

Witchford Village College Pupil premium strategy statement 2019/20

Summary information					
Academic Year	19/20	Total PP budget	£159,413.75	Date of most recent PP Review	09/19
Total number of pupils (year 7-11)	758	Number of pupils eligible for PP	162	Date for next internal review of this strategy	09/20

Barriers to future attainment (for pupils eligible for PP)		
A.	Negative Behaviour points on the rise for PP students	
B.	Lower <u>attainment</u> at GCSE compared to Non PP students	
C.	Lower <u>attendance</u> than Non PP students	
D.	Lack of support and engagement at home to support with school life, equipment, uniform needs and extra-curricular opportunities	
1. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		
	Success criteria	
A.	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Gaps between PP and non-PP students' progress in year 7 and 8 narrow to 0 or better across all subjects. Measured by internal data for most subjects and supported by external data in Maths and English.
B.	The Gap in overall Progress 8 between PP and Non PP will close compared to 2018 and the P8 score of our PP students will be above national average for PP students. The percentage of students achieving English and Maths at a 4+ at GCSE with increase from summer 2018. The P8 scores in English and Maths to increase from summer 2018.	Progress 8 target -0.30, increase % achieving Eng and Maths 4+, P8 score will increase in English and Maths post summer 2019 results.
C.	The attendance of PP students will match that of their non-PP peers.	Improved attendance figures
D.	Students will take a full and active part in school life, with students and parents being more engaged with learning and the opportunities SVA offers.	PP students to be included in school trips and extra curricular activities. Number of PP students needing full equipment to reduce.

Planned expenditure Academic Year 2019/2020					
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Quality Assurance	Staff lead	When will you review implementation?
A+B PP students to make increased progress or progress in line with others from similar starting points in all areas of the curriculum at KS4 and KS3.	<p>CPD for all teachers to improve support within lessons for PP students.</p> <p>Lessons will be differentiated to meet the needs of PP students.</p> <p>Feedback will support but also move PP students on quickly to next steps.</p>	<p>T&L in the school is good and therefore quality first teaching must address the needs of all before external support is used.</p> <p>High impact strategy - in order to increase progress, PP students need positive feedback but challenging next steps. FIRST and other tactics used.</p>	<p>All class teachers aware of what steps they have taken to support individual PP students in their classes.</p> <p>Work scrutinise by SLT to monitor progress of PP students and impact of any interventions by class teachers</p>	<p>Class teachers</p> <p>SLT and Lead teachers.</p>	<p>2 CPD sessions this year focused on PP.</p> <p>3 x learning Data drop for years 7,8 and 9</p> <p>2 x learning Data drops for years 10 and 11</p>
Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Quality Assurance	Staff lead	When will you review implementation?

<p>B Year 7 students not at expected standard make accelerated progress in English.</p>	<p>Smaller classes in English Individual intervention by TA/ class teacher.</p>	<p>All students will be supported to achieve the learning objective and one to one or small group support provided to help them catch up if needed.</p>	<p>Regular progress checks.</p>	<p>Classroom teachers and SLT.</p>	<p>Increase the number of students making progress or better in English at year 7</p>
<p>C+D Every child from a PP background is known. Aspirations are raised.</p>	<p>Pupil Premium Champion will meet with every PP student PP champion will raise the awareness of all staff.</p>	<p>Research shows that creating a sense of belonging is essential for the academic success of children who may have previously felt isolated from the school system. The PP champion is another adult who will work alongside tutors and HOH to support PP students who have lower attendance and attainment.</p>	<p>Regular tracking of the progress and attendance of targeted students. Learning walks will focus on how teachers are meeting the needs of particular PP students.</p>	<p>HOH/PPC/EWO SLT</p>	<p>All PP student meet PP champion more than twice. High quality academic mentoring for PP students.</p>

<p>D</p> <p>All barriers to learning are known and addressed.</p>	<p>Pupil Premium Champion will meet with every PP student and work with tutors to ensure that barriers are identified for every PP student.</p> <p>PP champion will ensure that all teachers are aware of these barriers and suggest strategies they could use to support individuals.</p>	<p>Once barriers to learning are recognised and understood the information can be shared with relevant staff and strategies developed to address them.</p>	<p>Teachers will be asked for this information during learning walks.</p> <p>Successful strategies will be shared.</p>	<p>Class teachers</p> <p>PPC/SLT</p>	<p>All students offered and provided with equipment and revision materials.</p> <p>Improvement seen in behaviour points per PP student for lack of equipment.</p> <p>Parents attendance at parents evening improved.</p>
<p>C and D</p> <p>All PP students will have at least 93% attendance or to improve on a previous school year.</p>	<p>PP Champion will monitor attendance and celebrate those who improve their attendance and target support for those in KS3 who fall below the threshold of 95%. Tutors will support initiatives to encourage improved attendance.</p> <p>PP students with low attendance will receive support to catch up with missed work.</p>	<p>Students cannot succeed if they are not in school. If students manage to improve their attendance celebrating this will further encourage them and raise the profile of good attendance amongst their peers. Letters home will raise the importance of good attendance with parents through praise as well as sanctions.</p> <p>Fear of being behind peers can lead to more absence.</p>	<p>Regular monitoring of all PP attendance.</p> <p>Evidence of communication home.</p>	<p>PPC/HOH/EWO</p> <p>PPC/HOH/EWO</p>	<p>fortnightly - attendance data captures</p> <p>Attendance overall for PP students vs NPP</p> <p>fortnightly link meetings with SLT and placed on House meetings agendas regularly.</p> <p>PP champion to attend EWO and HOUSE attendance meetings</p>

<p>C D No PP student will miss out on opportunities because of financial constraints at home.</p>	<p>All curriculum trips will be fully supported. Extra-curricular activities will be partially supported at the request of parents.</p>	<p>To create a sense of belonging and increase engagement and ensure students are fully able to participate in their learning.</p>	<p>Participation will be monitored. Requests for support will be tracked for each PP students.</p>	<p>PPC/SLT</p>	<p>Number of students PP student either on a trip or offered/reminded by PP champion.</p>
---	---	--	---	----------------	---

<p>2. Additional detail</p>
<ul style="list-style-type: none"> In this section you can annex or refer to additional information which you have used to inform the statement above.

