

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	651
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£136,655
Recovery premium funding allocation this academic year	£28,428
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£165,083

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: £70000

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>Whole school subscription to the National College.</p> <p>New T&L policy to introduce and embed</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>CREATE across the curriculum.</p> <p>Key focus on retrieval, adaptive teaching, questioning and TEEP training for all staff.</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: +7mths / Feedback – Impact: + 6mths • 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>Character Education</u></p> <p>Curriculum time for year 7 & 8 -character lessons (1 per fortnight)</p> <p>Assemblies on key character qualities throughout the year</p> <p>Character education for all year groups via tutor time.</p>	<p>Living with stress and poverty changes children's brains and their thinking. Disadvantaged students are less likely to show positive learning behaviours and more likely to show apathy towards life in general. Research suggests that there are enabling character traits which can improve educational attainment, engagement with school and attendance. Schools which develop character well help drive equity and social mobility for their pupils</p> <ul style="list-style-type: none"> • EEF Guidance Report: 'Improving Behaviour in Schools' • DfE Framework Guidance: 'Character Education' • 'Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do about It' (Jensen 2009) 	1,3,4
<p><u>Contingency</u></p> <p>Employment of 2 full-time cover supervisors.</p> <p>Funds available to support training needs identified throughout the year.</p>	<p>Disadvantaged students benefit most from positive relationships with staff. Permanent cover supervisors are part of the school community and understand the individual needs of students.</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>Reading & Literacy</u></p> <p>SLT position responsible for planning and implementing new 'Read & Succeed' strategy, including staff CPD on 'Active Reading'.</p> <p>Year 7 to 10 screened for reading and spelling age.</p> <p>Use of Bedrock in English lessons and for homework.</p> <p>Y7&8 reading interventions using Bedrock.</p> <p>Promotion of reading for pleasure.</p> <p>'Read & Succeed' activities during tutor time.</p>	<p>The DfE has reported that reading for pleasure is the single most influential factor in indicating the future success of 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 • EEF Guidance Report – 'Improving Literacy in Secondary Schools' • 'Closing the Vocabulary Gap' – Matt Bromley <p>DfE 'Research Evidence on Reading for Pleasure' (2012)</p>	1,2,3
<p><u>National Tutoring Programme</u></p> <p>1:1 Tutoring for KS4 students identified as PP, vulnerable or SEND.</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 	1,2

	<ul style="list-style-type: none"> • DfE School Led Tutoring Guidance (2021) • EEF Toolkit: One to One Tuition – Impact: +5mnths 	
<p><u>Intervention</u></p> <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>GCSE Masterclass workshop for students targeting Grade 8-9. Parents invited to an evening session also.</p>	<p>Our 2018 OFSTED report clearly identifies targeted support across the 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) 	1,2
<p><u>Revision Skills</u></p> <p>‘Exams Made Easy’ Workshop for Year 11 and parents.</p> <p>‘CSI: Mindmapping’ Workshop for Year 7 students and parents.</p> <p>‘Positive Mindset’ workshop for small group of targeted Y11 students (PP, boys and vulnerable).</p> <p>Departments to explicitly teach students how to revise in curriculum time.</p>	<p>Explicit revision skills and metacognitive strategies need to be taught so that all students can develop the exam preparation skills needed.</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: £45000

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 Randomized Trial’ Herman & Reinke (2017) 	<p>All</p>
<p><u>Attendance</u></p>	<p>Progress and attainment are strongly correlated with higher rates of</p>	<p>4</p>

<p>Implementation of SOL tracker to ensure careful monitoring of DA cohort. Individuals with attendance flagged at early intervention stage.</p> <p>Embed new attendance policy to ensure strategic oversight and consistent response to poor attendance and high rates of PA among DA students.</p> <p>Attendance Officer, EWO and Pastoral Team to work with families on individualised interventions.</p> <p>Ensure students and parents understand what good attendance looks like and why it is important.</p> <p>Raffle x 3 per year, to incentivise high / improved attendance.</p>	<p>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 	
<p><u>Enrichment</u></p> <p>Facilitate engagement with enrichment, trips and experiences.</p> <p>Ensure all disadvantaged students can access peripatetic music lessons.</p> <p>Monitor engagement of PP cohort at extracurricular clubs / activities. Target individuals who require more support to engage.</p> <p>4 DA students nominated and supported to take part in AQA 'Unlocking Potential' programme.</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 	<p>All</p>

4 Y10 HA PP students supported to attend 'Eton Connect summer school'.	<ul style="list-style-type: none"> 'Using Pupil Premium to enrich cultural education' (2017) Thorpe 	
<p><u>Mental Health</u></p> <p>Staff member with responsibility for mental health care in school.</p> <p>New mental health professionals to be employed internally.</p> <p>Disadvantaged students prioritised for referral.</p> <p>CPD to equip staff with strategies that support students with mental health concerns.</p> <p>Young minds training for student Captains.</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) - Roeser, Eccles & Freedman-Doan 	1,2,3,4
<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 'Employability Skills' programme through structured tutor time.</p> <p>Y9 specific 'Careers Focus' sessions during 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>Careers lead to consult with PP lead to ensure all HA PP students are prioritised for career opportunities e.g. Industrial Cadets.</p> <p>Careers Administrator employed to assist careers lead. Disadvantaged students given extra support to find appropriate work experience placements.</p>		
<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: £165000

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 2021 to 2022 academic year.

