Learning Cycle	<ul style="list-style-type: none"> <li>● Curriculum and Subject Leaders are clear in their understanding and communication of the specifics of what effective retrieval for long-term learning looks like in their subject</li> <li>● KPLCs define clearly the core knowledge and concepts that build through each LP and teachers understand the process from new learning to embedding in bodies/networks of knowledge</li> <li>● KPLCs define clearly the core subject-specific vocabulary that build through each unit and teachers understand the process from definition to application in context</li> </ul>
Effective CPD Including Early Career Teacher Development Programme	<ul style="list-style-type: none"> <li>● Continued development of Practice sessions for all</li> <li>● The extended team of coaches continue to impact positively on pedagogy and practice. and joint work with partner primary schools</li> <li>● ECTs are supported through the programme, mentors and Subject Areas to embed effective practice from the outset</li> <li>● The programme is delivered in line with whole school focus and aligned to Practice Sessions</li> <li>● Leadership Training for Middle/Senior Leaders</li> </ul>
Big Termly Knowledge Quiz in Core Subjects (English, Maths and Science)	<ul style="list-style-type: none"> <li>● Subject Leaders plan from PLCs the core knowledge to be learnt that term</li> <li>● This core knowledge is shared with pupils at the start of the term and is the focus for retrieval that term (in class, through learning homework and the Subject Site)</li> <li>● The defined knowledge is tested through the Big Termly Quiz undertaken by all pupils in core subjects</li> <li>● Subject Area Leaders present their analysis of results through Subject Reviews and this informs planning and training for subject knowledge development</li> </ul>
Timetabled Reading Lessons/Year 7 & 8 Reading Project	<ul style="list-style-type: none"> <li>● Year 7 and 8 pupils have an extra hour per week of reading within their timetable.</li> <li>● To be staffed by English teachers and each lesson is designed and delivered in a set format to ensure consistency.</li> </ul>



The WHS Learning Cycle	<ul style="list-style-type: none"> <li>● Revisited and embedded effectively across the school every lesson</li> <li>● Emphasis on retrieval at beginning and end</li> <li>● Supported by techniques from TLAC: with particular foci, according to need</li> <li>● Teaching from the point at which pupils are at: <i>Flipped Learning</i></li> </ul>
Online provision and Subject Sites	<ul style="list-style-type: none"> <li>● Subjects sited are developed in a bespoke way to be effective for individual subjects.</li> <li>● Training for pupils and parents in how to use subject sites.</li> <li>● Staff training delivered in order for teachers and support staff to create effective and dynamic sites</li> <li>● Used in conjunction with the Big 4 Learning Strategies.</li> <li>● Monitoring and evaluation of sites to be completed through subject review and parental and pupil voice.</li> </ul>
Extended Day/Period 6	<ul style="list-style-type: none"> <li>● Attended every day by Year 11 pupils for core subjects</li> <li>● Delivered by class teachers, who prepare the lesson as part of the 'normal' planning cycle</li> <li>● Staff paid additionally to deliver these sessions.</li> </ul>
MIMO Exam Prep	<ul style="list-style-type: none"> <li>● Delivered by key subjects once per week during an assembly style session</li> <li>● Subject Leaders prepare 15 minute lecture style sessions for delivery.</li> <li>● On a rota of once per week</li> <li>● Pupils to attend and value MIMO sessions.</li> </ul>
Collaborative Planning	<ul style="list-style-type: none"> <li>● Teaching staff proactively engage in the development opportunities provided through Collaborative Planning Sessions, taking responsibility for directing their own development</li> <li>● These are aligned with termly T&amp;L focus, where appropriate</li> </ul>
Barriers to learning that these priorities address	<p><b>Teachers and Leaders</b></p> <ul style="list-style-type: none"> <li>● Some remaining inconsistency in understanding and delivering The ELPs</li> <li>● Some remaining inconsistency in evaluating ELPs through observation</li> <li>● Some teachers are not receiving the supportive coaching that could help them to improve</li> <li>● QA and support through appraisal has room for improvement</li> </ul>

**Pupils**

- Experiencing inconsistency of learning climate and teaching.

