Pupil premium strategy statement: WROTHAM SCHOOL (Updated 09/12/20)

1. Summary information					
School	Wrotham School				
Academic Year	2020/21	**Total PP budget**		**Date of most recent PP Review**	09/2020
Total number of pupils	915	**Number of pupils eligible for PP**	148	**Date for next internal review of this strategy**	September 2021

2(a) 2019/20 Attainment and Attendance (Final Exams inc remarks) (9-4)		
	Pupils eligible for PP (19)	*Pupils not eligible for PP (104)*
% achieving 9-4 ELIT/ ELAN/ M	**74/74/63**	**86/83/78**
% achieving 9-4	**63.16%**	**75%**
% achieving 9-4 just English + Maths		
Attendance 2019/20 final		
Attainment 8 score average	**42.95**	**49.76**

2(a) Current attainment/ Attendance (2020/21) (Updated to T2) (9-5)		
	Pupils eligible for PP (22)	*Pupils not eligible for PP (111)*
% achieving 9-5 ELIT/ ELAN/ M	**48/32/36**	**44/48/44**
% achieving 5 X 9-5	**22.73%**	**18.02%**

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% achieving 5-9 just English + Maths		
Attendance (Term 2)		
P8 (estimate)	**+0.03**	**-0.53**

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 gap has closed rapidly in core subjects in 2019/20	
B.	Non-Core outcomes for year 11 Pupil Premium students (levels of progress) are below English and Maths where gaps have narrowed in 2019/20	
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.	
E.	National school closures due to COVID-19 interrupted student learning	
2. Outcomes		
	Desired outcomes and how they will be measured	**Success criteria**
A.	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.
B.	To ensure T+L and delivery of intervention focusses on PP as a priority including HPA PP students who need to make progress in line with others. 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 T+L to be maintained during isolation of year group bubbles and/or classes, or staff self-isolation.	Excellent practice observed and shown though impatc in attinament and progress at end of year. Clear process of moving to online learning as and when necessary – attendance to these sessions to be high.
C.	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
D.	Inclusion in activities that enhance aspiration is essential to developing aspiration this include students having 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
E.	Increased attendance rates for pupils eligible for PP. Now targeted at 96% for all.	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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3. Action Plan					
Academic year		**2020/21**			

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?
A. Gaps narrowing in all subjects term by term across the year	Staff CPD: • Differentiation • T&L • Targeted approaches for key groups i.e. check on PP students first, question, mark work first, feedback first • HPA/PP students to be challenged in all lessons.	Ensuring that PP are high profile as a group and ensuring staff understand the factors that impact negatively on engagement, behaviour and progress. HPA students who are also PP to be prioritised.	• 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/AGR/ DZA/SMO	Following each data drop and round of observations. Targeted training for individuals in term 4. Training for new staff as part of induction.
Track and focus intervention on gaps in all year groups	Improve data quality and tracking through newly appointed AHT to focus on progress/ attainment and cross year groups gaps as part of KPI tracking. Identification of HPA + PP combined students who traditionally don't make progress.	Accurate data is key to targeted and relevant intervention and underpins all strategy in this document.	VRO leading data change at school and moderation procedures to be tightened in term one to ensure accurate and clear data using Assessment manager. Calculation of P8 based on 2019 results to provide better accuracy. 4Matrix utilised to track impact of intervention on Key Groups including PP for evaluation and monitoring purposes. Accurate registers of engagement during COVID lockdown used to identify key students for intervention.	VRO/SMO	Following each data drop and round of observations.
Catch Up Reading and Writing Intervention for PP students in years 7 to 9.	All PP students to be caught up to expected literacy and numeracy ages by the end of year 9 (KS3).	Literacy and numeracy are considered by the school to be the gateway to improved progress in all subjects. Without them there is no doubt that that progress can be made elsewhere.	KWI to run a well delivered and tracked programme for any student under expected reading and writing ages. This programme ensures and tracks PP students and their progress. Students who have missed intervention due to school closures will receive this in terms 2-3.	KWI	(See catch up report)

