Pupil premium strategy statement: Wrotham School

1. Summary information					
School	Wrotham School				
Academic Year	2021-22	**Total PP budget**	APPROX £140,884	**Date of most recent PP Review**	September 2022
Total Number of Pupils	979	**Number of pupils eligible for PP**	162	**Date for next internal review of this strategy**	September 2023

2. Impact in 2020-2021 (Students in Year 11)				
	2022	**2021**	**2020**	**2019**
Progress 8	-0.22	+0.58	+0.54.	+0.13
Attainment 8	47.4	51.89	48.41	43
English P8	-0.2	+0.46	+0.51	-0.27
Maths P8	-0.09	+0.37	+0.49	+0.17
EBacc P8	-0.37	+0.62	+0.43	+0.04
Other subjects P8	-0.18	+0.76	+0.68	+0.3
English 9-7	20.15%	25.4%	22.7%	11%
English 9-5	63%	64.5%	77%	60%
English 9-4	85.07%	92.0%	87%	80%
Maths 9-7	14.18%	16.7%	14%	5%
Maths 9-5	52.99%	59.4%	49%	44%

Maths 9-4	80.6%	80.4%	76%	72%
5 grade 9-5 including English and Maths	48	50%	39%	35%
5 grade 9-4 including English and Maths	75	76%	73%	67%
HPA P8	-0.5	+0.04	+0.5	-0.08
MPA P8	-0.2	+0.77	+0.54	+0.27
LPA P8	-0.1	+1.05	+0.61	+0.16
PP P8/ A8/ 4+EM/ 5+EM	-0.02/ 48.3/63%/53%	+0.19	+0.26	-0.06

2. Current Attainment/Attendance 2022-23 (Students in Year 11) - Based on Term 1 2022/23		
	Pupils eligible for Pupil Premium (31)	*Pupils not eligible for Pupil Premium (109)*
% achieving E+ M 4+	35%	66%
% achieving E+M 5+	10%	27%
Attainment 8 score average (estimate)	36.57	45.87
Progress 8 score average (estimate)	-1.4	-1.2
Progress 8 – Year 10 (Current)	-2.16	-1.87
Attainment – Year 10 (Current)	24.13	27.86
Year 10 E +M 4+	No Data	No Data
Year 10 E+M 5+	No Data	No Data
SUSPENSIONS (All years)	5%	3.5%
ATTENDANCE % (All years)	88.2%	93.1%

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. Outcomes for this year's year 11 currently show a wider PP/ non PP gap than we have seen in the last 5 years where this had all but been eradicated. The possibility of post covid-19 impact causing this variance should be explored and actioned to reduce this.	

C.	Wrotham School is committed to increasing cultural capital opportunities through its character education programme. Lack of cultural capital can lead to poor literacy, resilience and perseverance.	
D.	Attendance of PP students continues to below the attendance of Non PP students, although remains above national figures. This gap is wider in year 11 than in other year groups and may explain widening gap in outcomes as predicted in summer 2023.	

	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. This has reduced for ALL student post covid-19 in line with national trends but still demonstrates a lowering of attendance in PP students regardless of non PP following the same trend.	
E.	Interrupted schooling due to school closures due to the pandemic and national attendance that has been slow to recover.	

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. Except in a number of case where particular compications such as school refusal and poor attendance, for a variety of reaosn has meant attainment and progress has slipped a long way from target and skews the data. This group are of specific, relentless focus to improve outcomes. Previous years show a consitent data comparison of PP and non-PP students showing that this group are not disadvantaged and are able to achieve like grades to their peers. Specific and focussed year 11 strategies in place to continue to reduce this gap that has appearedf after a long period of this gap

			having closed. This includes tutoring, spepcific intervention and personal plans. Some of this relies on attednance and Sen support where student fall into either of these categories.
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. Teaching and learning is focussed on supporting PP students first. Extracurricular activity is subsidised and funded. PP students are tracked throughout the school to monitor and intervene to improve attendance to extracurricular activity and interventions after school. Transport costs are subsidised or paid for by the school to prevent transport being an issue. All students have access to free breakfast – starting this year. Holiday food vouchers continue post covid-19 in all school holidays.		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 was high during the pandemic – but having been back in school for 2 years the absence rates of Pp students have not recovered in the way required – especially in year 11, where, despite frequent interventions from the school and the LA – they have not returned or have refused to attend school. This continues to be a focus of our work and all efforts are engaged with improving PP engagement through our attendance action plan and inclusion team work.
C.	Levels of progress for maths (year 11) outcomes are in line with English literature/English language		This improved in 2022 in all measures this gap closed. A gap has appeared in year 11 2023. The current gap in year 10 is small and still in line with narrowing.
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 92% in line with non PP nationally and overall target of 95% for all students including PP. Robust attendance policy which supports good attendance. Includes our attendance action plan.		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. Careers work focusses on PP students as a priority and is recognised and actioned in our strategic plan for careers.	Students have a clear understanding of their post-16 options and the requirements for their chosen post-16 pathway. Careers throughout the school is targeted and aspirational for all PP students. This is well documented.

3. Planned expenditure					
Academic year	**2022-23**				
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 literacy and numeracy catch up to support Pp students who require this to achieve and engage with education. (See Catch up) High quality teaching in the classroom with teachers having an awareness of the impact of Pupil premium and strategies to address the barriers this	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. Extracurricular participation rates. Careers engagement/ Destinations.	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/ LEL	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/LEL/ EHE/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)	LAB/ SHA/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. Trips and visits paid for and subsidised Free breakfast for all students.	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	LEL/ 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 KS3 and 4 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 (see careers website) 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.	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

| 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 – this includes our sports mentors and coaches. | | | | Ongoing |

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

	Door to door visits for PP students not attending prioritised. Part of mentoring and sports coach inclusion Scheme. Inclusion team set up – with one target relating to student attendance with priority PP.	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 for literacy, numeracy and general aspirations.	SLA co-ordinates mentors from 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.	SLE/ BKI	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	Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school	Student voice, improved attendance, improved attainment/progress, fewer negative reports on SIMS, increased character strengths awarded, fewer FTEs.	SMO/intervention team/MAC team	Termly

| | absence 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 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. | and settle back into school life. (EEF, 2022) | Engagement with homework and remote learning (if necessary) | | |
|---|---|---|---|---|---|
| Fewer PP students have repeat FTEs | Development of a response to FTEs that supports students in making effective and sustained behavioural changes.

Inclusion team work focussed on reducing PP exclusion figures.

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 |