

## Pupil Premium strategy statement: Waddesdon Church of England School

1. Summary information					
School	Waddesdon Church of England School				
Academic Year	2017/18	Total PP budget	£54,000	Date of most recent PP Review	Sept 2017
Total number of pupils	714 (KS3-4)	Number of pupils eligible for PP	113	Date for next internal review of this strategy	Jan 2018

2. Context	Year 7	Year 8	Year 9	Year 10	Year 11
<i>Percentage of students eligible for PP by year group</i>	13	17	17	9	14

*\*Note these percentages are accurate as per the school Census submission, October 2017*

3. Outcomes	Three year average	2017	2016	Three year average	2017
	Pupils eligible for PP	Pupils eligible for PP	Pupils eligible for PP	Other pupils not eligible for PP	Other pupils not eligible for PP
% achieving 5A* - C including English and Maths (4 – 9)	66.4	71.4	56.3	82.2	88.1
% achieving or exceeding expected progress (meeting and exceeding stretch targets)	62	69.8	52.8	69.7	66
Progress 8 score average	-0.13	-0.02	-0.59	0.30	0.33
Attainment 8 score average	46.6	44.7	42.2	56.1	53.8
% achieving A* - C in English	71.4	71.4	71.4	88.2	94.0
% achieving A* - C in Maths	67.5	71.4	63.3	83.8	91.8

### Narrative

We care deeply about the progress and outcomes of our disadvantaged students, and endeavour to do all we can to help them overcome the barriers they face. We want our disadvantaged students to enjoy life at school, to feel a part of the community and ultimately to flourish, giving them choice and opportunity when they eventually choose to leave us. We are proud of the progress made by our disadvantaged students last year, with 71% achieving the national standard of 5 A\* to C (4 – 9) including English and Maths. This was a marked improvement on the previous year's results and places us well above the national average for the PP sub-group.

In order to consistently enable our disadvantaged students to make the same progress as our non-disadvantaged students, we rigorously plan and evaluate the best ways to support and challenge our students, drawing on research and best practice.

4. Barriers to attainment (for pupils eligible for PP)	
Children in receipt of the Pupil Premium experience a wide range of complex barriers to their learning and social development. As a school, we work hard to understand the needs of every child, so that they can be effectively addressed. Although every child is unique and their needs considered in their own right, we identify some shared barriers on which we choose to focus our collective attention. These barriers are listed below.	
In-school barriers	
A.	<b>Complex needs:</b> Disadvantaged students are recognised as sometimes having specific barriers to learning. These can present themselves as complex needs, including SEN, weak literacy and numeracy, being at risk of poor mental health and well-being, and the need to have assistance in developing core learning skills. For example, 25% of PP students on roll also have a Special Educational Need.
B.	<b>Underdeveloped independent study skills:</b> High ability PP students often arrive at Waddesdon at the lower end of the high attainers range. These, and other PP students, often struggle to work independently, particularly with revision. For example, approximately 30% of our PP students make use of Period 6 (after school support for students who struggle to complete homework).
C.	<b>Gaps in staff understanding:</b> Having relatively small numbers of PP students (bottom quintile in RAISE) means that assumptions could be made by teachers about access to resources and homework/parental support; we need to shine a clearer light on the barriers so that they are understood by all teachers.
D.	<b>Lack of aspiration:</b> PP students sometimes fail to see the connection between their achievements at school and their life after school. This lack of ambition and aspiration can correlate with a lack of self-drive and motivation, with some students having low expectations of themselves.
E.	<b>Lack of progress at KS3:</b> PP students can struggle to make expected progress during KS3, failing to achieve a secure grasp of fundamental curriculum content. For example 50% of Year 7 students who failed to meet the expected standard in English were in receipt of the PP. This has implications at KS4 as the students do not have a solid foundation from which to build. This in turn can impact on confidence and resultant lack of motivation during KS4.
External barriers	
F.	<b>Attendance:</b> Attendance rates for pupils eligible for Pupil Premium (91% 2016/17) fall below that of non-Pupil Premium students (95% 2016/17) and below the target for all children of 96%. Evidence suggests attendance can become a greater issue at KS4 (biggest gap evident in Year 10 last year). Reduced school hours for some students cause them to fall behind on average.

