Pupil premium strategy statement: Wrotham School

1. Summary information					
School	Wrotham School				
Academic Year	2021-22	**Total PP budget**	£133,682	**Date of most recent PP Review**	January 2022
Total Number of Pupils	979	**Number of pupils eligible for PP**	132	**Date for next internal review of this strategy**	September 2022

2. Impact in 2020-2021 (Students in Year 11)			
	2021	**2020**	**2019**
Progress 8	+0.58	+0.54.	+0.13
Attainment 8	51.89	48.41	43
English P8	+0.46	+0.51	-0.27
Maths P8	+0.37	+0.49	+0.17
EBacc P8	+0.62	+0.43	+0.04
Other subjects P8	+0.76	+0.68	+0.3
English 9-7	25.4%	22.7%	11%
English 9-5	64.5%	77%	60%
English 9-4	92.0%	87%	80%
Maths 9-7	16.7%	14%	5%
Maths 9-5	59.4%	49%	44%

Maths 9-4	80.4%	76%	72%
Overall 9-7	21.7%	20%	10%
Overall 9-5	64.8%	56%	50%
Overall 9-4	83.6%	82%	71%
5 grade 9-5 including English and Maths	50%	39%	35%
5 grade 9-4 including English and Maths	76%	73%	67%
HPA P8	+0.04	+0.5	-0.08
MPA P8	+0.77	+0.54	+0.27
LPA P8	+1.05	+0.61	+0.16
PP P8	+0.19	+0.26	-0.06

2. Current Attainment/Attendance 2021-22 (Students in Year 11) - Based on Term 2 PPE data		
	Pupils eligible for Pupil Premium (19)	*Pupils not eligible for Pupil Premium (115)*
% achieving 9-4 ELit/Elan/Ma	52.63%/57.89%	73.04%/62.61%
% achieving 5+ grades 9-4	42.11%	55.65%
% achieving 9-4 just English and Maths	47%	55%
Attendance (September 2021-January 2022)	86.1%	88.1%
Attainment 8 score average (estimate)	40.92	40.82
Progress 8 score average (estimate)	-0.17	-0.69

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)*	
A.	Pupil Premium students making slower rates of progress than their non-PP peers in many subjects although the gap has closed rapidly in core subjects.
B.	Non-core outcomes for year 11 Pupil Premium students are below English and maths where gaps have consistently narrowed.

C.	Wrotham School is committed to increasing cultural capital opportunities. Lack of cultural capital can lead to poor literacy, resilience and perseverance.	
External barriers *(issues which also require action outside school, such as low attendance rates)*		
D.	Absence rates and poor attendance are below target. This reduces the opportunities to engage in active learning and thus student fall behind.	
E.	Interrupted schooling due to school closures.	
2. Outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Gaps continue to narrow in all subjects term by term across the year	Monitoring of PP students showing they are on track to achieve their end of year 11 targets. Comparisons of PP and non-PP students showing that this group are not disadvantaged and are able to achieve like grades to their peers.
B.	To ensure teaching and learning and delivery of intervention focuses on PP as a priority including HPA PP students who need to make progress in line with their peers. This includes lesson observations and feedback which aims to enhance and improve progress of PP students rapidly, inside the classroom and in specifically targeted interventions. High quality provision is to be maintained for students accessing remote learning due to COVID isolation.	Excellent practice observed and shown through impact on attainment and progress at the end of the year. Clear process for online learning. Student engagement with online learning is high.
C.	Levels of progress for maths (year 11) outcomes are in line with English literature/English language	90% students eligible for pupil premium make expected progress and 50% meet their target grades in both subjects.
D.	Students eligible for pupil premium participate in whole school initiatives in a representative proportion. This is essential to developing character and aspiration.	Students eligible for PP attend extracurricular activities and participate in cultural capital events in line with their peers.
E.	Increased attendance rates for students eligible for Pupil Premium. Now targeted at 96% for all students. Robust attendance policy which supports good attendance.	Overall attendance among students eligible for PP improves in line with NPP students. Reduction in the number of persistent absentees (PP) to <20%.
F.	Students engage in aspirational interventions with support them with their post-16 options.	Students have a clear understanding of their post-16 options and the requirements for their chosen post-16 pathway.

