

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wood Green School
Number of pupils in school	1215
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	16/12/2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rob Shadbolt, Headteacher
Pupil premium leads	Rob Shadbolt, Ian Goddard, David Askew
Governor / Trustee lead	Tracey Smith, Vice Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158500
Recovery premium funding allocation this academic year	£23500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£182000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students irrespective of their background or the challenges they face, access the full extent of our 'baccalaureate' curriculum and share the same success as all students. Our Wood Green Baccalaureate curriculum is constructed to develop our 14 'attributes' that we believe are essential to an excellent education: As well as studying a broad and balanced range of subjects, students complete an enhanced curriculum; as part of the curriculum, our students complete a set of challenges that motivate students and which assess our 14 attributes. Ultimately, this approach leads to achieving our mission of developing 'Well-qualified, well-rounded individuals'.

The pupil premium is to support disadvantaged students in accessing fully our curriculum. It enables us to create enhanced provision to support the learning and personal development of disadvantaged students, including those with welfare needs and those who are young carers.

Three key strategies lie at the heart of our Pupil Premium approach:

- Fundamental to our approach is to enhance the personal support that our vulnerable students can access. We know that attendance is significantly lower for disadvantaged students and, as across the country, disadvantaged students are disproportionately represented in suspensions (exclusions). We are targeting the development of enhanced support provision for students.
- We also know that high-quality teaching and learning is fundamental to the success of disadvantaged students. This includes access to a wider curriculum as well as to excellent teaching based on cognitive and metacognitive strategies that are pertinent to each subject
- The above require excellent leadership to implement strategies and lead staff towards achieving our mission statement for all students. Our third strategy is to ensure that increased, high-quality capacity is in place to support disadvantaged students, whether through Teaching and Learning, or creating the right culture for our school where every student is valued and can enjoy and achieve.

In addition this year, recovery from the impacts of the Covid pandemic are an additional challenge. Our strategy for disadvantaged students is also integral to wider school plans for education recovery; we will be developing targeted support through tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Observations shows that disadvantaged students do not have the metacognitive strategies to manage their own learning, which is a significant contributor to the achievement gaps (Attainment and Progress) at GCSE. Under previous measures, the school narrowed these gaps to 7%; however, the gap under the P8 measure has widened again.
2	Attendance of disadvantaged students is significantly below that of other students. Persistent absence for pupils in receipt of free school meals (30.8%) was in the highest 20% of all schools in 2019 as well as in 2018. This is impacted on by the high representation of PP students within those suspended from school.
3	The literacy attainment of disadvantaged students is generally lower than that of their peers, based on baseline assessment at transition. These indicate that more of our disadvantaged students arrive below age-related expectations than their peers. Literacy skills are fundamental to curriculum access and underpin the progress gap that exists at GCSE.
4	We have identified an increase in social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Significant differences exist between the proportion of disadvantaged and non-disadvantaged students taking up voluntary participation opportunities to develop themselves, such as Year Awards

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To have improved attainment among disadvantaged pupils across the curriculum at the end of KS4	PP students will achieve in line with their peers
To have achieved and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	PP students will achieve attendance rates in line with their peers
That disadvantaged students achieve at least in line with all students in the KS3 Learning and Personal Development Challenge and Year Awards	PP students will achieve L&PD Challenge and Year Award success in line with their peers

To have improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	PP students' Attitude to Learning scores will be in line with their peers
To have improved literacy progress for disadvantaged students in KS3	All PP students on FreshStart programme will improve reading and spelling ages at least in line with their peers and by more than 1 year during year 7.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 11500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing metacognitive and self-regulation skills in all pupils.	Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1
Broaden curriculum pathways at KS4	When this provision was introduced in 2017, attainment improved significantly in the 'Open' category of P8, which had previously been the lowest performing area	1,2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 84300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop FreshStart literacy provision in Years 7 and 8	Improving Literacy in Secondary Schools	1,5
Increase targeted support for students using tuition	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1, 4

	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Develop our provision for students with more severe SEMH needs, including in school support through: <ul style="list-style-type: none"> • H1 • careful use of Alternative provision • training for all staff in Restorative Conversations • improved leadership of DEI and training for all staff 	<i>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning.</i> <i>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). EEF T&L Toolkit</i>	1, 2, 4
Increase access to technology	Student and parental voice during lockdowns identified a continuing gap in access to technology. Whilst this has been addressed, there is an identified need to continue to invest to support the education of all students	1, 3, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 86200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support the development of positive behaviour through increased leadership capacity and the appointment of an additional Student Support Worker	EEF Toolkit Behaviour	2
Improve attendance through increased leadership capacity and the appointment of an additional Pastoral Support Worker	Improving School Attendance DfE	2
Increase access to a quality holistic education through our Baccalaureate approach by: <ul style="list-style-type: none"> • developing coaching in Wellbeing (via Nuffield Health), • increased CEIAG (through Adviza and through internal teaching) • improved access to Dof E award 	Internal evidence showed gaps in access to additional opportunities widened during the pandemic	2, 5

