

Pupil premium strategy statement (secondary)

1. Summary information					
School	Highworth Warneford School				
Academic Year	2020/2021	Total PP budget	£125,380	Date of most recent PP Review	Sep 2020
Total number of pupils	846	Number of pupils eligible for PP	149	Date for next internal review of this strategy	Sep 2021
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP	
Average KS2 level on entry			4.82	5.01	
% achieving 4+ including English & Maths			50%	80%	
% achieving 5+ including English & Maths			27%	55%	
Attainment 8 score average			44.1	52.7	
Progress 8 score average			N/A	N/A	
3. Potential barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school)</i>					
A.	Progress of disadvantaged pupils disproportionately affected by school closures.				
B.	Gender gap - Lower levels of attainment and progress in boys.				
C.	Engagement with intervention programmes to tackle less than expected progress.				
D.	Intervention programmes require strategic and effective approach to be effective.				
External barriers <i>(issues which also require action outside school)</i>					
D.	Lower levels of attendance and higher rates of persistent absence				
E.	General low levels of aspiration and engagement across community.				
F.	Impact of mental Health issues due to school closures and COVID – 19.				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>			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

2020/21

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.	<p>Build on previous CPD and research to identify the best teaching strategies during time of 'social distancing' e.g. whole class feedback.</p> <p>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.</p> <p>Time allocated for departments to respond to new teaching strategies and impact of school closures.</p> <p>Learning Leaders to 'deep dive' within selected departments to ensure Effective Feedback, Challenge, Metacognitive Approaches to Learning and Raising Attainment of Boys all continue to be a focus embedded in teaching and learning, particularly at KS3.</p> <p>Time specified on calendar for monitoring and evaluation in the form of Learning Walks, Book Scrutiny and Pupil Voice.</p>	GRN STA SLT Learning Leaders Middle Leaders	Sep 2021
Raised level of attainment of disadvantaged pupils and gap between these pupils and non-disadvantaged learners is closed.	<p>Measure impact of school closures on the progress of disadvantaged learners compared to their peers.</p> <p>Create early intervention opportunities that allow disadvantage learners to progress at a faster rate.</p> <p>Funding available for departments to improve the</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</p>	<p>Departments to assess pupil progress during Term 1/2. Produce an action plan to ensure pupils that have fallen behind can catch up to their peers. Maintain high expectations of disadvantaged learners. Do not drop target grades in response to performance during 2020-21.</p> <p>Learning Group and Learning Leaders to continue with a focus on high impact strategies that will have biggest impact on progress of disadvantaged learners.</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>	MCK GRN STA Learning Leaders HOD HOH	Sep 2021

	<p>outcomes of disadvantaged learners.</p> <p>School to take part in NTP to ensure disadvantaged learners, making less than expected progress, can access extra tuition at a discounted cost.</p> <p>Continued focus on Metacognition as a tool to build self-regulation skills in disadvantaged learners.</p> <p>Revision and learning to learn workshops available to KS4 and KS3.</p>	<p>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>STA, HOH and SLT to raise level of attendance and engagement, of disadvantaged learners, with intervention strategies.</p> <p>STA to investigate most viable options provided by NTP and identify pupils who will most benefit from extra tuition.</p> <p>STA to act on feedback from previous revision skills workshop and organise Year 11 session during Term 1 /2. Disadvantaged learners and parents selected to take part specifically as well as other target focus groups. Investigate best timing for a Year 10 workshop also. STA to follow up with disseminating specific learning points / language to staff so that main themes can continue through curriculum learning.</p>		
Total budgeted cost					£ 45000

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.	<p>Develop new House System to build sense of community and belonging within disadvantaged cohort.</p> <p>Tutors engage with disadvantaged learners and their parents.</p> <p>Increase capacity of Pastoral team to ensure barriers to learning are identified and issues arising are communicated to staff as appropriate.</p>	<p>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.</p> <p>Students are more likely to succeed if teachers</p>	<p>STA to communicate updated PP list as soon as possible in September.</p> <p>Pastoral teams to update background context on individual pupils and 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.</p> <p>New House system will ensure 1 point of contact and a consistent approach for disadvantaged families. More opportunity for HOH to build positive working relationships with most vulnerable families.</p> <p>Increase capacity of Pastoral Team by employing additional Pastoral Support Worker and 3 additional Deputy Heads of House.</p>	<p>NYE</p> <p>STA</p> <p>HOH</p> <p>HOD</p>	Sep 2021