3. Planned expenditure	
Academic year	**2021-22**

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?
Gaps continue to narrow in all subjects term by term across the year	First wave teaching to consider strategies for PP and action planning for student groups. PP students first approach to teaching. Moderation of assessments for PP students (in line with non-pp) and book scrutinies targeted at PP students to check progress is in line with peers. Small group metacognition intervention delivered by teaching assistants during progress time. High quality teaching in the classroom with teachers having an awareness of the impact of Pupil premium and strategies to address the barriers this can cause.	Ensuring that PP are high profile as a group and ensuring staff understand the factors that negatively impact on engagement, character and attainment. HPA students who are also eligible for PP are prioritised. EEF: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	This will be reviewed by the AHT in charge of student groups using several forms of monitoring: Student voice Teacher feedback Tracking of data linked to progress, effort and attendance Lesson observations.	MCA/JTR/SMO/AGR	Following each data window and round of observations. Targeted training for individuals in term 4. Training for new staff as part of their induction.

	HoD coaching with SLT to have a PP focus. Take the approach 'PP students first' in everything we do. • In lessons tasks to be explained and understanding checked of PP students first. • Character strengths to be awarded and monitored • Find strategies within lessons to build PP students **Character** first. Teaching focuses on plugging gaps caused by COVID-19 school closures as this has had the biggest impact on PP students.	HoDs prepare for and focus on PP across all year groups therefore progress across the school can be addressed. Secondary pupils from disadvantaged backgrounds experienced 2 months more learning loss in reading than their non-disadvantaged peers. This analysis suggests that the mixture of disadvantage at the pupil and area-level results in greater learning losses for the most disadvantaged pupils. (EEF, 2022)	HoD to oversee implementation of PP strategy and action plans across all year groups and report on evidence based progress. Data drops	VRO/HoDs	Termly
Track and focus intervention on gaps in all year groups	National Tutoring Programme implemented to narrow gaps for targeted students. Students provided opportunities to attend intervention and access support from Specialist English and Maths teachers after school hours. Continued focus on data with clear, regular and accurate data. Data used to identify students for intervention. Core subject intervention for targeted students during the school day.	PP students underachieve nationally at GCSE in English and Maths Sutton Trust research states that the most important use of funding is to raise attainment for PP students to allow them the qualifications required after education Sutton Trust, 2011 report on improving the impact of teachers on pupil achievement in the UK revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds – equivalent to 1.5 years' worth of learning.	Lesson visits and book checks with a focus on Pupil Premium students progress. Evaluating the success of year 11 interventions and NTP sessions. Tracking of student progress in core subjects Interventions targeted at PP students where appropriate to help them achieve their potential	VRO/DZA/HOY	Following data collection points throughout the year.

Catch up reading and writing intervention for PP students in KS3.	All PP students to be caught up to expected literacy and numeracy ages by the end of KS3.	Literacy and numeracy are considered by Wrotham School to be the gateway to improved attainment and progress across all subjects.	KWI to run a high quality programme of catch up. (See catch up funding report)	KWI/Inclusion team	See Catch Up Report
Financial support to ensure inclusion.	Students supported with the purchase of study guides where required to allow them to access revision and homework Support can be requested for educational trips and opportunities to ensure students are not disadvantaged. School uniform can be purchased to ensure that students are not placed in IE.	Sutton Trust research (2015) supports the use of Pupil Premium for funding trips and visits and states that this has allowed visits to go ahead that may not have been possible without the financial support of pupil premium funding	HoDs from all departments apply for resources for PP students to help them access learning Impact of this must be given to the budget holder prior to purchase	DZA/ HoDs/HoYs	Ongoing
To improve teaching of PP students particularly HPA PP students as part of lesson observation, feedback and improving pedagogy.	Ensure observation of lessons, in all forms, include a focus on PP students and their attainment/progress. This, in turn, will be provided as part of the feedback to improve their teaching of PP students	Teaching and learning is crucial to PP performance. High quality feedback is key to improving teaching and learning. Focus on PP students specifically should translate to higher quality PP teaching.	Thorough observation schedule that involves all lessons and focuses on PP progress. Timetabled curriculum reviews that delve into curriculum intent, pedagogy and student learning.	AGR/JTR	Ongoing

