

Pupil Premium Strategy 2019-2020

1. Summary information					
School	John Willmott School				
Academic Year	2019/20	Total PP budget	£345,610		
Total number of pupils	989	Number of pupils eligible for PP	427	Date for next internal review of this strategy	January 2020

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving Grade 4 or above in English and Maths 18/19	54%	59%
% achieving Grade 4 or above in English 18/19	66%	77%
% achieving Grade 4 in Maths 18/19	65%	66%
Progress 8 score average 18/19	-0.7	-0.4
Attainment 8 score average 18/19	3.8	4.2

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Gap between progress and attainment rates of disadvantaged students
B.	Progression of middle ability disadvantaged students targeted grades 9-4
C.	Gap remains between Disadvantaged and Non Disadvantaged in all year groups
D.	Limited character and culture experiences
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance rates for disadvantaged students
G.	Access to resources

4. Outcomes		
	Desired outcomes (and how they will be measured)	Success criteria
A.	<p>Close the attainment gap, whilst raising the bar between disadvantaged and other students.</p> <p><u>Measured through:</u> Rigorous quality assurance of progress data and timely, purposeful intervention. Faculty and whole school data analysis in line with the assessment and reporting calendar. Progress and attainment of disadvantaged students is an explicit</p>	<ul style="list-style-type: none"> • The attainment gap between disadvantaged and other students closes in all prior attainment: higher, middle and lower. • Attainment and progress for disadvantaged students improve. • Increased student numbers secure academic qualifications to access sixth form or appropriate training • Parental engagement through workshops to raise attainment and support to students.

	agenda item at line management meetings. CPD impact evaluation. External results analysed evidence improvement.	
B.	<p>Improved Progression of middle ability disadvantaged students achieving grades 9-4 at FFT50</p> <p><u>Measured through:</u> Rigorous quality assurance of progress data and timely, purposeful intervention. Faculty and whole school data analysis in line with the assessment and reporting calendar. Progress and attainment of disadvantaged students is an explicit agenda item at line management meetings. CPD impact evaluation. External results analysed evidence improvement.</p>	<ul style="list-style-type: none"> • Whole school focus on closing the attainment gap of middle ability disadvantaged students in all subject areas • Attainment and progress for disadvantaged students improve. • Increased student numbers secure academic qualifications to access sixth form or appropriate training • Parental engagement through workshops to raise attainment and support to students. • GCSE examiner reports analysis to create success criteria for achieving 4+ and 5+ grades.
C.	<p>Reduction in the gap between disadvantaged and Non disadvantaged in all year groups</p> <p><u>Measured through:</u> Rigorous quality assurance of work scrutiny, teaching and learning folders and learning walks. Embedded teaching of EEE. Progress and attainment of disadvantaged students is an explicit agenda item at line management meetings. CPD impact evaluation. Quality assurance of target setting for disadvantaged students. Targets for disadvantaged students are aspirational and in line with FFT5.</p>	<ul style="list-style-type: none"> • Disadvantaged students to first in all of the following areas: setting, questioning, written feedback, live in lesson feedback, phone calls home. • Opportunities within school and faculties e.g masterclasses • First quality teaching interventions embedded within the lesson using the EEE strategy • Use of rewards and praise through CCC developments • Strategic agenda item at faculty meetings • Strategic item on faculty action plans • Increase in the number of disadvantaged students securing sixth form entry requirements. • Improved rates of progress and attainment for disadvantaged students. • Analysis of the implemented 'RADY' initiative shows a reduced attainment gap for Year 7 disadvantaged students. •
D.	<p>Broaden curriculum offer to ensure that pp students and non pp access enrichment activities</p> <p><u>Measured through:</u> Raised aspirations of and for disadvantaged students.</p>	<ul style="list-style-type: none"> • All disadvantaged students to achieve rewards as part of the Triple C strategy and LORIC lessons • All Y11 disadvantaged students to attend a careers workshop at school. • Evaluation of Enrichment curriculum for all disadvantaged students • Increase in disadvantaged students attending reward and attendance trips. • Increase in trips to enhance character and culture opportunities.

