

Pupil premium strategy statement (2018-21)

1. Summary information					
School	Academy@Worden				
Academic Year	2019/20	Total PP budget	£142808	Date of most recent PP Review	January 2019
Total number of pupils	551	Number of pupils eligible for PP	188	Date for next internal review of this strategy	January 2020

2. Current attainment			
2017-18 results	Pupils eligible for PP (your school)	Pupils eligible for PP (national average)	Pupils not eligible for PP (national average)
% achieving 5 and above in English & Maths	18%	25%	43%
% achieving 4 and above in English & Maths	50%	45%	71%
Progress 8 score average	-0.26	-0.44	+0.13
Attainment 8 score average	36.91	36.73	49.96
2018-19 results	Pupils eligible for PP (your school)	Pupils eligible for PP (national average last year)	Pupils not eligible for PP (national average last year)
% achieving 5 and above in English & Maths	25%	25%	43%
% achieving 4 and above in English & Maths	60%	45%	71%
Progress 8 score average	-0.32	-0.44	+0.13
Attainment 8 score average	37.26	36.73	49.96

3. Barriers to future attainment (for pupils eligible for PP)

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

A.	<p>Literacy skills are less than average (Below national average achieving expected standard at KS2 and below average scaled scores at KS2).</p> <p>Number of PP pupils entering Yr7 below national expectation (>95 SAS in Reading)</p> <p>Y7: 9 out of 48 pupils Y8: 9 out of 49 pupils Y9: 9 out of 25 pupils Y10: 15 out of 33 pupils</p> <p>Number of pupils entering Yr7 below Level 4</p> <p>Y11: 8 out of 33 pupils</p>
B.	<p>Numeracy skills are less than average (Below national average achieving expected standard at KS2 and below average scaled scores at KS2).</p> <p>Number entering Yr7 below national expectation (>95 SAS in Maths)</p> <p>Y7: 7 out of 48 pupils Y8: 13 out of 49 pupils Y9: 10 out of 25 pupils Y10: 11 out of 33 pupils</p> <p>Number of pupils entering Yr7 below Level 4</p> <p>Y11: 13 out of 33 pupils</p>
C.	<p>The KS3 and KS4 curriculum require a considerable amount of social and cultural capital, which many disadvantaged pupils do not have when they arrive at Worden. This puts them on an unequal footing with their non-disadvantaged peers. The Education Policy Institute (2018) reported that disadvantaged pupils tend to have less access to a broad curriculum compared to their advantaged peers. In Years 5 and 6, the amount of time spent teaching languages was found to be negatively related to the proportion of FSM pupils: 13 per cent of high FSM schools teach languages for less than 30 minutes per week compared to 7 per cent of low FSM</p>

	<p>schools.128 There is also evidence that pupils in high-deprivation schools have fewer opportunities for out-of-classroom education. 129 A range of studies show that educational experiences outside of the classroom benefit attainment, and skills crucial to school performance, including motivation, behaviour and self-esteem – factors that have been linked to the gap.</p>	
<p>External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)</p>		
D.	<p>Attendance rates for pupils eligible for PP are below that of all pupils. This reduces their school hours and causes them to fall behind. For 2018/19 PP pupils' attendance was 93.5% compared to 95.7% for non-PP pupils and the 95% government target.</p> <p>Below are last year's attendance rates for PP pupils by year group (2018-19).</p> <ul style="list-style-type: none"> • Year 7: 95.3% • Year 8: 94.3% • Year 9: 91.2% • Year 10: 92.5% • Year 11: 92.7% 	
E.	<p>Low aspirations / lack of aspirations in some cases. To address this, PP students receive targeted advice, guidance and support from our Careers Advisor. They are assigned teacher mentors to provide further guidance and support. They have the support of the PP co-ordinator and middle leaders, who works alongside the SLT member responsible for Careers and acts as an advocate for PP students, ensuring that they fulfil their potential and successfully transition to KS5.</p>	
F.	<p>Lack of parental engagement. Parent/carer attendance at parent's evening and flying start evenings is lower than the non-PP students.</p>	
G.	<p>Lack of opportunities. Some pupils do not have the breadth of educational / cultural experiences to enhance their learning and develop their social skills. Narrow experience of life out of school.</p>	
<p>4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)</p>		<p>Success criteria</p>
A&B.	<p>Improved levels of literacy and numeracy of PP students.</p>	<p>Overall progress of PP students to be in line with national expectations. PP eligible students at present are -0.83 behind their non-PP counterparts nationally. No gap within GCSE exam results between PP and non-PP students of all abilities. GCSE results to show an increase of PP eligible</p>

