

Pupil premium strategy statement (secondary)

1. Summary information					
School	Highworth Warneford School				
Academic Year	2019/2020	Total PP budget	£ 117,390 (+£18,400 LAC)	Date of most recent PP Review	Sep 2019
Total number of pupils	910	Number of pupils eligible for PP	154	Date for next internal review of this strategy	Sep 2020
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving 5+ incl. EM (2018-19 only)			31%	43%	
Progress 8 score average			-0.47	-0.03	
Attainment 8 score average			38.78	46.6	
3. Potential barriers to future attainment (for pupils eligible for PP)					
In-school barriers (issues to be addressed in school)					
A.	Difficulty embedding PP agenda across the school				
B.	Gender gap - Lower levels of attainment and progress in boys				
C.	Lack of rigorous intervention programmes to tackle less than expected progress				
D.	Behaviour and/or attitudes to learning which may mask ability/potential in some cases				
External barriers (issues which also require action outside school)					
D.	Lower levels of attendance and higher rates of persistent absence				
E.	General low levels of aspiration and engagement across community.				
F.	Increasing levels of Mental Health Support required.				
4. Desired outcomes (desired outcomes and how they will be measured)			Success criteria		
A.	Improved performance of Pupil Premium students at GCSE		Closing of the gap between the performance of PP students and national non PP students to the following levels: Progress 8 – overall positive score		
B.	Disadvantaged HPA pupils will access higher grades at GCSE		HPA pupils will make as much / more progress than other cohorts.		
C.	Improved attendance and lower levels of persistent absenteeism		Overall attendance of PP cohort will be in line with all other pupils.		
D.	Disadvantaged pupils will make faster progress in response to outstanding teaching & learning		Outcomes, book scrutiny, learning walks and pupil voice will indicate that all learners are experiencing outstanding lessons across all departments.		

5. Planned expenditure

Academic year **2019/20**

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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All staff teach good / outstanding lessons to meet the needs of individual learners. Disadvantaged pupils benefit the most from 'Quality First' teaching.	Provide CPD opportunities to ensure teaching staff can access latest research and understand how Disadvantaged pupils can make the most progress.	Disadvantaged learners have to make faster progress than their peers do. EEF Toolkit evidence indicates that quality teaching is the most effective way to achieve this. Excellent teaching, effective feedback and metacognitive approaches to learning disproportionately affect disadvantaged learners.	Continue CPD in the form of 'Learning Group' in triads. Themes include high impact strategies such as Effective Feedback / DIRT, Metacognitive approaches and Challenge. All contribute to 'Quality First' teaching. Time allocated for departments to embed learning in curriculum, lessons and resources. Time specified on calendar for monitoring and evaluation in the form of Learning Walks, Book Scrutiny and Pupil Voice.	GRN STA SLT Learning Leaders Middle Leaders	Sep 2020
Raised level of attainment of disadvantaged pupils and gap between these pupils and non-disadvantaged learners is closed.	<p>HOD / HOY and SLT will track the progress of disadvantaged learners and create early intervention strategies when expected progress is not being made.</p> <p>A proportion of the PP fund will be available to bid for by departments or individuals. This funding will be for intervention resources / projects that will be aimed at improving outcomes for disadvantaged students.</p> <p>Subject mentoring of HPA disadvantaged pupils to ensure they make at least expected progress.</p> <p>More focus on Metacognition in lessons via learning groups.</p>	<p>The 2018 OFSTED report clearly identifies targeted support across the curriculum as a key lever in raising the achievement for disadvantaged students. This will encourage departments to take even more ownership of the progress of disadvantaged students.</p> <p>Careful progress monitoring is required to ensure all intervention needs are put in place swiftly. HOD and SLT should identify where the most progress needs to be made to ensure the greatest impact.</p> <p>"Missing Talent" (Sutton Trust 2015) indicates that HAP boys in PP cohort are likely to achieve in top 25% at GCSE.</p>	<p>New assessment and reporting system to be implemented this year. This will allow progress to be monitored more frequently and therefore intervention response will be more relevant.</p> <p>GRN and STA to meet regularly with Learning Leaders, decide on high impact priorities for the year and work with middle leaders and teaching staff on training, monitoring and evaluations.</p> <p>Priorities to include:</p> <p>Raising attainment of boys to narrow gender gap. Improve the consistency and quality of departmental interventions in response to poor progress.</p> <p>Raising the level of challenge at KS3 to ensure HAP can access the highest grades at GCSE.</p> <p>Any departmental bids for financial support will ask for clear markers of success, those members of staff requesting finance will need to outline the proposed impact and there will also be a review form to monitor and analyse impact.</p> <p>Instigate a subject specific mentoring programme for HPA PP cohort (initially in Y10/11) via CLM. Departments to identify a PP lead to ensure the progress of this cohort is high profile throughout each year group.</p>	MCK STA Learning Leaders HOD HOY	Sep 2020

