

Three Year Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Waddesdon Church of England School
Number of pupils in school	1015
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Matthew Abbott (Headteacher)
Pupil premium lead	Sam Jones (Deputy Headteacher)
Governor / Trustee lead	Andrew Howard (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,115
Recovery premium funding allocation this academic year	£10,875
School Led Tutoring funding allocated this academic year	£9,112
'Catch up' pupil premium funding carried forward from previous year	£50,000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£167,102

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face make good progress across the curriculum. Our pupil premium strategy highlights the specific actions we will take to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by **vulnerable pupils**, such as those who have a social worker, young carers and other students who have been significantly impacted by Covid, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support (see familiar fundamentals). Teaching has the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress of our disadvantaged students.

Our strategy is integral to wider school plans for **education recovery**, notably in its targeted support through tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- focus on high quality **teaching**
- act early to **intervene** at the point need is identified
- adopt **a whole school approach** in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1. Maths attainment	The maths attainment of disadvantaged pupils is generally lower than that of their peers. Assessments on entry to year 7 (2021) shows that 33% of PP students are below age related expectations, compared to 12% of non-PP students. This pattern remains evident in Year 8, with 22% of PP students being of target in Maths at report point 1, compared to 11% of non-PP students.
2. Reading and English	Assessments, observations, and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.

	<p>On entry to year 7, 19% of PP students were below age-related expectations for reading, compared to 11% of non-PP students.</p> <p>Although not as significant, the progress in English also shows a gap between PP and non-PP students, with 15% below age related expectations for PP vs 5% for non-PP.</p>
3. Impact of Covid on learning	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in knowledge gaps, resulting in pupils falling further behind age-related expectations, especially in maths.</p>
4. Attendance	<p>Attendance is a clear area of challenge, with 25% persistent absenteeism (2020/21) for PP students vs 12% for non-PP. Attendance for PP students was 92.5% against a whole school figure of 94.8%.</p>
5. Social and emotional well-being	<p>Our assessments (including termly student survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6. SEND students	<p>45 SEND students (34%) are in receipt of the pupil premium. Of those 45 students 10 have SEMH as their primary need, but a further 18 show evidence of SEMH difficulties. 15 out of the 45 have EHCPs.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our three-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcomes and success criteria
<ul style="list-style-type: none"> • For our disadvantaged students to achieve a minimum progress 8 score of 0.6 (this would place us within the top 100 schools for progress of disadvantaged students in the country) • For our disadvantaged students to score at least 50 against Attainment 8, which would be significantly above the national average for non-disadvantaged students • For 43% of our disadvantaged students to achieve English and Maths grades 5+, which would reflect the 2019 figures for all students nationally • For our disadvantaged students' collective attendance rates to be above 95% • For the number of disadvantaged students who are persistently absent (over 10% absence) to be under 10% • To ensure Ebacc entry for our disadvantaged students aligns with the % uptake for non-disadvantaged students (whole school aim for 50% of students to take a Language) • For our disadvantaged students' progress in Year 13 to be in line with the cohort against Alps • For our disadvantaged students in Year 13 to achieve their first-choice destination

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (CPD, recruitment and retention)

Budgeted cost: £50,000 investment in LSA staffing, recruitment/retention, and whole school CDP programme

Activity	Actions	Evidence that supports this approach	Challenge number(s) addressed
Focus on quality first teaching for our students (familiar fundamentals)	<ul style="list-style-type: none"> • CPDL whole school focus for the coming year • Departments to clearly identify and address pedagogical areas in need of improvement • Observation programme to be used to monitor implementation and impact 	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning	1 to 6
Prioritise recruitment of subject specialists to minimise non-specialist teaching	<ul style="list-style-type: none"> • Rapid recruitment of staff where gaps emerge • Strong links with trusted recruitment agencies • Aim for short term gaps to be covered by specialists 		1 to 6
Investment in Year 1 and 2 teachers to ensure they are equipped with the skills and expertise needed to teach our disadvantaged students	<ul style="list-style-type: none"> • New teachers are given the time and support needed to succeed • Mentoring and coaching are both used to guide and support new teachers • Rapid interventions are put in place where teachers are found to be not meeting the standards required 		1 to 6
Ensure staff know who our disadvantaged students are	<ul style="list-style-type: none"> • Dedicated INSET time 'getting to know our disadvantaged students' • SIMs and class charts support teachers in quickly finding key information about their disadvantaged students 		The foundations of good Pupil Premium support stem from knowing individual students (Department for Children, Schools Families, 2014)
Whole school learning to learn programme	<ul style="list-style-type: none"> • Half-termly year group learning to learn lessons led by Deputy Headteacher • Learning performance day in Year 11 with a focus on revision skills 	Education Endowment Foundation. Metacognition and Self-regulated	3

