

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium) 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 2022

Detail	Data
School Name	The Winston Churchill School
Number of pupils in school	1511
Proportion (%) of pupil premium eligible pupils	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	16/12/2022
Date on which it will be reviewed	July 2023
Statement authorised by	Z Johnson-Walker (Headteacher)
Pupil premium lead	Lucy Markham (Assistant Headteacher)
Governor / Trustee lead	Amanda Newton (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,480
Recovery premium funding allocation this academic year	£ 32,982
School led tutoring funding	£ 42,458
COVID recovery premium	£ 17,182
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 10,004
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 348,106

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 due to the lock downs in the previous few years. Literacy, 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 several 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. Autumn 2022

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	<ul style="list-style-type: none"> - Reading assessment scores demonstrate progress. - Progress and attainment in English language(writing) and English literature (reading) show improvements. - Whole school literacy strategies introduced and embedded routinely in teaching activities. - 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) - Increased vocabulary range for disadvantaged students - Improved engagement in learning from disadvantaged students. (Report FFIs, behaviour and achievement points)
Improved attainment and progress for disadvantaged students across the curriculum at the end of KS4	<ul style="list-style-type: none"> - Positive P8 scores for disadvantaged students in each of the “buckets” - Attainment 8 score for disadvantaged students is comparable to non-disadvantaged
Improved metacognitive and self-regulatory skills among disadvantaged students.	<ul style="list-style-type: none"> - Winston Competency soft assessments for disadvantaged students show progressive improvements - Behaviour point and achievement point data for disadvantaged students indicates improved self-regulation - Home learning completion, progression chart use for disadvantaged students improves - Academic progress and attainment indicate self-regulation improved
Improve engagement of KS4 students	<ul style="list-style-type: none"> - Yr 9 disadvantaged students are on the “right” courses. - Feedback from students and options teachers indicates students are engaged and motivated. - Disadvantaged students achieve positive Progress 8 for “bucket 3” (option subjects). - Disadvantaged students attainment for “bucket 3” (options subjects) is in line with attainment for non-disadvantaged. - No disadvantaged students become NEETs
Improved engagement, motivation and wider participation for disadvantaged students	<ul style="list-style-type: none"> - Disadvantaged students’ engagement and attitudes to learning improve and are comparable with non-disadvantaged – PASS testing, achievement point and Winston Extra - Disadvantaged students’ representation at extra-curricular increased. - Increased representation of disadvantaged students in “leadership” roles

	<ul style="list-style-type: none"> - Improved and sustained engagement from disadvantaged families at PCEs and Learning Review.
Improve wellbeing for disadvantaged and vulnerable students.	<p>Improved and sustained wellbeing will be demonstrated:</p> <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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.	<p>Improved and sustained attendance and punctuality will be demonstrated 2024-2025 by:</p> <ul style="list-style-type: none"> - 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 2022-23 aspirational aim below 10% - PASS testing indicates positive feelings towards school and attendance.
Smooth and effective transition from Yr 6 to 7.	<ul style="list-style-type: none"> - 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: £96,458

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.	EEF toolkit: metacognition & self-regulation – high impact Feedback – high impact Collaborative learning approaches – high impact	1 2 3 5
Whole school T&L priority on in-class intervention strategies to improve progress for disadvantaged students.	EEF Toolkit – Feedback - high impact Collaborative learning approaches – high impact metacognition & self-regulation – high impact	1 2 3 5
Embedding existing literacy strategies around vocabulary, reading, comprehension & writing. CPD & training on techniques to improve oracy	EEF Toolkit: Oral Language Interventions – high impact Reading Comprehension strategies – high impact EEF – recommendations to improve literacy Why closing the word gap matters – OLR	1 2 3
Year Leaders, Subject Leaders and classroom teachers prioritise specific strategies to improve engagement, progress and attainment of disadvantaged students.	EEF Toolkit - metacognition & self-regulation – high impact Feedback – high impact Reading Comprehension strategies – high impact Collaborative learning approaches – high impact	1 2 3 4 5 6 7
Winston Extra and competency based curriculum embedded across all subjects.	Achievement for All tool kit to support disadvantaged students provided range of effective strategies that can be applied in the “classroom”. EEF Toolkit - metacognition & self-regulation – high impact Collaborative learning approaches – high impact	3 4

