



The Winston Churchill School ~ Pupil premium strategy statement

Whole School at October 2020

Total Number of pupils:	1488
Total number of pupils on FSM:	147 (9.8%)
Total number of pupil eligible for PP:	276 (18.5%)
Total PP Budget:	£192,910 (based on 242 students from previous census)
Covid Catch-up budget:	£ 84,691 (of £114,818 approx. £30,000 is carried over to 2021-22)
Post LAC Funding :	£18,760
Total disadvantaged funding:	£308,761
Date of next PP review:	June 2021

Summative data from 2020 GCSE outcomes

Total Number of pupils:	250
Total number of pupils on FSM:	17 (6.8%)
Total number of pupil eligible for PP:	38 (15.2%)

1. Current attainment (2020 leavers)		
	Winston Pupils eligible for PP (All PP 38)	Winston Pupils not eligible for PP (212) [Figures in brackets previous year's (2019) national averages for the performance of nonPP students]
% achieving 4+ in English	60.5%	86.8%
% achieving 4+ in Maths	60.5%	83.5%
% achieving 4+ in English and Maths	52.6%	78.8% (72%)
% achieving 5+ in English	44.7%	75.5%
% achieving 5+ in Maths	39.5%	62.3%
% achieving 5+ in English and Maths	26.3%	59.5% (50%)
Progress 8 score average	-0.24*	+0.38
English P8	-0.426*	+0.33 (+0.11)
Maths P8	-0.087*	+0.18 (+0.11)
Attainment 8 score average	39.33	54.6 (50.3)

*NB Progress scores are SISRA calculated accurate as at 5th September 2020

Green denotes improvement from previous year, **Red** denotes worse than previous year, **Blue** denotes similar to previous year

2. Previous 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

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

Coronavirus will have profoundly impacted many of our students and their families but it is probable that the effect will have a disproportionately negative effect on the most disadvantaged. In addition, the pandemic is likely to have created more disadvantaged families. Therefore identification and support for these families as well as those at risk of becoming disadvantaged will also be included in the strategies set out below.

Attendance – attendance for all pupils is a key following the extended absence from school - disadvantaged students have lower attendance rates than non-disadvantaged. Having made significant progress to improve the attendance of disadvantaged it is critical to minimise absence rates amongst disadvantaged students when returning from the pandemic.

Academic Support – PP students joining WCSC are frequently behind non PP students in their academic attainment when they join the school. Despite intervention and additional provision during the pandemic, disadvantaged students engagement with home learning or keyworker provision was far more inconsistent than the engagement of non-disadvantaged. As a result, there is an even greater need for further additional academic support in the classroom as well as additional intervention, particularly in core subjects.

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

Personal wellbeing – some PP students will need support to be emotionally equipped to deal with the aftermath of the pandemic as well as preparing them 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 Transition day in summer holidays HSLW Home visits Link with feeder schools for early identification of potential non-attenders	Reduced school in Yr 6 means more transition required. 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 HSLW support Support though SEND/Asst. Educational Psychologist programme to overcome attendance barriers	Relate to individuals and groups of students and engage through alternative activities/curriculum Emphasis on need for education and benefits to wellbeing following lock down	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. Year Leader Support/HSLW to monitor and intervene with PP students as soon as possible after any absence. Application of communication App. Increased tutor and year team telephone communication, early positive intervention to prevent issues. Closer working with Inclusion Officer from Surrey to enforce attendance if interventions are ineffective	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
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

Key area of focus	Action/approach	Rationale for choice	Success criteria
Academic Performance – Yr 11 support	Holiday tutoring Revision materials MADE Training students (and parents if possible) 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 has improved but “Bucket 3” is still negative 2020. 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. T&L in key options subjects improves following reviews	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	Literacy and reading development- library book buddies 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 – for PP increases
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
Learning Review	Up skill staff to “coach” families and students Use structured conversations with strategically identified students SC to influence all school-family interactions Critical to have positive impact through any family contact following lock-down	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		2020-21 (£308,761)			
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/extracurricular 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/MFR	Ongoing formatively July 2021

Improved metacognitive learning	Winston Extra Curricular offer and application of Winston 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 2021
Improved progress and attainment in English, Maths and Science	Expansion of PP tutoring to cover English, Maths and Science (2x tutors in Ma and En)	EEF Toolkit small group tuition and in class support	Evaluation of progress and attainment for those students and all students	JFR/GCO/SFR	Ongoing via SISRA August 2021
Improved attainment and progress for PP during lessons	Reinforce 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 to share, improve and develop strategies. Lesson observation follow up and attainment/progress tracking	JFR/JPR	Ongoing July 2021
Improved literacy rates – Using the library and reading partners programme for KS3	Wider engagement with Discovery Space Library with partnered reading	EEF and range of additional sources indicate that literacy and reading are critical to academic progress and social development	Evaluate PASS scores and literacy levels for students involved	MDO/JFR	Ongoing July 2021
Raising aspiration and accelerating progress of 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 2021
Total budgeted cost					£53,970