	<ul style="list-style-type: none"> Elevate session in March of Year 11 with a focus on final preparations for exams Year 12 Induction led by Sixth Form Team about transition to Sixth Form, with follow up assemblies across Year 12 and 13 Elevate session in November of Year 13 to launch mocks and March of Year 12 to launch Predicted Grade Exam Week. 	<p>learning.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p>	
Effective deployment of LSAs	<ul style="list-style-type: none"> Review role of LSAs within the classroom to ensure increased impact on learning (see SEN development plan) Ensure cross over between SEN and PP is understood and addressed 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	6

Targeted academic support (tutoring, one-to-one support structured interventions)

Budgeted cost: £60,000 staffing costs, including PP Champion, additional English and Maths teaching time and staffing for reading and nurture interventions

Activity		Evidence that supports this approach	Challenge number(s) addressed
Mentoring	<ul style="list-style-type: none"> All year 11 disadvantaged students to be allocated a staff mentor of their choice Year 7 to 10 students to be allocated mentors based on need by PP Champion Sixth Form via form tutors 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1 to 6
KS3 morning literacy and reading interventions	<ul style="list-style-type: none"> Year 7 and 8 morning literacy and reading interventions to be set up in Term 1 Disadvantaged to be prioritised for attendance 	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1 and 2
Year 11 spotlight interventions	<ul style="list-style-type: none"> Head of English, Maths and Science to coordinate comprehensive intervention programme for Year 11 (during morning registration). 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-</p>	1 to 3

	<ul style="list-style-type: none"> Disadvantaged to be prioritised for attendance 	learning-toolkit/small-group-tuition	
Maths Nurture group	<ul style="list-style-type: none"> Disadvantaged students who are off track are invited to attend and provided with specialist support after school Evaluate impact over course of school year 		1
Maths and English catch-up interventions	<ul style="list-style-type: none"> Up to one hour per week, per term (12 sessions) available in English and Maths for select students Work with new students every term, based on need. Disadvantaged to be prioritised and to attend if selected 		1 and 2
PP tracker	<ul style="list-style-type: none"> PP champion to update tracker after every report point and share relevant information with staff including Sixth Form Use tracker to identify unmet needs and to put interventions in place, including Sixth Form 	https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	3

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £50,000 invested in external services, counselling, financial support and SIMs activities

Activity		Evidence that supports this approach	Challenge number(s) addressed
Free fruit/breakfast club	<ul style="list-style-type: none"> Students who are on FSM will be offered a free breakfast every morning, starting January 2022 	https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/EEF_Project_Report_Magic_Breakfast.pdf	5
Aspiration for more able students	<ul style="list-style-type: none"> 2 PP students in every year group to be invited to participate in the Beacon Group in every year group 	<p>Jerrim, J. Comparing socio-economic gaps in the performance of highly able UK pupils internationally.</p> <p>https://www.suttonrust.com/wp-content/uploads/2019/12/Global-Gaps_FINAL_V2_WEB.pdf</p>	3
Emotional literacy (AIM) and social	<ul style="list-style-type: none"> To be offered to students in Year 7 and 8 Disadvantaged to be prioritised for attendance 	Bazalgette, L, Rahilly, T and Trevelyan, G. Achieving emotional wellbeing for looked	5

transition group		after children. June 2015.	
Transition support	<ul style="list-style-type: none"> Information collated from primary schools and shared with staff Transition groups set up to provide social support for select students 	Evidence shows that the gap between the performance of PP and non PP students grows at every stage of their education. On average, the gap that develops at KS1 and 2 grows yet further as students move through the KS3 and KS4 curriculum (Pockets of Poverty, DFCSF).	4 and 5
Behaviour interventions	<ul style="list-style-type: none"> Case by case interventions available with external organisations (e.g. youth offending services and anger management) Disadvantaged students to attend where need is identified 	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	5
Financial support for parents	<ul style="list-style-type: none"> Ensure support is available based on need for trips, school resources (e.g. revision guides) and uniform 	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1 to 6
Counselling	<ul style="list-style-type: none"> Disadvantaged to attend where need is identified 	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers CLA/PLAA students are four times for likely than their peers to have mental health difficulties (NSPCC).	5
Attendance	<ul style="list-style-type: none"> Targeted letters to be sent home where students fall below key thresholds Parental engagement (meetings) will be a priority when students fall below thresholds 	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-	4 and 5

		interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=Attendance	
Improving attendance at extra-curricular activities and access to cultural capital	<ul style="list-style-type: none"> • Use SIMs Activities to track student attendance at extra-curricular activities, including Sixth Form • Ensure every disadvantaged child is participating in at least one extra-curricular activity (in or outside school) • AIM programme to be used to support students who struggle to access extra-curricular opportunities • School to fund late bus – additional PP students will have the opportunity to attend extra-curricular activities with a funded means of travelling home. Initiative to begin January 2022 	<p>Research (Oxford, 2016) demonstrates a clear link between attendance at clubs and improvements in attendance and attitudes towards school</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	4
Increase student aspirations and knowledge about next steps	<ul style="list-style-type: none"> • All year 10 students to attend University visit in Summer Term • All year 8 students to have 1:1 meetings before GCSE options • All Year 10 PP students to have a careers interview, with a follow up meeting in Year 11 • Year 10 summer challenge – PP to be prioritised to partake in the summer challenge • Year 11 PP consultations for Sixth Form to be held early and by Head of Sixth Form • Year 12 PP students targeted for support with work experience placement • Year 12 and 13 PP students to be prioritised for a careers interview in each year, for early identification of aspiration; follow up tailored super-curricular activity e.g. Social Mobility Young Professionals application, virtual work experience, Oxbridge workshop 	<p>Students' aspirations, expectations and school achievement: what really matters? Khattab, N. 2015, British Educational Research Journal, pp. 731-748</p> <p>Thornton, A, et al. School and College-level Strategies to Raise Aspirations of High-achieving Disadvantaged Pupils to Pursue Higher Education Investigation. Department for Education, 2014</p>	3
To support students who do not have a suitable working environment at home	<ul style="list-style-type: none"> • Open access to homework club – PP to be encouraged to attend • Students also attend Period 6 if they require homework support • Supported after school study in the Study Centre for Year 12 and 13 PP, as appropriate. 	Poverty, family resources and childrens early educational attainment: the mediating role of parenting. Kiernan, K and Mensah, F. 2011,	3, 4, 5 and 6

		British Educational Research Journal.	
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Total budgeted cost: £100,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year

<u>Aims</u>	<u>Evidence of impact</u>
<ul style="list-style-type: none"> For our disadvantaged students to achieve a minimum progress 8 score of 0.6 (this would place us within the top 100 school for progress of disadvantaged students in the country) 	Progress 8 score of 0.8 against 2019 data, with 16 of 20 students making positive progress against their starting point. Achieved.
<ul style="list-style-type: none"> For our disadvantaged students to score at least 50 against Attainment 8, which would be significantly above the national average for non-disadvantaged students 	Attainment 8 score of 53. Achieved.
<ul style="list-style-type: none"> For 43% our disadvantaged students to achieve English and Maths grades 5+, which is the 2019 figures for all students nationally 	Based on TAGs 60% of students (12) achieved grades 5+ in English and Maths, with an additional 4 achieving 5+ in English but not Maths and 4 achieving 5+ in Maths but not English
<ul style="list-style-type: none"> For our disadvantaged students' collective attendance rates to be above 95% For under 10% of our disadvantaged students to be 'persistent absentees (over 10% absence) 	92.5% attendance for PP 26.3% persistent absence for PP Significant work to be done in this area following the impact of Covid.
<ul style="list-style-type: none"> To ensure Ebacc entry for our disadvantaged students aligns with the % uptake for non-disadvantaged students 	Of 144 students in Year 8, 40 (28%) are taking the EBacc. Of the 18 disadvantaged students, 5 (28%) are taking the EBacc. Aim to increase numbers in future years.
<ul style="list-style-type: none"> For the majority of our disadvantaged students to continue their post 16 education at Waddesdon Sixth Form (aim for 70%) 	Post 16 retention in 2019/2020: 11 of 17 (65%) of our Year 11 students remained on for sixth form Post 16 retention in 2020/21: 11/18 (61%) of our Year 11 students remained on for Sixth Form.
<ul style="list-style-type: none"> For our disadvantaged students' progress in Year 13 to be in line with the cohort against Alps 	Disadvantaged students progress Alps 2 'outstanding' on Alps VA measure (vs cohort Alps 1 outstanding')
<ul style="list-style-type: none"> For our disadvantaged students in Year 13 to achieve their first- choice destination 	100% of students achieved their intended destination. Of the students who applied to university, all but one achieved their firm choice.