



The Winston Churchill School ~ Pupil premium strategy statement

Whole School at September 2019

Total Number of pupils: 1421

Total number of pupils on FSM: 108 (7.60%)

Total number of pupil eligible for PP: 243 (17.10%)

Total PP Budget: £274,500

Total Catch-up budget: £15,158

Catch-up and PP combined: £ 289, 658

Date of next PP review: June 2020

Summative data from 2019 GCSE outcomes

Year 11 Leavers

Total Number of pupils: 309 (DfE 288, School Performance 302)

Total number of pupils on FSM: 22 (7.12%)

Total number of pupil eligible for PP: 57 18.4% (DfE 53 18.4%, School performance 53 17.5%)

1. Current attainment (2019 leavers)		
	Pupils eligible for PP (53* pupils DfE; 52 pupils school performance in brackets)	Winston Pupils not eligible for PP [Figures in brackets are national averages for nonPP students**
% achieving 4+ in English	66% (71.2%)	83.4%
% achieving 4+ in Maths	49.1% (53.8%)	81.7%
% achieving 4+ in English and Maths	41.5% (46.2%)	75.7% (72%)
% achieving 5+ in English	45.3% (48.1%)	69.4%
% achieving 5+ in Maths	24.5% (26.9%)	63.0%
% achieving 5+ in English and Maths	18.9% (19.2%)	57% (50%)
Progress 8 score average	-0.65 (-0.37)	+0.18
English P8	-0.65 (-0.27)	+0.20 (+0.11)
Maths P8	-0.53 (-0.28)	+0.17 (+0.11)
Attainment 8 score average	34.65 (37.98)	51.5 (50.3)

Disadvantaged figures

*School figures are based on the students included in the DfE Performance measures (288 of 309). Figures in brackets are for school's internal performance excluding 7 students who disproportionately skewed overall results (302 of 309). There were 3 PP students with such significantly negative P8 scores these were statistically adjusted. The 5 students are included in DfE figures but not in the school's performance figures who did not attend for any of Yr 11.

Non-Disadvantaged figures:

** National figures from DfE Find and Compare Schools website figures from England non-disadvantaged students.

** Schools figures are based on the DfE Performance cohort of 235 this excludes 17 students

Green denotes improvement from previous year

Red denotes worse than previous year

Blue denotes similar to previous year

2. Previous attainment (2018 leavers) –		
	Pupils eligible for PP (70 pupils)	Pupils not eligible for PP at Winston (204)
% achieving 4+ in English	51.4%	77.5%
% achieving 4+ in Maths	54.3%	75.5%
% achieving 4+ in English and Maths	45.7% (45%*)	70.1% (71.5%*) (77.4%**)
% achieving 5+ in English	37.1%	60.3%
% achieving 5+ in Maths	27.1%	51%
% achieving 5+ in English and Maths	18.6% (19%*)	44.6% (50.1%*) (57.5%**)
P8 English	-1.00	-0.14
P8 Maths	-0.55	0.14
Progress 8 score average	-0.95 (-0.97*)	-0.038 (+0.32**)
Attainment 8 score average	33.1 (33.1*)	46.7 (53.3**)

* DfE School Performance Website – Find and compare schools in England. Winston figures based on 62 pupils used by DfE official figures.

* DfE School Performance Website – Find and compare schools in England. National for local authority state-funded schools other (non-disadvantaged) pupils

**DfE School Performance Website – Find and compare schools in England. Figures for local authority state-funded schools other (non-disadvantaged) pupils

The main barriers to educational achievement faced by eligible pupils at the school

Attendance – attendance for all pupils continues to be a priority. Attendance rates for PP students at WCSC are lower than non PP (although in line with PP attendance nationally and improving)

Academic Support – PP students joining WCSC are frequently behind non PP students in their academic attainment when they join the school. Therefore, academic support is required in the classroom as well as additional intervention in order that disadvantaged students can make accelerated progress to catch-up with their non-disadvantaged peers.

Engagement – PP students and their families have not always engaged with the school, this has resulted in PP students with lower motivation and low aspirations.

