

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Highworth Warneford School
Number of pupils in school	781
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Andy Steele
Pupil premium lead	Fiona Stanley
Governor / Trustee lead	Simon Rhodes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,430
Recovery premium funding allocation this academic year	£14,790
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£148,220

Part A: Pupil premium strategy plan

Statement of intent

At Highworth Warneford School the Headteacher, staff and governors are keenly aware of their responsibility for the welfare and academic progress of our eligible pupils. We believe all students should have an equal chance of success, irrespective of social or cultural background. We maintain high expectations but recognise that some individuals will need further support to remove learning barriers and close the attainment gap. We aim to maximise the impact of the Pupil Premium by implementing a tiered approach to spending. Our core belief is that excellent teaching and targeted intervention will allow disadvantaged students to make faster progress than their peers. Wider support strategies ensure that all students can engage fully in the school community and access enrichment opportunities.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged students.
- To ensure disadvantaged students make more progress than their peers.
- Enhance Cultural Capital of disadvantaged learners.

We aim to do this through:

- Ensure disadvantaged learners access the best teaching & learning
- Identifying barriers to learning and swiftly intervene when progress is affected.
- Provide opportunities for enriching the lives of disadvantaged students in the form of engagement, experiences and learning outside of the classroom.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged students make less progress than peers. HPA from Pupil Premium cohort do not make as much progress as they should
2	Gender Gap – Lower level of attainment and progress of disadvantaged boys
3	Disadvantaged students show lower levels of engagement in learning and school life.

4	Lower levels of attendance and higher levels of persistent absenteeism
5	Lack of supportive parent engagement with school life

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
PP cohort to make as much progress, if not more progress than peers. HPA from PP cohort will access the highest grades at GCSE	Progress 8 of PP will be in line with Non-PP Internal data will reflect same proportion of PP being on/above track as Non-PP, in other year groups. HPA from PP cohort will make more progress than their peers.
Progress of PP boys will be in line with the PP girls	Progress 8 of PP boys will be in line with PP girls.
Disadvantaged students will engage with school life and exhibit positive learning behaviours.	PP cohort will show reduced levels of behaviour sanctions and higher levels of merits.
Increase overall levels of attendance and reduce proportion of persistent absentees from PP cohort.	Overall attendance will be in line with Non-PP cohort. PP cohort will make up no more than 20% of persistent absentees.
Parents of disadvantaged students consistently engage with school and learning of their child	Parents of disadvantaged students will attend parents' evenings and school events. They will work with the school, supporting their child with wider learning.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Intent / Implementation / Impact</u></p> <p>SLT position with responsibility for strategic use of the Pupil Premium, implementation and evaluation of impact.</p> <p>Works with other stakeholders to ensure the needs of Pupil Premium cohort are at the forefront of school improvement strategy.</p>	<p>2018 OFSTED report clearly identifies a need for effective strategy to support disadvantaged students and evaluate use of Pupil Premium funding.</p> <p>Schools that have the greatest impact on attainment and progress of disadvantage learners have 100% buy in from staff. Everyone has high expectations of these individuals but are also prepared to give high level of support to reach goals.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending • ‘The pupil premium journey: lessons learned during my two years as National PP Champion’ – Dr John Dunford (2015) 	All
<p><u>Quality First Teaching</u></p> <p>Internal CPD facilitated through Learning Group.</p> <p>Time allocated for departments to ensure strategies are implemented consistently and DA learners are accessing the most effective T&L.</p> <p>Key staff members given time to act as Learning Leader Team. Provide high profile, regular CPD opportunities for staff.</p>	<p>Disadvantaged learners have to make faster progress than their peers do. Research indicates that Disadvantaged learners are disproportionately affect by quality of teaching. Excellent teaching, including effective feedback, appropriate levels of challenge and metacognition are shown to have the biggest impact on the progress of learners. Quality CPD will ensure teaching staff have access to the latest updates in pedagogy, understand what makes the biggest difference for disadvantaged learners and time to refine their practice.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending 	1,2,3

