

Worle Community School - Pupil Premium Strategy Statement

1. Summary information					
School	Worle Community School				
Academic Year	2017/18	Total PP budget	£363,715	Date of most recent PP Review	Sep 2017
Total number of pupils	1385	Number of pupils eligible for PP	389	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 9-4 EM (2016/17 only)	40.7	71
% achieving expected progress in English / Maths (2016/17 only)	41.8/21	57.4/38.8
Progress 8 score average (from 2016/17)	-0.68 UNVALIDATED	-0.05 UNVALIDATED
Attainment 8 score average (from 2016/17)	35.73 UNVALIDATED	47.85 UNVALIDATED

3. Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Literacy and mathematics skills for students across the school are lower for pupils eligible for PP than for other pupils nationally, which prevent them from making good progress.	
B.	High attaining pupils (HAPPS), L5, who are eligible for PP are making less progress than other high attaining pupils across the school.	
C.	Learning behaviours are a more significant barrier for PP students across the school	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for PP students are below the national target and persistent non-attendance is also below the national figure. This reduces their school hours and causes them to fall behind.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	There will be no difference between the progress of PP students and non PP students in English and mathematics.	Students eligible for PP will make the same amount of progress in English and mathematics as non PP students across the school.
B.	There will be no difference in progress for high attaining PP students on entry and non PP high attaining students.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across the school, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments

		are putting in place interventions, monitored by LT links.
C.	Learning behaviour will improve across the school for PP students.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). NR will monitor by production of weekly report.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP from 25% to national average of 13.4%. Overall attendance among pupils eligible for PP improves from 92% to 95% in line with 'other' pupils nationally. TD will monitor by production of weekly report.
E.	Closing the Gap in Year 11 results.	Reduce the gap between PP students and non PP students nationally from 27.3% down to no gap. Able PP students, L5 on entry, to progress equally to able non PP students nationally.

5. Planned expenditure						
Academic year		2017/18				
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						Budget
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. Improved literacy progress.	CPD on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language.	<p>Components of language identified as an area of weakness from moderation</p> <p>Schools in the English network have successfully trialled this approach.</p> <p>Accelerated Reader was shown to have a positive impact in an independent evaluation.</p>	<p>HOD to oversee resources and scheme development with KS3 lead for English and SENCO.</p> <p>Pixl Membership</p>	Head of English and AMA	October, March and June 18	<p>£20,000</p> <p>£5,000</p>

B. Improved homework systems	All faculties to produce a homework booklet for each learning cycle. Tutors to check completion and all work to be peer/self-assessed in lessons.	The ability to study at home and access the curriculum outside the classroom is a barrier to progress of PP students. By ensuring expectations are clear for all, they will have the ability to further their own learning independently thus making them more resilient. No lesson time spent on chasing up incomplete homework.	Learning Walks, tutor checks and student voice for QA	MC	Nov 17 Parental consultation, including PP parents, for Cycle 2 improvements with excellent feedback.	£15,000
C. Improved progress for high attaining pupils	All Y11 HAPPS in the same classes for English and Maths	The right level of challenge and focus in the classroom.	Learning Walks, Observations, work scrutiny, data	AMA	PS1 data is showing that HAPPs progress is improving. Only one student not achieving 9-5 in E&M.	
D. Improved progress for all PP students.	Modular curriculum	Improved assessment and monitoring systems which then inform interventions.	Data review.	AMA	Nov 2017 Student voice with very good feedback on new systems and curriculum.	
	Tutor time word and number programme delivered across the school.	All students have access to a rich academic programme.	Learning Walks, student voice	MC	Nov 2017	
E. Quality first teaching.	Weekly briefing messages with PP updates from AMA.	All staff to successfully use key strategies for PP students. One to be introduced at a time on a rolling system to ensure they are fully embedded.	Learning Walks, data	AMA	Year 11 Tutor Time monitoring with RAG rating of tutors.	
	PRIDE in work Five part lessons 15 minutes silent starter	The key to raising standards is to ensure ALL students have access to quality first teaching. This is detailed on the School Plan.	Learning walks, data	MC and AMA		

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?	
A. Minimise the gap between PP in Year 11 and those non PP nationally.	ALL Y11 PP students to receive extra intervention in English and Maths <ul style="list-style-type: none"> P6I intervention 	Targeted small groups to focus on filling the gaps in knowledge	P6I Established by 25/9/17 1-1 coaching starting Nov 2017 and students changed termly Small group work starting 25/9/17	MRT AMA GH SW SGL	Termly	£21,000

	<ul style="list-style-type: none"> Easter School 1-1 Coaching Small group work Evening School 			AMA	PS1 data has shown improvement in Y11 results, however, we need to improve further in terms of 9-5 and Progress 8. New strategy, 1 to 1 for English and Maths for key students.	
	Home tuition for non-attenders in English and Maths 1 hour per week	Identified persistent absentee students receive support in core subjects	Feedback and monitoring to/by HoDs/HoYs	AMA	Termly Home visit, daily calls and 1 to 1 support	£15,000
	Weekly LT meeting focusing on Y11 PP attendance and progress	All members of LT and the Y11 team to be involved in raising standards and to have positive home-school relationships	Data and work scrutiny Weekly attendance review	AMA	Termly	
	ALL Y11 PP students to have a mentor on the leadership team.	LT links to foster good home/school relationships and remove barriers to learning	All communication recorded on SIMS and centrally tracked	AMA	Termly Weekly meetings with PP students focusing on progress, effort, attendance, aspirations and revision.	£5,000
	All PP students to be given revision guides in all subjects	Providing them with access to materials to fill gaps in knowledge	HOD to provide.	AMA	Nov 2017 Implemented for English, Maths, and Science. All other subjects will receive their revision guides in Term 3. .	£5,000

