

Pupil Premium Strategy Statement

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

Detail	Data
School name	Witchford Village College
Number of pupils in school	669
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	May 2022
Statement authorised by	Bessie Owen, Head of School
Pupil premium lead	Bessie Owen, Head of School
Governor / Trustee lead	Ray Harding

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,071.25
Recovery premium funding allocation this academic year	£22,086
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	We do not pool the funding, each school receives their own

Part A: Pupil premium strategy plan

Statement of intent

Our intent is that all students, regardless of their background, make good academic progress and are fully involved in the school community. In reaching this objective, we will provide additional support to students from disadvantaged backgrounds to support them to realise their potential. Our PP strategy focuses on high quality CPD leading to Quality First teaching to ensure that all students are supported in the classrooms. We also provide an extensive period 4 offer -beyond the end of the school day -to support students to develop their knowledge and skills even further.

Challenges

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

Challenge number	Detail of challenge
1	<p>Cumulative disfluency. “The poorest children are 11 months behind when starting school,” Sutton Trust. In addition, PP students are likely to have increased gaps in knowledge and skills as a result of the school closure periods. School closures, are likely to have widened the disadvantage gap.https://post.parliament.uk/covid-19-and-the-disadvantage-gap/ The Sutton Trust survey during the school closure period shows less than half of parents without higher education qualifications feel comfortable in directing school work at home and therefore some disadvantaged students will have had less support at home and will have made less progress during the closure period. https://www.suttontrust.com/our-research/covid-19-and-social-mobility-impact-brief/</p>
2	<p>Disadvantaged students have a lower average attendance (92.3) than non-disadvantaged students (95.2). Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>
3	<p>Disadvantaged students begin school with less access to cultural capital, having taken fewer off site visits and participated in fewer extra-curricular activities than non PP students. “There was a direct link between household income and participation for almost all extra-curricular activities which were included in the survey. Children from the poorest households were much less likely to take part in any extra-curricular activity, but particularly music and sport.” https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p>
4	<p>There are a significant amount of students in receipt of Pupil Premium who also have SEND. This may create further barriers to learning. Quality First teaching which ensures staff know their students’ needs and plan accordingly is necessary to ensure good attainment.</p> <div style="background-color: #d9e1f2; text-align: center; padding: 5px; border: 1px solid black; margin-top: 10px;"> WVC Pupils with SEN & PP </div>

	Year 7	Year 8	Year 9	Year 10	Year 11	Overall
Students with SEN EHCP	6%	2%	3%	3%	6%	4%
Students with SEN Support	19%	15%	22%	19%	15%	18%
Students eligible for PP	27%	35%	23%	22%	24%	26%
Students eligible for PP with SEN	9%	8%	9%	9%	8%	9%

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
Disadvantaged students make accelerated progress. There is no difference in progress between these students and the non-disadvantaged cohort.	<p>PP students make excellent progress that is in line with their potential</p> <p>There is no attainment gap between PP and non-PP students</p> <p>Progress 8 figure is +0.5 and that students who are disadvantaged make progress that is in line with their peers.</p>
High achieving students in KS2 make excellent progress throughout KS3 and KS4	Ensure that PP students who achieve over 100 in their KS2 SATs make progress that is at least as good as their peers throughout KS3 and KS4.
Increased cultural capital of disadvantaged students through ambitious curriculum choices, targeted vocabulary learning and access to extra curricular activities	<p>Disadvantaged students attend as many enrichment activities as their peers</p> <p>Disadvantaged students achieve in line with their peers in half termly vocabulary tests</p> <p>The number of Disadvantaged students entered for the EBacc is in line with their peers</p>

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit and retain subject specialists in all areas to ensure excellent subject knowledge expertise (SKE)	<p>“The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.”</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	1, 4
An extensive CPD menu which focuses on implementing cognitive strategies such as teaching metacognition to support students to make excellent progress and	<p><i>The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year.</i></p> <p><i>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. EEF Toolkit</i></p>	1, 4

teaching literacy across all subjects		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22,086