	Revision and learning to learn workshops available to KS4 and KS3. Appoint a team of Learning Leaders to work with STA and GRN on raising standards in teaching & learning.		STA to organise a study skills workshop open to all Y10 vulnerable learners. Disadvantaged cohort to be invited explicitly and parents informed. A similar workshop to be booked for all whole of Year 8. STA to then disseminate specific learning points / language to staff so that main themes can continue through curriculum learning.		
Total budgeted cost					£50,000

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?
The profile of disadvantaged pupils is high in school and staff understand the barriers to learning faced by these individuals.	Tutors engage with disadvantaged learners and their parents. Pastoral team will ensure barriers to learning are identified and issues arising are communicated to staff as appropriate. Teachers can identify vulnerable pupils in their teaching classes and prioritise their needs when planning, delivering and marking. Good practice is shared regularly to ensure continued professional development.	Schools that have the greatest positive impact on the attainment / progress of disadvantaged learners have 100% buy in from staff. Everyone has high expectations of these individuals but are prepared to give high level of support to reach goals. Students are more likely to succeed if teachers have positive relationships and perceptions of their parents (Herman 2017).	STA to communicate updated PP list as soon as possible in September. Pastoral teams to update background context on individual pupils and HOY7 to ensure information on all new pupils is spread amongst staff. New developments to be communicated quickly throughout the year to ensure individual needs can be prioritised. STA and NYE to lead on monitoring of pupils progress and instigate interventions where necessary. New programme of setting, recording and monitoring homework online (Classcharts) will allow home learning to be tracked more easily and teachers to follow up with pupils, struggling with lack of support at home, to complete. Will increase level of parent engagement in their child's learning. Progress meetings with all Y11 PP pupils and their parents in term 1.	NYE STA HOY HOD	Sep 2020
Attendance of disadvantaged	All FSM pupils will be on attendance target list.	Pupils who do not attend school regularly	Careful monitoring of overall PP attendance in relation to rest of cohort.	STA NYE	Sep 2020

pupils will be in line with non-disadvantaged pupils. Persistent absence will be reduce in this cohort	Threshold for attendance intervention set at 95% rather than 90%	will not make as much progress as their peers.	Attendance Officer to report regularly on overall PP attendance and STA to scrutinise interventions being put in place.	HOY Att EWO	
Mental Health Support	In school support from Counsellor, Tamhs and Educational Psychologist. Vulnerable individuals can access the support they need with the aim to reduce waiting times. Disadvantaged pupils prioritised on any waiting list.	There has been a rise in the support needed for mental health issues. This seems to be disproportionately high amongst PP students and therefore there is a need to engage other professionals in this area.	NYE to oversee referral process to ensure most vulnerable pupils are prioritised for mental health support. HOY / NYE to regularly meet with mental health workers to ensure individual pupil needs are being met. Any referrals for education elsewhere must be a last resort and only in the best needs of the health of the child.	STA NYE HOY SENCO	Sep 2020
Total budgeted cost					£ 33,000

