

Pupil premium strategy statement AND Review for 2019 to 2020

1. Summary information					
School	Wixams Academy				
Academic Year	2019-20	Total PP budget	£101,415	Date of most recent PP Review	18 th March 2019 (external)
Total number of pupils	402	Number of pupils eligible for PP	96	Date for next internal review of this strategy	July 2020

2. Current Attainment: updated September 2019						
	Pupils eligible for PP Year 7	Pupils not eligible for PP Year 7	Pupils eligible for PP Year 8	Pupils not eligible for PP Year 8	Pupils eligible for PP Year 9	Pupils not eligible for PP Year 9
Attainment 8			2.15	2.42	2.67	3.28
Progress 8*			0.08	-0.03	-0.01	-0.05
English			1.77	2.21	2.27	3.04
Maths			2.32	2.67	2.69	3.33

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Historic academic underperformance
B.	Financial opportunity
C.	Lack of aspiration
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Higher risk group for poor attendance and exclusions

E.	Regular completion of Homework	
F.	Parental engagement	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Strong academic progress	PP progress as strong as non-PP progress
B.	Access to all Academy 'extra' opportunities	Same % uptake rate for PP students for all additional opportunities
C.	Exposure to aspirational experiences	All PP students to be exposed to at least one aspirational event per academic year
D.	High attendance and low exclusions	Attendance and exclusion figures to be as good as those for non-PP students

*Progress 8 calculated from difference between attainment 8 and fft20 estimated target

5. Planned expenditure					
Academic year	2019-20				
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?
PP students high priority for progress and engagement in lessons	Staff CPD, extensive detailed tracking, use of Venn 'war' boards, use of 20 day challenges – focus on PP boys in Year 9 and PP girls in Year 8	Teaching by subject specialists remains most effective way of students making progress. Teachers need to be aware of any gaps in performance.	Tracking files updated – teachers have input into progress reports. Teaching files evidence PP – central tracking of 20 day challenges . PP deep dive identified on T&L calendar.	JH/LP	End of Each term
Improved strategy maximising progress for all PP students	Share good practise with a local school. Find a PP PSG or set one up. Establish in-school termly meeting of key staff as a PP strategy group – Finance officer, SLT, HOY, DD, PP governor	Ensure robust strategy that is fit for purpose	Support through COG for external reviews Calendar PP strategy meetings	JH	Termly
Oracy skills improve for PP students	Oracy skills event and training by specialist teacher – focus on PP	Oracy skills are proven to be good for social and emotional learning	Bespoke program by specialist teacher	CT	July 2020
Total budgeted cost					£6500
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?
Increased engagement in homework	Use end of term reports to identify gaps and identify tutor or staff mentors	Sutton Learning trust – homework is high impact strategy	Mentor records, impact from improved reports, staff training and monitoring. Ensure there is a focus on PP boys in Year 9 and PP girls in Year 8.	JH	With each set of reports - termly
Increased engagement in lessons	Use end of term reports to identify gaps. Liaise with HOT/tutor to identify a named member of staff as a key link to meet fortnightly.	EEF – Improving behaviour in school report	Impact from improved reports and monitoring records. Ensure key students focussed - monitor %PP in core subject groups	JH/HOY	With each set of reports - termly
Increased engagement in School	Bespoke student services to meet individual needs. Research and implement strategies to reduce exclusions	EEF – Improving behaviour in school report. SMC report – Low income pupils' progress at secondary school	Support services eg. Counselling, drama/music therapy, alternative off-site education engaged as required by student need. Monitor through pastoral data base, participation register.	PS	Ongoing tracking of intervention
Students receive extra input to close the gap	Targeted intervention groups for reading and numeracy; additional small group interventions with specialist tutor; targeted in-class support	Additional small group teaching for faster gains	Termly tracking of intervention group progress; records/scores from intervention	JH/KK	Termly
Total budgeted cost					£62 180
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?
Better parental engagement, higher attendance, lower exclusions	Home link; counselling; mentoring, tracking of participation at progress and subject meetings Subsidised transport for FSM students.	Personalised mentoring and home links to foster trusted and effective working relationships	Termly tracking of intervention group progress; observations of link meetings, teachers to send home work when PP student absent – with admin support	JH/PS/HOY	July 2020

PP students access all 'extra' opportunities	Monitor participation and keep this a high profile for all school activities. Policy to provide free or reduced costs to trips, taxi's home for extra-curricular activities and trips including music lessons.	Some families cannot pay for additional costs. Last year the percentage of PP attending trips and clubs was in line with the school proportions except for school leadership. We would like to increase this and improve the raw number of PP students accessing opportunities.	Tracking of PP participation – with PP admin support. Database of PP donations and spend kept	CN/JH	Termly
PP students have access to specialist equipment in school and in lessons	Equipment packs made available to all tutor groups and all PP students for end of year tests Provision for school uniform	Scheme was well used in 2018-19. Some students do not consistently attend school with correct equipment. PP students continually attending without or with ill-fitting key uniform pieces/PE kit	Packs ordered and prepared in advance. Tutors given 5 packs to manage in forms and admin support to set up monitoring of scheme. Packs available to students in tests. Practical and other subjects to bid for resources to support PP students with subject specific resources eg in Art and Food Key uniform "borrowed" and monitored from HOY	JH HOY	July 2020
PP students arrive in lessons focussed and ready to learn	Free breakfast – to include nutritious 'grab and go' breakfast items	PP students not eating breakfast. EEF – improving behaviour in schools notes this as a key strategy	Daily register of participation – admin support to monitor PP uptake	JH	July 2020
Total budgeted cost					£32 735

