

Pupil premium strategy statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding 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 at Oct 2021

Detail	Data
School name	The Winston Churchill School
Number of pupils in school	1497
Proportion (%) of pupil premium eligible pupils	287 (19%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2-2024/5
Date this statement was published	15/11/21
Date on which it will be reviewed	July 2022
Statement authorised by	Z Johnson-Walker (Headteacher)
Pupil premium lead	James French (Deputy Headteacher)
Governor / Trustee lead	Amanda Newton (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Includes service, FSM, EV6).	£228,490
Summer School funding	£14,793
School led tutoring funding	£33,076
COVID Catchup premium	£49,530
COVID Recovery premium	£16,893
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£31,030
Total budget for this academic year	£373,812

Part A: Pupil premium strategy plan

Statement of intent

The disadvantaged student strategy at the Winston Churchill School is guided by an aspiration for opportunity and achievement for all. The essence of our intent is for all students eligible for the pupil premium to achieve as well academically and socially compared to their peers. Disadvantaged students should never be left behind; staff direct the appropriate focus, support and attention as and when needed.

Challenges

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

Challenge number	Detail of challenge
1	Literacy – Lower levels of literacy, reading and comprehension impacts progress in all areas. New Yr 7s and those students KS3 will have significant gaps due to time missed from school.
2	Academic support – students from disadvantaged families are more likely to have significant gaps in knowledge and understanding as a consequence of the lock downs in the previous few years. Literacy and numeracy and student autonomy are key to catching up.
3	Metacognition and learning autonomy – research and school observation indicates that disadvantaged learners lack self-regulation strategies to enable them to be effective independent learners with the confidence to improve their own knowledge and understanding.
4	Responsible and respectful learners - Disadvantaged students and their families have not always engaged positively with the school, this can result in low motivation and/or aspiration and can mean disadvantaged students do not always follow school rules and expectations. Not being able to hold face-to-face meetings resulted in a number of events being held online. This can be a barrier for some disadvantaged families and has made building relationships with families more challenging.
5	Personal wellbeing - Disadvantaged students are more likely to need support to be emotionally equipped to deal with the aftermath of the continued pandemic and disruption to routine and home life. Returning to the expectations and routines of school will be a challenge.
6	Ready to learn – as the proportion of FSM has and is increasing, more families will have limited funds to purchase school essentials and uniform resulting in attendance and learning barriers.
7	Attendance – attendance for all learners has reduced, locally and nationally, disadvantaged students are impacted more than their peers. Aut 2021

Intended outcomes

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

Intended outcome	Success criteria
Improved reading, comprehension and literacy amongst disadvantaged students	<p>Reading assessment scores demonstrate progress.</p> <p>Progress and attainment in English language(writing) and English literature (reading) show improvements</p> <p>Whole school literacy strategies introduced and embedded routinely in teaching activities.</p> <p>Writing at length improves demonstrated through book scrutiny and improved assessment outcomes and GCSE attainment and progress in key subjects (e.g. English, history, drama etc)</p> <p>Increased vocabulary range for disadvantaged students</p> <p>Improved engagement in learning from disadvantaged students. (Report FFIs, behaviour and achievement points)</p>
Improved attainment and progress for disadvantaged students across the curriculum at the end of KS4	<p>Positive P8 scores for disadvantaged students in each of the “buckets”</p> <p>Attainment 8 score for disadvantaged students is comparable to non-disadvantaged</p>
Improved metacognitive and self-regulatory skills among disadvantaged students.	<p>Winston Competency soft assessments for disadvantaged students show progressive improvements</p> <p>Behaviour point and achievement point data for disadvantaged students indicates improved self-regulation</p> <p>Home learning completion, progression chart use for disadvantaged students improves</p> <p>Academic progress and attainment indicate self-regulation improved</p>
Improve engagement of KS4 students	<p>Yr 9 disadvantaged students are on the “right” courses. Feedback from students and options teachers indicates students are engaged and motivated.</p> <p>Disadvantaged students achieve positive Progress 8 for “bucket 3” (option subjects).</p> <p>Disadvantaged students attainment for “bucket 3” (options subjects) is in line with attainment for non-disadvantaged.</p> <p>No disadvantaged students become NEETs</p>
Improved engagement, motivation and wider participation for disadvantaged students	<p>Disadvantaged students’ engagement and attitudes to learning improve and are comparable with non-disadvantaged – PASS testing, achievement point and Winston Extra</p> <p>Disadvantaged students representation at extra-curricular increased.</p> <p>Increased representation of disadvantaged students in “leadership” roles</p> <p>Improved and sustained engagement from disadvantaged families at PCEs and Learning Review.</p>

Improve wellbeing for disadvantaged and vulnerable students.	Improved and sustained wellbeing will be demonstrated: Data from student voice, PASS testing and parent voice Teacher observations and analysis of CPOMMS and wellbeing intervention impact. Reduced BP, improved APs; detentions, IEC and exclusions data for learners who are disadvantaged. Increased engagement with extra-curricular and enrichment activities
Disadvantaged students equipped and ready to learn	Disadvantaged students have appropriate equipment. Work in their exercise books to be proud of. Feedback in assessment folders acted on, and sustained progress over time.
Attendance - Improve and sustain high levels of punctuality and attendance for disadvantaged students. To reduce Persistent Absentees (PA)/ "low attenders" among disadvantaged students.	Improved and sustained attendance and punctuality will be demonstrated 2024-2025 by: The overall absence rate for all learners will have moved above 96%. The attendance of disadvantaged peers will be in line with non-disadvantaged peers. Persistence absence will be significantly reduced and be sustained below national average secondary schools of 13.7% in data for the academic year 2018/19 aspirational aim below 10% PASS testing indicates positive feelings towards school and attendance.
Smooth and effective transition from Yr 6 to 7.	Gap between attendance of disadvantaged at WCSC and non-PP nationally closes. Reduction in PA PP NEETs reduced

