

# The Winstanley School Pupil Premium Strategy 2019-20

1. Summary information					
<b>School</b>	The Winstanley School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£228,140	<b>Date of most recent PP Review - we will be having an external PP review later in the year.</b>	N/A
<b>Total number of pupils</b>	610 students  122 students (Year 11)	<b>Number of pupils eligible for PP</b>	273 students  49 students (Year 11)	<b>Date for next internal review of this strategy</b>	Dec 2019

2. Current attainment		
	Pupils eligible for PP 2019 (Figures are adjusted P8)	Pupils not eligible for PP 2019 figures
<b>Attainment 8</b>	<b>31.06</b>	40.20
<b>% achieving 9-4 in English and Maths</b>	<b>22.6</b>	56.7%
<b>Progress 8 score average (* = not confirmed)</b>	<b>-0.637</b>	-0.601
<b>English Progress</b>	<b>-0.758</b>	-0.964
<b>Maths Progress</b>	<b>-0.387</b>	-0.360

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers ( <i>issues to be addressed in school</i> )	
<b>A.</b>	<b>High ability students underperform.</b> High attaining PP students make less progress than other high attaining students across the whole school.
<b>B.</b>	<b>Gaps in learning.</b> Many PP students need catch up in English, Maths and Science.
<b>C.</b>	<b>Behaviour for learning.</b> Behaviour for learning issues for small number of PP students in year 11 preventing them achieving.
<b>D.</b>	<b>Low Literacy Levels.</b> PP students arrive in Year 7 with weak literacy and learning skills; low levels of literacy therefore delay their progress.

<b>External barriers</b> ( <i>issues which also require action outside school</i> )		
<b>E.</b>	<b>Low attendance rates.</b> Attendance rates for PP are below the target of 95% for all students which means that they fall behind.	
<b>F.</b>	<b>Lack of access to social experiences.</b> Evidence of a prevalence of fixed mindset in our PP students which leads to lack of aspirations and underachievement.	
<b>G.</b>	<b>Lack of world knowledge and awareness.</b> Lack of access to a wide variety of experiences can limit understanding and access to the curriculum.	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Higher attaining students across KS3/4 have increased level of progress.	HA students are making as much progress as 'other students' identified as high achieving across the key stages.
<b>B.</b>	PP students catch up and match outcomes for other students nationally in GCSE especially in English, Maths and Science.	PP students at The Winstanley School do better than other students nationally in English, Maths and Science
<b>C.</b>	Behaviour for learning issues in Year 11 addressed.	Improved progress for targeted students and fewer behaviour issues recorded for this group of students.
<b>D.</b>	PP students in Year 7 and 8 develop literacy and learning skills.	Students eligible for PP make more progress by the end of the year than other pupils so that at least 50% reach their aspirational target.
<b>E.</b>	Increased attendance for PP.	Attendance of PP students increases to 95% or above.
<b>F.</b>	Increased prevalence of a growth mindset in PP students.	Number of PP students choosing A levels at Post 16.
<b>G.</b>	Increased exposure to / participation in a variety of new experiences to broaden minds and facilitate increased access to the curriculum.	All Pupil Premium students take part in at least one educational visit and one extra-curricular club.

5. Planned expenditure					
Academic year		2019-20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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?
Excellent Teaching and Learning for all	Continue to develop teaching and learning so that Winstanley's aim of "Shining brighter than you thought you could..." and "widening horizons" is a reality in all lessons.	EEF toolkit and Sir John Dunford make clear that the most important factor in raising achievement for all students is the quality of Teaching and Learning. The Sutton trust states: <i>'For PP students the difference between a good teacher and a bad teacher is a whole year's learning.'</i> EEF Guide to The Pupil Premium adds: <i>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</i>	On-going CPD  Observation cycle  Directory of Excellence  Collaboration within MAT and outside of the MAT  Peer observation within MAT and outside of the MAT  Role of Lead Practitioners	JSC / LC / RI / HODs	Observation Cycles QA Cycles
High quality, regular feedback	Continued programme of training to ensure that all students are given high quality feedback that they respond to. Teachers to target PP students for extra feedback.	EEF Toolkit some research suggested: <i>'an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback.'</i>	On-going CPD  Examples:  X MAT Strategic planning Briefings Learning Walks – linked to QA The Winstanley Way for T+L Super 7 Regular monitoring through observation and work scrutiny (whole school policy)	JSC / Core HODs / HODs / ML	QA Cycles Book looks Observation Cycles

