

## Pupil premium strategy statement (secondary)

1. Summary information					
School	Wootton Upper School				
Academic Year	2016-17	Total PP budget	£190,000	Date of most recent PP Review	3/2016
Total number of pupils	953	Number of pupils eligible for PP	165	Date for next internal review of this strategy	09/17

  

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	36.1	64.7%
% achieving expected progress in English / Maths (2015-16 only)	62.3 / 50.0	75.8% / 73.4%
Progress 8 score average	- 0.28	0.12
Attainment 8 score average	41.97	52

  

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	<b>Aspirations</b> of PP students can be low. Many begin their GCSEs with unclear career pathways and therefore unfocused goals for their academic achievement. Ensuring access to careers advice and guidance and engage with extra-curriculum opportunities will help students be informed and hold high aspirations for their studies.
B.	<b>Progress</b> in Mathematics is lower than in English.
C.	<b>Study skills</b> , whether the ability to complete homework on time or revise for examinations, is often cited as a concern by parents and students. Embedded support across the curriculum will support students in achieving higher outcomes.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	

<b>D.</b>	<b>Attendance</b> at school is lower for the PP students than groups. It is important that support is provided to increase the level of attendance and for those students who are unable to attend school adequate provision is provided to maximise their learning	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Improved outcomes in English, Maths and Science.	Diminishing the progress gap between PP students and all other students (currently -0.25).
<b>B.</b>	Improved attendance for all PP students.	Attendance for PP students improves and is better than National.
<b>C.</b>	Improved aspirations of students and a positive work ethic.	A greater proportion of PP students move on to Kimberley College and no PP students is NEET.
<b>D.</b>	Attendance of PP students is in line with non-PP students.	There is no gap between PP and non-PP attendance data.

5. Planned expenditure					
Academic year		2016 - 2017			
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?
Reduce the gap between PP and non-PP for Y11 students. Accelerate progress of PP students with lower prior attainment.	Lead teachers in English, Maths and Science. New Assistant Principal allocated as responsible for PPG.	Additional resources enables targeted intervention.	Regular monitoring as part of the performance management and appraisal process. Internal data collection cycle.	S.Frazer D.Bolam	On-going throughout the school year.
Improve the use of data analysis and associated intervention across the college.	Leadership and management positions – data discussed at regular LINK LM	Good quality first teaching and high levels of accountability ensure improved rates of progress.	Faculty review and academic review cycle. Performance management cycle.	All members of SLT	On-going throughout the school year.

Develop / improve the literacy of all pupils so that they may be able to access the curriculum at a higher level.	Lead teacher in English and Literacy coordinator.	Low levels of literacy among some PP students is limiting their progress.	Clear performance management structures with links to the Head of Department.	S.Hamilton S.Stanton	SLT link meetings between the Head of Department and the VP.
Study skills Support.	A designated course to improve study skills supported by Positively Mad for year 10 and 11 students. Also a parent twilight hosted.	Parents have raised concerns that their children are not confident with their study skills.	Invitations sent to all families. PP parents contacted directly.	D.Bolam	Following the session. Parent evaluation Student evaluation
<b>Total budgeted cost</b>					£100,000

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?
Increase the progress made by PP students in English, Maths and Science to the gaps.	Enhance the provision for small group teaching and intervention in English and Mathematics.	Progress of PP students in 2015-16 was much less than for other students. Higher band PP: English -0.82 Maths -0.47 All PP: English -0.29 (-0.11 gap) Maths -0.13 (-0.25 gap)	Small group and individual provision with a full time learning mentor in English. Additional qualified Maths teacher (3 days per week) linked to PP in classes.	S.Talbot / S.Hamilton A.Payne	After each Ass. Pt.
	Focus on PP progress linked to Science controlled assessments (ISAs) for Year 11	ISA underperformance in Core in Year 10. Need to revisit and improve ISAs during Year 11 for these students.	Careful analysis of initial ISA outcomes and intervention groups created. ISA focused intervention days calendared.	K.Enser S.Ashton	Review of data after each ISA event.

	Kip McGrath – Maths and English tuition for 20 students	Success in previous year for cohort that participated.	Termly assessment of Kip and internal data.	D.Bolam	Reviewed termly.  Formal review in May.
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Improving the attendance of PP students.	Increase PP student at school through increased challenge of students and parents, as well as financial support for transport concerns.	Attendance of PP students in 2015-16 is lower than non-PP, both of which are lower than national expectations.	Structured approach to groups linked to thresholds of attendance. Court proceedings as required. Incentives provided for those who improve attendance. PPS plan for PAs.	I.Stewart L.Thomas	Review half termly.
Access to enrichment and SMSC activities that would not otherwise be available.	Enable pupil premium students to access a range of enrichment activities such as DofE award, Music tuition and other extra-curricular activities.	PP students have limited access to additional classes outside the curriculum. Few students participate in extra-curricular activities.	Detailed programme of enrichment activities and tuition established and monitored at senior leadership level. Purchase of table-tennis tables to initiate a club targeting PP students.	N.Genders D.Bolam	Termly review and updates coordinated by leadership team.