**Attainment**

- Inconsistent attainment across Subject Areas
- Average attainment grade for Disadvantaged pupils is approx 1 grade lower than non-Disadvantaged
- Limited expertise in the practical application of cognitive science techniques

**Behaviour**

- Staff tolerating low level disruption and not addressing it during structured and unstructured time
- An inconsistent use of systems in school; Positive Behaviour System and IRIS
- Some staff reticent to challenge inappropriate behaviour
- A lack of skill in the architecture of relationships for success
- The high number of ECT staff who need support

**PUPILS****Teaching and Curriculum**

- Need to be taught how to self-regulate
- Need to be encouraged to *want*/know how to learn independently
- Need to be taught how to effectively revise
- Need to be effectively supported by parents. Remembering information
- Lack of rhythm
- Parents lack of ambition and expectations
- Different starting points

**Behaviour**

- Not adhering to Successful Learning Criteria and Code of Conduct during lesson and
- In some areas a lack of mutually, respectful relationships
- Low attendance of vulnerable groups
- Pupils having missed formal education in the past will be out of Woodchurch routines

	<p>and expectations</p> <p>Attainment</p> <ul style="list-style-type: none"> <li>● Teaching and Curriculum</li> <li>● Almost 50% Disadvantaged</li> <li>● Inc. almost 30%. SEND</li> <li>● Gap is already widening in some year groups and pupils coming into the school have lower prior attainment in many subjects, and enforced closure will likely have advanced this</li> <li>● Behaviour</li> <li>● Low performance of vulnerable groups who represent the highest incidents of Workroom, Exclusions and IRIS; with data evidencing a lack of equity in outcomes</li> <li>● A wide range of pupils failing to reach their potential</li> </ul>
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<b>Projected spending</b>	<u>£385.000</u>
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## Tier 2: Targeted academic support for current academic year

Measure	Activity
TOP 20 Mentoring	Most at risk, High Ability PP students identified for HT and AHT mentoring.
Progress Meetings	Are held weekly and through effective use of pupil assessment information teachers and leaders plan appropriate academic and pastoral support.
The Reader	Intensive literacy programme with small groups of students with a trained specialist that also provides improved social and emotional literacy.
English Residential	Intensive Exam preparation for Year 11 students who are insecure in the grade 4-5 grade boundary.
Sparks	Literacy support programme for students in KS3 working below age related expectations
Sparx Maths HWK app	This app has replaced Hegarty Maths 70% + students completing homework
CLA 1:1 teaching	1:1 face to face teaching delivered by woodchurch High School staff in core subjects for students who are looked after.
Future College	Open sessions for Year 11 taking place on Saturday morning. These will consist of live and pre-recorded, lecture style sessions followed by independent study and revision activities aligned to the 4 targeted strategies.
PP Mentors	5 PP mentors have been trained to work with PP students to help them achieve previously agreed and ambitious academic targets.
Timetabled Literacy and numeracy support	Timetabled literacy and numeracy support for those children working significantly below age related expectations in Maths and English

<p>Barriers to learning that these priorities address</p>	<ul style="list-style-type: none"> <li>● Lower Prior attainment in Key Stage 1 and 2 Numeracy, Literacy and Oracy</li> <li>● Lower Reading ages on entry</li> <li>● High percentage of Students with SEND</li> <li>● Individual needs of the student</li> <li>● Curriculum (KS2-3 transition)</li> <li>● Resources</li> <li>● Staff awareness</li> <li>● Individual subject barriers</li> <li>● Nutrition</li> <li>● Attendance</li> <li>● Punctuality</li> <li>● Boys' Achievement</li> <li>● Low Progress 8 for disadvantaged students in Maths</li> <li>● Student aspirations – home/community</li> </ul>
<p>Projected spending</p>	<p>£166,740</p>