<ul style="list-style-type: none"> increased House activities to provide opportunities for participation and leadership to ensure PP students participate fully 		
Maintain a fund to support access to all provision for PP students		2,3,4,5

Total budgeted cost: £ 182000

Part B: Review of outcomes in the previous academic year

Priorities for use of Pupil Premium funding 2020-21 as a result of evaluation

Evaluation 2020-21 shows:

- Pleasingly, destinations were strong for all y11 students.
- We are seeing an increase in the number of students with significant SEMH issues and who are in need of more significant alternative provision. PP students are disproportionately represented in this group. This is impacting on attendance figures, which are low and particularly low for PP students.
- The Baccalaureate system gives a real opportunity to address engagement by PP students in all aspects of the school, but currently far fewer PP students are taking these opportunities.
- Literacy skills entering Year 7 remain lower for many pupils eligible for PPG than for other pupils, which prevents them making good progress in KS3 and beyond.

Link	Priority	Success criteria	Impact of PP funding
Outcomes linked to Quality of Education			
<ul style="list-style-type: none"> • Quality of Teaching and Leadership of Teaching 	A.	Ensure y11 PP are well-prepared for grading process	P8 score improves from 2019-20
	B.	Ensure improvements to Behaviour System are well-implemented, leading to improved Attitudes to Learning	A2L scores for PP students improve from 2018-19 on reintegration to school
			<ul style="list-style-type: none"> • Outcomes improved for PP students by 0.3 (internal estimate of P8) • Behaviour data shows significant improvement, with C3 incidents reducing by over 70% and suspensions by 80%. PP students are still over-represented in suspensions.

• Quality of Curriculum	C.	Continue the new curriculum pathways for PP and other students to improve engagement, motivation and aspiration	Y10 and 11 students on new curriculum pathways, including those taking BTEC at Abingdon and Witney College, are engaged with their learning, and are on track to achieve FFT benchmark grades	<ul style="list-style-type: none"> • 100% completion and pass rate on A&WC courses
	D.	Continue the use of Alternative Provision for PP students with SEMH issues	All PP students at stage 5 for SEMH needs and those with medical absence have a good destination for 2020.	<ul style="list-style-type: none"> • All students with alternative provision completed courses with a positive destination to move to post-16.
	E.	Embed the new Inclusion Department in H1 that provides more targeted curriculum support, including in-school support and effective in-school Alternative Provision providers	Reduced Fixed Term exclusions and improved attendance for students identified at Stage 4 and 5	<ul style="list-style-type: none"> • Suspension rates fell by 80%
Outcomes linked to 'Targeted Support'				
• Accelerate progress	F.	Increase use of Raising Achievement strategies for underperforming PP students in year 11	P8 score of PP students improves from 2018-19	<ul style="list-style-type: none"> • P8 school estimate for PP students improved by 0.3
	G.	Continue to improve literacy skills of those PP students who start below the expected level	Students on Fresh Start programme make more than expected progress in reading	<ul style="list-style-type: none"> • FreshStart students on average have made more than expected progress in reading

<ul style="list-style-type: none"> • SEMH support 	H.	Continue Wellbeing coaching on the curriculum in KS3 to help address factors leading to underperformance at school such as sleep, screen time and nutrition	Attendance of PP students in y7 increases; positive feedback from Nuffield Health wellbeing coach	<ul style="list-style-type: none"> • All y7 and 8 completed Wellbeing programme with positive feedback
	I.	Introduce more SEMH interventions	Improve attendance, behaviour and Baccalaureate measures for PP students receiving SEMH interventions	<ul style="list-style-type: none"> • Development of these was slower than planned due to staffing disruption
<ul style="list-style-type: none"> • Attendance 	J.	Improve the attendance of PP students	Ensure engagement is as good as possible for PP students on reopening of school – no numerical target	<ul style="list-style-type: none"> • Attendance of PP students actually fell, though it is hard to remove impact of Covid from these figures. The school overall was above national average for attendance.
Outcomes linked to 'Other Approaches'				
<ul style="list-style-type: none"> • Enrichment 	K.	Improve engagement in the Baccalaureate in KS3 and 4 to engage PP students in attitudes to learning, enrichment and wider personal development	Reduce 2018-19 gaps in % of students achieving the Year Awards	<ul style="list-style-type: none"> • More PP students participated but gap with other students remained as for 2018-19
<ul style="list-style-type: none"> • Aspiration and Family 	L.	Continue quality CEIAG for PP students, including engaging with parents	All y11 PP students have 1-1 additional careers mentoring, including parental engagement, and achieve positive outcome	<ul style="list-style-type: none"> • All PP students in year 11 achieved a positive destination