

# Pupil premium strategy statement – Winston Churchill School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1524
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2021/2 – 2024-25
Date this statement was published	Dec 2023
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	£269,380
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£16,538 (April '23) £17,664 (July '23) £17,664 (Sep '23) £17,664 (Dec '23) £17,664 (March '24) = £87,194
NTP Tutoring Grant	£5,138 (Sep '23) £5,138 (Dec '23) £5,138 (Summer Term '24) = £15,414

Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£12,896
<b>Total budget for this academic year</b> <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>	£384,884

# 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. The move to online events and lack of face-to-face meetings 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 pandemic and disruption to routine and home life. Returning to the expectations and routines of school will be a challenge. This is an ongoing challenge for many families and often has an impact on attendance.
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 2023

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

Improve wellbeing for disadvantaged and vulnerable students.	<p>Improved and sustained wellbeing will be demonstrated:</p> <ul style="list-style-type: none"> <li>- Data from student voice, PASS testing and parent voice</li> <li>- Teacher observations and analysis of CPOMMS and wellbeing intervention impact.</li> <li>- Reduced BP, improved APs; detentions, IEC and exclusions data for learners who are disadvantaged.</li> <li>- Increased engagement with extra-curricular and enrichment activities</li> </ul>
Disadvantaged students equipped and ready to learn	<ul style="list-style-type: none"> <li>- Disadvantaged students have appropriate equipment.</li> <li>- Work in their exercise books to be proud of.</li> <li>- Feedback in assessment folders acted on, and sustained progress over time.</li> </ul>
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"> <li>- The overall absence rate for all learners will have moved above 96%.</li> <li>- The attendance of disadvantaged peers will be in line with non-disadvantaged peers.</li> <li>- Persistence absence will be significantly reduced and be sustained below national average secondary schools for the academic year 2023-24 aspirational aim below 10%</li> <li>- PASS testing indicates positive feelings towards school and attendance.</li> </ul>
Smooth and effective transition from Yr 6 to 7.	<ul style="list-style-type: none"> <li>- Gap between attendance of disadvantaged at WCSC and non-PP nationally closes.</li> <li>- Reduction in PA</li> </ul>

## 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: £ 102,990

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	<p>EEF toolkit: metacognition &amp; self-regulation – high impact</p> <p>Feedback – high impact</p> <p>Collaborative learning approaches – high impact</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p>

that will improve progress for disadvantaged students.		
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
School-wide focus on student work and assessment folders. Disadvantaged student work reviewed and feedback provided.	EEF Toolkit – Feedback - high impact EEF – recommendations to improve literacy EEF Toolkit - metacognition & self-regulation – high impact	1 2 3 4

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

Budgeted cost: £ 123,092

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. Involvement of parents in learning at home.	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. EEF Toolkit: Parental Engagement – impact of 4+ months	3 4 7
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: £ 157,193

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	EEF Toolkit: Parental Engagement – impact of 4+ months Behaviour interventions – 4 months impact on students	4 5 6 7

School Link workers & Attendance Officer)	EEF – Pupil Premium model shows that disadvantaged students benefit from being taught explicitly how to manage emotions.	
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
Programme of alternative curriculum activities.	EEF toolkit – Social & emotional learning - +4 months impact EEF – Pupil Premium model shows that disadvantaged students benefit from being taught explicitly how to manage emotions.	3 4 5 7

**Total budgeted cost: £ 384,884**



## 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:

2022-23

Attendance Headlines						YEAR TO DATE	8/29/2022 - 7/21/2023
All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees		
94.0%	93.7%	94.2%	89.0%	94.9%	16.8%		

Below 90% for PP compared to non-PP – a gap to make up, but caused by one or two key individuals who were opting out of education. Currently more AP on offer to support all students through their education.

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	237	School	89.0%	91.2%	90.7%	89.6%	87.4%	82.2%
		FFT National	85.3%	88.7%	86.2%	84.2%	83.0%	82.9%
		Difference	+3.7%	+2.5%	+4.6%	+5.3%	+4.3%	-0.8%
Not FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	1,272	School	94.9%	96.3%	94.3%	93.8%	95.4%	94.4%
		FFT National	92.6%	94.4%	93.1%	92.1%	91.7%	91.4%
		Difference	+2.3%	+2.0%	+1.2%	+1.7%	+3.7%	+3.0%

All attendance rates for PP above nat. avg except year 11. This was caused by some key individuals who opted out of all educational offerings. PP student attendance in years 7-10 is significantly above nat avg and better than non-PP.

Attendance for current academic year 2023:

Attendance Headlines						YEAR TO DATE	9/4/2023 - 11/3/2023
All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees		
95.1%	94.8%	95.4%	90.7%	96.0%	15.1%		

Dramatic gap between PP and non-PP. Again some key players in this, working with IO, looking at AP for some of these students.

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	254	School	90.7%	94.5%	90.0%	89.9%	91.5%	87.0%
		FFT National	87.2%	92.1%	87.7%	86.0%	84.9%	84.3%
		Difference	+3.6% ●	+2.4% ●	+2.3% ●	+3.9% ●	+6.6% ●	+2.7% ●
Not FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	1,269	School	96.0%	97.9%	96.2%	95.9%	95.0%	94.9%
		FFT National	93.8%	96.1%	94.1%	93.3%	92.9%	92.7%
		Difference	+2.1% ●	+1.7% ●	+2.0% ●	+2.6% ●	+2.1% ●	+2.2% ●

Year 11 and Year 9 are hardest hitters here.

## Headline Results

### Cohort

291 students, 139 male, 152 female, 5 EHCP, 13% SEND, 15% PP

Measure	2019 result	2022 result	2023 prediction	2023 result
Progress 8	0.01	0.13	0.21 *	0.09
Basics at 4+	68%	76%	74%	71%
Basics at 5+	49%	58%	51%	51%
Basics at 7+	12%	16%	9%	12%
Attainment 8	47.7	53.3	49.9	49.2
EBacc entry	81%	59%	57%	60%
EBacc APS	4.42	4.79	4.48	4.44

\* This had been -0.26 based on the 2022 A8 estimates

# Pupil Premium

Measure	2019 PP result (57)	2023 result All students	2023 PP prediction (44)	2023 PP result (44)
Progress 8	-0.66	0.09	-0.42	-0.66
Basics at 4+	42%	71%	50%	46%
Basics at 5+	18%	51%	36%	27%
Basics at 7+	0%	12%	2%	2%
Attainment 8	34.8	49.2	36.9	35.6
EBacc entry	68%	60%	32%	34%
EBacc APS	3.15	4.44	3.17	3.03

- Met targets at 7+
- EBacc entry was up on previous year
- Improved basics 4+, 5+ and 7+ compared to 2019 results

Academic outcomes for disadvantaged students are stable. The current strategy is being refined to bring more focus on the work done by the students and teachers in the classroom through a school-wide 'classroom strategy' programme. The current focus is on year 11 and will develop across the school this academic year.

Attendance is a national area of focus and continues to be important at Winston. A new attendance leader is in place and strategies for improving attendance will be closely monitored and evaluated during this academic year.

There is an ongoing focus around literacy and writing at length. CPD opportunities have been used by teaching and support staff to be innovative in how they support students, particularly the disadvantaged. Book checks have led to disadvantaged students improving the quality of work produced.

A key area of focus for 2023-24 is engaging parents. School-wide strategies are in place to improve parental engagement, alongside this there are opportunities to further support disadvantaged students and their families.