E.	<p>Increased attendance rates for disadvantaged students and reduction in persistent absence rates for disadvantaged students.</p> <p><u>Measured through:</u> Tracking of attendance data for disadvantaged students and evaluation of strategies deployed in increase attendance.</p>	<ul style="list-style-type: none"> • Gap in rates of attendance continues to close between disadvantaged students and others • Attendance improves for disadvantaged students • Continued reduction in persistent absences for disadvantaged students
F.	<p>Financial barriers do not restrict access to resources, attendance to trips, visits and clubs for disadvantaged students to support engagement of and access to wider school experiences.</p> <p><u>Measured through:</u> Tracking of PP spending on educational resources, tracking of attendance to extra-curricular activities</p>	<ul style="list-style-type: none"> • Disadvantaged students are proportionately represented during extra-curricular opportunities such as music lessons, after school clubs which promotes engagement and raises aspirations. • Disadvantaged students have access to academic resources which supports rates of progress as demonstrated through data captures. • 100% of disadvantaged students to have engaged in Careers Information Guidance.

1. Planned expenditure					
Academic year 2019/2020					
The three headings below 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	Review (see over for funding breakdown)
A,B,C,D	Increased staffing in humanities to enable additional intervention and	EEF research on class sizes identifies positive impact on		PG	Analysis following half

	<p>capacity to provide targeted support.</p>	<p>progress when deployed effectively.</p>	<p>Additional capacity deployment is reviewed regularly to respond to student need.</p> <p>Student need is identified through the robust assessments in line with the whole school assessment calendar.</p>	<p>PA</p>	<p>termly data capture</p> <p>Funding: 1</p>
	<p>Disadvantaged students identified on seating plans (class snapshots).</p> <p>Teachers and support staff actively deploy a range of strategies to support progress.</p> <p>Lesson planning and class snapshots identifies specific actions for disadvantaged students</p>	<p>Raise the profile of disadvantaged learners to ensure interventions are effectively targeted.</p>	<p>Reviewed through whole school Quality Assurance, learning walks and lessons observations.</p> <p>Reviewed and quality assured by Heads of faculty, particularly looking for the range of in-class techniques employed to close the gap.</p>	<p>Heads of Faculty</p>	<p>Quality assurance following half termly data capture</p> <p>Funding: 2</p>

	<p>Deployment of a range of whole school teaching and learning strategies to accelerate the progress of disadvantaged students. These include:</p> <p>Feedback and follow up first, responsive teaching strategies such as high quality feedback in lessons and formative approach to written feedback.</p>	<p>EEF research on feedback identifies positive impact on progress.</p>	<p>Reviewed through whole school Quality Assurance, work scrutiny, learning walks and lessons observations.</p>	<p>LN LL Heads of Faculty</p>	<p>Regular (weekly) learning walks using the 'Teaching and Learning Tool kit'</p> <p>Half termly work scrutiny by Heads of Faculty</p> <p>Regular learning works and/or work scrutiny by NLE</p>
	<p>High focus of disadvantaged learners throughout all quality assurance processes (learning walks, work scrutiny, student voice activities) and specifically looking for differences</p>	<p>To raise the profile of disadvantaged students and create opportunities for discussion and sharing of best practice to accelerate progress.</p>	<p>Regular and planned quality assurance of processes by NLE with senior leaders and middle leaders (Heads of Faculty).</p>	<p>TP Chris Owen (NLE)</p>	<p>Review NLE feedback following each session</p>

	<p>Develop the knowledge and language/vocabulary of learners.</p>	<p>To raise aspiration and progress through students being able to access the curriculum through development in language and key knowledge supported by the EEE teaching framework and knowledge organisers</p> <p>Through the literacy strategy students to be exposed to a wide range of reading material and explicitly taught exam language and how to decode the exam questions</p> <p>Language for learning lessons are embedded into the form time programme to be delivered by all staff.</p>	<p>Student knowledge and skills gaps identified through half termly data analysis following the whole school assessment cycle.</p>	<p>LL LN Heads of Faculty</p>	<p>Analysis following half termly data capture</p>
	<p>All teaching staff have an explicit 'disadvantaged' Performance Management target to drive forward improved student outcomes.</p>	<p>Raising the progress and attainment for disadvantaged learners is given a high focus for all staff.</p>	<p>Reviewed regularly as part of Team Development plan reviews, Performance Management end of year reviews and mid-term reviews.</p>	<p>LN</p>	<p>Dialogue and evidence of impact in October for target setting and March for mid-term review of targets</p>