5. Desired Outcomes	
	<i>Desired outcomes and how they will be measured</i>
A.	<ul style="list-style-type: none"> <li>• <b>Successfully overcome complex needs of individual students:</b> Co-ordinated measures are put in place to ensure needs are met (socio-emotional, EHCP and literacy and numeracy). As a result, outcomes for Pupil Premium students are as strong as those not in receipt of the Pupil Premium (based on progress).</li> <li>• <i>Measured at each reporting point via sub-group tracking and Head of Year progress check.</i></li> </ul>
B.	<ul style="list-style-type: none"> <li>• <b>Improved attainment for high prior attainers:</b> All students revise effectively and regularly with a positive impact on outcomes. Students are given strong support in lessons and are suitably challenged. Where relevant, students attend interventions to close gaps in learning. As a result, higher ability pupils who are eligible for the Pupil Premium make at least expected progress.</li> <li>• <i>Measured at each reporting point via sub-group tracking and Head of Year progress check.</i></li> </ul>
C.	<ul style="list-style-type: none"> <li>• <b>Barriers to learning and social development are understood and addressed:</b> Teachers fully understand the barriers faced by our disadvantaged students, including those related to resource access. Teachers ensure that barriers to learning are identified and addressed (including barriers to independent study). Financial barriers to extracurricular opportunities are addressed in partnership with parents. As a result, outcomes for Pupil Premium students are as strong as those not in receipt of the Pupil Premium (based on progress).</li> <li>• <i>Measured at each reporting point via sub-group tracking. Attendance at Period 6 to be tracked.</i></li> </ul>
D.	<ul style="list-style-type: none"> <li>• <b>Pupils have high aspirations and expectations of themselves:</b> Pupils set themselves aspirational targets and goals and have the self-belief to achieve them. Teachers' aspirations for and expectations of Pupil Premium students match those for non-Pupil Premium students. As a result, Ebacc uptake is strong at GCSE and destination data demonstrates aspiration in next steps (Sixth Form, University etc.)</li> <li>• <i>Measured through attendance at aspirational events/trips and through tracking of students' next steps (Ebacc at GCSE, post-GCSE options, and post-A Level options)</i></li> </ul>
E.	<ul style="list-style-type: none"> <li>• <b>Pupils make excellent progress at KS3:</b> Curriculum content is taught well, using relevant differentiation to ensure all PP students make expected progress. Gaps in knowledge and understanding are picked up quickly through rigorous assessment and addressed through relevant interventions. As a result, pupils make excellent progress at KS3, with PP students making progress in line with non-Pupil Premium students. Furthermore, no Pupil Premium student in Year 7 to be below national standard for English and Maths (attainment) by the end of the year.</li> <li>• <i>Measured at each reporting point via sub-group tracking and Head of Year progress check.</i></li> </ul>
F.	<ul style="list-style-type: none"> <li>• <b>Attendance rates for Pupil Premium are the same as those for non-Pupil Premium students:</b> Maintain and improve high attendance rates for pupils eligible for Pupil Premium. Reduce the number of persistent absentees among pupils eligible for Pupil Premium. Overall Pupil Premium attendance improves to 96% in line with aspiration for non PP pupils.</li> <li>• <i>Measured by termly attendance data.</i></li> </ul>

6. Allocation of funding 2017/18 (Total funding: £54,000)			
Area of funding	Allocation by %	Area of funding	Allocation by %
Attendance support	2	Resource allocation	2
Study support - Period 6	5	1:1 support (including additional LSA cost)	25
Closing academic gaps (including Maths Nurture etc.)	45	Well-being (including School Counsellor)	10
Participation: Extra-curricular	2	Aspirational opportunities (Elevate)	2
Mentoring	2	Pupil Premium Champion	5