Laptops for PP students to access the curriculum independently.	Enable students to engage fully in homework tasks to remove IT access as a barrier to learning.	A small group of PP students struggle with IT access at home. This particularly impacts in the GCSE years.	10 laptops purchased to support students who need them in school and for loan.  To be issued as students are identified with a need.	D.Bolam  D.Washington	July 2017
<b>Total budgeted cost</b>					£50,000

<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>
Close the gap in examination performance of PP students by eliminating administrative problems and issues.	Scribes, where applicable, for PP Pupils in Examinations. Exams Resits for PP Pupils.	Students with specific needs require specific support irrespective of financial situation.	Coordinated by learning support and the examinations team.	Y.Elsam	Summer 2017 examination period.
To provide opportunities for disadvantaged	Partial/full funding of trips and visits. This will include	Without financial support, disadvantaged students would have little opportunity to take	Monitoring in line with PSHE/SMSC programme of events and trips	D.Bolam	On-going throughout the school year

students to improve their cultural capital.	the annual visits to Iceland and Bremen.	part in enrichment activities outside of the school day.			
<b>Total budgeted cost</b>					£40,000



6. Review of expenditure				
Previous Academic Year 2015-16		£158,400 and carried forward approximately £53,000		
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 outcomes in English and Maths for PP students, and a reduction in the gap.	1:1 intervention in English. UPS3 teacher during the Autumn and Spring terms. Learning mentor delivering small group work.	20 PP students undertaken specific PP support – 55% of cohort have made significant improvements in CA. 15% refused to engage with provision provided. Additional LAC provision from AB. Year 10 PP1:1 of the 6 engaged in process 5 have improved LoP from PP1 – 3 of them by more than 3LoP. Year 10 PP students of 44 - 36 have improved LoP by at least 1 from PP1, 15 3+LoP. Year 9 PP 1:1 17 students. 10 increased LoP performance, 1 by 3 LoP. Year 9 PP students of 70 have improved 54. 2 made 3LoP, 14 2LoP.	Develop practice to ensure greater impact of the use of the learning mentor – provision of structured tasks that have a skills focus. Improve quality of assessment data on the impact of each intervention – qualitative and quantitative.	£50,000

	1:1 intervention in Maths Retired UPS3 teacher and a learning mentor delivering provision.	PP1 to forecast 16 have significantly improved their grade. 17 over C threshold (only 3 at C PP1). All year 11 focus.	No learning mentor in 2016-17. Expand focus of interventions beyond Year 11.	
Progress 8 score for the PP cohort is above national average.	Quality first teaching. Support for learning materials.	The unvalidated Raise Online report of December 2016 identified that for Progress 8 PP student performed at -0.27 while all students performed at -0.07. The data specifically shows that high ability PP students made the least progress of the ability groups. The national gap for P8 between non-PP and PP students was 0.48. Our gap 0.29.	Focus on high ability PP students in 2016-17. Appraisal target for all teaching staff to include a focus on sub-groups. Staff training on Pupil Premium and supporting disadvantaged students.	

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Raise aspirations of PP students.	Careers appointment for all.  Success coaching with David Jessop.	All PP students participated in a careers interview. All Year 11 were invited to participate in a visit to Kimberley at the end of Year 10 and induction days in the Autumn term.  Four days of provision were provided and a key group of students attended sessions. The frequency of sessions was limited and affected impact gained. Focus was also on year 11.	Maintain priority of PP students at appointments and ensure that all have the opportunity. Continue the Kimberley Year 10 visit - 99% of those students who attended felt that the session was useful and that they enjoyed their experience. Weekly sessions to be booked so that regular sessions can be held. Clear recording system of impact to be developed. Ensure that all year groups have access to the sessions.	£2,000
Vocational courses and alternative curriculum for key students.	Funds available as requested for those students who disengage from the standard curriculum.	Extended work experience for 4 students. Bedford College Way to Work programme for 2 students. KWS for one student.	Important strategy that benefits the students and the wider student body as disruption in lessons are reduced. Budget to include funding for students as required.	£7,000

Increase attendance of PP students	Support salary of attendance officer  Attendance plan by Laura Thomas which includes specific strategies for PP students. Funds available for bespoke programmes.	PP student absence rate was 11.3% and for Persistent Absentees that are PP it was 36.3%. (RaiseOnline 2016)	Impact is leading to more robust strategies for managing attendance.  Continue to support the attendance team financially for incentives for students.  Data available at sub-group level and tabled at SLT half termly.	£20,000
Kip McGrath – English and Maths tuition	Key PP students invited to attend sessions for 8 months from October 2015 to June 2016.	All students have increased percentage pass rate in Maths from Autumn to Spring term assessments – eg: DB 60%, CC 35%, RA 20%.  Two English students have raised performance 1.5 grades and 2 grades respectively.	Effective but expensive – need to ensure that parents are aware of expectations of regular attendance.  Ensure 12 month participation – launch in May of Year 10 for a full year.	£20,000

Revision residential and holiday support sessions	Holiday support sessions – coursework focus in February and at Easter a wider range of subjects ready for the exams.	<p>May half term – English walk through mock and Geography sessions.</p> <p>Easter holidays - 188 sessions were attended in total over 3 days. (9% of these sessions were attended by PP students.)</p>	<p>Expand provision across a greater range of subjects at all holidays.</p> <p>Increase attendance of PP students at sessions – direct mailing and provision of transport.</p> <p>Kimberley building at February had a positive influence on students – look to use</p>	£23,000
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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
Increase participation of students in extra-curricular activities.	Departments to bid for money to support students engaging with activities and opportunities.	Iceland, Blue Peris, Cologne, Berlin, ski trip, clothes show – all students who had place funded/part funded found the experiences worthwhile in terms of social skills and supporting their academic studies.	Increase awareness of funded opportunities and encourage departments to develop their practice.	£4,900

7. Additional detail
<ul style="list-style-type: none"> <li>In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above.,</li> </ul>