	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.	have positive relationships and perceptions of their parents (Herman 2017).	STA to formalise and share a 5-point strategy for Tutors to engage disadvantaged learners and their families. Progress meetings with all Y11 PP pupils and their parents in term 1/2.		
Attendance of disadvantaged pupils will be in line with non-disadvantaged pupils. Persistent absence will reduce in this cohort	All FSM pupils will be on attendance target list. Threshold for attendance intervention set at 95% rather than 90%	Pupils who do not attend school regularly will not make as much progress as their peers.	Careful monitoring of overall PP attendance in relation to rest of cohort. Attendance reports to flag PP cohort to raise awareness when discussing attendance. Attendance Officer to report regularly on overall PP attendance and STA to work with HOH on appropriate interventions.	STA NYE HOH Data Team EWO	Sep 2021
Mental Health Support	In school support from Trailblazers, School 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.	Investigate support networks for extra resource in response to anticipated impact of school closures on mental health of vulnerable learners. GRG to oversee referral process to ensure most vulnerable pupils are prioritised for mental health support. HOH / NYE to regularly meet with mental health workers to ensure individual pupil needs are being met. NYE / STA to ensure that Early Help process is started as an early intervention for disadvantaged learners. Any referrals for education elsewhere must be a last resort and only in the best needs of the health of the child.	STA NYE GRG HOH SENCO	Sep 2021
Total budgeted cost					£50500

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.	<p>3 Year (ext by 1 year) role for a Senior Leader with responsibility for Pupil Premium and raising attainment of disadvantaged pupils.</p> <p>Team of Learning Leaders to work with STA and GRN on raising standards in teaching & learning.</p>	<p>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.</p> <p>Raising standards in quality of teaching and interventions will allow PP cohort to make faster progress, therefore narrowing the attainment gap.</p>	<p>STA to work on SLT as an Associate Assistant Head with responsibility for Pupil Premium.</p> <p>STA to work with all stakeholders to ensure PP spending is based on evidence-based strategies and impact is evaluated.</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> <ul style="list-style-type: none"> Impact of school closures, evaluation of home learning and feedback strategies during time of social distancing. 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 2021
Improve/raise aspirations for disadvantaged pupils.	High quality careers interviews for all Y11 PP cohort and any other vulnerable pupils identified by HOH.	Generally, pupils from a disadvantaged background may have lower aspirations 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.	<p>All vulnerable pupils identified by SLT and HOY will have individual careers interview with a qualified careers guidance lead.</p> <p>Skills builder programme used to ensure all pupils develop key skills for employment. It is anticipated that modules on 'Staying Positive' and 'Aiming High' will particularly have a positive impact on pupils from a disadvantaged background.</p> <p>Recognise the impact of COVID-19 on ability to run trips etc. STA to discuss other ways to raise cultural capital amongst most disadvantaged cohort.</p>	PSN STA	Sep 2021
Disadvantaged pupils to access all learning and enrichment	Parents can apply for support in paying for enrichment opportunities such as	Pupils are more likely to achieve if they feel a sense of belonging and community. At	STA to oversee the applications for funding from parents and departments. Proportion of funding available depends on the activity, resource or situation.	STA Finance Team K. Gaskin	Sep 2021

opportunities available.	<p>trips, music lessons and resources.</p> <p>Identify families and students who require extra financial support as a result of COVID-19.</p> <p>Engage with Government scheme to provide IT resource for all pupils to access home learning.</p>	<p>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.</p>	<p>Any disadvantaged learner can access the first 15mins on their Peripatetic lessons fully funded. HOD and HOH to monitor engagement in extra-curricular activities / clubs.</p> <p>STA to continue to monitor home learning during time of COVID-19, identifying families that need extra financial support for IT equipment, resources and free school meals.</p>		
Total budgeted cost					£ 30000

