

Pupil premium strategy statement (secondary)

1. Summary information					
School	Wood Green School, Witney				
Academic Year	2016/17	Total PP budget	£143,000	Date of most recent PP Review	Jan 2017
Total number of pupils (Years 7-11)	801	Number of pupils eligible for PP (Years 7-11)	152	Date for next internal review of this strategy	Jun 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	50%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	63.64%/59.09%	75.8% / 73.4%
Progress 8 score average	-1.1	0.12
Attainment 8 score average	38.41	52
<p>Although the attainment gap between PPG and non PPG students closed last year on the old accountability measures, the move to progress 8 as a measure has highlighted some new areas of focus. A comprehensive review of why the P8 score was so low has led to a complete review of the whole school development plan and a new focus on our PPG students in all year groups.</p>		

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	LPA and MPA PPG students are less engaged with the curriculum and are making less progress through KS3 meaning they are more likely to underachieve at KS4.
B.	Historically, PPG students have been more likely to have had reduced curriculum options at KS4 leading to lower P8 scores.
C.	Literacy skills entering Year 7 are lower for many pupils eligible for PPG than for other pupils, which prevents them making good progress in KS3 and beyond.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Attendance rates for pupils eligible for PP are 90.61% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.
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3. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	All PPG students are making expected progress in all subjects.	Progress checks illustrate that all PPG students are on target to achieve end of year challenge grades.
B.	PPG students are accessing the full curriculum and also one that meets their needs.	WGS has a curriculum that is fit for purpose and ensures all students are engaged with their learning for Sept. 2017.
C.	PPG students in all year groups have the literacy skills in order to be able to fully access the curriculum.	Work of all PPG students is checked first and shows they are making progress to achieve challenge grades. Students in years 7 and 8 achieve scores in line with their Access Reading levels.
D.	PPG student attendance matches that of non PPG students.	All groups of students achieve 95% average and no PPG students have attendance lower than 90%.

4. Planned expenditure					
Academic year		2016-17			
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: All PPG students are making expected progress in all subjects.	Developing middle leadership through effective self-evaluation, planning and monitoring.	The Sutton Trust report that 'As it turns out, great schools tend to be great schools for all children in the school – the statistical correlation between who does well for FSM children and who does well for non-FSM children is very high. Moreover, schools can make a difference to the life chances of FSM children – there are huge differences in attainment for these children across schools, far larger than there are for children from wealthy backgrounds who do pretty well in all schools.' Therefore, investing in the quality of leadership will help all students, including PPG students.	Line management meetings monitoring effectiveness of HoDs ability to be independent leads of an Assess, Plan, Do, Review cycle where they can demonstrate their ability to improve the progress and engagement of PPG students in their departments.	IDG	Jun 17