B. Minimise the attainment gap between PP in Lower school and non PP students.	Maths Progress Interventions: for PP students JH and MS will work with Y11 throughout the year.	Reducing class sizes in maths (EEF) Small groups and 1:1 in mathematics (EEF)	Data review at the end of every data cycle, 4 times a year.	AMA	Nov 17	£47,000
	English Progress Interventions: MR and SMC to work with Y11 PP throughout the year	Reducing class sizes in English (EEF) Small groups and 1:1 in English(EEF)	Data review at the end of every data cycle, 4 times a year.		Nov 2017 Already set up for English & Maths	£64,000
	Evening School	Opportunity for study and revision	Outcomes August 2018	AMA	June 2018	£15,000
	Smaller classes in English and Maths	Targeting Literacy and Numeracy	Data review at the end of each cycle			
	Additional maths lessons for Y8 LAPP students	Reducing class sizes in mathematics and providing targeted intervention	Data review at the end of each cycle	SG, AMA	June 18	£15,000
	Additional English and reading comprehension for Y7/8 LAPP	Targeted intervention to close gaps	Data review	AMA	Nov 17	£15,000
				KF	Termly	
C..Staff training and development	Assigned LSAs to support the Maths Faculty to assist with underachieving PP students.	Enhance subject knowledge and greater working relationships	Learning walks and data review	SGL	Jan 17	£40,000
	Equipment provided (pencil case and calculator) where needed	Barriers to learning removed	Learning walks	Tutors	Nov 17	£500
	PP intervention from UPS in all faculties	To raise awareness and track progress	HOD meetings, Appraisals, Review Meetings	JS AMA MC	Nov 2017	
	PiXL Courses for staff Budget for extra CPD targeting PP students.	Staff to attend and receive training on bespoke strategies for PP students. Successful strategies should be shared on Departmental and wider school level.	Besides PiXL courses, there will be opportunities for staff to attend other courses focusing on PP attainment and progress.	MRT AMA	Jan 2017	£5,000

A. 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. Increased attendance rates	Attendance officers to monitor pupils and follow up quickly on truancies. First day response provision. (2 attendance officers)	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of PP Team & TD, about existing absence issues. PP coordinator, PP Manager, head of year etc. will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls about progress for targeted students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and assertive mentor assigned to each PA pupil eligible for PP. (PP manager & PP co-coordinator) Attendance and progress discussed at least fortnightly with Attendance Officer, PP Manager and HOY. Letters about attendance to parents / guardians. Attendance Officer to visit all PA at home to discuss attendance with parents / guardian and explore barriers.	Assistant Principal – AV and all Heads of Year. Attendance Officer AMA	Weekly attendance report Weekly LT meetings focusing on attendance of PP students and discuss next steps for improvement for individual students have proved excellent in order to provide co-ordinated action.	£31,000
	Travel Subsidies, e.g. taxi.					£1,000
B. Learning Behaviour development in lessons.	Attendance officers to monitor pupils and follow up quickly on truancies. First day response provision. (2 attendance officers)	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of PP Team & TD, about existing absence issues. PP coordinator, PP Manager, head of year etc. will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls about progress for targeted students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and assertive mentor assigned to each PA pupil eligible for PP. (PP manager & PP co-coordinator) Attendance and progress discussed at least fortnightly with Attendance Officer, PP Manager and HOY. Letters about attendance to parents / guardians. Attendance Officer to visit all PA at home to discuss attendance with parents / guardian and explore	Vice Principal – AG and all Heads of Year. Attendance Officer AMA	Weekly attendance report	£31,000
	Travel Subsidies, e.g. taxi					£1,000

			barriers.			
C Emotional well-being and inclusion.	All tutors to call home at least once a month and give a progress report of PP students (to include progress and conduct) HOY to mentor 5 PP students from each year to improve behaviour	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of pupils is fair, transparent and properly recorded. HOY and JM to liaise effectively with parents. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	HOY – all DM to oversee Nichola Ryan (Pastoral Lead)	Weekly behaviour and achievement reports. At least one of the positive phone-call has to be a PP student.	
D Aspiration	Make sure that there are systems available for all students in order to feel included within the school community. Trip Subsidies Uniform subsidies Food Technology Subsidies Music Lessons subsidies	Develop a sense of belonging where students see the school as their school. This supports good behaviour.	This will ensure that students feel included within the wider curriculum of the school. This will allow them to progress as they will feel emotionally secure and not disadvantaged against other students.	Heads of Year Heads of Department AMA	Jan 17	£10,000 £500 £1,500 £2,215
	Y11 to receive a personal careers interview by Oct half term Visits to universities/colleges Ex-students to come and talk about their successes	Raising aspirations is a key theme to raising achievement of PP students. We will ensure all Y11 students have a clear pathway and know how to achieve them.	Ensure one event is planned for each year group per year	LC/JW AMA	Students have had individual their careers interviews and advice with LC and during mentoring with LT mentors. Visits to Plymouth, Bristol and Bath universities. Visits to Weston and Bridgwater College.	£20,000 £10,000
November 2017				Total budgeted Cost		£363,715