



Pupil premium strategy statement

School overview

Metric	Data
School name	Wootton Upper School
Pupils in school	Total – Year 9 - 284 Year 10 - 304 Year 11 – 315
Proportion of disadvantaged pupils	Total – Year 9 – 14% Year 10 – 19% Year 11 -12%
Pupil premium allocation this academic year	Total amount - £121,360.00 Allocated as following: £60,700 – Level 1 £42,500 – Level 2 £18,160 – Level 3
Academic year or years covered by statement	2020-21
Publish date	Sept/Oct 2020
Review date	Mid-year review – January 2020 End of year review – July 2021 Annual update – September 2021
Statement authorised by	
Pupil premium lead	I Stewart
Governor lead	J Wheeler

Levels of funding

- Level 1 – Staffing: additional teachers, pastoral support, careers support, PP leads etc.
- Level 2 – Resources: equipment, books, CPD etc.
- Level 3 – Trips, enrichment, uniform, travel etc.

Disadvantaged v non-disadvantaged pupil performance overview – headline figures

	PP	Non-PP
2019-20*		
Progress 8	n/a	n/a
Ebacc entry	12%	26%
Attainment 8	41.66	52.31
Percentage of Grade 5+ in English and maths	26%	51%
2018-19		
Progress 8	-0.06	0.23
Ebacc entry	31%	29%
Attainment 8	43.22	48.91
Percentage of Grade 5+ in English and maths	39%	45%
2017-18		
Progress 8	-0.19	0.36
Ebacc entry	13%	32%
Attainment 8	37.29	51.77
Percentage of Grade 5+ in English and maths	27%	51%

Disadvantaged v non-disadvantaged pupil destinations after Year 11 – 2019/20

Destination	All Pupils	% all pupils	PP	% PP
Kimberley College	148	53.2%	15	34.1%
Shuttleworth College	6	2.2%	1	2.3%
Apprenticeship	12	4.3%	1	2.3%
Other specialist college	6	2.2%	0	0.0%
Bedford Sixth Form	13	4.7%	1	2.3%
Other sixth form	3	1.1%	2	4.5%
Bedford College	63	22.7%	17	38.6%
Football Education Academy	8	2.9%	2	4.5%
Further education in another country	3	1.1%	0	0.0%
MK College	6	2.2%	2	4.5%
NEET	3	1.1%	1	2.3%
Unknown	7	2.5%	2	4.5%
TOTALS	278	100.0%	44	100.0%

Destination	All Pupils	% all pupils	PP	% PP
Further education	256	92.1%	39	90.7%
Apprenticeship	12	4.3%	1	2.3%
NEET	3	1.1%	1	2.3%
Unknown	7	2.5%	2	4.7%
TOTALS	278	100.0%	43	100.0%

Spending the Pupil Premium Grant

We recognise that individual teachers and key postholders have a significant role to play in deciding the most appropriate ways in which to spend to support their individual aims.

We also recognise that although some things remain beyond our control, we do have the ability and the opportunity to influence pupils and make a difference as a whole school and as individuals and understand that good quality teaching is the most important tool we have with which to make a difference to outcomes.

Finally, in deciding how we spend the grant, we understand there is no such thing as a “typical” pupil premium student and therefore there is no “one size fits all” solution. In making spending decisions we aim to:

- Minimise the barriers in order to close the gaps
- Ensure we consider each PP student as an individual in their own right
- Help all staff, students and parents understand that PP does not mean low ability and need not mean low outcome
- Target whole cohorts where we can and support individual students when they need targeted support
- Be “smart” enough to recognise that many PP students need only “light touch” monitoring and support to ensure they continue achieving at the high level they already are
- Work with parents wherever possible to ensure bespoke and targeted support based on individual circumstances
- Try and ensure that disadvantaged students feel as much a part of Wootton Upper School as any other students
- Involve key postholders to feel empowered to intervene and offer extra support to PP students

Measuring the impact of the Pupil Premium Grant

Whilst there will be key performance indicators for individual postholders, as a school we can measure impact of the spending in a variety of ways:

