Winterton Community Academy
Pupil Premium Strategy 2020-21

1. Summary Information					
School	Winterton Community Academy				
Academic Year	2020-21	Total Pupil Premium Budget	£86 570		
Total number of pupils	508	No. / % of pupils Pupil Premium	142 27.95%		

2. 2020-21 Pupil Numbers			
Year	Total Pupil Premium (PP) Students	Total Number in the year Group	PP as a percentage of cohort
7	29	118	24.58%
8	30	104	28.85%
9	31	87	35.63%
10	26	102	25.49%
11	26	97	26.80%
Total	142	508	27.95%

3. 2019-20 Outcomes for PP Pupils (Until 31 March 2020)				
	Pupils Eligible for PP	Pupils not eligible for PP	National Disadvantaged Data 2019	National Non-Disadvantaged Data 2019
Progress 8			-0.45	0.13
Attainment 8 average score			36.54	50.15
% achieving a strong pass in English and Maths	%	%	24%	50%
% achieving a standard pass in English and Maths	%	%	44%	72%
% Pupils entered for the Ebacc	%	%	27%	44%
% achieving a strong pass in the Ebacc	%	%	7%	20%
% achieving a standard pass in the Ebacc	%	%	13%	29%
% Attendance (to 31-3-20)	89.89%	95.06%	92.5% FSM	95.8% FSM
Fixed-Term Exclusions	11.8% of PP/NoR	5.1% of NoR	13.76% of FSM/NoR	3.83% Non-FSM/ NoR

	4. Barriers to future attainment
A	Although whole-school outcomes are continuing to improve over time, pupils who are eligible for PP are slightly below average progress with the gap closing from -0.7 to -0.242 (2018-19). However the vulnerability persists, especially middle ability pupils (-0.4) (2018-19)
B	Lower levels of literacy for disadvantaged pupils create a widening gap in secondary school, as shown by Aut 2020 Y7 Reading where 65.2% were below 100 SAS; Aut 2019 →Y8 = 59.3%; Y9 = 53.3%; Y10 = 72%; Y11 = 59.1%
C	Lower attendance of disadvantaged pupils, impacting on attainment and progress for these pupils, as indicated above. Sept19 → March 2020 = 89.89%
D	Pupil premium pupils are less likely to have access to technology at home to access online learning (B2L Survey)
E	Analysis of the pupil survey data suggests lower aspirations of PP compared to non-PP pupils (B2L Survey)
F	Quality of teaching strategies to engage PP, as indicated by the outcomes data (performance, attendance, behaviour)

	5. Desired outcomes *(desired outcomes and how they will be measured)*
A.	Improve the outcomes of disadvantaged students in Key Stage 4 and diminish the differences between disadvantaged and non-disadvantaged, with a particular focus on middle ability boys. Tracked at data collections and measured at publication of final 2021 exam results.
B.	All disadvantaged students have an intended destination for work, training or further education.
C.	All disadvantaged pupils in KS4 have access to technology to support online learning, as identified through the Barriers to Learning survey
D.	The introduction and implementation of the Literacy Strategy enables the percentages of disadvantaged pupils with a NGRT SAS <100 to decrease, as measured by the NGRT in Summer 2021. The following are embedded within the curriculum: Literacy catch-up programme Accelerated Reading Disciplinary Literacy in the curriculum

E.	Improve attendance of all disadvantaged students to match the National Average for all students.
F.	Rates and incidents of Fixed Term Exclusion for disadvantaged students reduce to National Average for <u>all</u> students 2019-20 26PP FTE / 77FTE = 58.4% 18 FTE PP Pupils / 134 PP Pupils = 13.4% 8 PP = 1 FTE = 5.3% 10 PP >1 FTE = 6.6%

Planned Expenditure				
Academic year	**2020-21**			
i. Teaching and Learning				
Outcome	**Strategy**	**Tactics**	**Timescale**	**Staff lead**
T&L is supported by an effective system of assessment providing clear profiles regarding the academic ability and vulnerabilities of pupils	Use of assessment to identify the strengths and vulnerabilities of pupils regarding their learning, Cognitive Ability and Reading Ages	All pupils in Year 7 complete CAT4 Level D. The data is used to determine appropriate groupings based on Verbal & Quantitative data. The CAT4 & NGRT is to be used to identify pupils for numeracy / literacy catch-up programmes. Half-Termly Assessments used to provide objective data on the impact of learning	September 2020	DHT
	Implementation of the amended Assessment Policy, with a focus on the analysis by school leaders.	Amended policy written following a review with staff group. Implementation following Sept 2020 INSET. Use of the analysis page to provide consistent identification & analysis of the PP gaps, leading to subsequent actions at all levels.	September 2020 onwards	
	An effective Transition programme	Pupil profiles are provided to staff re: vulnerable pupils, including PP, to support T&L.	Spring / summer 2021	AHT Pastoral