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?
SLT to produce a cohesive and consistent strategy to support disadvantaged pupils reach desired outcomes.	2 Year role for a Senior Leader with responsibility for Pupil Premium and raising attainment of disadvantaged pupils. Appoint a team of Learning Leaders to work with STA and GRN on raising standards in teaching & learning.	2018 OFSTED report clearly identifies a need for an effective strategy to support disadvantaged pupils and the impact of Pupil Premium funding to be evaluated. Raising standards in quality of teaching and interventions will allow PP cohort to make faster progress, therefore narrowing the attainment gap.	STA to work on SLT as an Associate Assistant Head with responsibility for Pupil Premium. STA to work with all stakeholders to ensure PP spending is based on evidence based strategies and impact is evaluated. GRN and STA to meet regularly with Learning Leaders, decide on high impact priorities for the year and work with middle leaders and teaching staff on training, monitoring and evaluations. Priorities to include: Raising attainment of boys to narrow gender gap. Improve the consistency and quality of departmental interventions in response to poor progress. Raising the level of challenge at KS3 to ensure HAP can access the highest grades at GCSE.	STA GRN Learning Leaders	Sep 2020
Improve/raise aspirations for	High quality careers interviews for all Y11 PP cohort and any other	Generally, pupils from a disadvantaged background may have lower aspirations	All vulnerable pupils identified by SLT and HOY will have individual careers interview with a qualified careers guidance lead.	PSN STA	Sep 2020

disadvantaged pupils.	vulnerable pupils identified by HOY.	than their peers. At Warneford, we recognise that this is not always the case but, aim to raise awareness of careers and further education. This will ensure that pupils are aware of opportunities available to them and are able to access support in reaching them.			
Disadvantaged pupils to access all enrichment opportunities available.	Parents can apply for support in paying for enrichment opportunities such as trips, music lessons and resources.	Pupils are more likely to achieve if they feel a sense of belonging and community. At Warneford we develop the whole pupil rather than just supporting academic achievement. Developing a cultural literacy and an understanding of the world is vital for pupils who may lack opportunities otherwise. We believe no pupil should underachieve based on a lack of resources or their situation at home.	STA to oversee the applications for funding from parents and departments. Proportion of funding available depends on the activity, resource or situation.	STA Finance	Sep 2020
Total budgeted cost				£ 35,000	

6. Review of expenditure

Previous Academic Year		2018 / 2019		
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 £34,000
All staff teach good / outstanding lessons to meet the needs of individual learners. Disadvantaged pupils benefit the most from high quality teaching.	Provide CPD opportunities to ensure teaching staff can access latest research and understand how Disadvantaged pupils can make the most progress.	<p>12 twilight sessions completed throughout the year. Key themes included: Feedback, Metacognitive learning, Literacy, Positive Behaviour Management and Challenge via 'Thinking Hard'.</p> <p>Evaluation sheets completed after each session showed positive response from staff.</p>	<p>Positive response via individuals however more time requested for departments to embed strategies properly.</p> <p>Will continue with Triad approach over fewer sessions, allowing more departmental time. Triads will be modified to accommodate new staff. Peer observation week designated on calendar for those that wish to develop key learning areas with others in their triad.</p> <p>Departmental learning walks in Terms 1 and 2 showed areas of excellent practice, particularly within the area of Feedback. However, more time is needed for monitoring and evaluation during 2019/20 to ensure these key focus areas are embedded consistently across the school. This is reflected on the calendar for 2019/20.</p>	
Raise the level of attainment of disadvantaged pupils and close the gap between these pupils are non-disadvantaged learners.	<p>HOD / HOY and SLT will track the progress of disadvantaged learners and create early intervention strategies when expected progress is not being made.</p> <p>Subject mentoring of HPA disadvantaged pupils to ensure they make at least expected progress.</p> <p>More focus on Metacognition in lessons via learning groups. Revision and learning to learn workshops available to KS4 and KS3.</p>	<p>Whilst P8 score of PP cohort was less than 2018 the overall in-school performance has shown a 3 year trend in narrowing the gap between disadvantaged and non-disadvantaged pupils. PP Progress 8 -0.47 compared with Non PP Progress 8 of -0.22. Gap has narrowed to -0.25 (2018 gap was -0.33 and 2017 gap was -0.42)</p> <p>A new curriculum meeting structure (CLM) was embedded throughout the year. Time was spent ensuring all departments understand expectation on data tracking and good practice shared to improve the consistency between departments.</p> <p>Meeting time spent discussing individual pupils and strategy to raise attainment of PP cohort specifically. Formal mentoring did not take place however, specific PP students were targeted to attend extracurricular revision and catch up sessions led by departments.</p> <p>'Learning Performance' employed to complete a revision skills workshop with PP cohort in Y10 and 11. Also, other vulnerable learners (non PP) identified by HOY and STA to take part.</p> <p>GRN led an assembly on feedback, learning to learn and metacognition.</p>	<p>Attainment and progress of disadvantaged pupils are still below the performance of non-disadvantaged pupils nationally.</p> <p>Excellent intervention strategy by some departments but a lack of consistent focus on disadvantaged individuals. A relentless approach is necessary to support some individuals therefore more sustainable strategies are needed going forward.</p> <p>A long term strategic approach to improved T&L in KS3 should mean less intervention is needed at KS4. A lack of time / resource has made this less of a priority than demands of KS4 and Year 11 specifically</p> <p>'Learning Performance' workshops were excellent and the evaluation completed by the company showed an overwhelming positive response by the pupils. On reflection, the skills and language used in the workshop should have been disseminated throughout the staff to ensure pupils were being asked to use them in lessons and revision across the school. This would have led to a greater impact on the ongoing self-regulation on these pupils. Calendar constraints prevented a KS3 workshop this year however a workshop already booked for Y8 in 2019/20.</p>	