<p>Improving Progress of HA PP students through an enrichment programme</p>	<p>Pupil Premium Mentoring, University visits and raising aspirations, Year 7 Enrichment. Targeted whole school intervention. Year 11 Pupil Premium Master Class Programme.</p>	<p>PP mentoring and intervention (HA / HOY) KS3 students (Year 7) involved in Enrichment Programme. A range of university visits to raise aspirations take place each year (all year groups). PP students travel &amp; food costs are covered.</p>	<p>Mentor (tutor / HA / HOY) reviews with Year 11 students following each tracking session</p> <p>PP tracking in lessons</p> <p>Placemats</p> <p>Briefings in AM</p> <p>Cross section of the PP Enrichment Programme will encourage application from top performing PP students</p> <p>Enrichment will include Student Council / SHINE tutor programme / ambassadors</p> <p>University visits PP uptake will be reviewed once letters collected. Target PP students. At least 40% PP attendance.</p>	<p>Pupil Premium Champion, RB, HOYs, JAW, GT, AT.</p>	<p>QA Tracking Cycles Observation Cycles Final outcomes</p>
<p>Improve whole school literacy through the use of new spelling and reading initiatives: weekly REV sessions.</p>	<p>A tool for teachers to monitor and track reading age and progress across each year group.</p>	<p>The aim is to make sure that all pupils are reading to improve their literacy levels. The use of this enables us to track a pupils reading log and their progress. Research from 'Closing the Gap' has heavily influenced our focus on literacy as a whole school.</p>	<p>Training of tutors and English teachers (Briefings and INSET)</p> <p>Word of the Week</p> <p>REV programme (idioms; word construction / etymology; analysis of articles etc.)</p> <p>Year 9 Reading Buddy Scheme</p> <p>Monitor tests taken by pupils Build in a rewards policy</p> <p>Include parents through work in English (letters and discussion at Parents' Evenings)</p>	<p>RI, JSC, CWI, RHA, JAW, LCR, HLTA, Sue B, Tutors, all staff.</p>	<p>Reading age scores and tracking QA Tracking Cycles Observation Cycles Final Outcomes (heavy focus on literacy skills across all GCSEs)</p>

			<p>Build in reading challenges and competitions</p> <p>Ensure library has a good range of books for different interests</p> <p>Year 7 Library Visits</p> <p>Oracy unit in SHINE tutor programme</p> <p>Read, write, ink programme in English lessons</p>		
<b>Total budgeted cost</b>					£98,035
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
PP students have quality personalised support in all subjects and all year groups.	Heads of Faculty, Heads of Year, Teachers and Tutors make PP a priority and analyse their performance and design personalised interventions.	John Dunford speaks about the need for 'Forensic Personalisation'. This is especially true for PP students. Middle Leaders, Teachers, Tutors and behaviour and attendance support need to work together to ensure that the individual needs of each PP student are met.	<p>Raising Standards Leader and PP Champion will oversee this.</p> <p>Tracking analysis meetings for KS4/KS3 with Raising Standards Leader.</p> <p>PP Champion will work with HOYs after tracking.</p>	SLT / PP Champion / HODs / HOYs / Teachers / Tutors	<p>Tracking cycles</p> <p>Observation cycles</p> <p>QA</p> <p>Book looks</p>