7. Planned expenditure				
Academic year	2017/18			
Desired outcome	Actions to be taken	What is the rationale for this choice?	Staff lead	Review point
<ul style="list-style-type: none"> <li><b>Successfully overcome complex needs of individual students:</b> Where complex needs are identified, measures are put in place to ensure needs are met (socio-emotional, EHCP and literacy and numeracy).</li> </ul>	<p>Staff are made aware of students requiring support (September INSETs, Year Team meetings, SEN department meetings).</p> <p>Students are reviewed at key reporting points (Head of Year, Subject Leaders and Form Tutors)</p> <p>Support is put in place and the impact is measured (e.g. Year 7 Reading Recovery, Maths Nurture and Booster, individual interventions, spotlight interventions).</p> <p>Parents are engaged in Maths Nurture group and attendance is sustained, once established.</p> <p>Interventions are put in place in Maths and English for any students with an average scaled score below 100.</p> <p>Staff observe all students (including Pupil Premium) for evidence of health and well-being issues. Referrals are then made where necessary. Pupil Premium students are provided with access to the School Counsellor to support socio-emotional needs.</p>	<p>Sub-group tracking indicates that students have a mixture of needs. The use of targeted interventions will enable students to see progress as we provide intervention at the point of need.</p> <p>Data for current Year 7 indicates that over 35% (6/17) of Pupil Premium students have arrived with an average Maths and Reading scaled score below 100 (2017/18). It is important that we address this immediately, giving these students the foundation for learning across the curriculum.</p> <p>CLA/PLAA students are four times for likely than their peers to have mental health difficulties (NSPCC).</p>	Deputy Head, working with SENCo and PP Champion	January 2018 – Report point 2
<ul style="list-style-type: none"> <li><b>Improved attainment for high prior attainers:</b> Higher ability pupils who are eligible for the Pupil Premium make at least expected progress.</li> </ul>	<p>Heads of Year, working with the Form Tutors ensure that all Pupil Premium students have a revision plan which they adhere to.</p> <p>Revision techniques are taught through Successful Learning sessions and reinforced in CP (Years 9 -11) and through lessons.</p> <p>Students' revision techniques in Years 10 and 11 are checked and the degree of successful independence reviewed.</p> <p>Students who fail to revise to the expected standard will attend Period 6 catch-up and support.</p>	<p>Students often do not have the support at home to enable them to progress (Kiernan and Mensah, 2011). Furthermore, high ability students who would usually have developed the capacity to work independently often have not fully developed the skills needed to manage their own study time effectively.</p>	Assistant Head and Heads of Years 10 and 11	January 2018

Desired outcome	Actions to be taken	What is the evidence and rationale for this choice?	Staff lead	Review point
<ul style="list-style-type: none"> <li><b>Barriers to learning and social development are understood and addressed:</b> Teachers ensure that barriers to learning are addressed.</li> <li>Financial barriers to extra-curricular opportunities are addressed.</li> <li>Barriers to home study and independent work are addressed.</li> </ul>	<p>Use of INSET and CPD time: this year, one third of our teaching staff are engaging in action research, with a specific focus on our disadvantaged.</p> <p>The research group is focusing on a range of research based strategies, including: metacognition, high quality feedback and peer tutoring (see EEF research)</p> <p>Monitor attendance of disadvantaged at education trips. Where funding cannot be provided from home, the school will provide assistance, especially for CLA, PLAA and FSM students.</p> <p>Track Pupil Premium attendance at after school-clubs, allowing us to encourage students who do not attend, directly, or through parental contact.</p> <p>Ensure PP students have access to GCSE revision guides – fund where appropriate.</p> <p>Continue use of homework monitoring system. Ensure students who fail to complete homework attend period 6 and offer voluntary attendance at Period 6 or homework club for all disadvantaged students.</p>	<p>The DfE publication ‘Pockets of Poverty’ (2014) helped develop our understanding regarding the barriers faced by PP students. Alongside the publication, a wealth of useful information has become available, including the Education Endowment Fund website and related research. By engaging more staff in research ideas and offering opportunities for action research, we hope to break down learning barriers within the classroom.</p> <p>Some PP students miss out on extra-curricular opportunities due to time/financial constraints. Research (Oxford, 2016) demonstrates a clear link between attendance at clubs and improvements in attendance and attitudes towards school</p> <p>A number of studies have found there to be direct correlation between completion of homework and outcomes. Where homework is not complete, students begin to fall behind and fail to take important opportunities to consolidate learning.</p>	Deputy Headteacher and Pupil Premium Coordinator	January 2018
<ul style="list-style-type: none"> <li><b>Pupils have high aspirations and expectations of themselves:</b> Pupils set themselves aspirational targets and goals and have the self-belief to achieve them.</li> <li>Teachers’ aspirations for and expectations of Pupil Premium students match those for non-Pupil Premium students</li> </ul>	<p>All students are encouraged in the uptake of Ebacc subjects at GCSE despite their background.</p> <p>Students will receive 1 to 1 careers advice and guidance with school advisor in KS4. Furthermore, for KS4 pre-sixth form interviews to discuss range of options for post-school life.</p> <p>KS3 Successful Learning addresses issues such as self-belief and mental health.</p> <p>Mock Exams parent’s evening: after-school meeting for Year 11 pupils/parents about how to set aspirational goals, linked to revision for Year 11 mocks. Monitor Pupil Premium attendance at this meeting.</p> <p>Pupil Premium students will have access to aspirational events, including the Year 10 visit to Loughborough University and the Oxbridge Access Programme</p> <p>Teachers plan to research the link between high expectations and attainment. Through research and linked meetings, teachers will be reminded to raise expectations of Pupil Premium students.</p>	<p>Khattab (2015) analysis of Longitudinal Study of Young People in England (LSYPE) data demonstrates that if students do not hold high expectations, they are less likely to convert their aspiration into high attainment at GCSE. Meanwhile, pupils who hold low educational aspirations and expectations at age 13-14 generally achieve the lowest number of A*-C GCSEs (Sutton Trust evaluation February 17).</p> <p>Sutton Trust evaluation (February 17) suggests that ‘secondary schools should provide early and regular careers guidance that makes clear the links between progress at school and the freedom to choose from a wide range of careers’. There is qualitative evidence based on case studies with low income students which suggests that a lack of guidance about career pathways may lead students not to realise how much progress is required at secondary school in order to achieve their future career goals. Sutton Trust evaluation (February 17).</p>	Deputy Head and Pupil Premium Champion	January 2018

