 

**Pupil premium strategy statement: WROTHAM SCHOOL**

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| 1. **Summary information** | | | | | |
| **School** | Wrotham School | | | | |
| **Academic Year** | 2016/17 | **Total PP budget** | Est £125k | **Date of most recent PP Review** | n/a |
| **Total number of pupils** | 623 | **Number of pupils eligible for PP** | 148 | **Date for next internal review of this strategy** | March 2017 |

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| 1. **Current attainment (2016)** | | |
|  | *Pupils eligible for PP* | *Pupils not eligible for PP* |
| **% achieving 5A\* - C incl. EM** | 44 | 64 |
| **% achieving expected progress in English / Maths** | 92 **/** 44 | 84 / 75 |
| **% achieving target grades English / Maths** | 28/16 | 51/27 |
| **Progress 8 score average** | -0.10 | 0.15 |
| **Attainment 8 score average** | 4.4 | 5 |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor literacy skills)* | | | |
|  | | Pupil Premium students making slower rates of progress than their non-PP peers in many subjects | |
|  | | Maths outcomes for year 11 Pupil Premium students (levels of progress) are significantly below English | |
| **C.** | | Lack of guidance and support from parents on sixth form study and career aspirations | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Absence rates for pupils eligible for PP are below the 5% target at 7.5%. This reduces their school hours and causes them to fall behind on average. | |
| 1. **Outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Gaps narrowing in all subjects term by term across the year | | Pupils eligible for PP will meet their end of year targets. Termly data will show that each PP student in years 7-10 is on track (according to their flight path), and each PP student in year 11 is making rapid progress towards their target from their term 1 starting point. |
|  | Levels of progress for maths year 11 outcomes are in line with those of English Lit/Lang | | 90% of pupils eligible for PP make expected progress and 50% meet their target grades in both subjects |
|  | Students have clear ideas about post-16 study and understand the subject requirements for their post-16 goals | | Students will have received one-to-one guidance through interview/ meeting/mentoring and will have a clear pathway and goals |
|  | Increased attendance rates for pupils eligible for PP. | | Overall attendance among pupils eligible for PP improves from 82% to 95% (for every year group) in line with non-PP pupils. |

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| 1. **Planned expenditure** | | | | | | |
| **Academic year** | | **2016/17** | | | | |
| 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. | | | | | | |
| 1. **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?** |
| A. Gaps narrowing in all subjects term by term across the year | Staff CPD:   * Relationships * T&L * Targeted approaches for key groups i.e. check on PP students first, question, mark work first, feedback first | | Ensuring that PP are high profile as a group and ensuring staff understand the factors that impact negatively on engagement, behaviour and progress. | * Delivered by LT * Action plans submitted following each data collection * Target students observed and a focus of learning walks and observations – actions evidenced * Feedback to staff | MCA/KWA | Following each data drop and round of observations.  Targeted training for individuals in term 2.  Training for new staff as part of induction. |
| A. Gaps narrowing in all subjects term by term across the year | Line Management with KWA focusing on PP | | Heads of department must prepare for and focus on this one area for all year groups therefore progress across all year groups can be addressed without solely focusing on year 11. | HOD to oversee implementation of PP strategy and action plans across all year groups and regularly report on progress with evidence. | KWA | November 16 |
| A. Gaps narrowing in all subjects term by term across the year | CPD group for T&L/PP | | We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including Johan Hattie’s Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. | CPD group given time to plan and launch strategy.  Report back on work and progress to MCA  Adjustment of department marking and feedback policies to reflect best practise | MCA | Dec 16 |

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| 1. **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?** | |
| A. Gaps narrowing in all subjects term by term across the year | PP students not on track to meet target grades will attend a meeting for feedback on skills/knowledge gaps | Feedback and one-to-one tuition both have impact according to EEF research. Taking time with the individual will also build a positive relationship. | Email communication with parent to advise of meeting copying in Progress Leader and KWA | KWA | End Feb 17 following progress review day | |
| A. Gaps narrowing in all subjects term by term across the year | Year 11 –  Intervention with core subjects during form time twice a week, on rotation. Dedicated AM intervention tutors from core subjects.  Intervention with core subjects after school Tues-Wed and others by arrangements | We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective (EEF). | Engage with parents and pupils before intervention begins to address any concerns.  Baseline testing and report on impact from designated tutors (subject specialists)  Track attendance of targeted students at sessions  Intervention map records all targeted students | KWA | Following each 6 week phase – reports submitted | |
| B. Levels of progress for maths year 11 outcomes are in line with those of English Lit/Lang | * Action plans for all PP students in lessons * Round of observations every term with PP as focus * AM & PM targeted interventions * Additional P/T teacher to work with small allocated groups to boost progress (LHM) | Support for the maths team in devising and implementing strategies to raise achievement with relatively new HOD. | Learning walks and observations  PPE test results (Nov ’16 and Feb ‘17)  Intervention impact reports  Termly data for each PP student | KWA | At each LM meeting (weekly)  Termly | |
| C. Students have clear ideas about post-16 study and understand the subject requirements for their post-16 goals | Assertive mentoring programme with dedicated mentors removed from the tutor team. Following a 6 week programme with ‘review of impact’ report. | Meta-cognition and self-regulation are high impact interventions (EEF). Combined with guidance on post-16 study and aspirations this can be very powerful. | Written programme to follow so clear guidance. Dedicated time – timetabled for mentors. Requirement of report to review impact.  Student survey. | KWA & PP CPD group | After each 6 week phase, coinciding with data drop. | |
| 1. **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?** |
| D. Decreased absence rates | Raise profile of importance of attendance through assemblies  Increased monitoring of PP absence through tutor attendance reports  Same day calls/texts from attendance officer for PP absence  Meeting with progress team once absence goes above 5% without sound medical evidence | We can’t improve attainment for children if they aren’t actually attending school. NfER briefing for school leaders identifies addressing absence as a key step. | Progress Leader monitors PP attendance weekly and sends out lists for report to progress tutors  Weekly meeting with AO and KWA checks on consistency of same day calls. Personalised support and assertive mentor assigned to each PA pupil eligible for PP with falling attendance.  Letters about attendance to parents / guardians.  Meetings with attendance officer and progress leader for concerns | KWA/LMA | | Weekly/Termly |
| D. Decreased absence rates | School counsellor to work with vulnerable children and their families (7-11)  Multi-agency coordinator to liaise with outside providers and book meetings. Mental health ambassador for years 10&11. | Absence rates for vulnerable PP students and concerns about eventual school refusal/exclusion,  Absence rates and behaviour of vulnerable PP students. Lack of communication from outside agencies about intervention start/stop and impact. | Falling absence rates/behaviour incidents for PP students working with counsellor. Leading to improved rates of progress.  Falling absence rates and negative behaviour points for vulnerable year 10s and 11s on priority list. Leading to improved rates of progress. | KWA | | Termly |