<p>Key focus on Challenge, feedback, metacognition, progress of boys and knowledge retention.</p> <p>All HOD/HOF and teaching staff use 5 key strategies for raising attainment on disadvantaged learners.</p> <p>Assemblies, ensuring rationale behind key T&L strategies are shared with students.</p>	<ul style="list-style-type: none"> • Effect of Teaching on Student Progress (Sutton Trust 2011) • EEF Toolkit: Metacognition & Self-Regulation - Impact: +7mnths / Feedback – Impact: + 6mnths • EEF Guidance Report: ‘Metacognition and Self-Regulated Learning’ • EEF: ‘A Review of Educational Interventions and Approaches Informed by Neuroscience’ • Internal data - Progress gender gap largest within PP cohort. 	
<p><u>Contingency</u></p> <p>Funds available to support training needs identified throughout the year.</p>		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>School-Led Tutoring</u></p> <p>1:1 Tutoring for students most impacted by school closures.</p> <p>Disadvantaged / SEND / Vulnerable learners prioritised.</p>	<p>Tutoring can have a positive impact on pupils’ academic progress. Evidence suggests that, pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs. Tutoring can also help pupils to build resilience.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending • DfE School Led Tutoring Guidance (2021) • EEF Toolkit: One to One Tuition – Impact: +5mnths 	1,2
<p><u>Intervention</u></p>	<p>Our 2018 OFSTED report clearly identifies targeted support across the</p>	1,2

<p>Careful monitoring of progress of PP students in relation to peers.</p> <p>Priority access to In-school intervention for DA students, with specific focus on HPA boys.</p>	<p>curriculum as a key lever in raising attainment of disadvantaged students.</p> <p>Highly able pupil premium pupils achieve half a grade less than other highly able pupils, on average, with a very long tail to underachievement</p> <p>Careful progress monitoring and planned intervention will identify where the most progress need to be made, ensuring the greatest overall impact.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending • “Missing Talent” (Sutton Trust 2015) 	
<p><u>Revision Skills</u></p> <p>‘Exams Made Easy’ Workshop for Year 11 and parents.</p> <p>‘Essential Study Skills’ Workshop for Year 8 students.</p>	<p>School closures have impacted on student’s readiness for exams. Lack of higher stakes assessments and mock exams have meant that students have not had the normal experience with revision and exam practice. Disadvantaged learners will normally benefit most from revision and self-regulation skills taught in school, therefore prioritised for revision skills workshops. However this offer is extended to all Year 11 as part of our Covid Catch-Up strategy.</p> <p>Previous parent voice has indicated a need for guidance in supporting students with revision at home.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending • EEF Toolkit: Metacognition & Self-regulation – Impact: +7mnths / Parents engagement – Impact +4mnths • EEF Guidance Report: ‘Working with Parents to Support Children’s Learning’ 	All
<p><u>Contingency</u></p> <p>Funds available to support intervention needs identified throughout the year.</p>		

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Pastoral Care</u></p> <p>Contribute to pastoral staffing, within the House system. This includes HOH, DHOH, and 2x PSW.</p> <p>All HOH and Tutors have 5 key strategies for working with DA students.</p> <p>DA learners are high profile and needs are communicated to staff regularly.</p> <p>Classcharts system allows for live monitoring of behaviour and swift interventions to ensure DA can access lessons, free from disruption.</p> <p>PSP and Early Help process initiated as an early intervention for DA students.</p> <p>Build sense of belonging and engagement with school via House System and competition.</p> <p>One point of contact for parents / families.</p>	<p>The context, characteristics and subsequent needs of our disadvantaged learners are quite diverse. We know our students. Our strong pastoral systems ensure that barriers to learning are identified and the individual needs of our learners are met. Tutors engage with disadvantaged learners and their parents. Contextual needs are communicated to all staff so that teachers can identify vulnerable learners and meet their needs in and out of the classroom.</p> <p>More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p> <p>The House system provides a sense of belonging and builds community across whole school. This positively impacts on all students but is designed to engage boys / disadvantaged boys as a priority. It provides structure for engaging families, student leadership and enrichment opportunities.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending • EEF Toolkit: Social and Emotional Learning – Impact: +5mnths / Parent engagement – Impact: +5mnths • DfE 'Supporting the attainment of disadvantaged pupils – Briefing for school leaders (2015) • A Practical Guide to the Pupil Premium – Marc Rowland • 'Improving Teacher Perceptions of Parent Involvement Patterns: Findings From a Group 	All