GCSEs awarded in 2023, show a -0.57 Progress 8 score (National P8 = -0.57) for our whole pupil premium cohort. This is compared to a +0.08 Progress 8 score from our non-pupil premium cohort, with a difference of -0.65. This gap has increased since 2022 and is higher than the national average of -0.41. Attainment 8 for our pupil premium cohort was 38.2 (National A8 = 35.0) compared to non-pupil premium score of 50.95.

In previous years there has been a significant gender gap in the P8 scores, showing a positive 'pull' from the girls, however there is less of a gap between the genders in the pupil premium cohort this year. The 14 female pupil premium students in Year 11, had significantly more mental health difficulties and chronic attendance issues than previous cohorts. Whilst there were individuals in the male cohort with similar issues, they were fewer in number and absence was for shorter periods. It is worth noting that the non-pupil premium cohort did show a gender gap of -0.36.

The P8 score was also severely impacted by three students who were educated in alternative provision or at other schools for the majority of Y11. The P8 score without these 3 students would be -0.33, reducing the gap to -0.41 which is in line with national average. As in previous years, alternative provision is used as a last resort solution for students who cannot attend mainstream for a variety of reasons e.g., ill health, severe anxiety and as an alternative to permanent exclusion. We always make the best decision for an individual child, based on their circumstances, regardless of how the outcomes will affect our P8 scores.

Attendance continues to be a major indication factor for results at GCSE, particularly for our disadvantaged cohort. Overall attendance was 91% versus 84% for our pupil premium cohort, with nearly half of them (46%) persistently absent from school. This is a national trend and implementation of our new attendance policy is having a positive impact on individual cases. Some complex cases involving older students have been more difficult to improve and it will take time for new interventions to have a positive impact on whole cohort. The SOL tracker is enabling careful tracking of students and new attendance policy is being implemented with guidance from the local authority.

The continuing recruitment & retention crisis has had a significant impact on the amount of 'cover' lessons experienced by students throughout the year. Despite all efforts to minimise this for classes with higher numbers of DA students, they will have

been disproportionality affected by absence and lack of quality teaching in some curriculum areas throughout the year. The pupil premium will continue to be used to attract highly qualified staff and retain 2 full time cover supervisors.

Internal CPD has focused on retrieval, SEND, questioning, feedback and metacognition. Visualisers have been purchased for all classrooms. Regular pupil voice indicated that disadvantaged learners understood which strategies would help them learn and could identify key teachers/departments that do this well, however internal learning walks have highlighted inconsistencies. SLT have introduced a new T&L policy for 2023/24 with emphasis on CREATE to incorporate all quality first teaching strategies that have been identified as having the most impact of progress of students. Monitoring processes have not been adequate so an SLT restructure will ensure that CREATE is consistently implemented across the school and disadvantaged learners are accessing quality first teaching across all subject areas. TEEP training for all teachers due to take place in Spring 2024.

New 'Read & Succeed' strategy to be introduced from September 2023, all students in Y7 to 10 will have baseline reading and spelling tests. SEND will continue to use Bedrock for reading interventions and Year 7/8 students will use the online differentiated reading and vocabulary programme in English lesson time.

We continued to employ MyTutor as our tuition partner for the school-led tutoring. Due to extra funding requirements and learnings from 2022, fewer students (22 total) were involved however disadvantaged students made up 82% of the cohort. All received 1:1 tutoring in a core subject. The specific impact of this is very difficult to measure as other contributing factors would have had an impact on overall results, however where levels of engagement were high, students and parents felt that the weekly tutoring had a positive impact on their understanding.

As in previous years, revision workshops were well received by students and parents. 98% of Y11 students said that they found the content to be useful and 96% said they would be using the techniques themselves. 97% of Y7 students said that they felt they understood how to use mind mapping when revising. 100% of parents felt that the content was useful and that they would be helping their child to use the techniques at home.

YoungMinds worked with the school to provide staff training on mental health and student training on supporting peers. As a school we continue to support students with their mental health via our pastoral system and priority access to mental health services. However, we recognise that many are not able to access external provision so we will review our internal provision for 2023/24.

As a school, we continued to provide a range of enrichment opportunities. Pupil voice indicated that uptake within the disadvantaged cohort was as expected and in line with their representation in school. Our Pupil Premium continued to support families with

engaging in these enrichment activities at school and ensuring that any disadvantaged students can access peripatetic music lessons for free. Disadvantaged students are supported to attend all trips and to take part in DofE where required. 4 HPA PP students in Year 10, were 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	MADE Training
'CSI Mindmapping' Workshop	MADE Training
Employability Skills	The Skillsbuilder Partnership
The National College	The National College
1:1 Tutoring	MyTutor
Mental Health CPD	YoungMinds

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 is 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 S6 children required extra pastoral intervention.</p> <p>S6 pupils are prioritised for Academic intervention alongside rest of PP cohort, including 1:1 tuition, via SLT.</p> <p>GCSE scores resulted in P8 of -0.3 for 6 students in Year 11, however this was significantly impacted by a student who have no KS2 baseline data to compare.</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.