	Weekly visits, learning walks, coaching reviews of leaders activities from NLE – with a specific foci on differences between disadvantages and others.	To regularly review (weekly) the provision for disadvantaged learners and evaluate strategies deployed.	Visit reports are submitted and feedback actioned.	TP	Review NLE feedback following each session
	Teaching and Learning CPD focusing on the EEE teaching framework focusing on knowledge and language acquisition	To raise aspiration and progress through students being able to access the curriculum through development in language and key knowledge supported by the EEE teaching framework.	Through robust reviews and evaluation of CPD provision	Lisa Lockley Lucy Norton Heads of Faculty NLE	Regular (weekly) learning walks using the 'Teaching and Learning Tool kit' Half termly work scrutiny by Heads of Faculty Regular learning works and/or work scrutiny by NLE

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
B, C,D,E	Pastoral support through: pastoral manager, learning mentor and pastoral manager assistant to ensure reduction in fixed term exclusions, increase in attendance and improved engagement in lessons	Increased focus on implementing interventions for disadvantaged students. Increased tracking, mentoring, support and interventions for disadvantaged students ensures early impact.	Analysis of behaviour logs and attendance at weekly meetings to assess impact and actions	JHT HOY	Weekly review of attendance figures with Heads of Year and planned actions/ follow-up Funding: 11,12,13
E, F	Continued employment of family support worker and Attendance Manager Home School liaison. Prioritise phone calls home each day, home visits and interventions for disadvantaged students.	One-to one support for vulnerable students, increased parental engagement, utilises and coordinates the support of outside agencies.	Fortnightly line management meetings HG to analyse the impact of actions and next steps. Weekly review of attendance data by AHT, HoY and Attendance Officer.	LT	Weekly review of attendance figures with Heads of Year and planned actions/ follow-up

					Funding: 3,4
	Provision of bus passes for identified students	Attendance figures for disadvantaged students are lower than other. A high proportion of disadvantaged students require support to travel to school, without which attendance rates drop.	Weekly tracking of attendance rates for students who have been provided with bus passes	Attendance officer with Heads of Year	Fortnightly line management meeting to interrogate the data Funding: 8

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
C,D	Implementation of RADY initiative, including the inflation of starting points.	RADY research. Initiative implemented by Birmingham LA in September 2017.	Disadvantaged students monitored and tracked as part of the whole school assessment and reporting calendar to identify early interventions.	PA	Analysis following half termly data capture Funding: 2

	Attendance and contribution to RADY networking meetings to share and disseminate best practice.				
	Target setting for students in KS4 uses FFT5 for disadvantaged students.	RADY research. Targets ensure high aspirations of and for disadvantaged students. Tracking against higher aspirational targets assists earlier identification of underperformance and the earlier initiation of intervention.	Quality assurance of target setting process for FFT5 targets and half termly data analysis meetings with senior link / line manager	PA	Analysis following half termly data capture
	Enrichment Curriculum for all disadvantaged students	To raise aspirations and cultural experiences to develop characters.	Analysis of enrichment programme and student voice.	TR LN	Analysis following half termly data capture Funding:7
A,B,C,D,F	Inclusion facility to facilitate small group and individual work, time-out and re-integration to lessons. Speech and Language therapist to support access to the curriculum	The Inclusion team provides one-to one and small group support for vulnerable students	Fortnightly line management meetings TP/SVA: analysis of impact and next steps. Weekly review of attendance data.	SVA	Analysis following half termly data capture Funding: 5,14

	Provide targeted support and resources (uniform, books, revision guides, ingredients, etc.)	To ensure all students are able to fully access the curriculum	Half termly data analysis of students by Heads of Year and Heads of Faculty	LN HOY	Analysis following half termly data capture Funding: 8
	Parental Engagement workshops	To ensure all students and parents are able to access the curriculum through revision workshops e.g GCSE pod training, maths watch and film evenings for English	Tracking of participation and analysis of results.	LN HOFS	Analysis following half termly data capture
	Support with costs of peripatetic music lessons.	Increase opportunities and engagement, removal of financial barriers. EEF toolkit	Attendance to and uptake of music lessons tracked.	SE	Analysis following half termly data capture Funding: 7
	Financial support for educational visits	To ensure that all students, regardless of disadvantage, are able to access opportunities and support social development.	Tracking of participation and attendance for visits tracked by Heads of Faculty and as part of Aim Higher.	DD Heads of Faculty	Review of attendance and participation following each visit Funding: 8