Behaviour for learning issues in Year 11 addressed	Use of mentoring programme Report cards Close monitoring of progress Regular feedback for targeted students	The EEF toolkit finds mentoring less effective than many other interventions. Our own evidence from 2017-18 would suggest that our mentoring system has considerable impact and so we will continue to use it.	Assistant Head will ensure that it is a standing agenda on every SLT meeting.  Parents' evenings.  SLT / HOYs / mentors / PP Champion will meet regularly with students; especially PP students they are assigned to.  Progress will be monitored regularly.	RB, SLT, HOY, Pupil Premium Champion (HA)	Tracking Cycles Final Outcomes
Raise performance of Year 11 students in English, Maths and Science	Provide students with 1:1 tuition to boost performance	EEF toolkit states that the: <i>'evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.'</i>	English/Maths/Science will organise who is given tuition based on 'most need'. PP students will be given priority. English and Maths Academic Coach to work with PP students.	Core HODs.	Tracking cycles QA Book Looks Observation Cycles
Use the Gatsby Benchmarks to ensure all PP students have high quality careers education.	Head of Careers appointed and Careers advisor to work across the MAT. All Year 10 to do Work Experience	Clear evidence from the Gatsby Benchmarks that strategies it contains ensures that students are much less likely to be NEET at the end of school	Head of Careers has worked with our Enterprise Adviser and Careers adviser to organise a comprehensive careers programme across the five years of school which will benefit all students but especially PP students	Head of Careers with Careers adviser	End of each year - destinations data. Through the year -student voice surveys about careers.
<b>Total budgeted cost</b>					£73,030
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Increase Attendance Rates	Attendance Manager focuses on PP students to contact on first day of absence. Meetings with PP parents and students who have low attendance.	The support ensures that they are able to get to school The NFER briefing on raising performance of PP student's states: <i>'more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.'</i>	PP Champion will work with Attendance Manager and Heads of Year to ensure that systems are in place. Tutors to monitor PP students' attendance closely and liaise with attendance manager over any concerns.  Tutor competitions; attendance charts on all walls; certificates in assembly; letters home with attendance contract; assemblies; tutor time intervention.	RB/ PP Champion/ HOYs / Attendance Manager (Louise Sawyer) / Tutors / all staff	Ongoing
Challenge fixed mind sets and raise aspirations	Promote message of growth mind set and aspiration through assemblies, speakers and regular reference to the Winstanley strapline: 'Shine brighter than you thought you could' to promote aspiration and growth mindset.	Little research has been done in the UK to establish the success of this approach. However, a Stanford University study of students in Chile showed: <i>'Growth mind set tempers the effects of poverty on academic achievement.'</i>	Assemblies for all at the beginning of the year. Re-visit through the year.  Raise aspirations specifically for year 11 through 'Raising Achievement Assemblies', 'Maximising Potential' Talks.  Outside speakers to raise aspiration too.  Variety of careers events for all years.  KS4 Careers Interviews (PP a priority).  University visits; trips and extra-curricular clubs.  Through lessons and tutor SHINE programme.	SLT / PP Champion / HOYS / tutors / all staff	Ongoing
All PP students have access to wide variety of experiences	Use PP money to subsidise educational visits and residential experiences. Encourage PP	There hasn't been research done on all types of educational visits however the EEF toolkit does consider Outdoor education visits and states: <i>'Overall,</i>	Assistant Head and Pupil Premium Champion will decide on level of subsidy on visits and a central spreadsheet will be kept to monitor student access.	Assistant Head and PP Champion will work with Main Office to monitor	Ongoing.

	students to take part in extra-curricular activities. Some activities will be organised to specifically provide PP students with new experiences.	<i>studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence.</i> Our own evidence suggests that students taking part in visits and extra-curricular activities improves their learning skills and also increases their motivation in school.		who has received subsidies etc	
All PP students have the resources needed to succeed.	Use PP money to provide resources necessary for success eg Revision Guides, calculators, Art equipment, PE Kit etc.	PP students in previous years have made clear how important it is that they are given resources to enable them to achieve.	PP Champion will work with Main Office to monitor this to ensure that all students have access to the resources they need.	PP Champion / SLT	On-going. Spreadsheet of resources allocated will be checked half termly.
<b>Total budgeted cost</b>					<b>£57,075</b>