- Progress throughout Years 9, 10 and 11
- Academic outcomes at KS4
- Attendance data
- Attendance at in-school extra-curricular activities and clubs
- Attendance on school trips, enrichment opportunities outside of school hours
- Engagement of parents at Parents Evenings
- Access to funding support for uniform, transport, lunch assistance etc

Disadvantaged pupil barriers to success at Wootton Upper School

Non-Covid 19 related barriers		
1	I	Outcomes and progress of some PP pupils can be significantly related to, for example, emotional literacy, self-esteem, social skills and behaviour support. The school needs to continue identifying the barriers that each individual PP student faces ensure the right support is in place
2	I	Progress in core subjects is uneven across core subjects and option subjects
3	I	Aspirations of some PP students can be low: Many begin their GCSEs with unclear career pathways and therefore unfocused goals for their academic achievement. Many of the students above still have a lack of clarity regarding future ambitions when planning Post 16 pathways and considering HE as a potential opportunity Ensuring access to careers, FE and HE advice and guidance along with engagement in extra-curriculum opportunities will help students be informed and hold high aspirations for their studies.
4	I	Cross curricular literacy skills (including a noticeable vocabulary deficit) remain a barrier
5	I	Reading is something too few students engage in; be it out of a love for literature or an understanding of its importance
6	E	Cultural opportunities and student participation rates for many PP students are often minimal. Increasing the number of opportunities provided through the school will widen horizons for the students
7	E	Attendance of PP students remains lower although has seen significant improvement in recent years
8	E	Access to appropriate ICT hardware and software is frequently lower in PP households and exacerbates the poor level of engagement of some PP students
9	E	Lower levels of parental engagement

It must also be noted that barriers 1-9 are not clearly not independent of the impact of Covid 19

Planned actions, outcomes and implementation (related to quality of teaching, targeted support and other strategies)

Non-Covid 19 related

Review dates – December 2020, March 2021, June 2021

	Desired outcome	Chosen Action & Implementation	Rationale	Success criteria	Staff
1	<u>Appropriate methods of support in place</u>	<ul style="list-style-type: none"> i. Pupil profile Sheets in place for all PP students ii. Mentoring programme in place for all PP students <ul style="list-style-type: none"> a. SISRA training for mentors b. Remote mentoring via Teams iii. Behaviour support plans to reduce FTEXs and PEXs iv. Bespoke programmes in place for small groups of students to improve self-esteem, social skills, behaviour management groups, decision making, aspiration etc v. Local Area Plan process to ensure focus on disadvantaged students through bespoke departmental and year PP plans vi. Develop links with Scholars Programme 	<p>Targeted support is easier to implement</p> <p>Key staff and students will be more aware of issues and able to target levels of support</p> <p>PP students may present with complex needs and require specific types of support strategies</p> <p>Increased capacity and quality provision is required for “general” support and for us to identify further more specific programmes</p> <p>Pupil Premium must run through our improvement planning process and middle leaders must understand the critical part they play</p> <p>Aspiration of what can be achieved</p>	<p>Narrowing of progress gap with non-PP</p> <p>Narrowing of progress gap with non-PP</p> <p>Reduced exclusion rates</p> <p>Narrowing progress gap, reduced exclusions, improved attitude to learning</p> <p>Disadvantaged students are discussed as a standing item and local areas and/or departments have their own PP Plans</p> <p>A majority of the places on</p>	<p>STE</p> <p>STE</p> <p>JSP</p> <p>STE</p> <p>EM STE</p>

