

Pupil premium strategy statement – Wexham School 2019-2020

1. Summary information					
School	Wexham School				
Academic Year	19/20	Total PP budget	£213 965	Date of most recent PP Review	Sept 19
Total number of pupils	731	Number of pupils eligible for PP	243	Date for next internal review of this strategy	Sept 20

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average) 2018
Progress 8 score average	-1.04	0.13
Attainment 8 score average	35.11	49.9

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 or at their chronological ages. PP eligible students' progress with written outcomes should be evidenced across the curriculum in a range of cold/hot tasks as per the Talk for Writing Framework.
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.

5. Planned expenditure					
Academic year		2019/20			
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.	<p>Accelerated Reader subscription for every student in years 7 – 11 with sufficient engaging and up-to-date library stock at the right ZPDs.</p> <p>Implement the Talk for Writing Strategy across the school through CPD processes.</p>	<p>Accelerated Reader was found to have a positive impact in an independent evaluation.</p> <p>Talk for Writing is a well-reputed pedagogical framework ideally suited to the needs of our PP eligible students. It has also been used in a similar school in the local area with a similar intake and has been successful in contributing to improved outcomes there.</p>	<p>Termly monitoring resulting in planned interventions and a dissemination of information to be conducted by Library and AR manager.</p> <p>Whole-school second year implementation will be delivered through CPD processes, using a Talk for Writing expert. Curriculum leaders will be supported in overseeing the consistent embedding across their teams and all QA processes will include monitoring and evaluation of the strategy.</p>	AHT	<p>January 2020 and ongoing</p> <p>December 2019 and ongoing</p>

<p>B. Improved progress for mid and high-attaining students.</p>	<p>A relentless drive on improving teaching and learning through CPD, formal and informal monitoring and shared best practice.</p>	<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. 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. In addition, a rigorous system of termly, half-termly in Year 11, summative assessment, data entry and data tracking will be embedded 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. CPD twilights will focus both on Talk for Writing and a variety of approaches, all carefully planned to link closely to SDP priorities and the needs of potentially underachieving groups including PP eligible students.</p>	<p>DH</p>	<p>January 2019</p>
Total budgeted cost					<p>£85,000</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?
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.	LB	June 2020
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 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. 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.	Leaders of years 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	Termly at data entry points

<p>B. Improved rates of progress for mid and high attaining students eligible for PP.</p>	<p>Guidance on managing and planning revision to be delivered by tutors to all Year 11 students. Follow-up revision workshops to be offered to specific, mostly PP eligible, high and mid on entry, Year 11 students.</p>	<p>Supporting students with how to revise will ensure that they make the best use of revision resources provided for them.</p>	<p>LOY 11 will oversee the tutor programme (which will be based around a positively reviewed guide.) Experienced AHT to deliver the workshops.</p>	<p>AHT</p>	<p>December 2019 and ongoing.</p>
<p>B. Improved rates of progress for mid attaining students eligible for PP.</p>	<p>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.</p>	<p>By narrowing the focus to very specific groups, small group interventions and activities can be designed to meet very specific needs.</p>	<p>LOYs will manage and monitor the effectiveness of these interventions, using a combination of student voice, ATL information, attendance and data tracking.</p>	<p>AHT</p>	<p>June 2019</p>
<p>B. Improved rates of progress for mid and high attaining students eligible for PP.</p>	<p>A six week confidence, self-esteem and overcoming fear of failure programme.</p>	<p>Our evidence base from previous work with PP eligible students identifies this as a real barrier to success. This provider has worked with SSSN with impact reports demonstrating success.</p>	<p>Parental engagement, student engagement and monitoring of attendance will be built in. Impact and evaluation is a part of the programme provision with a mid-way check point formally established.</p>	<p>DHT</p>	<p>Mid-point and end of programme.</p>

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	September 2020
Total budgeted cost					£49,225

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 student 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
Total budgeted cost					£50,000

6. Review of expenditure				
Previous Academic Year		2018/19		
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.	3500+ 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. 20 students were identified as being AR superstars at the end of the year. 27 students were word millionaires. 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 a key adult in monitoring AR is essential. Tutors have not proven to have the necessary time or expertise in some cases and this role will sit with English teachers this year. Tutors will continue to play a vital role in supporting and encouraging students, particularly at KS3. Training and management will again be looked at in light of staffing changes to ensure that maximum impact is made.	£50,000
Improved progress for high and mid attaining pupils.	A relentless drive on improving teaching and learning through CPD, formal and informal monitoring and shared best practice.	High Non PP -0.81 High PP -1.05 Mid Non PP -0.39 Mid PP -1.18 Success criteria partly met.	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. In addition, our whole school initiative, Talk for Writing, will be embedded to ensure consistency. Differentiation will be highlighted as a CPD priority and a mandatory element of all lessons to support in closing the mid PP gap.	£65,000

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	38 students in years 7 and 8 (PP and non-PP) were identified as in need of extra support with their literacy levels. 31 have improved their reading ages. Success criteria met.	We will continue with this approach and will further improve the collaboration between LOY, SEN, ARB, EAL and Library staff.	£40,000
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 Non PP -0.81 High PP -1.05 Success criteria partly met.	Although there is still a gap between the progress of PP/Non PP students, it is continuing to narrow. We will continue but will further tailor our provision to focus more closely on the retention and recall required under the new GCSE specifications. Support will also be given with revision of the hugely increased amount of content in most subjects.	£28,000
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 24 students eligible for PP which made up 58% of their numbers. Success criteria partly met.	Although 58% 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.	£25,000

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 £45,000
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.	In the year 18/19 PP eligible students had 92.7% attendance and non-PP students had 93.22% attendance, a gap of 0.52%. Success criteria met.	We will continue with this approach and intend to maintain the negligible gap by increasing attendance for all students.	