		PP pupils are identified and their barriers to learning identified / addressed in the summer to create a positive start to Year 7. Closer curricular links with all feeder primaries Exchange of workbooks to inform initial planning. Arrange transition activities for pupils in Y5-6		
	A structured intervention programme at KS3 for all with RA<11	All pupils are tested using NGRT & PASS in Aut 1 as per the Assessment Calendar New pupils are assessed upon entry by Exams Officer Identify needs through cross-referencing the CATS, RA of pupils, pastoral and the PASS survey – impact of intervention can be measured Curriculum intervention time is planned for pupils to work in a small group with specialist support. Accelerated reader programme is implemented by RSL for KS3.	September 2020	KS3 RSL
Increase levels of Literacy / Numeracy for pupils, especially those eligible for PP	A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading.	Departments assign a 'Literacy Lead' to promote reading / literacy ie. Displays who represents the departments at the Reading Strategy Group. Subjects continue to teach sequential Disciplinary Literacy as part of their curriculum development Assessments provide opportunities to assess sequential Key word links are identified across subjects to reinforce understanding and differences and displayed to reinforce meaning/use Provide opportunities for reading within tutorial Books are identified for year group reading linked to the curriculum Reading is given a priority in every lesson and is appropriately planned for, as per the departmental SoW's Weekly subject reading homework is set for KS3 on a rotation across the subjects, with a low-stakes test to determine understanding Reading homeworks are identified on the school website	November 2020 September 2020	HoD's DHT

	Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	Raise staff awareness of the significance through performance and NGRT data Staff CPD sessions on the implementation of reading within lessons – • whole group/ individual / peer reading, • skimming / scanning • reviewing work • activating prior knowledge • prediction • questioning Staff CPD on consistent application of measures to promote literacy – a) Self-assess all extended writing. b) Always insist on full sentences (for oral responses and written where appropriate). c) Follow the "student talks - teacher models – student writes" structure to prepare students for writing. Staff Reading Strategy Group formed and meet to discuss needs (against the data) and actions to raise the profile in departments (eg. EEF, audit of subject extended answers and common approaches, leading to further CPD)	January 2021	DHT AHT for T&L KS3 / KS4 RSL's DHT SENCo AHT for T&L
Quality of teaching provision improves to facilitate learning and improve outcomes across both Key Stages	Focus on Quality First Teaching to provide a sustainability to learning, rather than relying on "shallow learning" methods ie. Intervention programmes. It also addresses T&L for those not officially PP.	Staff INSET on strategies to support PP eligible pupils T&L strategy to be implemented by AHT for T&L. Coaching in Geography due to the high numbers of PP in Y11 Geog. CPD is provided to support delivery of the Catch-up programme.	TBC November 2020 October 2020 TBC	AHT (T&L) DHT

	"Is this a great place to learn if you are from a disadvantaged background?"	Focussed learning walks in lessons containing specific PP pupils, based on outcomes data Work scrutiny of PP pupils, especially middle ability boys, based on data. Pupil interviews following the 'Barriers to Learning' survey, focussing on barriers, data & school experience. Scheduled pupil meetings with PP	November 2020	DH AHT Teaching and Learning (T&L)
	Effective teacher deployment	A continued focus on teacher deployment when timetabling, with a focus on the right teacher for the right group.	Summer term 2021	DHT

Targeted Support				
Outcome	**Strategy**	**Tactics**	**Timescale**	**Staff Lead**
Vulnerabilities are addressed	To provide the resources required to ensure that all PP pupils can access their curriculum	All pupils (with a focus on PP) complete the online survey to identify Barriers to Learning and *Pass Survey* Resources to support learning are provided for pupils where appropriate. – laptops / stationery Use of the DFE Laptops scheme to support home learning – focus on Y11 initially before ensuring all pupils have access. Homework/Study Hub provided for pupils every day. Staff support. (linked to the B2L survey) Revision guides and additional study resources are provided for PP eligible pupils To provide PP eligible pupils with appropriate uniform, including cardigan and/or shoes	Ongoing from September 2020	DHT