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To improve teaching of PP students particularly HPA PP students as part of lesson observation, feedback and improving pedagogy.	To ensure observation of lessons, in all forms including learning walks, includes a focus on PP students and progress. This then, in turn will be provided as part of feedback to the teacher to improve the teaching and learning of PP students.	T+L is key to improving POP performance. Feedback when high quality is key to improving T+L. Focus this on PP students specifically and this should deliver higher quality PP teaching.	A thorough an comprehensive observation schedule that observes all lessons and focusses on PP progress. Stretch and challenge CPD delivered to staff.	AGR/SMO/JTR	
To improve aspirations of PP students by providing specific and planned opportunities to engage with real life experiences that enhance careers and education aspiration in lower year groups.	Year 7 and 8 AHTs to work together to provide PP specific experiences for their students that offer opportunities to meet and work with professionals and academics in a variety of fields to bridge experience gaps.	This is about improved exposure at younger ages to enhance aspiration and focus. These are experienced which may not be afforded in their lives.	Organised events.	AGR/ LDU	Currently suspended due to COVID-19 restrictions. To be reviewed in January 2021.
Links to Local Independent school to inform enrichment and extra-curricular activities and provisions to be tailored to offer opportunities for all, but free or at reduced cost for PP students.	MCA to work with governor James Emmitt, Sevenoaks School, to look at scope of extra-curricular provision, experiences and activities that foster high aspiration and enrichment. The to plan how and what can be offered more frequently at Wrotham School. EFL to organise in-house drop down days to provide students with enrichment during COVID restrictions.	This is about ensuring that PP students receive the highest quality of extra-curricular and inspirational, motivational enrichment to which they may have been traditionally socially or economically excluded from.	Extra-Curricular and SMSC grid.	MCA/LDU/ JEM	Currently suspended due to COVID-19 restrictions. To be reviewed in January 2021.

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Financial support to ensure inclusion.	To ensure that all trips, visits, clubs and activities are supported financially for PP students to avoid exclusion on financial grounds. This includes revision sessions, transport to and from intervention sessions and study/ revision guides. Students provided with access to laptops etc. to access online learning as necessary.	Money must not be a barrier to inclusion in all aspects of engagement.	MCA to approve all PP spending on these areas and Staff/ LT to provide evidence that this support has been discreetly offered to students and parents.	MCA/ LT	
Mentoring of year 7/8 and 9 PP students by 6th formers for literacy, numeracy and general aspiration to 6th form/ university.	LET to organise mentors from 6th form cohort to mentor lower school PP students weekly.	Developing aspiration and improving progress as monitored by a peer and not a teacher provides a confident and a development partner that is relatable.	Meeting times/ student partners matched appropriately.	LET/VRO	Currently suspended due to COVID-19 restrictions. To be reviewed in January 2021.
Increased use of public speakers/ motivational speakers to speak to students in general but with a focus on aspirations for PP students linked to resilience, overcoming obstacles.	LDU to integrate into annual visiting speakers plan.	Aspirational speakers that are relatable have a higher chance of engaging with PP students.	See SMSC grid.	LDU	Currently suspended due to COVID-19 restrictions. To be reviewed in January 2021.
A. Gaps narrowing in all subjects term by term across the year	Line Management with MCA 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.	MCA	On-going

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To ensure PP students are fairly represented at graduation and prize giving. Recognising the extra distance they will have travelled to achieve.	Monitoring of rewards and recognition for PP students and ensuring that active efforts are made to ensure they are fairly represented. LCO to develop strategy for character strengths in school and link these to rewards.	PP students have further distance to travel to achieve success and this should be noted in rewards where they may fall short due to being PP and therefore missing out on encouragement and praise where it is deserved.	MCA and LT to monitor.	MCA/ LT	
A. Gaps narrowing in all subjects term by term across the year	Action based 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. Presentation to staff and dissemination.	MCA	On- Going – Termly review.

4. Planned expenditure					
Academic year		**2020/21**			
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.					
ii. 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?**

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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	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 MCA 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.	MCA	Improved progress and attainment for PP students.
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	
National school closures due to COVID-19 interrupted student learning	Additional 'Catch Up Funding' spent on interventions across the school.	Student disruption to learning due to COVID-19 lockdown has impacted on student knowledge and led to gaps in student knowledge.	Monitor attendance to interventions. Use data to identify progress and evaluate interventions accordingly.	MCA/DZA/SMO	(See Proposed Catch Up Spending Plan)

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iii. 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 AHT	AHT	End Feb '21 following progress review day
A. Gaps narrowing in all subjects term by term across the year	Year 11 – Intervention with core subjects during the school day. Intervention with all subjects after school Mon-Fri and others by arrangements specifically targeted at PP Students.	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. Track attendance of targeted students at sessions Attendance of PP students part of KPI termly document. 4Matrix groups used to track impact of these interventions.	MCA	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 '20 and Feb '21) Intervention impact reports Termly data for each PP student	MCA	At each LM meeting (weekly) Termly

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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?
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. Use of MAC team and 6th form mentors. Students engage with KentChoices	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 engagement with Kent Choices. Requirement of report to review impact. Student survey. Paid 6th form mentors and volunteers.	MCA & KAL CPD group	After each 6 week phase, coinciding with data drop. Mentoring currently suspended due to COVID-19 restrictions. To be reviewed in January 2021.

iv. 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 Clear tracking and monitoring of student absence due to COVID isolation. Identified on attendance records. Clear process for moving to online learning as and when necessary – communicated with parents, staff and students. This is to minimise the impact of self-isolation.	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 MCA 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 Online learning process shared with staff, parents and students. Student access to online learning platforms checked and attendance to online sessions monitored.	MCA/LMA/JTR	Weekly/Termly

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| 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. | MCA/ LMA | Termly |

END

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