### Tier 3: Wider strategies for current academic year

Measure	Activity
Year 9 Flying Start Programme	<ul style="list-style-type: none"> <li>● The Woodchurch Year 9 and 10 'Flying Start' Programme ran from the 19th - 24th July at Woodchurch High School.</li> <li>● The programme was targeted mainly at our Year 9 Pupils who were about to embark on their GCSE and BTEC option courses.</li> <li>● Decision due to this year group missing so much in school time over the last 2 years and also as this was a year group who had not had any other significant 'Catch Up' activities.</li> </ul>
Bus Passes	Free bus passes to support students who otherwise would not be able to get to school regularly.
Emotional and Mental Health Support	<p>Early help provision and risk screening for students experiencing varying levels of emotional and mental health issues with availability for 70 counseling spaces.</p> <p>Additional training to further support and add to the mental health and wellbeing team.</p> <p>Mental Health Sessions targeting at risk students in the school and also to support the local primary schools to this end with students who are likely to come to the school in future.</p> <p>Continued work with relevant agencies.</p>
HSLO/ Attendance outreach Teacher	<p>Designated staff, one of which is a qualified teacher, who work with students and families both in school and in the community to improve attendance outcomes.</p> <p>New attendance procedures to highlight and tackle severely absent pupils as well as PA students.</p>
Careers and post-16 Provision	Disadvantaged students targeted for early and sustained careers advice throughout the 5 years at Woodchurch High School. Disadvantaged students targeted for university experiences and aspirational visits.

<p>Barriers to learning that these priorities address</p>	<ul style="list-style-type: none"> <li>● Low Prior attainment in Key Stage 1 and 2 Numeracy, Literacy and Oracy</li> <li>● High percentage of Students with SEND and whom are disadvantaged with poor attendance</li> <li>● Individual needs of the student</li> <li>● Emotional and mental health of students</li> <li>● Poor behavior in school and in the community</li> <li>● Staff awareness</li> <li>● Individual subject barriers</li> <li>● Poor and sustained Nutritional deficit</li> <li>● Attendance</li> <li>● Student aspirations – home/community</li> <li>● Careers/guidance</li> <li>● PSHE/Social values</li> <li>● Cultural Capital.</li> </ul>
<p>Projected spending</p>	<p>£149,889</p>

## Monitoring, Implementation and Training

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> <li>●The T&amp;L Site is an interactive T&amp;L Handbook, organised around the ELPs</li> <li>●Teachers and Teaching Assistants access the Teaching and Learning Site for bite-sized asynchronous CPD experiences</li> <li>●A range of teaching staff contribute to ongoing 'good practice' videos</li> <li>●Videos are accompanied by commentary or analysis to support ongoing professional learning</li> </ul> <p>For all teaching staff to deliver effective learning experiences via Google Classroom and for teaching ELPs to demonstrate on-going improvement and all Subject Leader and Senior Leadership ELPs to be at least amber.</p> <p>For each curriculum area to develop an effective subject site that can be easily accessed by pupils and one that can be utilised alongside live provision to improve learning and close gaps in knowledge.</p> <p>Ensuring all leaders are clear and have a consistent understanding of the drivers.</p> <p>Improved monitoring of Instructional Coaches as the number of experts increases and calendaring of events to support this including</p>	<p>Enhanced CPD practice sessions timetabled throughout the year.</p> <p>Instructional Coaches to support development of expert teachers.</p> <p>Continual and consistent reinforcement of principles for QFT and adherence to teaching and learning handbook.</p> <p>Frequent lesson visits and book scrutiny, and feedback, at middle and senior leadership levels</p> <p>For all Curriculum Areas to receive training and time to develop effective subject sites that are aligned with the curriculum intent and that support student learning in school and at home.</p> <p>Regular T&amp;L Briefing updates to give more informed examples of good practice</p> <p>CAL and UPS staff to work with individual staff to improve instruction through bespoke coaching or mentoring alongside exposition to in depth curriculum knowledge to improve responsive teaching.</p> <p>Subject reviews that accurately analyse faculty current position and future requirements.</p> <p>Instructional coaches use a database to record the date of current session, next session and latest action point.</p> <p>Implementation plans following EEF model producers where relevant to ensure barriers to success has been explored and</p>



