

Pupil Premium strategy statement: Waddesdon Church of England School

1. Summary information					
School	Waddesdon Church of England School				
Academic Year	2018/19	Total PP budget	£94,000	Date of most recent PP Review	Sept 2018
Total number of pupils	712 (KS3-4)	Number of pupils eligible for PP	89	Date for next internal review of this strategy	Jan 2019

2. Context	Year 7	Year 8	Year 9	Year 10	Year 11
<i>Number of pupils eligible for Pupil Premium by year group</i>	16 (11%)	18 (13%)	24 (17%)	19 (13%)	12 (9%)

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

3. Outcomes	2018	2017	2016	2018	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)	54	71	56	86	88
% achieving or exceeding expected progress (meeting and exceeding stretch targets)	71	70	53	66	66
Progress 8 score average	0.58	-0.03	-0.59	0.74	0.33
Attainment 8 score average	42.2	45	42	51.2	54
% achieving 9 - 4 in English	69	71	71	93	94
% achieving 9 - 4 in Maths	54	71	63	88	92

Narrative:

We care deeply about the progress and outcomes of our disadvantaged pupils, and endeavour to do all we can to help them overcome the barriers they face. We want our disadvantaged pupils 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 pupils last year, with 71% meeting or exceeding their stretch targets, along with a Progress 8 score of 0.58 (demonstrating that our pupil premium pupils made outstanding progress last year, closing the historical gap with our pupils who are not eligible for the pupil premium). This marked a three year improvement in this area and places us well above the national average for the pupil premium sub-group. Through this strategy, we outline the specific initiatives used to support our disadvantaged pupils. However so much of what we do is underpinned by our exceptionally strong and coherent school culture, with clearly defined (Christian) values that are understood by all. Teachers are incredibly kind and supportive at Waddesdon, and this values-based approach means our children, regardless of their background, are provided with excellent academic and pastoral education.

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

4. Barriers to attainment (for pupils eligible for Pupil Premium)	
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.	KS3 academic barriers: wide range of barriers seen, from lower ability children entering the school with under-developed numeracy and literacy skills, to higher ability pupils entering the school with a lack of academic aspiration and poor independent study skills. Additionally, we see a wide cross over between pupil premium pupils and SEN needs.
B.	KS4 academic barriers: as above, we see a wide spectrum of academic needs often highlighted through maths and English. Some pupils lack academic ambition and do not develop the necessary self-discipline to work independently (or may lack access to a suitable work environment). Additionally, we see a wide cross over between pupil premium pupils and SEN needs.
C.	Staff knowledge and awareness: depth of understanding amongst staff can be a potential barrier. With such a low number of PP pupils (bottom quintile nationally), we can sometimes make assumptions that pupils will make good academic progress without the need for tailored support. When staff do not know who the children are or what their independent barriers are, differentiation and support are not effectively provided to meet individual needs.
D.	Financial barriers: some children struggle to attend opportunities available (trips, events, clubs) due to financial constraints. This barrier can also stretch into uniform and resource needs, with potential links to low aspiration, limited cultural capital and stigma.
E.	Mental health and well-being: some children develop mental health barriers, with low aspiration and low self-worth, potentially feeding into more serious mental health issues. This barrier can also be linked to behavioural and attendance barriers.
External barriers	
F.	Attendance: Attendance rates for pupils eligible for pupil premium are close to, but can fall below that of non-pupil premium pupils. Our target for all children is 96%. Evidence suggests attendance can become a greater issue at KS4 (Pupil Premium attendance for Year 11 was 87.8%. This included a pupil who was unable to attend school from Jan 2018). Reducing school hours for some pupils causes them to fall behind on average.