6. Review of expenditure

Previous Academic Year		2019 / 2020		
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 £43,000
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>Learning Group sessions completed throughout the year. Key themes included:</p> <ul style="list-style-type: none">Curriculum intentAssessment for learningBehaviour for learningLiteracy across the curriculumRaising the attainment of boysMental HealthUsing 4Matrix for Data AnalysisDeveloping revision at KS3Careers across the curriculumMetacognitive approaches to learning (update)Feedback. <p>Positive engagement from staff and more time given to departments to ensure new learning is contextualised appropriately.</p> <p>Time for Learning Walks, Book Scrutinies and Pupil Voice were set aside on the calendar to ensure they took place. All show greater evidence of consistent feedback and 'green pen' responses from students. Also, evidence of teaching strategies that engage boys, particularly at KS4.</p>	<p>Will need to continue embedding these themes across every department.</p> <p>Learning Leaders will work with specified departments to 'deep dive' the use of these strategies at KS3. This was due to take place in terms 5 and 6 last year but has been delayed due to Covid-19.</p>	
Raised level of attainment of disadvantaged pupils and gap between these pupils are 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</p>	<p>Lots of work with Department Leads on Assessment has ensured that predictions for future attainment are more realistic allowing targeted intervention to be more reliable. New reporting system built and put in place.</p> <p>Learning Leader Team has worked together on key strategies that will positively impact on disadvantaged learners. They have led CPD sessions in Learning Group and ensured a wider spread of monitoring & evaluation. Key strategies have included:</p> <ul style="list-style-type: none">Raising attainment of boys to narrow gender gap.Improving the consistency and quality of departmental interventions in response to poor progress.	<p>Attainment and progress of disadvantaged pupils is below the performance of non- disadvantaged pupils. Many of the normal exam preparation interventions were not able to happen and CAG disadvantaged pupils with poor engagement in lessons.</p> <p>School closures meant that the new reporting system has had very limited use so far. Will need to ensure that it is used effectively to track performance over a whole year cycle.</p> <p>Impact of Learning Leaders difficult to measure at this stage. Will need to ensure a persistent approach to raising their profile and working within departments, at a deeper level, on key strategies.</p>	

	<p>outcomes for disadvantaged students.</p> <p>More focus on Metacognition in lessons via learning groups. Revision and learning to learn workshops available to KS4 and KS3.</p> <p>Appoint a team of Learning Leaders to work with STA and GRN on raising standards in teaching & learning.</p>	<ul style="list-style-type: none"> Raising the level of challenge at KS3 to ensure HAP can access the highest grades at GCSE. <p>Whole-school approach to identifying and targeting Year 11 in need of intervention. Cohort of underachieving, middle/high ability, boys selected to follow after school sessions (twice weekly) in core subjects. Threshold for selection lowered for disadvantaged learners. These were teacher-led sessions and demonstrated a positive impact after second set of mock exams.</p> <p>Departments encouraged to schedule extra sessions at specific times and communicate with parents. This was to avoid clashes between subjects and ensure pupils attend sessions.</p> <p>External trainers employed to complete a 'Strategies for Success' revision skills workshop with PP cohort in Y10. Also, other vulnerable learners (non PP) identified by HOY and STA to take part. Year 8 Cohort also took part in the 'Essential Study Skills' course in a half day workshop.</p> <p>MADE training employed to do an 'Exams Made Easy' workshop with 60 pupils from Year 11. Disadvantaged learners and underachieving boys selected to take part as a priority. Parents also invited to an evening session on how to support their children with what they have learnt about revision. Evaluation by students and staff indicated overwhelming positive response. Extra staff session ensured that main themes were understood by Learning Leaders and HOY.</p>	<p>Whole school took a more targeted and sustainable approach to intervention and were encouraged to prioritise disadvantaged boys at every opportunity. However, attendance at these sessions was inconsistent, despite engaging parents. Will need to strategize attendance of these learners going forward.</p> <p>Very few departments bidding for PP funding to help raise attainment of disadvantaged cohort. STA to look externally for examples of projects that have worked elsewhere.</p> <p>STA was due to then disseminate specific learning points / language to staff so that main themes can continue through curriculum learning. However, timing of workshops meant that school closures prevented this happening. Will look to include session on knowledge maps and memory techniques in future Learning Group schedule. Parent evaluation identified the need for the Year 11 workshops at an earlier stage in the year. STA will look to book these sessions prior to the first set of mocks.</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	<p>The school invests in Classcharts to ensure pupils can be identified quickly, rewarded and increased communication with parents. All disadvantaged pupils can be identified quickly by all teaching staff and seating plans can be optimised for best outcomes. Contextual info regarding SEND, careplans etc is also linked.</p> <p>Homework is now set using Classcharts also. This has been particularly beneficial for disadvantaged students, allowing them to stay organised and parents can keep track of what has been completed etc.</p>	<p>Whilst having a better understanding of homework issues across departments there needs to be a more strategic / pro-active response to disadvantaged pupils not completing homework. Disadvantaged pupils are spending more time in detention and still not completing the learning task required.</p> <p>Data protection concerns will prevent the contextual 'pen-picture' information being up on the staff room noticeboard in future. STA to investigate other ways of sharing the same information.</p>	