A: All PPG students are making expected progress in all subjects.	Develop quality of planning across all departments using the DR ICE model to focus on higher levels of engagement for PPG students.	OLEVI programmes fit in with OFSTED, NFER and EEF ideas about embedding high quality and engaging teaching across the whole school.	Monitoring of completion and quality of schemes of work by June ensuring key principles are in place and OLVEO graduates lead sharing of good practice sessions in dept. meetings,	HB	Jun 17
A: All PPG students are making expected progress in all subjects.	Implement a new tracking and monitoring system to more closely monitor the progress of all PPG students under new assessment measures.	NFER report 'What are the most effective ways to support disadvantaged pupils' achievement?' illustrates the importance of data driven responses and changes in performance measures have highlighted weaknesses in some aspects of the school's previous practice.	Attainment measure to be used as new tracking measure and understood by all staff to produce accurate information to HoDs governors' indicating what interventions need to take place. Part of new whole school PPG strategy.	DJA	Jun17
A: All PPG students are making expected progress in all subjects.	Monitoring and developing classroom best practice about engaging PPG students.	EEF toolkit shows metacognition and feedback as the most effective ways to improve the progress of PPG students.	Learning walks recorded on GenieSuite to identify best practice and where additional support is needed.	IDG/HB	Jun 17
B: PPG students are accessing the full curriculum and also one that meets their needs.	Monitor options and courses taken by PPG students and develop a curriculum offer that ensures PPG students are not disadvantaged.	Analysis of previous practice have highlighted weaknesses in the curriculum offer for PPG students in terms of course choice, teacher allocation and learning journey from year 7-11.	New curriculum model developed using historic data to provide future plan for LT and governors' showing how it will ensure improving PPG attainment and progress.	RBS	Jun17
B: PPG students are accessing the full curriculum and also one that meets their needs.	Ensure pastoral systems support hard to reach PPG students through employment of Pastoral Support Workers.	NFER report on disadvantaged students stresses the importance of providing strong social and emotional support for students and their families.	New behaviour systems and clarity of pastoral roles will allow regular reports to governors', staff and LT about how PPG students are more engaged in positive learning behaviours.	MAB	Jun 17
C: PPG students in all year groups have the literacy skills in order to be able to fully access the curriculum.	Strategies to develop the quality of writing of PPG students with a focus on 'Think like a, talk like a, write like a ...'	Sutton Trust stress the importance of improving literacy and the impact on student outcomes and reducing the attainment gap between PPG and non PPG students,	Work scrutinies throughout the year to provide evidence of how embedded strategy becomes.	IDG	Jun 17
Total budgeted cost					£86,500

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?
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B: PPG students are accessing the full curriculum and also one that meets their needs.	Homework club targeted at PPG students, especially in KS3.	To provide a supportive resource and environment where children can go to get support from qualified teachers.	Record of attendance kept and then used to measure progress and engagement against similar students who do not attend.	IDG	Jun 17
C: PPG students in all year groups have the literacy skills in order to be able to fully access the curriculum.	Additional English and Maths interventions including year 7 catch up literacy and numeracy.	One to one tutoring can lead to improvements of up to 5 months according to the EEF toolkit.	DJA to coordinate interventions across the school, analyse effectiveness of all and then develop best practice guide for all involved.	DJA	Jun 17
Total budgeted cost					£34,000

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?
B: PPG students are accessing the full curriculum and also one that meets their needs.	Contingency for contributions towards trips, uniform, resources.	We do not want uniform to be a barrier to students attending school and we also want to make sure that all PPG students have the equipment they need to succeed, i.e. exam kits, food resources. The NFER make it clear that meeting individual needs is essential to ensure progress.	Monitor spending and ensure that all trips specifically target PPG students who might not attend due to cost limitations.	DJA	Jun 17
C: PPG students in all year groups have the literacy skills in order to be able to fully access the curriculum.	Accelerated Reader programme in year 8 and 9 to encourage all PPG students to read every day.	Linked to the research from the Sutton Trust mentioned above.	Student survey and accelerated reader results to be used analyse effectiveness.	SE	Jun 17
D: PPG student attendance matches that of non PPG students.	Employ additional temporary administrative support to allow the Registrar to engage with more parents of PPG students whose attendance is below 95%.	Students need to be in school to learn and attendance for PPG students has been consistently below target for a number of years now.	Move to monthly tracking reports from FT to show which students are dropping below 90% and 95%, what interventions are happening and who is leading on them.	MAB	Jun 17
Total budgeted cost					£22,500