		and Wadham College to raise aspiration of PP students	links directly to determination to succeed	these programmes go to PP students	STE
2	<u>Raise attainment of students across the curriculum to reduce the gap in Progress 8.</u>	<p>i. Departmental focus on right groups of students being taught by the right colleagues and smaller classes where possible</p> <p>ii. Regular monitoring of and intervention/support re SMH access/use by students and parents</p> <p>iii. Develop use of MS Teams to offer support to identified cohorts on remote basis – supporting homework</p> <p>iv. Develop use of MS Teams to offer support to identified cohorts on remote basis – closing the gap</p> <p>v. Use of data to identify students needing support in closing gaps and the development of plans for different groups of students</p> <p>vi. Some CLA students may receive additional 1:1 support</p> <p>vii. High quality teaching is delivered and quality assured to support all students</p>	<p>There is a need to acknowledge the disproportionately high impact of highly effective teaching on PP students</p> <p>If students are not engaging with homework this will impact on ability to make progress in school</p> <p>Homework clubs and support can be undertaken easily to support those wishing to access support and those we wish to target</p> <p>Targeted intervention needs to be co-ordinated by SLT but planned at local level</p> <p>Bespoke targeted support needs to be in place at “local” i.e. department levels to ensure the “right students are targeted in the right way”</p> <p>This is sometimes offered and agreed as part of a wider support package</p> <p>Students “benefit” disproportionately positively when they experience high quality learning experiences in the</p>	<p>Narrowing of progress gap with non-PP</p> <p>Increased access and increased usage numbers</p> <p>Increase in amount of homework being completed</p> <p>Narrowing of progress gap with non-PP</p> <p>Narrowing of progress gap with non-PP</p> <p>Narrowing of progress gap with non-PP</p> <p>Narrowing of progress gap with non-PP</p>	<p>GF & HODS</p> <p>GLE</p> <p>GLE</p> <p>GLE</p> <p>ELT</p> <p>KEN</p> <p>GLE FD</p>

		viii. Full engagement with National Tutoring Programme	classroom Catch up needs to begin promptly and targeted at the right students	Narrowing of progress gap with non-PP	STE
3	<u>Students make good choices based on timely and accurate information</u>	<p>i. Year 9 options choices – targeted webinars, informed PSHCE</p> <p>ii. Year 11 choices – targeted webinars for students and parents, linked PSHCE programme</p> <p>iii. Careers planning is broad and takes in to account a variety of pathways</p> <p>iv. HE awareness/participation plan – webinars for KS4 students and parents</p> <p>v. Curriculum development plan to analyse appropriate choice of subjects/courses</p>	<p>If students are choosing the “right” subjects for them they are likely to be engaged and more motivated</p> <p>It is important that students understand what they need to achieve to move on to their chosen pathways</p> <p>A significant cohort of our students need to be prepared for a future beyond Wootton that doesn’t include Kimberley College</p> <p>It is important that students are thinking beyond the end of KS5 even while at KS4 in order to make informed choices</p> <p>We need to ensure that our broader curriculum is fit for purpose</p>	<p>All Y9 and Y11 PP students have 1:1 interview with CEIAG</p> <p>Increasing numbers of students have destination plans and achieve the grades needed for them</p> <p>A majority of PP students attends an online event</p> <p>A broad, balanced curriculum with genuine choice</p>	<p>YAS DP</p> <p>YAS TD</p> <p>YAS</p> <p>CS</p> <p>GF ELT</p>
4	<u>Improved understanding and use of key vocabulary</u>	i. Vocabulary action plan and training plan across all departments based on national research	Students need necessary age appropriate subject knowledge and vocabulary. Students must build on existing subject specific vocab to develop their schema	Narrowing of attainment gap with non-PP	GLE
5	<u>More students are reading</u>	i. All PP students to be provided with own copy of key texts	Specific activities linked to the books must be explicitly clear in order that	Narrowing of attainment gap with non-PP	HODs

