

Pupil Premium Strategy Statement - Wexham School 2017-2018



1. Summary information					
School	Wexham School				
Academic Year	17/18	Total PP budget	£283,305	Date of most recent PP Review	May 17
Total number of pupils	646	Number of pupils eligible for PP	275	Date for next internal review of this strategy	May 18

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	-0.62	0.12
Attainment 8 score average	29.55	52

3. 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.	Low literacy skills entering Year 7
B.	Mid and high attaining students eligible for PP make less progress
C.	Low aspirations and a limited outlook
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Potential low attendance rates

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 eligible students meeting their expected targets. Reading progress will be evidenced using Accelerated Reader assessments which occur three times a year and we should see

		PP eligible students making progress and achieving reading ages close to/at their chronological ages.
B.	Improved rates of progress for mid and high attaining students eligible for PP	Students eligible for PP identified as high attaining from KS2 to make as much progress as other high attaining students across KS3 with a closing of the gap at KS4. Students eligible for PP identified as mid attaining from KS2 to make similar progress to other mid attaining students across KS3 with evidence of narrowing the gap at KS4.
C.	Greater aspiration for future success	Students have a clear understanding of career paths through higher education or work based training and aspire to the best of which they are capable.
D.	Maintain increased attendance for students eligible for PP	PP attendance to continue to be in line with non PP peers.
E.	Maintain decrease in behaviour incidents occurring during unstructured time	Maintain decrease in PP students being involved in incidents during unstructured time.

5. Planned expenditure

Academic year

2017/18

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	Jan 18

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?
B. Improved progress for mid and high-attaining pupils.	A relentless drive on improving teaching and learning through CPD, formal and informal monitoring and shared best practice.	<p>The Sutton Trust’s 2011 report stated that the quality of teaching disproportionately affects disadvantaged learners. Poor teaching holds them back six months more each year than their more fortunate peers, while excellent teaching benefits them more than it benefits learners from better-off families.</p> <p>Excellent teaching then is an absolute necessity in closing the disadvantage gap.</p>	<p>Learning Walks and Lesson observations will provide ongoing opportunities to monitor what is happening in classrooms. Senior line management will also ensure that there is an effective dialogue with LODs.</p> <p>In addition, a rigorous system of termly, half-termly in year 11, summative assessment, data entry and data tracking will be introduced across the school. This will sit alongside formative feedback and marking expectations. Summative assessment will be standardised and moderated across subjects to ensure reliability and consistency in outcomes.</p> <p>CPD twilights will become two hour sessions with a variety of training on offer, all carefully planned to link closely to SDP priorities and the needs of potentially underachieving groups including PP eligible students.</p>	DH	Jan 18
Total budgeted cost					£130,000

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?
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 (EEF) and shown to be effective. It has also been successfully used in previous years at this school.	Library manager to be given specific responsibility for managing and monitoring the accelerated reader programme with frequent collaborative meetings scheduled with SLT, SEN, EAL, pastoral and English department representatives.	TO	Jun 18

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?
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.	<p>The idea is to provide extra support to maintain high attainment with these group of students. Motivation sessions, alongside small group interventions and provision of home study material from Year 7 to 11, ensures a range of needs are met.</p> <p>This is the continuation of an approach that has been successful in narrowing the gap for high on entry PP eligible students for a number of years. It is designed to be a 5 year programme beginning in Year 7.</p>	<p>Leaders of Year to lead and manage the programmes for these students.</p> <p>All teaching staff will be made aware of these students and effective strategies to use with them.</p> <p>Track data continuously throughout the year through data entry points.</p>	AHT	Termly at data entry points.

