

Woodchurch High School Church of England Academy



Pupil Premium Strategy Statement 2020-2021

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

Metric	Data
School name	Woodchurch High School
Pupils in school	1429
Proportion of disadvantaged pupils	39.%
SEND	29%
Draft Pupil premium allocation this academic year	<u>£528,835</u>
Draft Pupil premium PLUS allocation this academic year	<u>£62,550</u>
Catch up Premium	<u>£38,000</u>
Academic year or years covered by statement	2020-2021
Publish date	Sept 2020
Review date	Sept 2021
Statement authorised by	R Phillips
Pupil premium lead	A body
Governor lead	Dr Tracey Baxter

Disadvantaged pupil performance overview for last academic year

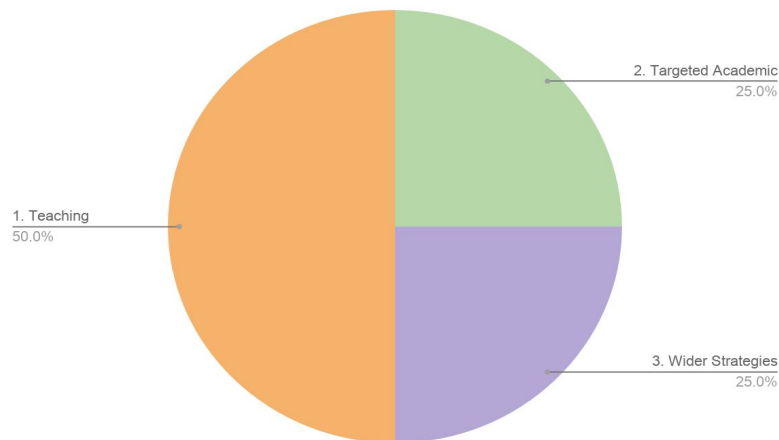
	2019-20*	2018-19
Progress 8	-0.25	-0.41
Ebacc entry	36.4%	%
Attainment 8	39.36	36.9
Percentage of Grade 5+ in English and maths	25.5%	15.7%
Percentage of Grade 4+ in English and maths	49.1%	45.1%
Maths P8	-0.42	-0.69
Attendance	92.51%.	93.3%
No. of exclusions	28 pupils on 45 occasions.	38 pupils on 58 occasions

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve positive Progress 8 for disadvantaged students	Sept 2021

Attainment 8	Achieve national average attainment for all pupils	Sept 2021
Percentage of Grade 5+ in English and maths	Achieve above 30% 9-5 for English and Maths for disadvantaged pupils	Sept 2021
Percentage of Grade 4+ in English and maths	Achieve above 50% 9-4 E & M for disadvantaged pupils	Sept 2021
Maths Progress 8	For disadvantaged students to achieve above -0.10 P8 for Maths	Sept 2021
Attendance	For disadvantaged students to improve attendance to by %	Sept 2021
Exclusions	To reduce the number of exclusions for disadvantaged students to 25 pupils on 40 occasions	Sept 2021
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 2021

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><u>Regular, ongoing CPD for staff</u> Practice Sessions/Instructional Coaching T&L Handbook and Briefing LP Review Process and Subject Reviews</p> <p><u>Explicit Classroom Techniques</u> 'Show Me' 'Cold Call' 'Everybody Writes' SHAPE and STAR RAG Prisms/cards</p> <p><u>Focus 2020-21</u> Online provision Curriculum Review and Retrieval Practice Responsive Teaching Use of TAs Delaying formal testing More frequent low stakes formative assessment Vocabulary focus</p> <p><u>Systems</u> The WHS Learning Cycle Learning homework Independent learning strategies Knowledge PLCs and organisers</p>	<p><u>KS3</u> Top 20 mentoring programme Catch up Literacy (SS of 89-95) and stronger maths The Reader (close to R/A and disengaged.potential to be) SPARKS (PKS writers) WOW (SEND and communication) MFL Extraction((Mi and Ei: lowest comb. Of SS Eng and Ma) Catch up Numeracy (SS of 89-95) and stronger English IDL (diagnosis of Dyslexia or lowest comb. Of Eng and Ma) Teacher support sessions (learning homework) Small group extraction programmes CLA 1:1 and mentoring</p> <p><u>KS4</u> Top 20 mentoring programme Aspirational Breakfasts English, Maths and Science Plus Teacher support sessions (learning homework) Additional Year 11 forms (Ma and Eng) CLA 1:1 and mentoring Subject residentials</p>	<p><u>KS3</u> Transition Summer School Saturday School My Character ABOY Attendance strategies Bus Passes Homework Club Farming Skills</p> <p><u>KS4</u> Future College Prefect System Pathfinders Project MIMOs Period 6 Bus Passes Aspirational Assemblies Year 11 Mentoring</p>