5. Planned expenditure				
Academic year	2018/19			
Strategy and allocation of funding	Actions to be taken	How will we measure impact? How does it link to the desired outcomes? What is the rationale for this choice?	Staff lead	Review point
Raising staff awareness £12,000 (inclusive of administration costs and TLR)	<ul style="list-style-type: none"> Annual 'getting to know our disadvantaged pupils' session run in September Continued use of our pupil premium passports (with useful academic and pastoral information about all pupil premium pupils) Regular reminders about the need for up to date seating plans through the year Pupil premium tracker set up to monitor attainment and behaviour and drive interventions via Pupil Premium Champion Pupil Premium Champion role in place – responsible for identifying other ways of raising the profile of our disadvantaged pupils New staff 'introduction to barriers and support' session to be run during Term 1 (by SB) 	<p><i>Measured through staff PP survey, to be conducted in January to investigate the degree to which staff know who key pupils are and what their needs are</i></p> <p><i>Links to barrier A, B and C</i></p> <p>Rationale: The DfE publication 'Pockets of Poverty' (2014) helped develop our understanding regarding the barriers faced by PP pupils. Alongside the publication, a wealth of useful information has become available, including the Education Endowment Fund website and related research. Raising awareness is often cited as a critical element of action, as staff need to know who the relevant pupils are so that the correct support can be provided.</p>	Mr Jones and Miss Barnett	January 2019
KS3 interventions £26,000 (inclusive of LSA hours, Maths Nurture group staffing, Specialist English Teacher, HLTA hours, Period 6 staffing)	<ul style="list-style-type: none"> Reading intervention Maths Nurture group English booster sessions for selected Year 7 pupils Enrichment maths and English lessons Transition group initiative LSA support Period 6 Well planned differentiation in class (mastery for all, high quality instructions, modelling, feedback) 	<p><i>Measured at each reporting point via sub-group tracking and Head of Year progress checks</i></p> <p><i>Links to barrier B</i></p> <p>Rationale: Sub-group tracking indicates that pupils have a mixture of needs. The use of targeted interventions will enable pupils to see progress as we provide intervention at point of need.</p> <p>Evidence shows that the gap between the performance of PP and non-PP pupils grows at every stage of their education. On average, the gap that develops at KS1 and 2 grows yet further as pupils 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 will give pupils a far better platform for success as they begin their GCSEs.</p>	Mr Jones and Miss Barnett	January 2019
KS4 interventions	<ul style="list-style-type: none"> Spotlight group interventions Maths Nurture group 	<p><i>Measured at each reporting point via sub-group tracking and Head of Year progress checks.</i></p>	Mr Jones and Miss Barnett	January 2019

<p>£30,000 (inclusive of LSA hours, Maths Nurture group staffing, Specialist English Teacher, HLTA hours, Period 6 staffing)</p>	<ul style="list-style-type: none"> • Enrichment maths and English lessons • LSA support • Period 6 • Careers guidance interviews • Well planned differentiation in class (mastery for all, high quality instructions, modelling, feedback) 	<p><i>Links to barrier C</i></p> <p>Rationale: Sub-group tracking indicates that pupils have a mixture of needs. The use of targeted interventions will enable pupils to see progress as we provide intervention at point of need.</p> <p>Sutton Trust evaluation (February 17) finds a qualitative evidence based on case studies with low income pupils which suggests that a lack of guidance about career pathways may lead pupils not to realise how much progress is required at secondary school in order to achieve their future career goals.</p> <p>Evidence shows that the gap between the performance of PP and non PP pupils grows at every stage of their education. (Pockets of Poverty, DFCSF).</p>		
<p>Academic and pastoral mentoring</p> <p>No direct cost</p>	<ul style="list-style-type: none"> • Children who were struggling academically and pastorally are offered access to a mentor. Our mentors are members of teaching staff who provide fortnightly support. This service is offered to all pupil premium pupils in Year 11, and select pupils in Years 7 to 10. 	<p><i>Measured at each reporting point via sub-group tracking and Head of Year progress checks.</i></p> <p><i>Links to barriers A, B, C, E and F</i></p> <p>Rationale: Khatab (2015) analysis of Longitudinal Study of Young People in England (LSYPE) data demonstrates that if pupils 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>Mentoring on a regular basis can have a significant impact in raising aspirations and addressing academic and pastoral areas of concern.</p>	<p>Mr Jones and Miss Barnett</p>	<p>January 2019</p>
<p>Well-being interventions</p> <p>£18,000 (School Counsellor's hours)</p>	<ul style="list-style-type: none"> • School Counsellor • Role of Form Tutor in identifying emerging issues • Regular contact with parents of 'at risk' pupils • Role of Head of Year – all PP pupils are documented in Year Team minutes with relevant support identified on a 1:1 basis 	<p><i>Measured through consultation with Well-Being Lead (JSt) and the School Counsellors. Also measured via attendance every term.</i></p> <p><i>Links to barriers E and F</i></p> <p>Rationale: CLA/PLAA pupils are four times for likely than their peers to have mental health difficulties (NSPCC).</p> <p>Case study evidence provides good rationale for this focus.</p>	<p>Mr Sturla</p>	<p>January 2019</p>
<p>Developing successful independent learners across all year groups</p>	<ul style="list-style-type: none"> • Elevate – external organisation used to provide motivation to pupils prior to their GCSEs 	<p><i>Measured through completion of exam timetables (monitored prior to mock and formal exams). Measured via outcomes in mocks and formal exams.</i></p> <p><i>Links to barriers A and B</i></p>	<p>Mr Jones</p>	<p>January 2019</p>