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 (for example, CPD, recruitment and retention)

Budgeted cost: £114,872

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school T&L priority on developing autonomous learners and minimising learning "drift" through specific classroom strategies that will improve progress for disadvantaged students.	<i>EEF Toolkit : metacognition and self-regulation, feedback, collaborative learning approaches.</i>	2, 3, 4

Purchasing and administering reading tests. Embed existing literacy strategies. CPD and training on techniques to improve reading, comprehension, oracy and vocabulary.	EEF Literacy toolkit for secondary schools. Why closing the word gap matters – OLR <i>EEF toolkit – reading comprehension strategies, oral language interventions</i>	1, 2, 4, 6
Winston Extra and Competency curriculum embedded across entire curriculum.	EEF toolkit indicates high impact on learning for all students (<i>EEF Toolkit: Collaborative learning approaches, Metacognition and self-regulation</i>)	2, 3, 4, 5, 6
Subject Leaders, Year Leaders and teaching teams prioritise specific strategies to be applied regularly to improve engagement, progress and attainment of disadvantaged students. CPD provided as necessary to support colleagues with the use of these strategies.	Achievement for All tool kit to support disadvantaged students provided range of effective strategies that can be applied in the “classroom”. (<i>EEF toolkit: collaborative learning; Improved quality of first teaching targeted at disadvantaged</i>)	2, 3, 4, 5, 6

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

Budgeted cost: £158,463

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class and small group tutor support to improve progress and attainment in English, Maths and Science	EEF Toolkit small group tuition and in class support improves progress and attainment. (<i>EEF Toolkit one to one tuition</i>)	1, 2, 3
Use of library and reading partners programme in KS3	EEF and range of additional sources indicate that literacy and reading are critical to academic progress and social development	1, 2, 4, 6
Homelearning well structured activities set routinely and linked to class learning.	EEF toolkit Homework has additional benefits for disadvantaged students and can enhance attainment for disadvantaged students.	2, 5, 6
Structured Conversation model amended to support disadvantaged students and families following Learning Review.	EEF Toolkit: Social and emotional learning and parental engagement	4, 5, 6, 7

KS3 Summer schools	EEF evidence, government support and previous experience of improved transition as well, learning and progress.	4,5,6,7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £100,478

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and support Alongside high quality first teaching (Assistant Educational Psychologists, Home School Link Workers and Attendance officer)	<i>EEF Toolkit – parental engagement, social and emotional learning</i>	4, 6, 7
On-going staff training and development relating to managing behaviour. Training on Restorative Approaches alongside development of students as RJ leaders.	<i>EEF toolkit – social and emotional learning, behaviour interventions</i>	4, 5, 6, 7
Broader participation in school opportunities e.g. extra-curricular music, drama, sport etc	EEF Toolkit – Arts participation, social and emotional	5, 7
Yr 6-7 Summer School	EEF Toolkit – parent engagement, reading and comprehension, School uniform, small group tuition, Summer Schools	1, 2, 5, 6, 7

Total budgeted cost: £ 329,816

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.

Attendance

Improved attendance for WCS in PP students by 0.5% (and FSM increased by 0.4%), whilst whole school remains at 95.5%.

	National Average 2019-2020*	Winston Churchill School 2019-2020	National Average 2020-2021 *	Winston Churchill School 2020-2021
All	94.4%	95.5%	94.3%	95.5%
PP	91.7% (EV6)	92.7%	91.0% (EV6)	93.2% (+0.5%)
Non-PP	95.4% (Non-EV6)	96.2 %	95.6% (Non-EV6)	96.1%
FSM	90.8%	91.2%	90.2%	91.6% (+0.4%)
Non-FSM	95.1%	96.0%	95.3%	96.0%
Days missing in school due to COVID LOCKDOWN		75 days 150 sessions		38 days 76 sessions

*National figures are from Government statistical release May 2021 (updated July 2021) and therefore only from Autumn term 2019-20 and 2020-21 for state secondary schools.

Whole School at October 2021

Total Number of pupils: 1501
 Total number of pupils on FSM: 184 (12.26%)
 Total number of pupil eligible for PP: 290 (19.32%)
 Date of next PP review: July 2022

Summative data from 2021 GCSE outcomes

Total Number of pupils: 284
 Total number of pupils on FSM: 39 (13.7%)
 Total number of pupil eligible for PP: 54 (19%)

1. Attainment (2021 leavers)		
	Winston Pupils eligible for PP (All PP 54)	Winston Pupils not eligible for PP (230) [Figures in brackets previous year's (2020) national averages for the performance of non-PP students]
% achieving 4+ in English	66.7%	88.7%
% achieving 4+ in Maths	63%	83.9%
% achieving 4+ in English and Maths	57.4%	82.6% (72%)
% achieving 5+ in English	53.7%	73.9%
% achieving 5+ in Maths	37%	66.1%
% achieving 5+ in English and Maths	35.2%	60.4% (50%)
Progress 8 score average	-0.54*	+0.32*
English P8	-0.39*	+0.34* (+0.11)
Maths P8	-0.56*	+0.10* (+0.11)
Attainment 8 score average	41.19	55.29 (50.3)

*NB Progress scores are SISRA calculated accurate as at 4th November 2021

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