

Pupil Premium strategy statement: Waddesdon Church of England School

1. Summary information					
School	Waddesdon Church of England School				
Academic Year	2019/20	Total PP budget	£87,000 (provisional)	Date of most recent PP Review	Sept 2019
Total number of pupils	717 (KS3-4)	Number of pupils eligible for PP	95	Date for next internal review of this strategy	Jan 2020

2. Context	Year 7	Year 8	Year 9	Year 10	Year 11
Number of pupils eligible for Pupil Premium by year group	22	13	17	25	18

3. Outcomes	2019	2018	2017	2016	2015
	Pupils eligible for PP	Pupils eligible for PP	Pupils eligible for PP	Pupils eligible for PP	Other pupils not eligible for PP
Progress 8 score average	0.32	0.58	-0.03	-0.59	0.81
Attainment 8 score average	40.11	42.2	45	42	57.6
% achieving 9 - 4 in English	56	69	71	71	90
% achieving 9 - 4 in Maths	56	54	71	63	88

Intent:

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. Our avowed intent is to achieve similar outcomes (academic, socio-emotional and progression pathways) for all students, irrespective of background. 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.

We are proud of the progress made by our disadvantaged pupils over the past two years, with a Progress 8 score of 0.58 in 2018 and 0.32 in 2019 (demonstrating that our pupil premium pupils make excellent progress when compared to all children nationally). These results place us well above the national average for the pupil premium sub-group.

This strategy outlines the specific initiatives used to support our disadvantaged pupils further. In addition to these, 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. Every student is seen as an individual with individual needs.

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. Any gaps in knowledge or skills from primary school can continue to widen through secondary if not addressed. Additionally, there is a 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). As with KS3, there is a 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. Reducing school hours for some pupils causes them to fall behind on average. Our target for all children is 96%. Evidence suggests attendance can become a greater issue at KS4.

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 – Jan/Feb 2020
Raising staff awareness £10,000 (inclusive of administration costs and TLR) JN	<ul style="list-style-type: none"> Annual 'getting to know our disadvantaged pupils' session run in September 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 – responsible for identifying other ways of raising the profile of our disadvantaged pupils All Year 11 students included on GCSE spotlight list Could we have an expectation that every department meeting, 15 minutes is dedicated towards discussions surrounding the spotlight PP students across all year groups? 	<p><u>Measured through</u> Department and Year Team meeting minutes, Spotlight meeting updates, Progress Points</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> <p>The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. (Attainment Gap Report 2018, EEF)</p>	Mr Jones and Miss Barnett	
KS3 interventions £25,000 (inclusive of LSA hours, Maths Nurture group staffing, Specialist English Teacher, HLTA hours, Period 6 staffing) JN	<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 homework support sessions Well planned differentiation in lessons Our 2018/19 subgroup tracker demonstrated a significant decline in progress in Year 8 was not fully identified and addressed. This will be an on-going area of focus for 2019/20, with suitable strategies being employed post report 1. 	<p><u>Measured at</u> each reporting point via sub-group tracking and Head of Year progress checks</p> <p><i>Links to barrier A</i></p> <p>Rationale: Sub-group tracking indicates that pupils have a mixture of needs. The use of targeted interventions will enable 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. (Pockets of Poverty, DFCSF).</p> <p>The attainment gap grows wider at every transition stage of education: it more than doubles to 9.5 months by the end of primary school (Attainment Gap Report, 2018, EEF)</p> <p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes (Attainment Gap Report, 2018, EEF)</p>	Mr Jones and Miss Barnett	