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	Zero NEETs evidences that means qualifications and opportunities prepared students for next stage	Monitoring of alternative curricular course and opportunities for quality assurance	RJE/R EX/MFR	Ongoing July 2021
Improved academic outcomes in core subjects	Additional graduate tutors to accelerate catch-up	EEF Toolkit small group tuition and in class support	Evaluation of student academic progress	GCO/SFR	Ongoing July 2021
Improved attendance	HSLW and pastoral support	Students attendance improves with family engagement	Regular and targeted analysis of PP attendance	MFR/JFR	Termly attendance review by year group July 2021
Improved family engagement in academic performance for targeted students	Structured conversation in Learning Review and telephone conversation. Competencies and WEx embedded in LR process	Ongoing impact analysis	Feedback from families Monitoring of progress/attainment of selected cohort(s)	JFR/JP R/AKO	Evaluation of LR day 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	SENCo /JFR	July 2020
Total budgeted cost					£181,435

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	NCO/Y LSW	July 2021
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	NCO/Year Leader s/JFR	Ongoing July 2021
Improve engagement, attendance and progress for disadvantaged	Training, leadership and administration	Clear evidence that specific intervention/s 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'HS LW/RE X	Ongoing July 21
Improved engagement with home learning through widening access	Provision of extended access to electronic devices if needed	On-line curriculum has proved highly effective during lock down. Access to it is essential	Monitoring completion of work and engagement with families.	Year leaders / YLSW/ JFR	Ongoing July 2021
Total budgeted cost					£73,356

Previous Year 2019-20 spending and impact. (£247,748*)

*variance from budget are due to variations in student numbers and lack of HSLW

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)
<p>Improved presentation and pride in accomplishments/self esteem</p> <p>Close attainment/progress gaps.</p> <p>Improved "metacognition"</p>	<p>Winston Competencies</p> <p>Competency reports</p> <p>Learning Review</p> <p>Winston Extra</p>	<p>Colleague and parent feedback indicates that this has enabled effective learning conversations at home and means parents can engage in students school life more easily.</p> <p>Student's ability to describe their own learning has significantly improved based on Competency report self-reflections</p>	<p>Further develop use of progression chart feedback with families.</p> <p>Develop accessibility of the Competency report self reflection</p> <p>Greater input from businesses to verify the importance and value of approach</p>
<p>Increased attendance at parents evening for PP students. Rates comparable or better than non-PP</p>	<p>Targeting PP families to ensure attendance at Parent's evening</p>	<p>Strong impact. Attendance rates improved up until lockdown</p>	<p>PCE next year will be modified for Covid.</p> <p>Early positive phone calls to all students.</p> <p>Learning review model adapted to have Competency and Academic focus</p>
<p>Improved quality of first teaching</p>	<p>Training and development of teacher, tutors and learning support staff</p>	<p>Positive impact as quality of teaching generally has stayed strong, with a greater emphasis on providing for disadvantaged students</p>	<p>Continue emphasis on this area especially following relatively low teacher contact during lock down.</p> <p>Capitalise on positive engagement with on-line curriculum and home learning via Frog</p>
Total cost			£65,626

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)
<p>Gap between attendance of disadvantaged at WCSC and non-PP nationally closes.</p> <p>Reduction in PA</p> <p>PP NEETs reduced</p>	<p>HSLW – not fully “staffed” for the whole academic year.</p> <p>Attendance officer</p> <p>Specific visits/residential interventions</p>	<p>Evidence of approaches improving attendance as year progressed.</p> <p>This was interrupted by lock down</p>	<p>Contact with families before there are any issues is essential to sustain high attendance.</p> <p>Home visits and family contact at initial absence point has most significant impact</p>
<p>PP students match progress of non PP in Yr 7</p> <p>Attendance of PP students in Yr 7 closer to national non-PP</p>	<p>Summer school</p> <p>Yr 6 in school tutors</p>	<p>Improved engagement from students and families involved.</p> <p>Ongoing monitoring of academic performance will indicate impact on progress.</p> <p>Support for PP students to be allocated to Enigma Streams</p>	<p>Transition was effective, long term impact difficult to ascertain due to lock down</p> <p>PP students overrepresented in Enigma stream. Coaching in problem solving and Winston Extra lessons support strategy</p>
<p>Close attainment/progress gaps in in Ma and En (and other subjects) for PP relative to national</p>	<p>PP Tutors in English and Maths.</p> <p>Holiday tutoring</p> <p>Parent workshops</p> <p>Academic mentoring</p>	<p>Outcomes for disadvantaged students engaging and accessing support (specifically the PP tutors) demonstrated significant impact on progress during the course of Yr 11</p>	<p>PP tutors are extremely effective and their value will increase as they begin working with students earlier</p> <p>Evidence if this year’s impact provides powerful information to engage more students and broaden the number employed following the lockdown</p>
Total cost			£74,907

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	Yr 11 entered education, employment or training upon leaving WCSC indicating that their qualifications and experience prepared them for their next stage	Staff are extremely skilled in supporting students where required and provide excellent advice and guidance. Really important for current Yr 11 having missed the end of Yr 10. Prioritise access to CIAG for PP
Improved parental engagement with the school also improved attendance	Attendance officer intervention and visits Tighter monitoring and more efficient referral process	Positive impact on PP attendance shown for first half of academic year	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
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 coaching/structured conversation models
Total cost			£107,215