Desired outcome	Actions to be taken	What is the evidence and rationale for this choice?	Staff lead	Review point
<ul style="list-style-type: none"> <li><b>Pupils make excellent progress at KS3:</b> All Pupil Premium students make expected progress at KS3.</li> </ul> <p>Gaps in knowledge and understanding are picked up quickly through rigorous assessment and addressed through relevant interventions.</p>	<p>All students who enter the school with average scaled scores under 100 to be identified upon entry.</p> <p>Additional support to be put in place for students below 100 in the form of English and Maths support.</p> <p>SEN cross-over ensures that some students gain additional support through our Enrichment Department.</p> <p>Nurture group focuses on KS3 as well as KS4. All students in KS3 who are underperforming in Maths are asked to attend the nurture group.</p> <p>Disadvantaged research group to produce <b>passports</b> for all students, including those in KS3 so that barriers can be understood and addressed in lessons.</p> <p>Rigorous assessment and report point tracking means students falling behind are quickly highlighted and support put in place.</p>	<p>Evidence shows that the gap between the performance of PP and non PP students grows at every stage of their education. On average, the gap that develops at KS1 and 2 grows yet further as students move through the KS3 and KS4 curriculum (Pockets of Poverty, DFCSF).</p> <p>We strongly believe that if we are able to reverse this national trend at KS3, we give students a far better platform for success as they begin their GCSEs.</p>	<p>Deputy Headteacher and PP Champion</p> <p>Subject Leaders for English and Maths</p>	<p>Jan 2018</p>
<ul style="list-style-type: none"> <li><b>Attendance rates for PP are the same as those for non PP students:</b></li> <li>Maintain and improve high attendance rates for pupils eligible for PP. Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves to 96% in line with aspiration for non PP pupils.</li> </ul>	<p>Rigorous tracking systems in place to identify poor attendance, with monthly report created by admin staff.</p> <p>Pupil Premium Champion to mentor poor attendees and build partnerships with parents.</p> <p>Termly agenda item on LMT meetings.</p> <p>Trigger points for letters and actions:</p> <ul style="list-style-type: none"> <li>&lt;90% attendance: letter to parents</li> <li>Continued poor attendance over 3 weeks: 1A letter sent</li> <li>Further poor attendance: County attendance contract</li> </ul> <p>Reward assemblies for excellent attendance.</p>	<p>We cannot improve attainment for students if they are not actually attending school.</p> <p>Last year, average attendance rates for PP students stood at 91%, whilst average attendance for all was 95%, with a school target of 96%. This gives us significant rationale to continue focusing on this agenda. Furthermore, when looking at individual case studies, some PP students have attendance rates below 75%, causing significant concern.</p>	<p>Assistant Head in charge of attendance</p>	<p>Jan 2018</p>

## 8. Review of expenditure 2016/17

Total: £52,362 (actual spend: £53,000)