		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>KS4 interventions</p> <p>£30,000 (inclusive of LSA hours, Maths Nurture group staffing, Specialist English Teacher, HLTA hours, Period 6 staffing) JN</p>	<ul style="list-style-type: none"> Spotlight group interventions Maths Nurture group Enrichment maths and English lessons LSA support Period 6 Careers guidance interviews Well planned differentiation in lessons Action: GCSE results demonstrated that the sub group making the least progress is our Looked After Children. For the coming academic year, we will focus more explicitly on these students to identify where and why needs have not fully been met (case by case, internal team around child) 	<p><u>Measured at</u> each reporting point via sub-group tracking and Head of Year progress checks.</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 progress as we provide intervention at point of need.</p> <p>Sutton Trust evaluation (February 2017) 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>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes (Attainment Gap Report, 2018, EEF)</p>	Mr Jones and Miss Barnett	
<p>Academic and pastoral mentoring</p> <p>No direct cost, although cost in terms of teacher time against other priorities.</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. Action: continue to extend mentoring opportunities to lower school students (potential focus on Year 8) 	<p><u>Measured at</u> each reporting point via sub-group tracking and Head of Year progress checks.</p> <p><i>Links to barriers A, B, C, E and F</i></p> <p>Rationale: Khattab (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 barriers.</p>	Mr Jones and Miss Barnett	
<p>Well-being interventions</p> <p>£15,000 (School Counsellor's hours) JN</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><u>Measured through</u> consultation with Well-Being Lead (Jst) and the School Counsellors. Also measured via attendance every term and feedback from mentors.</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>In house case study evidence provides good rationale for this focus.</p>	Mr Sturla	

<p>Developing successful independent learners across all year groups</p> <p>£1,000 (external agencies) JN</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 Year 11 pupils in making exam revision timetables 	<p><u>Measured through</u> completion of exam timetables (monitored prior to mock and formal exams). Measured via outcomes in mocks and formal exams.</p> <p>Links to barriers A and B</p> <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>	Mr Jones	
<p>Direct resourcing (trips, events, clubs, uniform, resources)</p> <p>£4,000 (allocated to direct resourcing for KS3 and 4) JN</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 For the coming year, we will look more carefully at participation in extra-curricular activities and use funding to help PP pupils access opportunities that they currently may not attend. 	<p><u>Measured through</u> finance tracker showing areas where we have prompted and provided direct support. Also measured via levels of attendance at clubs.</p> <p>Links to barrier D</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>This strategy also links to questions over curriculum breadth and cultural capital. We aim to ensure students at all key stages have a broad and well-rounded education.</p>	Mr Jones and Miss Barnett	
<p>Attendance interventions</p> <p>£2,000 (staff allocation for attendance tracking) JN</p>	<ul style="list-style-type: none"> Attendance rates tracked for all pupils on a termly basis Form tutors / All staff encouraged to spot trends/patterns in absence behaviour Relevant procedures for non-attendance followed Parental contact made with pupils who drop below threshold measures 	<p><u>Measured through</u> finance tracker showing areas where we have prompted and provided direct support. Also measured via levels of attendance at clubs.</p> <p>Links to barrier E and F</p> <p>Rationale:</p> <p>We cannot improve attainment for pupils if they are not actually attending school.</p> <p>Internal data demonstrates attendance to be an area of concern for some PP students, especially in Year 11</p>	Mr Jones	

6. Review of expenditure 2017/18		
Total: £94,000		
Strategy and allocation of funding	Actions that were taken	Estimated impact and lessons learned
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 Development of our pupil tracker (with useful academic and pastoral information about all Pupil Premium pupils) Spotlight group formed after every report point – communicated to staff via briefing Continued investment in Pupil Premium Champion role established All Year 11 students included on GCSE spotlight list 	<p>All staff know who our disadvantaged pupils are.</p> <p>Our tracker allows us to review 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 via the whole school spotlight initiative.</p> <p>Our focus on pupil premium pupils in Year 11 through the GCSE spotlight agenda allows us to continually raise the profile of students who are falling behind academically.</p> <p>All in all, we see this to be a strong strategy which is relatively low cost. The strategy contributes towards our GCSE progress score (0.32).</p> <p>We plan to continue with these actions in 2019/20.</p> <p>Action: for all department meetings to have time set aside to discuss high need PP pupils in order to continue to raise the profile and raise our understanding of student barriers.</p>
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 Homework club 	<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"> 60% of Year 7 pupil premium pupils were on track with their progress flight path in all subjects by end of the academic year 100% were on track in maths and 93% in English Less success evident in Year 8, with 28% on track in all subjects (area of focus for next year) 55% were on track in maths and 89% in English <p>Given the strength of our whole school academic achievements, we plan to retain these initiatives.</p> <p>Action: increase monitoring and interventions in Year 8 in order to reduce the number of students whose progress falls in relation to flight paths</p>