6. Review of expenditure

Previous Academic Year	2018-19			
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

PP students high priority for progress and engagement in lessons	Staff CPD, extensive detailed tracking, use of Venn 'war' boards	Term 3 new style data dashboard completed with increased focus on PP reporting subjects and prior attainment. Year 7: Disadvantaged have exceeded ATT8 target and Maths target. English less than 0.25 grades from target but have made over a grades progress since baseline. The rate of progress for disadvantaged students is slightly lower in Maths. Year 8: Disadvantaged have reached target in ATT8 and Maths. English again 0.25 grades below with disadvantaged boys having -0.3 residual. The rate of progress is lower for disadvantaged students in Year 8 from baseline. Venn diagrams updated and PP review recognised that staff were aware of students and strategies. PP review showed valid triangulation between student books and data. Interventions tracked and impact seen but pastoral intervention soft monitoring	Tracking to continue to look for patterns using Wixams 0-5 scale at KS3 and GCSE 1-9 at KS4. Approach to continue with support from SISRA for tracking, admin support for Venn. We need to calendar a PP deep dive and find a way to monitor the impact of external staff interventions.	£10
Improved strategy maximising progress for all PP students	External PP review	Successful report with some areas for development relating to costings plan, governor visits, 20 day challenges. Peer review with a local school also very positive with shared strategies for improvement	Actions inputted into new strategies	£1500
Oracy skills improve for PP students	Summer Oracy skills event by specialist teacher	Key leader on Maternity leave strategy forwarded to next year		NIL
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
Increased engagement in homework	Use end of term reports to identify gaps and identify tutor or staff mentors	Homework strategy successful Year 7 : the average number of PP students gaining RI for homework more than halved with the gap between PP and non PP RI homeworks also halving. Year 8: The average of RI homeworks measurably decreased but the gap with non PP students is roughly the same.	Need a more targeted approach to homework with a new parallel mentoring approach for ATL. The use of diaries was not successful and electronic reminders may be a better approach.	£34.72

Students receive extra input to close the gap	Targeted intervention groups for reading and numeracy; additional small group interventions with specialist tutor; targeted in-class support	Strategies are embedded and monitoring of specific tasks shows measurable success.	Overlap with students having external intervention against internal needs to be structured carefully.	£24 200
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
Better parental engagement, higher attendance, lower exclusions	Home link; counselling; mentoring, tracking of participation at progress and subject meetings	Gap in PP/Non PP attendance has increased by only 1% since Autumn 1 at 96.3% vs. 93.7%. This is mainly due to PP students in Year 8 where the dip is below 95%. Autumn: Progress Review Day: 93% Year 8 PP students and 91% of Year 7 PP students attended. The rest were contacted by phone or email Spring: Year 8 Options meeting – 85% of Year students attended with the other students receiving in-school support Summer: Subject meetings 87% of PP attended the rest were contacted by the tutor either by phone or email	Introducing the HOY role with PP strategy meetings should help focus on attendance. Pastoral support such as counselling has been successful and will continue. We are very good at establishing contact after a parent consultation and now need more robust reminders before the event to support parents.	£19 750
PP students access all 'extra' opportunities	Policy to provide free or reduced costs to trips, taxi's home for extra-curricular activities and trips	Autumn term survey showed that PP students attended 2.6 extra-curricular clubs on average. Taxi's were used by a limited number of students. Participation analysis showed that majority of events have at least 25% of all attendees as PP in line with the school proportion. This only dipped slightly to 22% on the Year 7 Woburn trip at end of term.	It was difficult to continually input data on the participation file and admin support is needed to support this. Participation analysis showed a need to have more PP representation on student leadership.	£1720
PP students have access to specialist equipment in school and in lessons	Equipment packs made available to all tutor groups and all PP students for end of year tests	Equipment was provided and used regularly by key students. All PP students had access to equipment during end of year tests.	Strategy to continue this year especially with increased numbers. A monitoring system to be provided to tutors to track packs, with packs labelled individually for each group.	£504.93

<p>PP students arrive in lessons focussed and ready to learn</p>	<p>Free breakfast – to include nutritious 'grab and go' breakfast items</p>	<p>Introduced in Term 2 seeing a huge increase in uptake Participation File - snapshot of 3 week period in Feb/March showed that Over 50% of PP students were accessing breakfast compared with 7% previously.</p>	<p>Breakfast is now a school culture and key strategy but as we move forward with more students we need a more efficient way of recording and tracking.</p>	<p>£900</p>
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