	Randomized Trial' Herman & Reinke (2017)	
<p><u>Attendance</u> Careful monitoring of attendance and DA individuals flagged at early intervention stage.</p> <p>Attendance Officer, EWO and Pastoral Team to work with families on individualised interventions.</p> <p>Raffle x 3 per year, to incentivise high / improved attendance.</p>	<p>Progress and attainment are strongly correlated with higher rates of attendance. Students have to be in school before they can access learning. Disadvantaged learners are more likely to have lower rates of attendance and make up a larger proportion of persistent absentees. This cohort is more likely to be young carers and / or affected by social issues. By improving attendance, we will be ensuring students can make more progress.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending • DfE: 'The Link Between Absence and Attainment' (2015) • DfE 'Supporting the attainment of disadvantaged pupils – Briefing for school leaders (2015) • Internal attendance data 	4
<p><u>Enrichment</u> Facilitate engagement with enrichment, trips and experiences.</p> <p>Ensure all disadvantaged students can access peripatetic lessons.</p> <p>Monitor engagement of PP cohort at extracurricular clubs / activities. Target individuals who require more support to engage.</p>	<p>Students are more likely to achieve if they feel a sense of belonging and community. At Warneford, we develop the whole student rather than just supporting academic achievement. Developing a curriculum for cultural literacy and an understanding of the world is vital for students who may otherwise lack opportunities for experience. Facilitating engagement with arts and cultural inclusion supports students to learn new creative skills which in turn supports connections and socialisation with others.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending • A Practical Guide to the Pupil Premium – Marc Rowland • 'Using Pupil Premium to enrich cultural education' (2017) Thorpe 	All
<p><u>Reading</u> Promotion of reading for pleasure.</p>	<p>The DfE has reported that reading for pleasure is the single most influential factor in indicating the future success of</p>	1,2,3

<p>Accelerated Reader introduced for Year 7.</p> <p>CPD on importance of reading opportunities during lessons.</p> <p>Silent reading during tutor time.</p> <p>Assembly on importance of reading.</p>	<p>a student. Students from disadvantaged background, particularly boys, are less likely to read for pleasure, meaning they are at a significant disadvantage when it comes to academic attainment. This has been exacerbated by school closures and inability to access reading resources through schools and libraries. Reading is key for enriching lives, personal fulfilment and social/emotional development.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending • EEF Toolkit: Reading Comprehension – Impact: +7mnths • ‘Closing the Vocabulary Gap’ – Matt Bromley • DfE ‘Research Evidence on Reading for Pleasure’ (2012) 	
<p><u>Mental Health</u></p> <p>Staff member with responsibility for mental health care in school.</p> <p>Disadvantaged students prioritised for time with Tamhs and School Counsellor.</p>	<p>Disadvantaged students are more likely to suffer mental health issues that act as a barrier to future academic achievement. They often show lower levels of resilience and self-regulation.</p> <p>During the pandemic, some disadvantaged young people have reported poorer mental health and wellbeing including anxiety and loneliness. Parents from households with lower annual incomes reported their children having higher levels of symptoms of behavioural, emotional and attentional difficulties than those with higher annual income throughout the pandemic.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending • ‘The Pupil Premium: How schools are spending the funding successfully to maximise achievement’ – OFSTED • DfE Covid-19 Mental Health & Wellbeing Surveillance report (2021) • ‘Academic Functioning and Mental Health in Adolescence: Patterns, Progressions, and Routes from Childhood’ (1999) - 	<p>1,2,3,4</p>

	Roeser, Eccles & Freedman-Doan	
<p><u>Careers</u></p> <p>Y11 PP cohort prioritised for access to high quality careers interviews, at an early stage.</p> <p>Students to access 'Skillsbuilder' programme through structured tutor time.</p>	<p>Disadvantaged students are less likely to go on to further education and are more at risk of NEET. At Warneford, we do not assume that disadvantaged students have low aspirations however, we recognise that they may require extra support in careers guidance and transitions to KS5.</p> <ul style="list-style-type: none"> • DfE 'Supporting the attainment of disadvantaged pupils – Briefing for school leaders (2015) • EEF Guide to the Pupil Premium – A Tiered Approach to Spending 	3
<p><u>Resources</u></p> <p>Families are supported with some costs associated with uniform and resources.</p>	<p>At Warneford, we recognise that families will sometimes require extra support with meeting basic requirements for 'readiness to learn'. Lack of uniform or resources can affect attendance and relationships with school, leading to underachievement. We believe that no student should underachieve due to lack of resource or their family income.</p> <p>EEF Guide to the Pupil Premium – A Tiered Approach to Spending</p>	3,5

Total budgeted cost: £145000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

These comments should be viewed alongside our Covid Catch-up Strategic Plan 2020/21. Our Pupil Premium and Covid Catch-up fund were used together to mitigate the impact of Covid-19 and school closures on our most vulnerable learners.

GCSEs awarded show that pupil premium cohort outperformed non-pupil premium with a P8 score of +0.33 (vs +0.32).