Tier 1: Teaching & Curriculum priorities for current academic year

Active Ingredient	Activity
WHS Revision Guide/independent learning strategies	<ul style="list-style-type: none"> • 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 • 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 • Shared regularly with parents in an engaging and simple way that enables them to practise supporting pupils
The WHS Learning Cycle	<ul style="list-style-type: none"> • Revisited and embedded effectively across the school every lesson • Emphasis on retrieval at beginning and end • Supported by techniques from TLAC: with particular foci, according to need <p>Teaching from the point at which pupils are at: <i>Flipped Learning</i></p>
Google Classroom/eLearning	<ul style="list-style-type: none"> • Google Classroom is launched and becomes the vehicle for the setting, submission and monitoring of homework in the first instance. In line with Ind. Learning techniques. • All staff ready to deliver an online curriculum in 'emergency' situation.
Extended Day/Period 6	<ul style="list-style-type: none"> • attended every day by Year 11 pupils for core subjects • delivered by class teachers, who prepare the lesson as part of the 'normal' planning cycle
MIMO Exam Prep	<ul style="list-style-type: none"> • is delivered by key subjects once per week during an assembly style session • Subject Leaders prepare 15 minute lecture style sessions for delivery. • On a rota of once per week • Pupils to attend and value MIMO sessions.
Barriers to learning that these priorities address	<p>TEACHERS and LEADERS</p> <ul style="list-style-type: none"> • ELP10 (AfL, responsive teaching and questioning) is consistently a deficit data • Lack of clarity about responsive teaching and how effective current practice is • There can be a lack of challenge in lessons for all or some pupils <p>Behaviour</p> <ul style="list-style-type: none"> • There can be wasted time in lessons, over weeks, months and even the course of the year

- There can be a lack of clarity around outcomes when homework tasks are set as 'revision'
- Monitoring and expectations of homework and revision are inconsistent
 - Inconsistency re: expectations generally
 - Remain *Priority CFCs*
 - Perception of lost time
 - Limited expertise in the practical application of cognitive science techniques
 - Curriculum Maps not *strategically* ready
 - Clarity of strategy re: intent with new Year 11
 - SLT communicating clearly expectations

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
 - Some staff not understanding or knowing the status, context and the needs of the children
 - A lack of skill in the architecture of relationships for success
 - The high number of NQT/RQT staff who may 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
 - Poor buy in to after school sessions
 - Parents lack of ambition and expectations
 - Different starting points

Behaviour

PUPILS

- Frequent low level disruption
- Not adhering to Successful Learning Criteria and Code of Conduct during lesson and unsupervised time
 - In some areas a lack of mutually, respectful relationships
 - Low attendance of vulnerable groups

	<ul style="list-style-type: none"> • Pupils having missed formal education will be out of Woodchurch routines and expectations <p>ATTAINMENT</p> <p>Teaching and Curriculum</p> <ul style="list-style-type: none"> • Almost 50% Disadvantaged • Inc. almost 30%. SEND • Gap is already widening in Year 10 in many subjects, and enforced closure will likely have advanced this <p>Behaviour</p> <ul style="list-style-type: none"> • Low performance of vulnerable groups who represent the highest incidents of Workroom, Exclusions and IRIS; with data evidencing a lack of equity in outcomes • A wide range of pupils failing to reach their potential
Projected spending	<u>£340.000</u>

Tier 2: Targeted academic support for current academic year

Measure	Activity
The Reader	Intensive literacy programme with small groups of students with a trained specialist that also provides improved social and emotional literacy.
Year 11 Maths Impact Project	Multi layered intervention programme designed to improve outcomes for Year 11 students in maths.
English Residential	Intensive Exam preparation for Year 11 students who are insecure in the grade 4-5 grade boundary.
Sparks Club	Literacy support programme for students in KS3 working below age related expectations
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
Barriers to learning that these priorities address	<ul style="list-style-type: none"> ● Low Prior attainment in Key Stage 1 and 2 Numeracy, Literacy and Oracy ● High percentage of Students with SEND ● Individual needs of the student ● Curriculum (KS2-3 transition) ● Resources ● Staff awareness ● Individual subject barriers ● Nutrition ● Attendance ● Punctuality ● Boys' Achievement ● Low Progress 8 for disadvantaged students in Maths ● Student aspirations – home/community
Projected spending	£136,740