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A considerable proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,4
Year 7 -Tutor Time Intervention. The bottom 20% of students in terms of their reading age are involved in smaller intervention sessions during form time twice weekly. This focus is to bridge and pre-empt literacy	<p>“Evidence from EEF suggests small interventions and tutoring can have a significant impact: delivering approximately five additional months’ progress on average.”</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p>	1,4

<p>gaps of specific students.</p> <p>Further, another form group that addresses numeracy engages with two intervention sessions weekly for targeted students who have been identified. These sessions are designed to bridge the number skills gaps that students are lacking through missing content at the end of KS2.</p>		
<p>Lexonik & Lexonik Leap: Small Group Interventions for students in Year 7-9 who have a reading age in the bottom 20% of the year cohort. These short intense courses are designed to help improve the reading age and accessibility in word recognition ahead for targeted students.</p>	<p><i>Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves.</i> EEF Toolkit</p> <p>"In March 2015, Northumbria University carried out a piece of research which confirmed that the average reading age gain, across all abilities, after 6 hours of Sound Training was 27 months with Lexonix."</p> <p>https://lexonik.co.uk/blog-2/4-reasons-why-lexonik-is-the-solution-for-closing-reading-and-vocabulary-gaps-for-all-students/</p>	1, 4
<p>Bespoke targeted twilight mentoring and intervention for high achieving students to support with metacognition</p>	<p><i>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</i> EEF</p>	1, 4

and accelerated learning		
Targeted small group mentoring from Anglia Ruskin University focusing on students in Years 7-11 who are 4/5 borderline	Regular academic mentoring will allow students to feel supported and challenged both socially and academically. EEF In addition, this will support with students' attendance and help them feel more engaged in the curriculum.	1, 2, 4
Twilight Homework Support staffed by colleagues after school focusing on specific and targeted homework tasks	<i>The evidence shows that the impact of homework, on average, is five months' additional progress.</i> EEF	1, 4
Period 4 (end of day) enrichment sessions/ clubs and additional subject drop-ins. These are targeted and the PP champion and Assistant Principal: Logistics ensures PP attendance.	<i>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time. To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds. It is possible that if targeted tuition or enrichment activities are offered universally, those who could benefit the most would be the least likely participate or engage. Adopting a more targeted approach also has its challenges though, as selected pupils may feel singled out and stigmatised.</i> <i>Additional non-academic activities may also provide free or low-cost alternatives to sport, music, and other enrichment activities that more advantaged families are more likely to be able to pay for outside of school.</i> EEF, Toolkit	2, 3
Arts, drama and music participation- e.g. involvement in private music lessons, ArtBytes and Period 4 clubs	<i>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i> EEF Toolkit	1,2,3,4

Providing targeted and extra marking/feedback on disadvantaged students work across different subjects with a particular focus on literacy.	<i>Different methods of feedback delivery can be effective, and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). EEF</i>	1, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40, 71.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Late buses extended to allow for a greater range of extra-curricular clubs	<p><i>Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics, and science. Benefits have been found in both primary and secondary schools. EEF</i></p> <p>“The overall impact of sports participation on academic achievement tends to be positive ... (about two additional months’ progress).” https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</p>	1, 3
<i>Pupil Premium Breakfast (Mon and Weds) to support attendance and well-being</i>	<p>Higher overall absence leads to lower attainment at KS2 and KS4. The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons. 	3
<i>PP Champi</i>	DfE research (2012) on improving attendance at school found that:	3

<p>on to mentor individuals and ensure high attendance. pp Champion to work closely with the attendance officer to ensure students with low attendance and/or persistent absentees are identified and targeted for support.</p> <p>Student Services staff to provide additional support as needed.</p>	<ul style="list-style-type: none"> • Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English • 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*- C <p>“More successful schools tended to have more extensive social and emotional support strategies in place, including developing close links with mental health services, creating a ‘social care’ hub within the school, providing counselling services and parent liaison staff”</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	
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Total budgeted cost: £ 126,157.25

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

PP attendance 2020-21 = 89%

2021 TAGs

PP 4+ En = 55%

5 or more GCSEs at 4+ 88%

5 or more GCSEs at 5+ 75%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading comprehension	Lexonik
Tuition	Tutor My Kids

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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