Ensure Pupil premium eligible students at least reach the same levels of progress of non-disadvantaged pupils at KS4	Students identified via departmental and the Raising Attainment meetings receive timely support and intervention to close their learning gap via during/after school and holiday sessions. Also linked to the Barriers to Learning survey.	Focus on intervention with PP pupils across the school and within subjects, with a coordinated approach by the RSL RSL meetings with PP gaps a focus on the agenda Additional specialist teaching during holidays and after schools where identified can accelerate learning and allow students to catch up Personalised online learning package for PP in KS4 (SAM Learning) PP Pupils to attend conferences in Maths & English aimed at PP pupils in Yr 11 PiXL membership and training. CPD on strategies to narrow the progress gap	Ongoing from September 2020 December 2020 September onwards	DHT / RSL / HoD's
Recognition of PP eligible pupils leading to increased motivation (Link to PASS survey)	Ensure that pupils eligible for PP are represented in awards presentations	Ensure 25% of rewards are presented to PP pupils.	October 2020	HoD / HoY

Attendance is in line with National Average for all pupils	Attendance strategy has focus on PP, with support of LEA. Attendance officer to focus primarily on raising attendance for PP pupils	Implementation of the Attendance Strategy Priority calls made to PP / vulnerable pupils HoY / tutor focus on PP eligible pupils when analysing tutor group attendance & subsequent work with group Regular monitoring and analysis through the half-termly KPI's by ALT	September 2020	VH / AHT Pastoral
Disadvantaged pupils are provided with a challenging and appropriate academic curriculum at KS4 that will allow them to progress and aspire to professional employment	Increase the number of disadvantaged students looking to study a language as part of the KS4 curriculum in future.	Initial work to identify PP who would succeed at MFL, based on FFT / Attainment data MFL department raise the profile of languages Focus on positive recognition within MFL	December 2020 September 2020	DHT MFL dept
	The KS4 Curriculum programme and potential subjects for PP is evidence based	CAT 4 F tests to be taken by all Y9 pupils, with the details shared with pupils and parents/ guardians CAT4 F data to be used to analyse cognitive ability & suitability of courses available	October 2020 December 2020	DHT

Wider Strategies				
Outcome	**Strategy**	**Tactics**	**Timescale**	**Staff lead**
Maintain NEET as zero by outstanding CEIAG to disadvantaged students	Create a structured programme to support transition to KS5	Careers Coordinator to produce vision and strategy for each year group. Review the careers programme against the Baker Clause and Gatsby Benchmarks. Support from the Careers and Enterprise Company Keep Year 11 informed re: college information and opportunities Use Compass to track progress of PP & ensure support Ensure PP have 1:1 guidance from colleges	October 2020 onwards	CEIAG Co-ordinator
	Raise aspirations for PP pupils to attend university	As part of the careers strategy, pupils are aware of potential university courses. Potential visits a local university to raise aspirations		CEIAG Co-ordinator
Outcomes, including KS3/4 results, FTE & attendance improve	Inclusion support for pupils	Social / Emotional Support for disadvantaged pupils through inclusion support and PEP's	September 2020 onwards	AHT (Inclusion)
Disadvantaged pupils participate proportionally with the wider school curriculum	Extra-Curricular engagement increases	Extra-Curricular programme is made available to all Engagement is monitored through registers taken	September 2020	AHT (T&L)

	PP eligible pupils are able to access peripatetic music lessons	Identification of eligible & interested pupils Uptake is monitored through finance.	September 2020	DHT / JH

Review of expenditure (to be published Autumn 2020)			
Previous Academic Year	**2019-20 – To 31st March 2020**		
1. Improve the outcomes of disadvantaged students across KS3-KS4 and diminish the differences between disadvantaged and other students			

Action	Intended Outcome	Impact: Did you meet the success criteria? (Include non-PP if appropriate)	Lessons Learned
Improve quality first teaching	Quality of teaching improves, including techniques for engaging all learners, feedback and assessment	The T&L strategy and use of CPD. Internal data was identifying the vulnerable pupils and used to identify future strategies.	Further analysis of departmental data will support earlier intervention alongside a structured T&L Strategy.
Intervention groups with a focus on disadvantaged pupils using PiXL methodologies	Close the gap between PP and non-PP progress, with overall progress improving.	Prior to March 2020, groups were identified and intervention implemented within subject areas after school. Due to the use of CAG's, schools did not report outcomes on KS4.	Establish targeted groups early and ensure consistent, but flexible provision is in place.
Improve accuracy of assessment and quality of feedback through the creation and implementation of an assessment policy	Assessment is accurate and robust, enabling targeted intervention.	Assessment Policy was produced and implemented focussing on formative assessment across all year groups. All pupils were assessed per half-term on knowledge and reported to parents. Data was then produced & analysed by all leaders.	More rigorous scrutiny of the data prior to entry would enable greater focus regarding intervention strategies. The number of data collection points was reviewed and reduced to make the process more manageable.
Additional specialist teaching during Easter and May school holidays	Targeted intervention to accelerate learning and revision and raise attainment / progress	Due to Covid-19 lockdown, this did not happen.	
Revision materials provided to disadvantaged pupils	Disadvantaged pupils have access to materials to enable them to catch up and revise.	All pupils had the necessary resources and contributed to the improvements in progress	Look to provide the resources in Y10 (finances providing)
Purchase of GL Assessment online package to assess Cognitive Ability of Year 7	To aid appropriate setting and support pupil learning by creating data profiles of the pupils and support	All Year 7 were assessed & the teaching groups were reviewed.	To continue with each intake of pupils and to ensure all in-year transfers are also assessed to develop pupil data profiles.