		<p>pupils achieving 7, 8 & 9 grades, within subject areas, especially English and Maths.</p> <p>Years 7-9 all groups:</p> <ul style="list-style-type: none"> • All pupils eligible for PP make at least expected progress by achieving their end of year target in English and Maths. <p>Years 7-9 sets A-C.</p> <p>Progress will also be tracked and monitored through</p> <ul style="list-style-type: none"> • Accelerated Reader Star Tests (Tracked termly). • IDL programme: Termly tracking of reading ages and spelling ages.
<p>C.</p>	<p>Improved access to the curriculum</p>	<p>The curriculum model has different pathways, whereby students are assigned to a route, appropriate to their abilities, needs and aspirations. Through the process of assigning students to pathways, the PP cohort are a key focus. The aim is to ensure that PP students are in no way placed at a disadvantage, relative to their peers. All students have a meeting with their teachers and parents at the GCSE options evening and one to one discussion with the DHT. The PP cohort will be a key priority group and through close collaboration with the AHT for PP, the intention will be to ensure that in these critical meetings PP</p>

		students are encouraged and supported to have high aspirations for their futures. We will also endeavour to ensure that the parents of PP students attend these meetings to ensure that they share our high aspirations for their child.
D.	To increase attendance of PP students across school in order to meet government attendance target of 95%.	<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below (2017-18: 19.7% / 2018-19: 15.8%) - National PA rate for all pupils 13.3%</p> <p>Overall attendance among pupils eligible for PP improves from 93.5% to 95% or above in line with 'other' pupils.</p> <p>The number of disadvantaged pupils with attendance below 95% in each year group reduces as much as possible. This will begin to narrow that the gap between average attendance of disadvantaged pupils with that of other pupils is vastly reduced and average attendance of all pupils is above national average.</p>
E.	Improved aspirations of PP eligible pupils.	All PP pupils have a post 16 careers plan and have a clear idea of what they will need to achieve at GCSE in order for this to happen.
F.	Increased engagement with parents, leading to pupils having increased rates of progress and higher attendance.	Increase in % of PP parents attending Parents' Evening – to an average of at least 85%.
G.	Increase in both the number of PP pupils achieving rewards in school and engagement with extra-curricular activities.	<p>At least 75% of PP pupils attending at least two extra-curricular activities/visits during each academic year.</p> <p>Data to be collected via SIMS on an ongoing basis to allow for a more detailed analysis of participation rates of disadvantaged and non-disadvantaged students, informing efforts to improve the participation of PP students where necessary. Encouragement of PP students to take</p>

		<p>advantage of extra-curricular activities, through subject related opportunities and by form tutors.</p> <p>Staff to be informed of the participation rate of PP students and the gap between PP and non-PP during meetings/CPD.</p>
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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?
Improved attainment through focused support	<p>Dedicated senior member of staff as Pupil Premium lead in school</p> <p>Teachers, PMs and form tutors to work with PP students within own areas to support pupils and raise achievement.</p>	<p>Achievement gap between PP and non-PP pupils was -0.83 in 2018-19.</p> <p>SEF identifies as a whole school priority for the need to eradicate this gap across school.</p>	<p>Regular meetings between pupil premium lead and HOFs to discuss and monitor progress made.</p> <p>Pupil Premium as a focused discussion within SLT and departmental meetings.</p>	AHT (RA), HOFs, HOSs and PMs.	Termly review and update.
Ensure all teaching is good across whole school, as a minimum.	<p>Developing T&L through bespoke CPD based on areas for development with particular focus on more able PA disadvantaged students.</p> <p>Use PP progress as a standard target for Appraisal across all staff.</p>	<p>Quality first teaching is proven to impact most upon the attainment of disadvantaged learners (Sutton Trust 2016).</p> <p>By identifying areas for development within the teaching, intervention and support can be targeted and focused appropriately.</p>	<p>Monitoring and evaluation is refined to ensure there is a holistic view of the quality of provision in the classroom</p> <p>Teacher performance will be assessed on learning walks, faculty/subject area inspections, work scrutiny and achievement data.</p>	AHT (T&L), HOFs, HOSs.	Termly review and update.

	SLT and middle leadership to closely monitor teaching across the school.				
Improved outcomes for disadvantaged pupils through effective teaching and interventions, using evidence based strategies.	<p>Intervention plans to be focused with PP as a priority.</p> <p>Make effective use of high impact teaching strategies, as recommended by the EEF as having high impact for low-moderate cost.</p>	<p>Increase the targeted support for disadvantaged learners to ensure the gap between them and non-disadvantaged is closing</p> <p>Continue to make use of collaborative learning and retrieval practice. Consider the importance of germane cognitive load and the development of important subject knowledge, including tier 2 and 3 vocabulary – which should be taught explicitly.</p> <p>Develop the explicit teaching of metacognitive strategies to pupils, through modelling and worked examples.</p> <p>Exam results 2019/20 to show a reduction in the gap between PP and non-PP pupils across majority of subject areas.</p>	<p>Heads of department and faculty areas will track progress and report to SLT line manager as part of Leadership Review meetings.</p> <p>Record of meeting minutes will show discussion, with particular focus on PP learners within groups and strategies planned. These strategies are then reviewed in following meetings.</p>	HOF/HOSs and SLT line managers	Termly review and update.
To ensure all PP learners are fully	To ensure that PP learners have access to high quality revision	Preparation for exams and to increase metacognitive skills.	Monitored by Assistant Headteacher for Raising	AHT (RA)	Termly review and update.

