

## Worle Community School - Pupil Premium Strategy Statement

1. Summary information					
School	Worle Community School				
Academic Year	2016/17	Total PP budget	£386,635	Date of most recent PP Review	Sep 2016
Total number of pupils	1391	Number of pupils eligible for PP	422	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	33.3%	64.7%
% achieving expected progress in English / Maths (2015/16 only)	53.3% / 30%	75.8% / 73.4%
Progress 8 score average (from 2015/16)	-0.95	0.12
Attainment 8 score average (from 2015/16)	36.52	52

3. Barriers to future attainment (for pupils eligible for PP including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
<b>A.</b>	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>B.</b>	High attaining pupils, L5, who are eligible for PP are making less progress than other high attaining pupils across the school.	
<b>C.</b>	Learning behaviours are a more significant barrier for PP students across the school	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	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>
<b>A.</b>	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>B.</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 heads of departments (HOD) and senior team, AMA and MC. TD will monitor the progress of students.
<b>C.</b>	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). TD will monitor by production of weekly report.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP from 13% to national average levels of 5%. 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.
<b>E.</b>	Closing the Gap in Year 11 results.	Reduce the gap between PP students and non PP students nationally from 31.4% down to no gap. Able PP students, L5 on entry, to progress equally to able non PP students nationally.

## 5. 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. 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.  Accelerated Learning Literacy Programme for all Year 7 students.	Components of language identified as an area of weakness from moderation  Schools in the English network have successfully trialled this approach.  Accelerated Reader was shown to have a positive impact in an independent evaluation.	HOD to oversee resources and scheme development with KS3 lead for English and SENCO.	Head of English and LRC	October, March and June 17

<p>B. Improved literacy progress</p> <p>C. Improved progress for high attaining pupils</p> <p>D. Improved progress for all PP students.</p> <p>E. Quality first teaching.</p>	<p>Staff training on high quality feedback to be delivered across the MAT.</p> <p>Monitoring of teaching quality and support where required</p> <p>CPD on improving literacy across the school delivered during 3 twilight sessions.</p> <p>Quality teaching for all in the classroom including PP students.</p> <p>Tutor time word and number programme delivered across the school.</p> <p>Internal Mathematics mentoring system for maths colleagues that need support with their teaching and learning.</p> <p>Weekly briefing messages with PP updates from TD.</p>	<p>Many different evidence sources (EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on effective assessment of writing for a purpose. This can add several months of progress to all students.</p>	<p>Use INSET days, Learning Forums and Departmental meetings to deliver training for all staff for Triple Impact Marking.</p> <p>Initial, 3 month and 6 month evaluation of CPD through moderation and assessment grades.</p> <p>Weekly work scrutiny for Quality assurance</p>	<p>Assistant Principal AMA</p> <p>Assistant Principal MC</p>	<p>Jan 17</p>
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**Total budgeted cost**

**ii. Targeted support**

<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>
<p>A. Minimise the gap between PP in Year 11 and those non PP nationally.</p>	<p>Strategic 60 intervention</p>		<p>Learning walks specifically targeting PP students. P6, attendance monitoring and extra parental engagement e.g. evening launch of Strategic 60 event.</p>	<p><b>AV TD</b></p>	

<p>B. Minimise the attainment gap between PP in Lower school and non PP students.</p>	<p>Maths Progress Champion for PP students Jacqui Hammond will work with Y11 throughout the year.</p> <p>Assigned LSA support to the Maths Faculty to assist with underachieving PP students.</p> <p>Pupil Premium Co-ordinator Stuart McLeod, Y8-9-10, will monitor behaviour and support students that have a list of targeted PP students. TD to do the same with Years 7 &amp; 11.</p> <p>Evening School</p> <p>Summer School (Summer half term) and Easter School</p> <p>Revision and equipment (pencil cases) resources. This will be offered for all but will focus on Year 11.</p> <p>PiXL Courses for staff</p> <p>Budget for extra CPD targeting PP students.</p>	<p>Reducing class sizes in maths (EEF)</p> <p>Small groups and 1:1 in mathematics (EEF)</p> <p>After school programme (EEF)</p>	<p>Data review at the end of every data cycle, 4 times a year. Underachieving Year 11 PP students will immediately be part of the Strategic 60 intervention.</p> <p>Targeting Literacy and Numeracy</p> <p>Evening School will target Year 10 &amp; 11 students. It will provide the opportunity for study and revision.</p> <p>Revision programme for exam and coursework catch up.</p> <p>All PP students should have the opportunity to receive revision guides for their exam revision and equipment for their everyday learning in their classroom.</p> <p>Staff to attend and receive training on bespoke strategies for PP students. Successful strategies should be shared on Departmental and wider school level.</p> <p>Besides PiXL courses, there will be opportunities for staff to attend other courses focusing on PP attainment and progress.</p>	<p>Assistant Principals</p> <p>AMA &amp; MC</p> <p>Department PP champions to monitor and report to AMA &amp; MC</p>	<p>Nov 17</p> <p>August 2017</p> <p>Jan 17</p> <p>Jan 17</p>
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					Total budgeted cost	
<b>A. Other approaches</b>						
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 officer to monitor pupils and follow up quickly on truancies. First day response provision.  Travel Subsidies, e.g. taxi	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.	Vice Principal – AG and all Heads of Year.  Attendance Officer  PP Manager  PP Co-ordinator	Weekly attendance report	
B. Learning Behaviour development in lessons.	Identify a targeted behaviour intervention for identified students.	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. Use PP Manager and Co-ordinator to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors. Friday positive phone call policy to extent to at least one PP student.	Assistant Principals  AMA & MC  Heads of Years	Weekly behaviour and achievement reports.	
C Emotional well-being and inclusion.	Make sure that there are systems available for all students in order to feel included within the school community.		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	Jan 17	

	Provide personal aspirations with trips to universities, colleges and businesses.  Trip Subsidies  Uniform  Food Technology Subsidies			PP Manager & PP Co-ordinator	
<b>Total budgeted cost</b>					<b>£386,635</b>

September 2016

This report will be the subject of monthly updates.

May 2016