Tier 3: Wider strategies for current academic year

Measure	Activity
Bus Passes	Free bus passes to support students who otherwise would not be able to get to school regularly.
Magic Breakfasts	Complimentary Breakfasts which are supplied for pupils each morning. This has also been used to support families during Lockdown through deliveries and collection.
Pathfinders Project	Intensive week long programme aimed at improving long term educational outcomes and life chances for students through social stories, exposure to contextual safeguarding issues and their effects, teamwork and effective interpersonal skills.
Emotional and Mental Health Support	Early help provision and risk screening for students experiencing varying levels of emotional and mental health issues with availability for 70 counselling spaces.
HSLO/ Attendance outreach Teacher	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. .
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.
Barriers to learning that these priorities address	<ul style="list-style-type: none"> ● Low Prior attainment in Key Stage 1 and 2 Numeracy, Literacy and Oracy ● High percentage of Students with SEND and whom are disadvantaged with poor attendance ● Individual needs of the student ● Emotional and mental health of students ● Poor behavior in school and in the community ● Staff awareness ● Individual subject barriers ● Poor and sustained Nutritional deficit ● Attendance ● Student aspirations – home/community ● Careers/guidance ● PSHE/Social values ● Cultural Capital.
Projected spending	£152,645

Monitoring, Implementation and Training

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> ● For all staff to embed policy and practice as outlined in the T&L Handbook, focusing specifically on responsive teaching and independent learning. ● 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. ● Ensuring all leaders are clear and have a consistent understanding of the drivers ● To ensure teachers have access to long term CPD opportunities to improve practice that are planned with EAST framework in mind. ● To cater for individual and small groups of staff delivering bespoke CPD, for example ● ensuring new members of staff receive previous training that has been experienced by woodchurch staff in practice sessions and the rationale for this. ● Using the 4 step model designed by the EEF to ensure effective implementation of drivers ● Effective evaluation and monitoring of teaching and learning. ● Consistent evaluation of T&L ● MIMO and period 6 being not well attended or well structured. 	<ul style="list-style-type: none"> ● Enhanced CPD practice sessions timetabled throughout the year. ● Instructional Coaches to support development of expert teachers. Continual and consistent reinforcement of principles for QFT and adherence to teaching and learning handbook. ● Frequent lesson visits and book scrutiny, and feedback, at middle and senior leadership levels ● Regular T&L Briefing updates to give more informed examples of good practice ● 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. ● Subject reviews that accurately analyse faculty current position and future requirements. ● Implementation plans following EEF model producers where relevant to ensure barriers to success have been explored and mitigated. ● Timetabled collaborative planning meetings in curriculum time to provide extra opportunities to improve effectiveness of curriculum delivery. ● 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. ● 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.

		<ul style="list-style-type: none"> ● Sessions are valued by students.
Targeted support	<ul style="list-style-type: none"> ● 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. ● Pupils to be motivated to attend and engage with intervention or initiative. ● Parents and carers to support attendance and engagement with strategies. ● Ensuring the correct pupils are identified for targeted support through effective use of assessment information. ● Staff delivering initiatives and interventions receive high level CPD which allows them to deliver expertly. ● Sessions at Future College being not well structured or well attended. ● ENSuring provision is adaptive and meets the needs of a cohort - not assuming all cohorts are the same. 	<ul style="list-style-type: none"> ● Ring fenced PP budget that engenders an 'implementation friendly' environment ● 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 ● Quality of intervention or initiative to be monitored by line manager/SLT. ● Impact to be shared and celebrated with pupils, parents and carers. ● Blue Hills to log interventions and record impact ● Regular progress meetings help to identify pupils at risk of having unsatisfactory outcomes. ● Assessment processes and subsequent evaluation and analysis are well led and clearly communicated. ● All TAs and non specialist staff have been trained to deliver by recognised CPD providers i.e. <i>Catch Up Literacy</i> or IDL. ● 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.
Wider strategies	<ul style="list-style-type: none"> ● 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. ● Lack of engagement with careers education due to attendance or 	<ul style="list-style-type: none"> ● Pupil Premium funding bidding system that is scrutinised by the HT and SLT. ● Parents and Carers involved in hard to reach young people when organising and carrying out interviews and Post-16 applications. 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>disengagement from education.</p> <ul style="list-style-type: none"> • Ensuring opportunities in wider activities are targeted at the pupils who will benefit most from the e.g. Pathfinders or Bus Passes. 	<p>strategies EG pathfinders or Bus Passes. .</p> <ul style="list-style-type: none"> • All initiatives logged and reviewed on Blue Hills
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Review: last year's aims and outcomes

https://docs.google.com/document/d/1YaFjb4DdtS_85An9T8LxWqs-eii1d6NzzsuVTk0YTyc/edit