C. Review of expenditure

Previous Academic Year

2015/16

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
Quality teaching: to improve outcomes for PPG students to ensure attainment is in line with or exceeding expected levels of progress.	Appoint a Lead Practitioner and extend hours in order to lead whole school teaching and learning improvement.	The quality of teaching has improved across the school and is more consistent than before. This was confirmed by our Challenge Partners review. All students have benefited from this, but the new progress measures have illustrated wider curriculum issues that need to be addressed on a whole school level	We need to focus more on the long term quality of middle leadership development and engagement of students from the moment they enter WGS.	£8000
Quality teaching: to improve outcomes for PPG students to ensure attainment is in line with or exceeding expected levels of progress.	Pay for staff to attend ITP and OTP Olevi courses to initially embed and then share good practice across the whole school.	Some ideas started to be discussed but nowhere near embedded enough. Not enough tangible impact on pupils yet.	Ensure Heads of English, Maths and Science complete the course. Use OTP and ITP graduates to lead department meetings INSET time and learning walks and lesson observations built around principles.	£6000
Quality teaching: to improve outcomes for PPG students to ensure attainment is in line with or exceeding expected levels of progress.	Improved tracking systems across whole school using transition matrices to measure levels of progress.	Very effective in ensuring that more students made 3 levels of progress than before and PPG gap closed to smallest gap yet on previous attainment and progress measures.	Analysis of P8 measure has highlighted ways in which the school must ensure that PPG students are not just focused on a 5 A*-C 3 levels pf progress measure and have access to a fuller curriculum that they are engaged in from year onwards.	£4000
Quality teaching: to improve outcomes for PPG students to ensure attainment is in line with or exceeding expected levels of progress.	Have group sizes in core depts. that allow a lower teacher student ratio so teachers can spend more time with students who need support.	Gaps closed in terms of levels of progress to smallest yet.	Effective strategy under old performance measures. Need to consider deployment of staff to ensure that PPG students have both good progress under new measures but also meaningful grades for their futures.	£32000
Literacy: to improve the reading age and comprehension skills of students whose literacy levels are below their chronological age.	Work scrutinies used to assess how well embedded literacy strategy supported by external consultant	Consultant and Challenge Partners review showed that embedding of literacy strategy had been successfully implemented.	Move towards literacy being a priority for all depts. and teachers and less need for one person to drive the strategy centrally.	£17500
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

Literacy: to improve the reading age and comprehension skills of students whose literacy levels are below their chronological age.	Literacy and numeracy interventions run by SENCO, Maths and English depts.	SEN interventions had positive impact on those involved in years 7 and 8, Dept. also involved in supporting year 11 English and Maths interventions. Data shows that for PPG students who attended interventions, they achieved in line or above expectations. Those who did not attend, were less likely to achieve in line with expectations.	There needs to be a much better coordinated approach to what interventions happen, for whom and when. This is not just within WGS, but with a partnership wide approach to ensure the literacy gap for all students is addressed.	£29,500
Literacy: to improve the reading age and comprehension skills of students whose literacy levels are below their chronological age.	Accelerated reader programme extended to year 8.	Positive results for majority of students across year groups in terms of involvement and number of words read for all groups of students including PPG,	Look to compare with other programmes and assess impact on wider curriculum.	£8000

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
Attendance: to implement strategies addressing the attendance gap between PP and non PP students.	Restructure pastoral support to include an additional team member to support HoLCs in dealing with issues of poor attendance.	Pastoral restructure did change focus of team from a small number of students to whole school focus. However, no significant impact made on attendance of PPG students.	Restructure did not provide clear enough roles within pastoral teams about roles and responsibility. Behaviour and welfare needs have dominated time of team and attendance has not successfully been seen (time created to allow it to be) a priority yet.	£19,780

D. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Details of catch up literacy spending included ii C above.

Catch- Up Premium 2016– 2017 (28 x £500) = £14,000				
Objective	Intervention	Monitoring & Evaluation	Cost	Success Criteria
Literacy	Literacy intervention programmes run by SENCO and HLTAs.	Before and after testing.	£6,000	90% of students who did not meet age appropriate levels in KS2 tests have caught up with peers.
Numeracy	Numeracy intervention programmes run by SENCO and HLTAs.	Before and after testing.	£1,500	90% of students who did not meet age appropriate levels in KS2 tests have caught up with peers.
Numeracy & Literacy	1:1 support by HLTA – targeting those students for support within lessons who did not meet expected levels in KS2 tests.	Data reassessment	£6,500	90% of students who did not meet age appropriate levels in KS2 tests have caught up with peers.