Desired outcome	Actions taken	Estimated impact and lessons learned
<p>Successfully overcome complex needs of individual students</p>	<p>Key staff were made aware of students requiring support (Sept INSETs, Year Team meetings, SEN Department meetings).</p> <p>Numerous avenues of support were put in place (e.g. Year 7 Reading Recovery, Maths Booster, and individual interventions).</p> <p>Parents engaged in Maths Nurture group and attendance was sustained.</p> <p>Where relevant, PP students were provided with access to the School Counsellor to support socio-emotional needs.</p> <p>Individual guidance given to students prior to GCSE options.</p>	<p>This is a strong approach with clear impact upon results (increased A* – C for Pupil Premium students and improved Progress 8 score, above national average for 2017 for this sub-group).</p> <p>8 Year 7 Pupil Premium students arrived with scores below 100 in English, with 7 of the 8 meeting the expected standard by the end of the school year.</p> <p>We look to continue the following:</p> <ul style="list-style-type: none"> <li>• Reading intervention, Maths Nurture and individual interventions</li> <li>• Raising staff awareness through INSET</li> <li>• Use of School Counsellor</li> </ul> <p>Higher percentage of Pupil Premium students opted for EBacc (29%), relative to the rest of the year group (27%).</p>
<p>Improved progress and independent revision for high attaining students</p>	<p>Students were given access to the Maths Nurture group to push understanding and work practices.</p> <p>Students' revision techniques in Years 10 and 11 were checked and the degree of successful independence reviewed.</p> <p>KS4 Intervention Group ran during morning sessions with focus on exam techniques and revision skills.</p>	<p>Our evaluation suggests this approach is having a positive impact upon the performance of our PP students. <b>All</b> Year 11 students who attended the Maths Nurture groups achieved their stretch target in Maths.</p> <p>In the build up to mocks and the actual exams, all Year 11 Pupil Premium students had an exam revision timetable in place.</p> <p>Intervention groups continue to be a successful way of closing gaps in learning. We will continue with our interventions systems next year.</p>

<p>Teachers ensure that there are no barriers to learning, such as access to resources, additional teaching and homework support.</p>	<p>Teachers reported missing homework leading to relevant support being put in place (Period 6 and homework club).</p> <p>Training was used to increase teachers' understand surrounding barriers and to promote the importance of resource access.</p> <p>'Overcoming barriers' became an ongoing focus for Year 11 and the Enrichment Team (SEN support).</p> <p>Lending rates from the library were monitored along with attendance at extra-curricular clubs and trips.</p>	<p>Period 6 continues to be an exceptionally useful resources for students who may not have the correct support and environment to study independently at home. Approximately 30% of our Pupil Premium students made use of Period 6 support last year (this is above average when compared to all students).</p> <p>The high entry rate is seen as a positive thing, as these students have a quiet and supportive environment to complete homework and revision.</p> <p>We will continue to use this initiative in 2017/18.</p>
<p>Increased attendance rates for pupils eligible for Pupil Premium.</p>	<p>Attendance rates were fully tracked for all students. Relevant procedures for non-attendance were followed.</p> <p>Due to resource constraints, we focused interventions on Year 10, allowing us to establish strategies that work well. These strategies will be rolled out across other year groups for 2017-18.</p>	<p>Attendance for Pupil Premium pupils for the academic year 2016/17: 91% compared to 95% for all students (average). Whist there is a gap, we are confident that our interventions had an impact on a number of 'case study' students. Due to the vital nature of this agenda, we will continue to include this in the PP strategy for 2017/18, broadening out the support provided via the Pupil Premium Champion role.</p>

9. Allocation of funding 2016/17	
Area of funding	Allocation by %
Attendance support	2
Independent study and Period 6	5
Closing academic gaps (including Maths Nurture etc.)	50
Participation: Extra-curricular	1
Resource allocation	1
SEN support	25
Well-being (including School Counsellor)	10
Aspirational opportunities (Elevate)	1
Monitoring and evaluation report	5



## 10. Additional detail

Sixth Form students who are in receipt of FSM, or are EVER6 / LAC / PLAA are all tracked in terms of progress, attainment and attendance. There is a programme of additional support for these students:

- Additional one-to-one mentoring from their Form Tutor or Head of Year as appropriate
- Additional funds from the 16-19 Bursary to support their education to cover textbooks, school resources, visits and travel
- Additional one-to-one support with careers, including help with personal statements, Student Finance for university, cover letters, CVs, interview technique, and application proofing as appropriate
- Access to supported study in the Sixth Form Office or after-school supported study for additional support with homework and independent study
- Access to social-emotional support, stress and anxiety management and the School Counsellor for more complex needs
- Access to opportunities offered by external providers aimed at students from lower income families or students who are the first generation to go to university

The 11 identified PP students in Year 13 in 2017 made significantly better progress than predicted by FFT and were, on average, a third of a grade higher, building on a similar picture in 2016.

Their post-18 destinations were also strong, with 6 students going to their first choice universities, 1 student taking an apprenticeship, 2 students going on gap years and 2 students entering full-time employment.

The 8 identified Pupil Premium students in Year 12 performed very well against their FFT targets at AS level and, of all our sub-groups, had the highest percentage of grades on target, greater than the cohort as a whole.