Personal wellbeing – some PP students will need support to be emotionally equipped for the demands of school and life after school.

Key area of focus	Action/approach	Rationale for choice	Success criteria
Attendance – Transition to Yr 7	Summer School HSLW Home visits Link with feeder schools for early identification of potential non-attenders	Engagement with families and school key to good “start”	Gap between attendance of disadvantaged at WCSC and non-PP nationally closes. Reduction in PA PP NEETs reduced
Attendance – “low attenders”	Interventions and support to reengage PA/low attendance Barista Coffee qualification CIAG and Work Exp. – individual guidance and support College visits Attendance home visits	Relate to individuals and groups of students and engage through alternative activities/curriculum	Gap between attendance of disadvantaged at WCSC and non-PP nationally closes. Reduction in PA PP NEETs reduced
Attendance – All	Closer and more frequent monitoring to track and identify changes in attendance earlier. Key Stage Manager/HSLW to monitor and intervene with PP students as soon as possible after any absence. Application of communication app	Prevent students becoming PA. Raises priority for pupils and families Easier and more immediate contact with families Positive relationships with families	Gap between attendance of disadvantaged at WCSC and non-PP nationally closes Reduction in PA PP NEETs reduced

Key area of focus	Action/approach	Rationale for choice	Success criteria
Academic Performance – early engagement of KS3 learners	Yr 6 Summer Tutors Summer school	Preparing students for change in teaching “style” and approach at secondary school Building relationships with student and family prior to joining WCSC Earlier catch-up of any “lost ground”	PP students match progress of non PP in Yr 7 Attendance of PP students in Yr 7 closer to national non-PP
Academic Performance – Progress in Maths and English	Graduates PP tutors in Maths, English and Science Academic support for students in Ma/En lessons. Small groups withdrawal teaching After school teaching with Yr 11 Holiday/weekend revision session for Yr 11	More tailored academic support for PP students	Close attainment/progress gaps in in Ma and En for PP relative to national
Academic Performance – Yr 11 support	Holiday tutoring Revision materials MADE Training students and parents Maths and English parent workshops Academic mentoring	Direct academic support for Yr 11 students and families in preparation for exams	Close attainment/progress gaps in in Ma and En (and other subjects) for PP relative to national
Engagement/Motivation – “bucket 3”	Review current curriculum offer to ensure appropriate and valid courses are available to PP students Evaluate Yr 9 options choices for PP	PP student P8 score in “Bucket 3” is negative 2019. Aim to match performance of non-PP	“Bucket 3” P8 score for PP gets closer to non-PP nationally
Engagement/Motivation – “bucket 3”	Improve teaching in key areas to support PP	Higher quality first teaching improves outcomes for PP	“Bucket 3” P8 score for PP gets closer to non-PP nationally – specific subjects improve

Academic Performance – ready to learn	Breakfast club homework help Targeted work reviews by Headteacher	Ensure students are organised and prepared to learn and make progress in school	Improved presentation and pride in accomplishments/self esteem Close attainment/progress gaps in in Ma and En for PP relative to national
Academic Performance-quality first teaching and feedback.	Development of teaching and learning Focus on PP seating Verbal and written feedback for PP followed through	PP Students to receive priority in lessons and with feedback	Engagement/Motivation – wider experience
Academic performance – written feedback	Headteacher monitoring of PP students books/work for quality feedback with student actions followed up	Focus on marking for PP students' work will improve attitude, focus and therefore performance	Improved presentation and pride in accomplishments/self esteem Close attainment/progress gaps in in Ma and En for PP relative to national
Achievement for All	Extend work with AfA to sustain implemented strategies. Up skill staff to “coach” families and students Use structured conversations strategically targeted students SC to influence all school-family interactions in Learning Reviews and PCE	Structured conversation model has proved very effective	Improve attendance (above metrics) and progress.