prepared for all GCSE or equivalent exams.	materials. Letters to be sent to PP learner's parent/carer to identify mock exam and exam timetable alongside support for any equipment required.	Involvement of learners in development of their own intervention planning,	Achievement and HOFs/HOSs.	SLT PMs, HOFs, HOSs	
Ensure that quality diagnostic feedback is provided to students as a result of teacher assessment	Implementation and monitoring through work scrutiny of the TRAFFIC policy to ensure that it meets the desired outcome.	High quality feedback is proven to be the lowest cost – highest impact approach to increasing pupil learning and progress. (Sutton Trust, 2016)	Monitoring of pupil work and progress is focused upon evidence of progress. Exercise books are refined to reflect the assessment policy. PP learners to be priority for assessment, marked first. All work scrutiny will include a focus on PP eligible pupils.	AHT (T&L) HOFs/HOSs	Termly review and update.
Improved numeracy for all PP eligible pupils	Common approach to teaching numeracy. Mathematics mastery at KS3 to help pupils make accelerated progress.	Competency in numeracy is required to access the wider curriculum.	SLT and HOF scrutinise books to ensure numeracy is explicitly taught and this is consistent and in line with the numeracy policy across school.	SLT Numeracy coordinator	Termly review and update.
Improved literacy for all PP eligible pupils	Use of literacy code when marking books. Explicit teaching of tier 2 and 3 vocabulary. Literacy based learn it challenges.	Competency in literacy is required to access the wider curriculum.	SLT and HOF scrutinise books to ensure literacy and key academic and subject specific vocabulary is explicitly taught and feedback on SPaG is consistent and in line with the literacy policy across school.	SLT Literacy coordinator	Termly review and update.

	Continued used of Accelerated Reader, which has improved reading ages of pupils considerably during the past 5 years.		Learning walks and observations to monitor quality of literacy teaching.		
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?
Disadvantaged pupil mentoring to support learners identified as at risk of underachievement due to behaviour or attendance issues.	Form tutors will mentor disadvantaged pupils within their form, using form time for this purpose. Additional staff will be used to cover forms, for this to take place on a fortnightly basis. Disadvantaged pupils are given priority for this mentoring.	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective. Mentoring is shown through EEF strategy to have positive impact for disadvantaged pupils. Objectives need to be specifically set in line with the academy's and individuals' priorities in order to secure quality first teaching and good outcomes for all learners.	Regular meetings with form tutors. Monitoring through Synergy platform.	AHT (RA)	Termly review and update.
Intervention support in English and Maths for Y11	Targeted intervention for these learners on a small group basis is	As vital subjects, English and Maths are key to learner	Monitored by SLT line managers and progress data	English and Maths HOFs	Termly review and update.

learners – to improve outcomes for PP eligible pupils.	important. HOF of English and Maths to facilitate this in breakfast, after school, and lunchtime sessions in addition to flexible use of timetabled lessons.	progress in school and beyond.	analysed at each tracking point during the year.		
To ensure all students are able to participate in opportunities available to them.	Funding for extracurricular activities where required	All PP students deserve full access to a wide range of opportunities. To include extra-curricular programmes such as PGL trips and also Duke of Edinburgh Award.	Assistant Headteacher will monitor all extra-curricular activities and ensure those students who cannot afford to participate due to being disadvantaged will have access. Staff leads of trips to complete proforma to apply for additional funding.	AHT (RA)	Termly review and update.
Increased and more effective engagement with parents of all PP pupils	SLT to meet with targeted PP pupils who are underperforming.	Parent attendance for PP learners in presently around 15/20% lower than their counterparts at parents evening. This strategy will ensure parent/carers are aware of parent evenings as well as having focused meetings to drive progress.	Each year group parents evening, SLT monitor PP eligible pupils parents planned parents evening attendance using Synergy and actively engage with parents to ensure that they come to parents evening, or on an alternate date.	AHT (Pastoral) PMs	Termly review and update.

		Increase in % of PP parents attending Parents' Evening – to be in line with non-PP parents.	Parental engagement continues to improve through the use of Synergy platform..		
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?
Increased attendance rates to be in line with attendance rates of non-PP pupils. Reduced persistent absence.	Attendance officer utilised to monitor learners and follow up quickly on absences.	Improved attendance will result in improved outcomes for PP eligible pupils.	Monitored half termly by AHT responsible for pastoral care alongside PMs and attendance officers.	AHT (Pastoral)	Termly review and update.
Increase aspirations of PP learners.	Increase learners' aspirations through college and university visits. Enrichment and engagement events to motivate learners, with focus on PP. Provision of additional funding for departments to bid for in order to improve the progress of	School currently shows a gender gap as a whole, as well as with PP learners. Post-16 decisions and choices will assist in the motivation for these learners. Department areas have been able to bid for additional	Incorporating visits and opportunities with our partner post-16 providers, Runshaw College, Edge Hill and UCLAN. Visits to reinforce the importance of GCSE grades and progress.	AHT (RA), AHT (Pastoral), Alternative Learning Co-ordinator	Termly review and update.

	disadvantaged students within their department areas	monies. This is taken up by a number of departments and each is rooted in evidence that it would impact on the progress of disadvantaged students			
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