<p>Increased level of departmental intervention for Pupil Premium Students – whole school</p>	<p>Departmental bid process. A proportion of the PP fund will be available to bid for by departments. This funding will be for subject specific intervention projects that will be aimed at improving outcomes for disadvantaged students.</p>	<p>Science / Maths: Funding for all PP triple scientists to attend the PGL revision weekend. High ability PP combined scientists also invited to attend free of charge. Also, Funding for pupils to access the GCSE revision packs / guides where necessary.</p> <p>History / Drama / Art / Digital Photography: Funding for pupils to attend trips necessary to complete the GCSE Course.</p> <p>DT: Funding for pupils who need assistance buying materials for lessons e.g. ingredients.</p> <p>Year 8: HOY identified a small group of vulnerable learners (90% PP) that required support with homework and revision. HOY implemented an Y8 Homework / Revision Club that took place once a week after school. First session taught revision skills. Subsequent sessions were time to complete homework, prepare for exams etc.</p> <p>Peer Tutoring: STA identified 40 ex pupils to invite to be a part of Peer Tutoring programme. After a process of application and training 5 took part in tutoring Y10 or 11 pupils in a subject of their choice. Departments nominated disadvantaged / vulnerable learners to take part and parental permission sought.</p> <p>Music Lessons: First 15mins of individual music lessons paid for disadvantaged learners.</p>	<p>2018/19 required a shift in culture and attitude to PP spending within the school. Many departments were used to spending money on resources with no specific plan for how to implement them. STA led a shift in focus to spend more on evidence based interventions.</p> <p>PGL weekend:</p> <p>Y8 Revision Club: Hands on approach needed by HOY to ensure good attendance. 75% of pupils that attended the club maintained or improved progress between March and June tracker reports. Careful staffing required to maintain a good learning environment in each session going forward. Will share findings with Pastoral team to implement in other year groups.</p> <p>Peer Tutoring: Hands on approach needed by STA to ensure good attendance and manage each tutoring session. Application and identification process was lengthy but lessons learnt mean that this should be slicker in in 2019/20. Assessments showed limited positive impact but no negative impact on attainment. Explore whether it is worth continuing over a longer period of time to measure further impact.</p> <p>Music lessons: High levels of PP engagement in school music clubs, performances and productions. Promotes good self-esteem and family engagement with the school community.</p>	
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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 £30,000
The profile of disadvantaged pupils is high in school and staff understand the barriers to learning faced by these individuals.	Tutors engage with disadvantaged learners and their parents. Pastoral team will ensure barriers to learning are identified and issues arising are communicated to staff as appropriate. Teachers can identify vulnerable pupils in their teaching classes and prioritise their needs when planning, delivering and marking. Termly bulletin of successes and concerns collated by PP lead.	Introduction of Classcharts has meant that PP pupils can be identified quickly by all teaching staff. Contextual info regarding SEND, careplans etc is also linked. Pastoral teams provided background context on individual pupils via pen pictures in the staffroom. This is particularly useful for new staff of cover teachers. Pastoral teams communicate issues, developments and success stories quickly to ensure individual needs are prioritised by all. Bulletin prepared by STA to celebrate success and raise awareness of issues.	Staff generally more aware of specific needs of individuals and characteristics of PP Cohort generally. However, more training required to establish more consistent intervention routines by Tutor. Termly bulletin had a positive response from staff but was not impactful of pupils. STA to consider an alternative format going forward.	
Attendance of disadvantaged pupils will be in line with non-disadvantaged pupils. Persistent absence will be reduce in this cohort	All FSM pupils will be on attendance target list. Threshold for attendance intervention set at 95% rather than 90%	Overall attendance of PP cohort at 91% (June 19) compared to non PP at 95% (June 19) resulting in a -4% difference. PP cohort make up 34% of persistent absentees. New EWO has been impactful on an individual basis and there has been a streamlining of intervention process regarding attendance administration.	Attendance at Highworth Warneford is better than national average however the percentage of disadvantaged pupils as persistent absentees is concerning. NYE must engage pastoral team to ensure attendance interventions implemented sooner and Tutors empowered to engage parents in conversations about attendance.	
Mental Health Support	In school support from Counsellor, Tamhs and Educational Psychologist. Vulnerable individuals can access the support they need with the aim to reduce waiting times. Disadvantaged pupils prioritised on any waiting list.	Six disadvantaged pupils have been seen by our School Counsellor over the year. Some have been seen for multiple sessions resulting in 34% of the total time dedicated to all pupils. Eight disadvantaged pupils have been seen by TaMHS throughout the course of the year. Sessions make up 40% of the total time. Three cases were closed as successful intervention. Other cases have been referred to CAMHS or remain open to TaMHS.	Most disadvantaged pupils prioritised on waiting lists for mental health support however demand for CAMHS support is still overwhelming. Trailblazers programme will provide more support in schools and ensure more pupils can benefit via group sessions on mental health topics e.g. managing anxiety. Pupils referred to alternative education e.g. Riverside will achieve less than expected outcomes in attainment and progress.	