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?**
Students have clear ideas about post-16 study and understand the subject requirements for their post-16 goals To improve aspirations of PP students by providing specific and planned opportunities to engage with real life experiences that enhance careers and education aspiration	Careers advisor is now going to be working more closely with KS4 rather than in the 6th form area – 1:1 meetings to be arranged with all PP students to ensure a career plan Assemblies and guidance on careers and further education Continue to provide opportunities for all students (and therefore PP students) including careers fairs, careers interviews, work experience (including virtual) and shadowing. Visits arranged to colleges and universities to raise aspirations for students and allow them to understand post 16 requirements. Careers links embedded into the curriculum. Year 11 complete Kent Choices	Stem learning: Careers talks and lessons, including outside speakers, have been seen to indicate a long lasting employment impact, reinforcing the importance of careers awareness in schools. The research concludes that being taught about career opportunities in school, as well as meeting employers, had a "meaningful and statistically significant impact on later earnings". Support from staff minimises the risk of PP students becoming NEETS post-16.	Discussions with parents at Meet the SLT events Student voice Careers meetings and monitoring of post 16 choices	PCH/ HoDs/AHO /SWI/LEL/ PGTs	Twice yearly

					Ongoing
Engagement, attendance and attitudes improve to allow students to achieve greater success at school	Staff champions across a range of departments with a focus on PP students and how to ensure they make good progress				

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 for pupils eligible for PP.	First calling in the mornings for PP students to allow parental contact and encourage increased attendance Trips organised to interest and motivate students to attend school Attendance officer has an integral role in the school identifying persistent absentees, forming connections with SLO and directing year teams to meet with and implement strategies for persistent absentees. Increased pastoral capacity with a focus on inclusion and attendance.	PP students generally have lower attendance than non-PP DfE research: At KS4, pupils with no absence are 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons. Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across	PP students identified as a sub group on attendance reports – gaps discussed and addressed Improved attendance data, records of attendance meetings. Development and evaluation of tracking system. Progress tutors embed attendance discussions into weekly timetable. Daily reports for unexplained absences sent to progress tutors. Robust process for attendance and punctuality including the use of fixed penalty notices under the guidance of the school liaison officer.	SMO/DEM/ HoYs/SFU/N DR	Termly

		all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).			
Mentoring of year 7 and 8 students by sixth formers for literacy, numeracy and general aspirations.	KPA co-ordinates mentors from year 12 cohort to mentor lower school PP students weekly.	Developing aspiration and improving progress. Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school (EEF, 2022)	Training for staff and tutors is essential for success. It is crucial to allocate sufficient time to train both staff and tutors, to ensure training provides structure to the tutoring, and to identify and implement improvements as the programme progresses. Student evaluation.	KPA/DZA	At the end of each mentoring cycle.
To ensure PP students are fairly represented at character education and extra curricular events.	Monitoring of rewards and recognition for PP students and ensuring that active efforts are made to ensure that they are represented across all areas of the school. SBO to develop character education strategy and SMSC grid. Character strengths to be linked to rewards.	PP students have further to travel to achieve success and should be noted in rewards where they may fall short due to PP status.	Tracking and monitoring of character strengths.

Engagement with extra-curricular events to be tracked and monitored. | SBO | Termly |
| Responding to the impact of COVID-19 on students' education and wellbeing. | Regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.

Providing technology and ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important | Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life. (EEF, 2022) | Student voice, improved attendance, improved attainment/progress, fewer negative reports on SIMS, increased character strengths awarded, fewer FTEs.

Engagement with homework and remote learning (if necessary) | SMO/intervention team/MAC team | Termly |

	than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced. Focused pastoral support for PP students that supports with wellbeing e.g. anger management, self esteem, Lego Therapy, use of intervention room, social skills.				
Fewer PP students have repeat FTEs	Development of a response to FTEs that supports students in making effective and sustained behavioural changes. Focused pastoral support for PP students that supports with wellbeing e.g. anger management, self esteem, Lego Therapy, use of intervention room, social skills.	PP students are overrepresented in FTE figures.	Student voice, improved attendance, improved attainment/progress, fewer negative reports on SIMS, increased character strengths awarded, fewer FTEs.	MCA/SMO/ASA	Termly