<p>£,1,200 (external agencies)</p>	<ul style="list-style-type: none"> • Attendance at our 'Successful Learning' sessions which teach children the art of revision • Help given to all Year 11 pupils in making exam revision timetables 	<p>Rationale:</p> <p>Pupils often do not have the support at home to enable them to progress (Kiernan and Mensah, 2011). Furthermore, high ability pupils 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>		
<p>Direct resourcing (trips, events, clubs, uniform, resources)</p> <p>£4,000 (allocated to direct resourcing for KS3 and 4)</p>	<ul style="list-style-type: none"> • Pupil premium pupils are supported in numerous ways financially, including: • Attendance at school clubs, visits and events • Provision of school uniform where necessary • Provision of school resources where necessary 	<p><i>Measured through finance tracker showing areas where we have prompted and provided direct support. Also measured via levels of attendance at clubs.</i></p> <p><i>Links to barrier D</i></p> <p>Rationale:</p> <p>Some PP pupils 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>Mr Jones and Miss Barnett</p>	<p>January 2019</p>
<p>Attendance interventions</p> <p>£2,500 (staff allocation for attendance tracking)</p>	<ul style="list-style-type: none"> • Attendance rates tracked for all pupils on a termly basis • Relevant procedures for non-attendance followed • Parental contact made with pupils who drop below threshold measures 	<p><i>Measured through finance tracker showing areas where we have prompted and provided direct support. Also measured via levels of attendance at clubs.</i></p> <p><i>Links to barrier E and F</i></p> <p>Rationale:</p> <p>We cannot improve attainment for pupils if they are not actually attending school.</p> <p>Years 7 – 10 had an average attendance of 95.5% for all pupils and 95.8% for PP pupils (against a school target of 96%). This was a fantastic achievement.</p> <p>Last year, however, attendance for Year 11 was 87.8%, compared to 95% for the whole year group. When looking at individual case studies, some PP pupil attendance rates fell below 75%. This gives us good rationale to continue focusing on this agenda.</p>	<p>Mr Sturla</p>	<p>January 2019</p>

6. Review of expenditure 2016/17

Total: £72,429 (actual spend: £80,644)

Strategy and allocation of funding	Actions that were taken	Estimated impact and lessons learned
<p>Raising staff awareness</p> <p>£10,548 (inclusive of administration costs and TLR)</p>	<ul style="list-style-type: none"> • Annual 'getting to know our disadvantaged pupils' session run in September • CPDL group researching strategies that work for our disadvantaged pupils – third of teaching staff linked to the group • Launch of our pupil premium passports (with useful academic and pastoral information about all Pupil Premium pupils) • Regular reminders about the need for up to date seating plans through the year • Pupil premium tracker set up to monitor attainment and behaviour and drive interventions • Pupil Premium Champion role established 	<p>Whilst it is difficult to directly measure the impact of these actions, our GCSE results suggest that the strategy was strong. All staff know who our disadvantaged pupils are, and this carries power in itself. Knowing who the pupils are has been further supported by our 'passports' initiative, allowing staff to gain greater insight into the needs of each child. Our sub-group tracker allows us to review, three times per year, areas of academic strength and concern on a child by child basis, enabling us to further raise the profile of those children who are falling behind their peers.</p> <p>All in all, we see this to be a strong strategy which is relatively low cost. We plan to continue with the majority of these actions in 2018/19.</p>

<p>KS3 interventions</p> <p>£21,298 (inclusive of LSA hours, Maths Nurture group staffing, Specialist English Teacher, HLTA hours, Period 6 staffing)</p> <p>£2,200 additionally allocated to direct resourcing for KS3 and 4</p>	<ul style="list-style-type: none"> • Reading intervention • Maths Nurture group • English booster sessions for selected Year 7 pupils • Enrichment maths and English lessons • Transition group initiative • LSA support • Period 6 • Financial interventions – attendance at event, resources for lessons etc. 	<p>Whilst these initiatives are on offer to pupil premium and non-pupil premium pupils, we find that a larger percentage of pupil premium pupils are invited to, and attend, the interventions.</p> <p>Direct impact can be found through the following evidence:</p> <ul style="list-style-type: none"> • 82% of Year 7 pupil premium pupils below 100 on entry in maths were on track with their progress flight path by end of the academic year • 60% of KS3 pupils who attended the Maths Nurture groups were on track with their flight path by the end of the academic year • All pupil premium pupils in Year 7 were on track with their flight path in English by the end of the academic year • Only 4 of 24 Year 8 pupils were off track in English and 3 were off track in maths by the end of the academic year – these pupils have been identified for additional support in 2018/19. <p>Given the strength of our academic achievements, we plan to retain these initiatives moving into next year.</p>
<p>KS4 interventions</p> <p>£28,398 (inclusive of LSA hours, Maths Nurture group staffing, Specialist English Teacher, HLTA hours, Period 6 staffing)</p>	<ul style="list-style-type: none"> • Spotlight group interventions • Maths Nurture group • Enrichment maths and English lessons • LSA support • Period 6 • Financial interventions – attendance at event, resources for lessons etc. 	<p>Whilst these initiatives are on offer to pupil premium and non-pupil premium pupils, we find that a larger percentage of pupil premium pupils are invited to, and attend, the interventions.</p> <ul style="list-style-type: none"> • Our Year 11 PP pupils achieved a projected Progress 8 score of 0.58, up from -0.03 in 2017. This demonstrated exceptional value added, with PP pupils making exceptional progress <p>Due to the exceptionally positive academic successes of our Year 11 PP pupils in 2017/18, we plan to continue with the same interventions strategies moving into 2018/19.</p>