Despite the trials of Covid-19 and school closures, emphasis on quality teaching has continued. SLT and Learning Leaders have ensured that CPD and department focus has continued on Feedback and progress of boys, alongside training on remote learning. Monitoring & evaluation opportunities have been more limited but have identified that more work is needed in embedding Challenge and Metacognition across every subject, this remains a priority for 2021/22.

School closures have prevented full schedule of targeted intervention from taking place. Adaptations to mitigate the impact of school closures on disadvantaged students, particularly year 11, has taken priority. During Term 1/2, a core target group of underachieving / disadvantaged boys were identified as requiring extra support, in the lead up to mock exams. These students did extra maths and science lessons after school and the impact was combined P8 of +0.26. A Year 11 revision skills workshop took place prior to mock exams however, a similar workshop did not take place for Year 10 – this has been scheduled for 2021/22. All students took part and parents of disadvantaged were explicitly invited with a telephone call.

Pastoral contact with our most vulnerable learners was regular and consistent. We conducted a work engagement survey to quantify which children needed more support with remote learning. When students were not coping with home learning, they were invited into school alongside key worker children. When students returned to school, we identified some behavioural issues and a lack of motivation amongst some of our Year 8 and 9 cohort, many of them boys and amongst the pupil premium cohort. We ran a workshops called 'Going from Good to Great' and 'InnerWinner', with focus on motivation, resilience and self-regulation. The feedback was overwhelmingly positive and the supervising staff commented on individual boys (many disadvantaged) taking part with enthusiasm.

Our new House system was launched in Sep 2020. All contextual information and key strategies for our pupil premium cohort was communicated to staff by the Pastoral team. The Pastoral team maintained regular contact with home, during school closures and helped to supervise children working in school. Disadvantaged students have continued to be prioritised for mental health support and there has been a whole-school focus on mental health with continued assemblies and signposting, during school closures. Building a sense of belonging and community, through House leadership and competition, have been a priority and, despite students working in 'bubbles' and school closures, pupil voice has shown that this to be a strength. All Tutors have been given '5 Key strategies for Raising Attainment of Disadvantaged Learners – Role of a Tutor' to ensure a consistent approach in pastoral care across every year group.

Strategies to improve overall attendance have been delayed due to difficulties associated with Covid-19 and school closures, however, attendance interventions have taken place on a case by case basis and disadvantaged students are flagged for early intervention. Overall PP attendance was 90% (compared to non-PP of 92%).

Most trips and visits were cancelled during 2020/21. As a school, we continued to provide enrichment opportunity wherever possible, often having to adopt creative solutions amongst Covid safety regulations. Our Pupil Premium continued to support families with engaging in these enrichment activities at school but also to help with resourcing learning at home. We bought extra reading materials for all disadvantaged students to raise the profile of reading for pleasure and mitigate the impact of less reading opportunity at school. Peripatetic lessons mostly continued online and disadvantaged students were loaned instruments to use at home. In recognition that Year 7 has missed out on residential trip opportunities we arranged to run a week-long trip in Sep 21. The PP fund was used to subsidise this for all disadvantaged students. HPA PP students in Year 10, selected to attend Eton Summer School. This gave them experience of aspirational challenge in a new environment. The PP fund helped to cover transport costs, ensuring all could attend.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
'Exams Made Easy' Workshop 'Inner Winner' Workshop	MADE Training
'Going From Good to Great' student workshop	Inner Drive

Metacognition CPD	
Skillsbuilder	The Skillsbuilder Partnership

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Total Service Premium included with the total Pupil Premium fund. This supports our Pastoral Care system, ensuring all Service pupils' access personalised intervention, should their parent be actively deployed, injured, posted or retraining.
What was the impact of that spending on service pupil premium eligible pupils?	<p>Very few Service children required pastoral intervention.</p> <p>During school closures IT access was prioritised for whole PP cohort, including Services pupils.</p> <p>Services pupils are prioritised for Academic intervention alongside rest of PP cohort.</p> <p>CAG GCSE scores resulted in P8 of +1.82 for S6 students in Year 11</p>

Further information (optional)

Much of our Pupil Premium strategy is based upon key findings of Sir John Dunford, Marc Rowland, Sutton Trust and Education Endowment Foundation. We believe that excellent teaching and learning (and all it entails) is paramount to the progress of disadvantaged young people. We have high expectations of all and work hard to ensure vulnerable learners are not disadvantaged by prior attainment, cultural capital and social context. We know our students as individuals and understand that not all are disadvantaged in the same way. Our most successful interventions are the ones that provide an individualised approach and build strong relationships between the child, school and home.