



# Wexham School Pupil Premium Strategy Statement 2016/17

1. Summary information					
School	Wexham School				
Academic Year	2016/17	Total PP budget	£313,225	Date of most recent PP Review	May 2017
Total number of pupils	675	Number of pupils eligible for PP	296	Date for next internal review of this strategy	Sep 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)		
% achieving expected progress in English / Maths (2015-16 only)		
Progress 8 score average	-0.33	0.1
Attainment 8 score average	40.6	53.3

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	Low literacy skills entering in year 7
B.	Higher attaining students eligible for PP make less progress
C.	Low aspirations
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Low attendance when compared to non PP peers Support during unstructured time to prevent situations that affect learning

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A.	High levels of progress in literacy with improved reading ages	English written assessments should show PP students meeting their expected targets. Reading progress will be evidenced using accelerated reader assessments, which occur three times in the year.
B.	Improved rates of progress for high attaining students eligible for PP	Students eligible for PP identified as high attaining from KS2 make as much progress as other higher attaining students, across KS3, with evidence of narrowing the gap at the end of KS4.
C.	Greater aspirations for future success	Students have a clear understanding of career paths through Higher Education or work placed training and aspire to the best of which they are capable.
D.	Less behaviour incidents occurring during unstructured time	A decrease in PP students being involved in incidents during unstructured time.
E.	Increased attendance for student eligible for PP	PP attendance to be in line with non-PP peers.

5. Planned expenditure					
Academic year		2016/17			
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?
A.Improved literacy progress.	Accelerated Reader subscription for every student in Years 7 – 11 with sufficient engaging and up-to-date library stock at the right ZPDs.	Accelerated Reader was found to have a positive impact in an independent evaluation.	Termly monitoring resulting in planned interventions and a dissemination of information to be conducted by Library and AR manager.	AHT	July 2017

A.Improved literacy progress.	CPD on using Accelerated Reader effectively for key staff including tutors, English teachers and SEN/EAL support staff. Training delivered and managed by Accelerated Reader Manager.	Accelerated Reader was found to have a positive impact in an independent evaluation.  Frequent, short sessions have been promoted as the most effective model so involving more staff in the delivery would better enable this.	An increased responsibility for Form Tutors in the delivery and monitoring of Accelerated Reader will be supported through on-going training and support.	Library Manager	July 2017
B. Improved progress for high-attaining pupils.	CPD on both teaching to the top and knowledge retention and recall with on-going support for teachers to improve their classroom practice.	We want to improve the quality of teaching, making it relevant to the new, challenging GCSE specifications. This will help all pupils. Approaches at Durrington High School and a subsequent publication, 'Making Every Lesson Count' (Tharby and Allison) have informed this aspect of work.	Learning Walks and Lesson observations will provide on-going opportunities to monitor what is happening in classrooms. Senior line management will also ensure that there is an effective dialogue with LODs.	AHT	Sept 2017
<b>Total budgeted cost</b>					£84,843

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. High levels of progress in literacy with improved reading ages.	Using Accelerated Reader to identify the specific needs of lower attaining PP eligible students.	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective	Library manager to be given specific responsibility for managing and monitoring the accelerated reader programme	Library Manager	Jun 2017
B. Improved rates of progress for high attaining students eligible for PP	All PP eligible higher attaining students involved in small group interventions and study support.	The idea is to provide extra support to maintain high attainment with this group of students. Motivation sessions, alongside small group intervention and provision of home study material from year 7 to 11, ensures a range of needs are met.	Leaders of Year to lead and manage the programmes for these students. All teaching staff will be made aware of these students and effective strategies to use with them. Track data continuously throughout the year through data entry points.	AHT	Sep 2017

C. Greater aspirations for future success.	Wider learning opportunities and access to Higher Education experiences to be made available as appropriate to Pupil Premium eligible students. Learning Mentors to support students' holistic development.	By increasing the learning and life experiences of students who have a very limited range of opportunities in their home environments, we aim to broaden their outlook and raise their personal aspirations.	AHT and Leaders of Year to lead and manage subject staff and Learning Mentors working together to provide as many opportunities as possible to ensure that PP eligible students are engaging with their education, the wider world and their place in it.	AHT	Sep 2017
D. Less behaviour incidents occurring during unstructured time.	Staff employed to run a range of lunchtime activities in the library and outside.	Incidents during unstructured time often lead to removal from class or poor learning behaviour in class. Greater supervision and a range of activities during lunchtimes make this less likely	Through on-going monitoring of behaviour log and informal observation of lunchtime activities.	AHT	On-going
<b>Total budgeted cost</b>					£157,378

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
E. Increased attendance in students eligible for PP.	To identify students with low attendance from the previous academic year and follow up quickly on truancy and poor attendance.	High attendance to school and lessons allows students to benefit from all other initiatives	Through on going monitoring of attendance and punctuality to school and lessons. Targeted intervention and support for those students who may have been identified as persistent absentees in previous years.	AHT	On-going
<b>Total budgeted cost</b>					<b>£75,000</b>