<p>Academic and pastoral mentoring</p> <p>No direct cost to the school</p>	<ul style="list-style-type: none"> Children who were struggling academically and pastorally were offered access to a mentor. Our mentors are members of teaching staff who provide fortnightly support. This service was offered to all Pupil Premium pupils in Year 11, and select pupils in Years 7 to 10 	<p>We found this strategy to be a strong one last year, especially with our Year 11 pupils. Some of our pupils, who began to lose sight of the importance of GCSE or who were struggling with their workload were skilfully supported, having an impact on attendance, well-being, organisation, revision and the fantastic GCSE results achieved (see evidence above).</p> <p>We plan to continue this initiative in 2018/19.</p>
<p>Well-being interventions</p> <p>£15,000 (School Counsellor's hours)</p>	<ul style="list-style-type: none"> School Counsellor Role of form tutor in identifying emerging issues Regular contact with parents of 'at risk' pupils Role of Head of Year – all PP pupils are documented in Year Team minutes with relevant support identified on a 1:1 basis 	<ul style="list-style-type: none"> Last year we had 19 fixed-term exclusions as a school. 4 of the 19 were pupil premium pupils. We had no repeat offences (FTE) amongst our pupil premium pupils. Whole-school exclusion rates are approximately 2% and PP exclusions are approximately 4% of the sub-group. This demonstrates that (based on last year's figures) PP pupils are twice as likely to experience FTE. Nationally, PP pupils are four times more likely to experience FTE. Note, attendance rates for PP increased from 91% in 2017 to 93% in 2018. However this remains 2% behind whole-school figures and 3% behind our target of 96%.
<p>Developing successful independent learners across all year groups</p> <p>£1,200 (external agencies)</p>	<ul style="list-style-type: none"> Elevate – external organisation used to provide motivation to pupils prior to their GCSEs Attendance at our 'Successful Learning' sessions which teach children the art of revision Help given to all pupils in making exam revision timetables 	<p>Whilst these initiatives are on offer to pupil premium and non-pupil premium pupils, we find that a larger percentage of pupil premium pupils attend the interventions on offer.</p> <ul style="list-style-type: none"> Our Year 11 PP pupils achieved a projected Progress 8 score of 0.9, up from 0.02 in 2017. This demonstrated exceptional value added, with PP pupils making exceptional progress. <p>Due to the exceptionally positive academic successes of our Year 11 PP pupils in 2017/18, we plan to continue with the same interventions strategies moving into 2018/19.</p>

<p>Attendance interventions</p> <p>£2,000 (staff allocation for attendance tracking)</p>	<ul style="list-style-type: none"> Attendance rates were fully tracked for all pupils on a termly basis Relevant procedures for non-attendance were followed Parental contact was made with pupils who dropped below threshold measures 	<ul style="list-style-type: none"> Average attendance rates for PP pupils increased from 91% in 2017 to 93% in 2018 (a very positive achievement). However this remains 2% behind whole school figures (95%) and 3% behind our target of 96% The 2018 attendance average for PP pupils rises to 95.8% when considering Years 7 – 10 only Significant issue in Year 11 (due to case study pupils with very low attendance rates). However some stability was found over the course of the year. <table border="1" data-bbox="1108 343 1659 528"> <thead> <tr> <th>Year</th> <th>Attendance % all (PP in brackets)</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>96.1 (96.0)</td> </tr> <tr> <td>8</td> <td>95.7 (96.6)</td> </tr> <tr> <td>9</td> <td>94.7 (95.0)</td> </tr> <tr> <td>10</td> <td>95.7 (95.9)</td> </tr> <tr> <td>11</td> <td>95.0 (87.8) Pre-Exam period</td> </tr> </tbody> </table>	Year	Attendance % all (PP in brackets)	7	96.1 (96.0)	8	95.7 (96.6)	9	94.7 (95.0)	10	95.7 (95.9)	11	95.0 (87.8) Pre-Exam period
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7. Additional detail

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

- 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 help 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 pupils from lower income families or pupils who are the first generation to go to university

The 7 identified PP pupils in Year 13 in 2018 made significantly better progress than predicted by FFT and were, on average, a third of a grade higher, building on a similar picture in 2017 and 2016.

Their post-18 destinations were also strong, with 4 pupils going to university, 2 pupils taking a gap year and 1 pupil going to college.