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

Budgeted cost: £84,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class and small group tutor support to improve progress in English, Maths and Science.	EEF Toolkit: One to One Tuition – high impact shows that students can make 5 months of progress through 1:1 tuition	1 2 3
Use of library and reading partners programme in KS3	EEF – Reading Comprehension strategies – high impact EEF & a range of additional sources indicate that literacy and reading are critical to academic progress and social development.	1
Home learning set regularly, clearly structured and linked to class learning.	EEF Toolkit – Home learning – High Impact/Parental Engagement – impact of 4+ months EEF findings show that homework benefits students and can enhance attainment for disadvantaged students.	3
KS3 Summer School	EEF – Summer Schools – impact of +3 months	4 5 6 7
Structured Conversation model used to support disadvantaged students & families with learning.	EEF Toolkit: Parental Engagement – impact of 4+ months Government support and experience of improved transition shows that disadvantaged students are more engaged and make better progress.	3 4 5 6 7
KS3 programme to support students to apply school wide strategies autonomously.	EEF Toolkit – Metacognition and self-regulation has the greatest impact on learning and progress.	1 2 3 4 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £167,599

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged students mentored/coached to take on leadership roles.	EEF – Pupil Premium model shows that involvement in whole school activities. Greater impact if linked the classroom (WEX)	5 7
Attendance monitoring & support alongside high quality first teaching – Assistant Educational Psychologists, Home School Link workers & Attendance Officer)	EEF Toolkit: Parental Engagement – impact of 4+ months Behaviour interventions – 4 months impact on students EEF – Pupil Premium model shows that disadvantaged students benefit from being taught explicitly how to manage emotions.	4 5 6 7
Broader participation in school opportunities e.g. sport, music, drama	EEF – Pupil Premium model shows that involvement in whole school activities. Greater impact if linked the classroom (WEX) EEF toolkit – Arts participation - +3 months Social & emotional learning - +4 months impact	5 7
Year 6-7 Summer School to aid transition	EEF Toolkit – parent engagement, reading and comprehension, School uniform, small group tuition, Summer Schools	1 2 4 5 6 7

Total budgeted cost: £ 348,106

Part B: Review of the previous academic year

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
The Scholars Programme	The Brilliant Club

Outcomes for disadvantaged pupils

Attendance

	National Average 2020-21*	Winston Churchill School 2020-21	National Average 2021-22**	Winston Churchill School 2021-22
All	94.3%	95.5%	Available March 2023 (90.9% - June 2022)	93.8%
PP	91.0% (EV6)	93.2% (EV6)		90.19%
Non-PP	95.6%	96.1%		94.43
FSM	90.2%	91.6%		88.78%
Non-FSM	95.3%	96%		94.32%

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

**National figures for 2022-23 not available until March 2023

Attainment

Whole School at October 2022:

Total Number of pupils: 1511

Total number of pupils on FSM: 217 (14.4%)

Total number of pupil eligible for PP: 289 (19.13%)

Date of next PP review: July 2023

Summative data from 2022 GCSE outcomes:

Total Number of pupils: 288

Total number of pupils on FSM: 29 (10.07%)

Total number of pupil eligible for PP: 53 (18.4%)

Attainment (2022 leavers)		
	Winston Pupils eligible for PP (All PP 53)	Winston Pupils not eligible for PP (235)
% achieving 4+ in English	66%	87.7%
% achieving 4+ in Maths	60.4%	85.1%
% achieving 4+ in English and Maths	54.7%	81.3%
% achieving 5+ in English	28.3%	75.7%
% achieving 5+ in Maths	47.2%	71.5%
% achieving 5+ in English and Maths	24.5%	65.1%
Progress 8 score average	-0.40	0.11
English P8	-0.41	0.03
Maths P8	-0.56	0.17
Attainment 8 score average	40.78	56.10

*NB Progress scores are SISRA calculated accurate as at 20th October 2022.

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