

# Pupil premium strategy statement (secondary)

1. Summary information					
School	Highworth Warneford School				
Academic Year	2018/2019	Total PP budget	£97,240 (+£20,700 LAC)	Date of most recent PP Review	Sep 2018
Total number of pupils	931	Number of pupils eligible for PP	146	Date for next internal review of this strategy	Jul 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2017-18 only)	21%	39.9%
Progress 8 score average	-0.23	tbc
Attainment 8 score average	40.59	44.3

3. Potential barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Lack of cohesive and consistent strategy to support disadvantaged pupils reach desired outcomes
B.	Less progress made by disadvantaged HPA cohort
C.	A lack of consistent approach to effective feedback experienced by disadvantaged learners
D.	Behaviour and/or attitudes to learning which may mask ability/potential in some cases
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Lower levels of attendance and higher rates of persistent absence
E.	Raised levels of Mental Health issues relating to context and self esteem
F.	Family perceptions of school and engagement with learning

<b>4. Desired outcomes</b> <i>(desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	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>B.</b>	Disadvantaged HPA pupils will access higher grades at GCSE	HAP pupils will make as much / more progress than other cohorts.
<b>C.</b>	Improved attendance and lower levels of persistent absenteeism	Overall attendance of PP cohort will be in line with all other pupils.
<b>D.</b>	Disadvantaged pupils will make faster progress in response to effective feedback across all departments.	Outcomes, book scrutiny, learning walks and pupil voice will indicate that all learners are experiencing feedback and making better progress because of DIRT time across all subjects.

## 5. Planned expenditure

**Academic year**

**2018/19**

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.	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 (Education Endowment Foundation) 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 i.e. disadvantaged pupils benefit the most from high quality teaching.	12 structured sessions in the form of 'Learning Group'. Themes include high impact strategies such as Effective Feedback / DIRT (Directed Independent Reflection Time), Metacognition and Self-Regulation. Teaching staff will work in Triads to ensure a range experience is being shared. Follow up through Learning Walks, Book Scrutiny and CLM meetings.	GRN DAV STA SLT HOD	Jul 2019

<p>Raise the level of attainment of disadvantaged pupils and close the gap between these pupils and non-disadvantaged learners.</p>	<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 Vulnerable learners at KS4.</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 need to be made to ensure the greatest impact.</p>	<p>Middle leaders trained in using 4Matrix to track performance and identify areas of underachievement.</p> <p>Departments to identify a PP lead to ensure the progress of this cohort is high profile throughout each year group.</p> <p>STA to initiate a study skills workshop open to all Y10/11 vulnerable learners. Disadvantaged cohort to be invited explicitly and parents informed.</p> <p>Implement collapsed days in KS3 for Study Skills workshops.</p> <p>GRN to lead an assembly on Learning to Learn</p>	<p>SLT HOD HOY</p>	<p>July 2019</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>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>The bid proposal 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>STA HOD</p>	<p>July 2019</p>
<p><b>Total budgeted cost</b></p>					<p><b>£34,000</b></p>

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. Termly bulletin of successes and concerns collated by PP lead.	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.	Use of Classcharts to identify PP cohort. Pastoral teams to provide background context on individual pupils. New developments to be communicated quickly to ensure individual needs can be prioritised. Lead on monitoring of pupils progress and instigate interventions where necessary. Bulletin prepared by STA to celebrate success and raise awareness of issues.	STA HOY HOD	Jul 2019
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%	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. Streamlining of intervention process to ensure a swift response to a drop in attendance.	STA NYE HOY K. Robin EWO	Jul 2019
Alleviate the growing number of mental health issues amongst young people, especially the disadvantaged cohort who may not be able to access support elsewhere.	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.	STA NYE HOY SENCO	Jul 2019
Total budgeted cost					£30,000

### 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.	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.	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. PP cohort is monitored closely to ensure any under achievement is recognised immediately and appropriate interventions are deployed swiftly.	STE GRN STA	Jul 2019
Improve/raise aspirations for disadvantaged pupils.	High quality careers interviews for all Y11 PP cohort and any other vulnerable pupils identified by HOY.	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.	All vulnerable pupils identified by SLT and HOY will have individual careers interview with a qualified careers guidance lead.	PSN STA	Jul 2019
Disadvantaged pupils to have access to 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 of situation.  STA to investigate the use of 'personal budgets' for the next academic year.	STA Finance	July 2019
Total budgeted cost					£33,000



6. Review of expenditure				
Previous Academic Year				
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
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
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



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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.