Key area of focus	Action/approach	Rationale for choice	Success criteria
Engagement/Motivation – Broader experience	Extra-curricular engagement Music lessons, sport, DofE	Support for PP students to engage with wider aspects of school life to promote ambition and drive for success as well as resilience	PP students engage in and participate in wide range of extracurricular activities. Monitoring indicates proportionate or better uptake
Engagement/Motivation – parental engagement	Build early, positive relationships with parents Introduce and use app for more efficient communication with families	Parental engagement in academic learning to impact on pupil progression	Increased attendance at parents evening for PP students. Rates comparable or better than non-PP
Engagement/Motivation – wider experience	Financial support for residential/academic trips	Rewards students endeavours and widens their experiences and motivation	All areas
Engagement/Motivation – parental and student learning conversations	Introduce Winston Competencies Use of Winston Competencies with Yr 7, 8 and 9 for learning review and beyond	Development of a shared vocabulary to discuss learning enables students, parents and teachers to identify student's areas for improvement. Clear guidance on what all stakeholder can do to support improvement	Parental engagement from Yr 7 is high. Attendance rates high at LR/Parents eve Feedback from parents strong

Planned expenditure:

Academic year		2019-20 (£289,658)			
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?
Improved access to curriculum/extra curricular opportunities	Support/funding for students to attend visits, MADE Revision workshops	Students gaining opportunities in line with more advantage students	Evaluate the rates of attendance and impact on overall outcomes	JFR/DTA	Ongoing formatively July 20
Improved metacognitive learning	Introduction and further development of the competencies	EEF toolkit indicates high impact on learning for all students	Evaluation of student progress/attainment. Focus groups with parents Feedback from students	JPR/JFR	Ongoing formative July 2020
Improved progress and attainment in English, Maths and Science	Expansion of PP tutoring to cover English, Maths and Science	EEF Toolkit small group tuition and in class support	Evaluation of progress and attainment for those students and all students	JFR/GC O/CMA	Ongoing via SISRA August 2020
Improved attainment and progress for PP during lessons	Develop and embed specific strategies to be used by teachers with PP students during lessons	EEF toolkit indicates collaborative learning has high impact. Improved quality of first teaching targeted at PP impacts on progress	Working with Subject Leaders and AFA coach to share, improve and develop strategies. Lesson observation follow up and attainment/progress tracking	JFR/JPR	Ongoing July 2020
Raising aspiration and accelerating progress or PP based on innate problem solving ability	Streams – Ensure PP students are challenged and stretched to be placed in aspirational streams	Collaborative learning has moderate impact for low cost based on extensive research	Monitoring progress and attainment of PP students in different streams	RJE	Ongoing July 2020
Total budgeted cost					£71,367
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?
Greater engagement of specific students	Range of alternative curricular opportunities	NEETs evidences that qualifications and opportunities prepared students for next stage.	Monitoring of alternative curricular course and opportunities for quality assurance.	RJE/REX /DTA	Ongoing July 2020

Improved attendance	HSLW and pastoral support	Students attendance improves with family engagement	Regular and targeted analysis of PP attendance.	DTA/MFR/JFR	Termly attendance review by year group July 2018
Improved family engagement in academic performance for targeted students	Achievement for All coaching and structured conversations	Evidence from AfA ongoing impact analysis.	Regular visits from AfA coach. Monitoring of progress/attainment of selected cohort(s)	JFR	Regular review meetings throughout year. July 2020
Raise self-esteem, confidence and emotional resilience	Emotional support/counselling	Many of our PP students have complex emotional needs and historically there has not been enough expertise in school to support these students.	Monitoring by SENCo and liaison with PP Admin to ensure students attend. Follow-up monitoring.	JGR/DTA	July 2020

Total budgeted cost £76,324

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?
Barrier to attending school and being effective learners overcome	Breakfast club, uniform provision, support with other opportunities for specific individuals	Students attendance and engagement is reduced unless barriers are	Monitoring of attendance for specified individuals.	DTA	July 2020
Improved behaviour and attitudes to learning	Pastoral support	Disadvantaged students tend to need a greater depth and range of pastoral/emotional support in order to be successful in school	Performance management of pastoral support team.	DTA/Year Leaders/JFR	Ongoing July 2020
Improve engagement, attendance and progress for disadvantaged	Training, leadership and administration.	Clear evidence that specific intervention/strategies are more effective than others. Therefore energy and finance must be targeted towards most effective strategies.	Monitoring and evaluation of strategies and approaches. Ongoing recording and tracking beyond duration of intervention.	JFR/DTA	Ongoing July 2020