<p>KS4 interventions</p> <p>£30,000 (inclusive of LSA hours, Maths Nurture group staffing, Specialist English Teacher, HLTA hours, Period 6 staffing) JN</p>	<ul style="list-style-type: none"> Spotlight group interventions Maths Nurture group Enrichment maths and English lessons LSA support Period 6 and independent study sessions after school 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 0.32. This demonstrated strong value added, with PP pupils making good progress, especially when compared to PP pupils nationally <p>Due to the positive academic successes of our Year 11 PP pupils in 2018/19, we plan to continue with the same interventions strategies moving into 2019/20.</p> <p>Action: GCSE results demonstrated that the sub group making the least progress is our Looked After Children. For the coming academic year, we will focus more explicitly on these students to identify where and why needs have not fully been met (case by case, internal team around child)</p>
<p>Academic and pastoral mentoring</p> <p>No direct cost to the school, although there is a cost in terms of teacher time against other priorities.</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 excellent GCSE results achieved (see evidence above).</p> <p>We plan to continue this initiative in 2019/20.</p> <p>Action: continue to extend mentoring opportunities to lower school students (potential focus on Year 8)</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 	<ul style="list-style-type: none"> Last year we had 31 fixed-term exclusions as a school. 5 of the 31 were pupil premium pupils. We had 1 repeat offence (FTE) amongst our pupil premium pupils. Whole-school exclusion rates are approximately 3% and PP exclusions are approximately 5% of the sub-group. This demonstrates that (based on last year's figures) PP pupils are almost twice as likely to experience FTE. Nationally, PP pupils are four times more likely to experience FTE.
<p>Developing successful independent learners across all year groups</p> <p>£1,000 (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>These initiatives are on offer to pupil premium and non-pupil premium pupils; we believe they make a difference to our GCSE outcomes across the board.</p> <p>Due to the positive academic successes of our Year 11 PP pupils in 2018/19, we plan to continue with the same interventions strategies moving into 2019/20.</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>Putting measures in place to help ensure our pupil premium pupils attend clubs and visits and have access to the required resources (text-books, printing costs etc.) is a critical intervention for families that struggle to afford these additional costs.</p> <p>Whilst it is difficult to quantify the impact, there is no question that our children get a great deal (academically and socially) out of the range of trips and visits available. For some students, the funds allocated to the provision of education resources directly supports academic progress.</p> <p>We plan to continue with this strategy next year.</p> <p>Action: For the coming year, we would like to look more carefully at participation in extra-curricular activities and use funding to help PP pupils access opportunities that they currently may not attend. This strategy links to questions over curriculum breadth and cultural capital. We aim to ensure students at all key stages have a broad and well-rounded education.</p>
<p>Attendance interventions</p> <p>£3,000 (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 	<p>Average attendance rates for PP pupils increased from 93% in 2018 to 94% in 2019 (a very positive achievement). This aligns closely with whole school attendance (95.2%)</p>

Sixth Form

Sixth Form students who are in receipt of FSM or are Ever6 or LAC/PLAA are all tracked in terms of progress, attainment, attendance and planned destination. 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 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 students from lower income families or students who are the first generation to go to university

The seven students who completed Year 13 in 2019 made similar progress to that of students in the cohort as a whole.

Their post-18 destinations were also strong, with all seven students achieving their places at university.