	<u>more often</u>		there is clear value		
6	<u>Students engage in more activities inside and outside of the school day</u>	<ul style="list-style-type: none"> i. Ensure and target students to increase participation in leadership activities ii. Ensure and target students to increase participation in sports activities iii. Ensure and target students to increase participation in Performing Arts activities iv. Ensure and target students to increase participation in extra-curricular activities v. 30 things @ KS3 (Late Autumn 20-21), 40 things @ KS4 (21-22) 	Engagement with school is key to motivation and success. Mitigation of barriers to this engagement (e.g. travel and online attendance etc) are planned for	<p>A disproportionately high number of leaders are PP</p> <p>A disproportionately high number of participants are PP</p> <p>A disproportionately high number of PP students are taking music lessons and participating in events</p> <p>Every subject offers at least one extra-curricular opportunity</p> <p>All PP students have an opportunity to complete “30 things” and be recognised for the achievement</p>	<p>JWI</p> <p>GG</p> <p>Perf Arts</p> <p>STE</p> <p>STE</p>
7	<u>Improved attendance of PP students</u>	<ul style="list-style-type: none"> i. Specific PP attendance plan to focus on supportive interventions and solutions 	Attendance is critical to achievement. Absence due to covid also needs to be considered within the Remote Learning Plan		<p>JSP</p> <p>LGA</p>
8	<u>We know what students have and our provision takes this in to account</u>	<ul style="list-style-type: none"> i. Detailed ICT survey to audit hardware, software, readiness for distance learning ii. Develop an ICT at Home plan to ensure all students without a laptop/PC can 	<p>Increased engagement in HW or online learning is made more difficult if there is limited access to hardware</p> <p>Audit of students will also allow local areas to plan accordingly</p>	<p>Every PP student has access to a laptop at home</p> <p>All students are accessing and using SMHW and</p>	<p>STE</p> <p>STE</p> <p>GF</p>

		access one at home		Teams	
9	<u>Increase opportunities to interact positively with parents</u>	<ul style="list-style-type: none"> i. Priority window and calls home to parents re parents evening appointments ii. Parent surveys to establish focus, share support, identify areas of need and an established programme of webinars across subjects, pastoral and teaching and learning areas iii. Allow parents of PP students to request support directly when needed iv. Develop bespoke PP offer/practice for transition in to Y9 v. All students will have appropriate uniform and equipment 	<p>There is a need to try and support PP parents in challenging circumstances where time may be more limited</p> <p>We need to be able to offer an increased level of information via different means to those we have historically used</p> <p>Establishing a direct link with parents and carers is important as they know their own child's needs best</p> <p>Transition plan will include additional support for those students who need it and additional/early engagement with parents.</p> <p>Pre-purchasing a stock of uniform will ensure students quickly "belong" and do not stand out</p>	<p>Close to 100% attendance of PP parents at physical or online appointments</p> <p>Close to 100% of PP parents engage in at least 1 webinar</p> <p>Increased levels of contact</p> <p>Feedback and evaluation from students and parents</p> <p>PP students are in full uniform more often and more quickly</p>	<p>STE</p> <p>STE</p> <p>STE</p> <p>KEN STE</p> <p>STE</p>

Disadvantaged pupil barriers to success at Wootton Upper School

Covid 19 related barriers

To tackle the Covid 19 related barriers Wootton Upper School has developed a Catch Up Plan to complement the above action plan and the Trust Improvement plan. This is based on the tiered approach as set out in the EEF guide.

[Link to Catch Up Plan](#)

Planned actions, outcomes and implementation (related to quality of teaching, targeted support and other strategies)

Additional targeted support/approaches

Review dates – December 2020, March 2021, June 2021

	Outcome	Action & Implementation	Rationale	Success criteria	Staff & Review
12	Improve local offer and share best practice	Co-ordinate Professional Study Groups(s)	Meeting and discussing with professionals engaging with similar issues in the area may improve own practice	Ideas and initiatives are introduced from other schools which improve quality of our offer/provision	STE
13	Developing middle leadership processes	Ensure class teachers have their own class-specific PP focus/	Inclusion grids should show direct links to local area planning and specific measures to support PP within subjects	Increased focus on proactive support and prompt interventions	ELT
14	Developing senior leadership processes	Continued development of Local Area Management practice	Ensure PP students are a standing item, ensure progress and attainment are explicitly focused upon after assessment points and that impact of measures put in place are evaluated		ELT