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?
B. Improved rates of progress for mid attaining students eligible for PP.	Identify particular sub-groups of underachieving PP eligible students, such as White British and Boys, and run bespoke interventions to address the specific needs of those groups.	By narrowing the focus to very specific groups, small group interventions and activities can be designed to meet very specific needs.	LOYs will manage and monitor the effectiveness of these interventions, using a combination of student voice, ATL information, attendance and data tracking.	AHT	Jun 18
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 student needs. 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 18
Total budgeted cost					£75,000

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?
D. Increased attendance for 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	Ongoing

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?
E. 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 ongoing monitoring of behaviour log and informal observation of lunchtime activities	AHT	Ongoing
Total budgeted cost					£75,000

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
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. 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.	5283 AR quizzes were passed this year. The school has a vibrant reading culture and pupils have access to the latest titles and a wide range of engaging stock. 23 students were identified as being AR superstars at the end of the year of whom 8 were PP eligible. 25 students were word millionaires of whom 7 were PP eligible. Success criteria met.	Pupils who receive mentoring/additional support with their reading are more likely to make good progress. This will continue this year. The role of the form tutor in monitoring AR is essential so more training and guidance will be provided with key staff being held to account to ensure consistency. PP eligibility will be added as a characteristic to data lists this year to allow for more detailed analysis of impact.	£40,000

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
Improved progress for high-attaining pupils.	CPD on both teaching to the top and knowledge retention and recall with ongoing support for teachers to improve their classroom practice.	High on entry PP students achieved higher A8 outcomes than high on entry Non-PP students. Progress measures will be updated once National data is available.	Providing ideas, training and necessary resources really encourages teachers to trial recommended approaches. We will continue to fund training and resources that allow the best practice to take place in all classes.	£44,843
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
High levels of progress in literacy with improved reading ages.	Using Accelerated Reader to identify the specific needs of lower attaining PP eligible students.	73 students in years 7 and 8 (PP and non-PP) were identified as in need of extra support with their literacy levels. <ul style="list-style-type: none"> • 70 have improved their reading ages • 40 are no longer in need of intervention 15 are now at or above benchmark. Success Criteria Met	We will continue with this approach and will further improve the collaboration between LOY, SEN, ARB, EAL and Library staff.	£20,000

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
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.	High on entry PP students achieved higher A8 outcomes than high on entry Non-PP students. Progress measures will be updated once National data is available.	The high impact external support from the consultant made a significant impact to the attainment of this group of students and would be considered as a potential intervention in 2017-18.	£30,300
Greater aspirations for future success.	Wider learning opportunities and access to Higher Education experiences to be made available as appropriate to pupil premium eligible student needs. Learning Mentors to support students' holistic development.	All pupils in the school now have opportunities for wider learning and enrichment. In addition, PP eligible students have visited universities, museums, theatres, Go Ape and residential facilities. Learning Mentors have worked with 20 students eligible for PP which made up 51% of their numbers. Success criteria partly met.	Although 51% is a greater number than the 40% (approx) PP eligible total in the school, we will be looking to prioritise more PP eligible students for Learning Mentor support this year, particularly those who are mid attainment on entry.	£87,500

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
Less behaviour incidents occurring during unstructured time	Staff employed to run a range of lunchtime activities in the library and outside.	The number of internal exclusions for the autumn term was 20. Following the promotion of lunchtime activities and positive choices, this figure dropped to 3 in the spring term. Success criteria met.	Although it is not possible to accurately identify how many exclusions resulted from behaviour that had its genesis during unstructured time, the number is likely to be high. We will continue with this approach as it is a key strategy in raising the standards of behaviour across the board.	£12,000
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
Increased attendance for students eligible for PP	To identify students with low attendance from the previous academic year and follow up quickly on truancy and poor attendance and through better parental engagement and support.	In the year 15/16 PP eligible students had 92.9% attendance and non-PP students had 94.7% attendance, a gap of 1.8%. In the year 16/17, this gap had reduced to 0.5% with PP eligible students having an attendance rate of 94.1%. Success criteria met.	We will continue with this approach and intend to maintain the negligible gap by increasing attendance for all students.	£75,000