	<p>planning, delivering and marking. Good practice is shared regularly to ensure continued professional development.</p>	<p>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.</p> <p>STA has 1:1 meeting with all Y11 PP cohort and their parents. Meaningful conversations about progress, aspirations and barriers to learning were a good start to the year. STA followed up on minor interventions, communicated findings to staff and maintained relationship with families throughout the year.</p>	<p>STA will need to work on a simplified 'non-negotiable' list for to ensure consistent approach by Tutors.</p> <p>1:1 meetings were really useful but it would be better to start these in Year 10 (earlier intervention).</p>	
<p>Attendance of disadvantaged pupils will be in line with non-disadvantaged pupils. Persistent absence will reduce in this cohort</p>	<p>All FSM pupils will be on attendance target list. Threshold for attendance intervention set at 95% rather than 90%</p>	<p>Meaningful data not available due to school closures. Attendance monitoring has been severely impacted by staffing this year. New internal attendance officer should help to prioritise this next year.</p>	<p>School refusal and anxiety related absence has increased so will need to seek more support for this going forward.</p>	
<p>Mental Health Support</p>	<p>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.</p>	<p>Two disadvantaged pupils have been seen by our School Counsellor over the year. Some have been seen for multiple sessions resulting in 10% of the total time dedicated to all pupils.</p> <p>Five disadvantaged pupils have been seen by TaMHS throughout the course of the year. Sessions make up 20% of the total time. Three cases were closed as successful intervention. Other cases have been referred to CAMHS or remain open to TaMHS.</p> <p>Trailblazers programme has started but impact limited due to school closures.</p>	<p>Disadvantaged pupils prioritised on waiting lists for mental health support however demand for CAMHS support is still overwhelming. Also lack of in-school referrals made for disadvantaged pupils. STA to raise this with HOH.</p>	

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 £40,000
SLT to produce a cohesive and consistent strategy to support disadvantaged pupils reach desired outcomes.	<p>2 Year role for a Senior Leader with responsibility for Pupil Premium and raising attainment of disadvantaged pupils.</p> <p>Appoint a team of Learning Leaders to work with STA and GRN on raising standards in teaching & learning</p>	<p>STA has continued to embed outstanding teaching and learning as key focus in pupil premium strategy. EEF published guidance that has supported this strategy and encouraged use of Pupil Premium to recruit high quality staff.</p> <p>GRN and STA decided on high impact strategies and led team of Learning Leaders in research, CPD, monitoring and evaluation. HAP disadvantaged boys make the least progress of any cohort. Therefore, strategies chosen to benefit all but have the largest effect on this group. Priorities included:</p> <ul style="list-style-type: none"> 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. 	<p>School closures and GCSE results have not allowed the impact of these measures to be evaluated completely. It is likely that priorities will remain a continued focus into 2020-21 to ensure a rigorous approach.</p> <p>Internal monitoring and evaluation have demonstrated an impact but a more in-depth approach will be needed next year.</p>	
Improve/raise aspirations for disadvantaged pupils.	High quality careers interviews for all Y11 PP cohort and any other vulnerable pupils identified by HOY.	<p>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.</p> <p>All Y11 PP cohort had a place in FE for this academic year.</p>	Looking to better target careers guidance counselling and improve the provision that wraps around the session itself so that students can get the maximum value from it. Looking externally for strategy that will improve our ability to track students' aspirations and future intentions and mean that interventions can be targeted more effectively.	
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.	<p>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.</p> <p>Disadvantaged pupils can access first 15 mins of Peripatetic music lessons fully funded.</p> <p>Financial assistance is available for most trips / activities and the school recognises that disadvantaged families may need more support to complete permission slips etc.</p> <p>In response to school closures and home learning, all FSM and E6 pupils were given a £20 voucher to buy resources e.g. paper, pens etc. We also funded the purchase of 7 laptops (in</p>	<p>Head of Music and HOH to increase extracurricular engagement of pupils who receive funding for peripatetic lessons specifically.</p> <p>Pupil Premium cohort not always disadvantaged by lack of ICT but more by lack of motivation. Parents not always available / able to encourage engagement in home learning.</p>	

		addition to Government funded laptops) to help ensure the continued learning of our most vulnerable students.		
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7. Additional detail

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

School closures and COVID-19 has had a disproportionate impact on the progress of our disadvantaged cohort. Many would normally rely on interventions in Term 3 and 4 to prepare for final exams. CAG did not account for this and gap widened this year.