	<p>Individual mentoring of targeted students for COBS which provides external intervention and support</p> <p>Partnership with Titan to provide alternative provision as required and appropriate to needs</p>	<p>EEF toolkit research identifies positive improvements in academic performance and behaviour when behavior interventions are tailored to small groups of students</p>	<p>Half termly reviews of behaviour logs identify improvements for targeted students to track impact of mentoring and inform next steps.</p> <p>Regular and robust tracking of students on alternative pathways.</p>	<p>JHT</p> <p>PA</p>	<p>Half termly review of behaviour logs</p> <p>Funding: 6,10,15,16</p>
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Area of spending	Spend	Focus of spend	Rationale for investment/reason for chosen approach	Barrier
1. Teaching and Learning Additional humanities teacher	£49,500	Overcapacity in humanities enables targeted support to be provided for disadvantaged students.	<ul style="list-style-type: none"> - Increasing attention individual students receive and high quality feedback to secure outcomes - EEF research on class sizes 	A, B,C
2. Go4Schools software	£3900	Investment in Go4Schools and increased capacity in the data team to enable timely and accurate data to identify under achievement and enable early interventions.	<ul style="list-style-type: none"> - Research identifies the gap widening as students' progress through secondary school. Sophisticated tracking system enables early interventions 	A, B, C
3. Family support worker	£40000	Family support worker employed to support increased attendance and reduced persistent absenteeism.	<ul style="list-style-type: none"> - Increase in persistent absence rates and a decrease in attendance has initiated investment in providing wider support. 	A, B, E,F
4. Employment of attendance manager and access to Warwickshire Court Service	£30,465 £4000	Attendance manager to support increased attendance and reduce absenteeism.	<ul style="list-style-type: none"> - Increase in persistent absence rates and a decrease in attendance has initiated investment in providing wider support. 	A,B,D,E,F
5. Inclusion hub	£40,000	Hub created to facilitate the return to school of students with long term absence and those with medical needs. In addition provides support for students with additional needs.	<ul style="list-style-type: none"> - The Inclusion team provides one-to one and small group support for vulnerable students to support re-integration back into lessons. (EEF small group tuition +4 months) 	A, B,E
6. COBS	£18000	Overview of mentoring/alternative provision	<ul style="list-style-type: none"> - 	A, B and E

Area of spending	Spend	Focus of spend	Rationale for investment/reason for chosen approach	Barrier
7. Enrichment support (trips, visits and music lessons)	£19,500	Removal of financial barriers by subsidising/funding trips and visits for disadvantaged students.	- Increase in attendance to trips, music lessons,	D,F
8. Academic resources (including uniform and travel support)	£8445	Provision of academic resources e.g. revision guides for disadvantaged students	- To reduce disadvantage by ensuring access to necessary equipment/resources	A,B,C,E
9. External mentoring by R.Daley	£12,285	Bespoke mentoring sessions 2 days a week	- Ensuring emotional support for students to raise attendance and aspirations in school	C,D,E
10. Learning mentor in school	£30,000	Increased focus on implementing interventions for disadvantaged students	- Increased tracking, mentoring, support and interventions for disadvantaged students ensures early impact.	A,B,C,D,E
11. ISU Pastoral Manager	£30,000	Increased focus on implementing interventions for disadvantaged students	- Increased tracking, mentoring, support and interventions for disadvantaged students ensures early impact. Reduction of fixed term exclusions for disadvantaged students.	A,B,C,D,E
12. Pastoral Assistant Support	£23670	Pastoral Assistant support to ensure reduction in behaviour incidents	- Increased tracking, mentoring, support and interventions for disadvantaged students ensures early impact. Reduction of fixed term exclusions for disadvantaged students.	A,B,C,D,E
13. Speech and Language Therapist	£4200	Provides support for students with additional needs and ability to access learning	- One to one and small group support to students to ensure access to learning is achieved.	A,B,C,D,E
14. Titan Membership	£6000	Provides support through alternative learning externally to school	- Reduction of fixed term exclusions and students are supported in accessing school.	E

Area of spending	Spend	Focus of spend	Rationale for investment/reason for chosen approach	Barrier
15. Alternative Provision	£25650	Provides support through alternative learning externally to school	- Reduction of fixed term exclusions and students are supported in accessing school.	E
Total	£345615			

Review of PP Strategy: Feb 2020