| Purchase of GL Assessment online package to assess Reading Ages | Increase levels of Literacy / Numeracy for pupils, especially those eligible for PP. | Reading age data 11+ years: (All / PP)
Year 7   61.4% / 63.0%
Year 8   69.3 / 56.7%
Year 9   76% / 60%
Year 10 92% / 78%
Data shared to support profiles and analysis of the impact of curriculum. | To continue with each intake of pupils and to ensure all in-year transfers are also assessed to develop pupil data profiles. Ensure that RA's are analysed to support curriculum reviews and delivery. |

2. Accelerate the progress made by students eligible for PP in all subjects, in both key stages and especially in Maths and those subjects in the Ebacc bucket.			
Action	**Intended Outcome**	**Impact:** Did you meet the success criteria? (Include non-PP if appropriate)	**Lessons Learned**
Weekly Maths and English progress meeting. Focus on disadvantaged pupils Grades 3-4 and 4-5.	Identification of pupils who were on the 3-4 and 4-5 boundaries and link to projected outcomes, to enable targeted intervention. Raise attainment / Progress to close the gap to non-PP	Regular meetings to analyse the data and implement interventions. Due to the use of CAG's, schools did not report outcomes on KS4.	More robust early analysis of the data at departmental level, leading to specific actions in teaching and learning.
Strategic staffing within the English & Maths department to ensure strengths of teaching are utilised effectively	Basics measures and progress are in line with expected levels, at least.	This was implemented within the timetabling alongside the Teach First programme. Due to the use of CAG's, schools did not report outcomes on KS4.	Consistent specialised staffing will support further progress in the year ahead across all subjects where possible.

3. Disadvantaged students, whose starting points are below age-related expectation, make accelerated progress from their starting points to diminish the differences to their peers.			
Action	**Intended Outcome**	**Impact:** Did you meet the success criteria? (Include non-PP if appropriate)	**Lessons Learned**
Targeted small group Literacy / Numeracy intervention for Year 7 pupils not deemed to be at the 'secondary school standard', including additional timetabling allocation in English and Maths and peer reading programmes.	Disadvantaged pupils in Year 7 are able to access the curriculum with a RA 11+	The impact of the small group intervention was progress for all, but more robust testing is required linked to NGRT & NGST	More robust testing using NGRT / NGST to assess impact.

Additional focus on literacy within the curriculum to support all learners, especially disadvantaged. |
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4. Improve attendance of all disadvantaged students to match the National Average for all students			
Action	**Intended Outcome**	**Impact:** Did you meet the success criteria? (Include non-PP if appropriate)	**Lessons Learned**
Appointment of an attendance officer to support strategies to increase level of attendance	Disadvantaged attendance rises to that of non-PP, which are both in line with national averages.	Continued gap with PP attendance at 89.89%.	The full-time appointment of the attendance officer will enhance the strategy. Priority intervention for disadvantaged / vulnerable pupils.
Use of provision within school to reduce persistent absenteeism	PA reduces to that of non-PP, both in line with national averages	PP = 34.9% Non-PP = 13.4%	A renewed focus on the curriculum provision and T&L will contribute towards motivation.

5. Rates and incidents of Fixed Term Exclusion for disadvantaged students reduce to National Average for all students			
Action	**Intended Outcome**	**Impact:** Did you meet the success criteria? (Include non-PP if appropriate)	**Lessons Learned**
Creation of a nurture unit (the Hub) for a small group of Y8 pupils at risk of continued FTE.	To support their social development and re-integrate into mainstream school with a more focused approach to their learning	The Hub has supported improvements in behaviour for the pupils and also those within the mainstream	Continued focus on the quality of the curriculum to ensure an efficient re-integration.
Pastoral support measures used within school to reduce FTE's	FTE reduced in line with National Average.	2019-20 26PP FTE / 77FTE = 58.4% 18 FTE PP Pupils / 134 PP Pupils = 13.4% 8 PP = 1 FTE = 5.3% of PP NoR 10 PP >1 FTE = 6.6% of PP NoR	A renewed focus on lowering overall FTE, but especially for PP, through a re-evaluation of the pastoral support, the 'Junction', profiling of pupil needs and T&L strategy.