	<p>monitoring meetings with Leaders of the programme. .</p> <p>To ensure teachers have access to long term CPD opportunities to improve practice that are planned with EAST framework in mind.</p> <p>To cater for individual and small groups of staff delivering bespoke CPD, for example</p> <p>Using the 4 step model designed by the EEF to ensure effective implementation of drivers</p> <p>Effective evaluation and monitoring of teaching and learning.</p> <p>Consistent evaluation of T&amp;L</p> <p>MIMO and period 6 being not well attended or well structured.</p>	<p>mitigated.</p> <p>Timetabled collaborative planning meetings in curriculum time to provide extra opportunities to improve effectiveness of curriculum delivery</p> <p>MIMO is made exclusive and the quality of these sessions are monitored weekly by SLT/HT pupils who do not attend on time are not allowed access creating exclusivity and ensuring attendance is high</p> <p>Period 6 is aligned with the curriculum, staff are paid for delivering. Period 6 is officially timetabled and parents have to apply for a place within the provision and sessions are valued by students.</p>
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<p>Targeted support</p>	<p>Ensuring robust planning of activities that are based in research or on successful prior initiatives that are implemented strategically, delivered consistently with impact reported following as a non-negotiable.</p> <p>Pupils to be motivated to attend and engage with intervention or initiative.</p> <p>Parents and carers to support attendance and engagement with Strategies.</p> <p>Ensuring the correct pupils are identified for targeted support through effective use of assessment information.</p> <p>Staff delivering initiatives and interventions receive high level CPD which allows them to deliver expertly.</p> <p>Sessions at Future College being not well structured or well attended.</p> <p>Ensuring provision is adaptive and meets the needs of a cohort - not assuming all cohorts are the same.</p>	<p>Ring fenced PP budget that engenders an 'implementation friendly' environment</p> <p>Implementation plans used the EEF model to ensure barriers to success have been explored and mitigated. These to be ratified and approved by SLT/HT before implementation begins</p> <p>Quality of intervention or initiative to be monitored by line manager/SLT.</p> <p>Impact to be shared and celebrated with pupils, parents and carers.</p> <p>Blue Hills to log interventions and record impact</p> <p>Regular progress meetings help to identify pupils at risk of having unsatisfactory outcomes.</p> <p>Assessment processes and subsequent evaluation and clearly communicated.</p> <p>All TAs and non specialist staff have been trained to deliver by recognised CPD providers i.e. <i>Catch Up Literacy</i> or IDL.</p> <p>Future College Sessions are strategically aligned to the curriculum, well planned and delivered by expert staff. Students value what is useful and interesting and attendance will be as a result, high.</p>
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<p>Wider strategies</p>	<p>Robust planning of activities, which are based in research, or on proven prior success, implemented strategically, delivered consistently with impact reported following as a non-negotiable.</p> <p>Lack of engagement with careers education due to attendance or disengagement from education.</p> <p>Catering for the large number of students requiring Emotional support in some format.</p> <p>Training for Wellbeing and pastoral staff to enable them to be equipped for increase in the demand for MH and emotional health support.</p> <p>Ensuring opportunities in wider activities are targeted at the pupils who will benefit most from the e.g. Bus Passes.</p>	<p>Pupil Premium funding and bidding system that is scrutinised by the HT and SLT.</p> <p>Parents and Carers involved in hard to reach young people when organising and carrying out interviews and Post-16 applications.</p> <p>Attendance to Careers events is made accessible to all students, SLT to regularly liaise with CAL/PPL teaching staff when identifying pupils for wider</p> <p>Increasing the size of the pastoral and wellbeing team. Restructuring and modifying the roles of pastoral and wellbeing staff.</p> <p>Utilising online training sources to provide screening and emotional health support training for staff.</p> <p>Strategies EG Summer Schools or Bus Passes.</p> <p>All initiatives logged and reviewed on Blue Hills</p>
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## Review: last year's aims and outcomes

☰ Pupil Premium Strategy Statement 2021-22 Review