Total budgeted cost £142,057

Previous Year 2018-19 spending and impact. (2018-19 Expenditure £289,910)

i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improved presentation and pride in accomplishments/self esteem Close attainment/progress gaps. Improved "metacognition"	Embed the Winston Competencies with Yr 7-9	Really successful: parent feedback indicates that this has enabled effective learning conversations at home and means parents can engage in students school life more easily	Continue to develop and rollout to other year groups. Gain feedback from focus groups to ensure parent view is taken. Use in lesson and develop alongside on line curriculum
Increased attendance at parents evening for PP students. Rates comparable or better than non-PP	Targeting PP families to ensure attendance at Parent's evening	Strong positive impact. Attendance rates much higher than estimates from previous years	Target youngest years first. Provide key instructions to parents. Use variety of media to contact families and remind them of event details
Improved quality of first teaching	Training and development of teacher, tutors and learning support staff	Positive impact as quality of teaching generally has stayed strong, with a greater emphasis on providing for disadvantaged students	Further prioritise and promote use of strategies in lessons to ensure disadvantaged students can make at least good progress. Focus on supporting teachers to ensure the standard of work students produce matches their ability
Total cost			£80,816
ii. Targeted support			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Gap between attendance of disadvantaged at WCSC and non-PP nationally closes. Reduction in PA PP NEETs reduced	HSLW Attendance officer Specific visits/residential interventions	Evidence of approaches improving attendance as year progressed. This will be further evidenced in 2019-20 as longer term strategies employed and honed	The earlier the intervention and support starts the greater the impact. Contact with families before there are any issues is essential to sustain high attendance. Review again at Easter to confirm impact
PP students match progress of non PP in Yr 7 Attendance of PP students in Yr 7 closer to national non-PP	Summer school Yr 6 in school tutors	Improved engagement from students and families involved. Ongoing monitoring of academic performance will indicate impact on progress	Increasingly challenging to set up effectively. Primary feeder schools are reluctant to engage as this is the time many Yr 6s are involved in extracurricular. Worked well to access and engage with families, but HSLW are becoming increasingly effective at this

Close attainment/progress gaps in in Ma and En (and other subjects) for PP relative to national	PP Tutors in English and Maths. Holiday tutoring Parent workshops Academic mentoring Yr 6 Tutors in Primary feeders	Outcomes for disadvantaged students engaging and accessing support (specifically the PP tutors) demonstrated significant impact on progress during the course of Yr 11	PP tutors are extremely effective and their value will increase as they begin working with students earlier. Evidence if this year's impact provides powerful information to engage more students
Total cost			<i>£44,454</i>
iii. Other approaches			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)
Improved behaviour, attitude and engagement from disadvantaged students	Breakfast club Uniform provision Pastoral Support Careers information advice and guidance. Work experience	All Yr 11 entered education, employment or training upon leaving WCSC indicating that there qualifications and experience prepared them for their next stages	Staff are extremely skilled in supporting students where required and provide excellent advice and guidance
Improved parental engagement with the school also improved attendance	Investigation into and purchase of a licence for an App to message parents on smart phones	App has positively impacted on attendance at specific events and has enabled us to reach more parents in a more convenient medium	App has proved useful and anecdotal feedback is positive, further development of App use to help improve interactions with families and increase impact and attendance at events/interventions
Initial early engagement with WCS and improved Yr 7 PP attendance	Summer School	Positive response from those who attended. Initial indicators suggest Yr 7 PP attendance has improved over recent past and this year	Offering coffee mornings to meet parents and providing support with uniform/stationary etc needed for school really increased attendance. Family/community impact improved
Ensure that strategies and approaches chosen and deployed are effective and matched to student needs	Staff training, Leadership, and administration time	More effective monitoring of strategies being used and this is closely monitored for impact	Develop and evolve strategies for AfA quality mark
Total cost			<i>£164,640</i>