# Pupil premium strategy statement

## School overview

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| Detail | Data |
| School name | Witchford Village College  |
| Number of pupils in school  | 671 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic year/years that our current pupil premium strategy plan covers  | 2021-22 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | August 2022 |
| Statement authorised by | Rolf Purvis-Executive Head |
| Pupil premium lead | Bessie Owen- Head of School |
| Governor / Trustee lead | Ray Harding |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £140,071.25 |
| Recovery premium funding allocation this academic year | N/A this academic year.£145 per PP student 2022-23 |
| 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 | £140,071.25 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The purpose of Pupil Premium funding is to ensure that schools offer additional support to students from disadvantaged backgrounds in realising their potential. The school spends this money to ensure that disadvantaged students benefit from better teaching, curriculum and pastoral support, and more opportunities for cultural capital. Our pupil premium strategy supports initiatives that benefit our wider cohort of PP students, such as dedicated teaching groups, as well as increasing opportunities for employment through bespoke links with our local business community. Ultimately our aim is to eliminate inequities in academic outcomes, attendance and behaviour points, cultural capital and wider school experience-between pupil premium students and our whole school cohort. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | PP students historically and nationally have lower progress scores than non-PP at GCSE.  |
| 2 | PP students have lower Y7 starting points in literacy than non-PP students. |
| 3 | In the 2020/2021 academic year the PP cohort attended school less frequently than our non-PP students.  |
| 4 | In 2020/21 academic year PP students received a disproportionately high number of the overall behaviour sanctions logged.  |
| 5 | PP students historically and nationally are less likely to move on to A-Level study and higher education.  |
| 7 | In the 2020/21 academic year, the proportion of Y11 PP students completing the Ebacc was lower than the proportion of non PP completing it.  |
| 8 | PP families are less likely to be able to afford classroom resources and uniform and food products-limiting PP students’ capability to engage effectively with day to day schooling.  |
| 9 | PP families are less likely to be able to support costs associated with extra-curricular and or off-site activities-limiting PP students’ access to cultural capital.  |
| 10 | PP students are more likely to be further behind following Covid-19 school closures because of a lack of resources such as internet, devices, parental time and educational level.  |

## 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.

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| Intended outcome | Success criteria |
| PP progress to be no less than whole school progress and above national average for PP. | +0.25 PP P8 score. Sep 2022 |
| PP students to continue to improve their performance in core subject areas.  | PP English + Maths 5+ 65% Sep 2022 |
| PP students to study the same rigorous and broad curriculum as others.  | 50% + current Y9 enrolled in EBACC by Sep 2022  |
| PP students to reach our whole school benchmark for attendance.  | Attendance of PP cohort 96% + Sep 2022 |
| PP students not to suffer the burden of disproportionate sanctions.  | No permanent exclusions. Fewer than 3% of PP to receive 1+ fixed term exclusion. Sep 2022 |
| PP students to leave school with the same high ambitions and access to post 16 support/information as our whole school cohort.  | Careers and HE opportunities for 100% KS3/4Sep 2022 |
| PP to receive opportunities to learn off site and develop cultural capital alongside their peers. | 100% KS3 external visit, D of E, extracurricular enrolment. Sep 2022 |

## 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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Quality first teaching and outstanding knowledge rich curriculum-dedicated curriculum model to support PP/SEN LPA students. PP students to make +0.25 P8 score Sep 2022.  | * The Educational Endowment Fund toolkit, evaluating value for money to school intervention spends, visible at:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> | 1, 2, 7, 9 |
| All staff to know PP and their needs and support them effectively in lessons.  | * The Educational Endowment Fund toolkit, evaluating value for money to school intervention spends, visible at:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> | 1, 2, 3, 4 |
| Additional literacy intervention in Y7 + 8 targeting the lowest 20% based on CAT testing. PP students to have closed reading gap by EOY9.  | * The Educational Endowment Fund toolkit, evaluating value for money to school intervention spends, visible at:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> | 1, 2 |
| Resources to support PP students in class and during future school closure-I-Pads, Teams, scientific calculators.  | * DFE Report Supporting the attainment of disadvantaged pupils: articulating success and good practice visible at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/473974/DFE-RR411\_Supporting\_the\_attainment\_of\_disadvantaged\_pupils.pdf | 8, 10 |

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

Budgeted cost: £ 25,071

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Tuition for off target KS4 PP students via external tuition partner.  | * The Sutton Trust Report into Disadvantaged Family Barriers and the impact of LD-visible at:

<https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/> | 1 |
| Direct pastoral support for low attendance PP studentsBreakfast club Lunch meetingsPupil Premium Champion | * DFE Report Supporting the attainment of disadvantaged pupils: articulating success and good practice visible at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/473974/DFE-RR411\_Supporting\_the\_attainment\_of\_disadvantaged\_pupils.pdf | 3, 8 |
| Session four targeted intervention groups for specific PP students.  | * The Educational Endowment Fund toolkit, evaluating value for money to school intervention spends, visible at:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> | 1, 8, 10 |

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

Budgeted cost: £ 15,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Develop cultural capital of PP students through trips and extracurricular involvement-e.g. Enrichment Week. 100% take up of external visit and extracurricular for PP students across KS3. | * DFE Report Supporting the attainment of disadvantaged pupils: articulating success and good practice visible at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/473974/DFE-RR411\_Supporting\_the\_attainment\_of\_disadvantaged\_pupils.pdf | 7, 9, 10 |
| Prepare PP students for higher education and careers via dedicated careers programme and University links | * DFE Report Supporting the attainment of disadvantaged pupils: articulating success and good practice visible at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/473974/DFE-RR411\_Supporting\_the\_attainment\_of\_disadvantaged\_pupils.pdf | 5 |
| Improve attendance figures among PP students to + 96%-through dedicated pastoral support. | * DFE Report Supporting the attainment of disadvantaged pupils: articulating success and good practice visible at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/473974/DFE-RR411\_Supporting\_the\_attainment\_of\_disadvantaged\_pupils.pdf | 3 |
| Eliminate disparities in fixed term exclusions between PP and whole school figures-through new leadership in behaviour and pastoral team. No permanent exclusions. Fewer than 3% of PP to receive 1+ fixed term exclusion. | * DFE Report Supporting the attainment of disadvantaged pupils: articulating success and good practice visible at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/473974/DFE-RR411\_Supporting\_the\_attainment\_of\_disadvantaged\_pupils.pdf | 3, 4 |

**Total budgeted cost: £140,071.25**

# 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.

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| PP Y10 mock data indicated +0.1 P8 score, compared to -0.24 P8 in 2019 outcomes. PP reading age continues to improve year on year:

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|  | **Av Reading Age** | **Av. Reading Age PP** | **Difference PP Vs All.** |
| **Y7** | 6.54 | 4.08 | -2.47 |
| **Y8** | 8.68 | 7.92 | -0.76 |
| **Y9** | 10.51 | 10.19 | -0.32 |

Attendance figures

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| --- | --- | --- | --- | --- |
|  | **Cambridgeshire Secondary** | **England Secondary** | **WVC Non PP** | **WVC PP** |
| 1st – 30th Sept | 86.7% | 86.2% | 94.4% | 89.5% |

Behaviour point figures

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| --- | --- | --- |
|  | **WVC Non PP (501)** | **WVC PP (171)** |
| 1st – 30th Sept | 185 | 80 |

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## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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| --- | --- |
| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? | Discretionary funding for additional classroom resources.  |
| What was the impact of that spending on service pupil premium eligible pupils? | Ensured families had access to funding for, for example, school I-Pads.  |