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 £33,000
SLT to produce a cohesive and consistent strategy to support disadvantaged pupils reach desired outcomes.	2 Year role for a Senior Leader with responsibility for Pupil Premium and raising attainment of disadvantaged pupils.	Greater focus on Pupil Premium at a senior leader level. STA has taken greater control of PP spending to ensure austere budget is spent on evidence based strategies. STA introduced new strategy, primarily based on outstanding Teaching & Learning and presented to staff and Governors.	Second year of secondment will require a more demonstrative approach to embedding new strategy consistently across the school. Despite a renewed focus at SLT level a team of staff is required to raise the profile of all school improvement strategies, including PP focus specifically. New reporting, monitoring and evaluation structure will allow PP cohort to be monitored on a more regular basis. Previous systems meant the interventions took too long to be implemented after assessments had been made.	
Improve/raise aspirations for disadvantaged pupils.	High quality careers interviews for all Y11 PP cohort and any other vulnerable pupils identified by HOY.	All Y11 disadvantaged and vulnerable learners had a 1:1 careers interview. Head of Careers had follow-up conversations with all those who had careers interviews around the action points from their meetings and also sought feedback which was universally either neutral or positive. All Y11 PP cohort (except 1) had a place in FE for this academic year. One pupil with SEND, stopped engaging with college. Currently working with the family to engage with 'Get Ahead' programme at College.	Looking to make these interviews a more embedded part of the careers programme. Y11 pupils will complete an intentions survey in term 1 which will be used this to help prioritise the interviews and to give interviewer some background to ensure that she can make best use of the time.	
Disadvantaged pupils to access all enrichment opportunities available.	Parents can apply for support in paying for enrichment opportunities such as trips, music lessons and resources.	All disadvantaged pupils are able to access enrichment opportunities at Highworth warneford school. PP cohort is represented at all school events including sports teams, music performances and challenge days, to name a few. Financial assistance is available for most activities and the school recognises that disadvantaged families may need more support to complete permission slips etc.	Internal procedures had to be changed when we realised that families applying for financial support were disadvantaged by a 'first come, first served' system on some activities. We abolished this in favour of a ballot selection once all applications had been received. Disadvantaged pupils prioritised. STA to implement a consistent % contribution towards each activity to ensure financial assistance is fair and sustainable. Personal budgets system was explored but found to have increased cost implications, at least in the short term, Current budget constraints prevent the school from moving forward with this currently but it is a system we would look to initiate in future years.	

7. Additional detail

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

Our results in 2018/19 were skewed dramatically by one disadvantaged pupil who was educated elsewhere and, whilst not reported publicly, some pupils achieved better grades in an English Language resit. Taking this into account has reduced the attainment gap further and resulted in a P8 score of -0.31.

