

# Workington Academy Pupil Premium Strategy Statement 2017-2018

1. Summary information					
Academic Year	2017-18	Total PP budget	£230,010	Date of most recent PP Review	
Total number of pupils	813	Number of pupils eligible for PP	276	Date for next review of the strategy	JANUARY 2018

2. Current attainment		
	Pupils eligible for PP (WA/National)	Pupils not eligible for PP (NPP) (WA/National)
% achieving a standard pass in English (4+)	42%	91%
% achieving a strong pass in English (5+)	24%	71%
% achieving a standard pass in Maths (4+)	86%	46%
% achieving a strong pass in Maths (5+)	30%	55%
% achieving a standard pass in both English & Maths (4+)	82%	37%
% achieving a strong pass in both English & Maths (5+)	17%	42%
Progress 8	-0.93	-0.1
Attainment 8	4.72	2.83

### 3. Barriers to future achievement for pupils eligible for PP

#### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	<b>Curriculum:</b> to develop further the range of intervention strategies in use to ensure PP students in all years make progress in line with or exceeding the progress of their non PP peers (Reading Intervention and comprehension strategies at KS3 & timetabled booster sessions at KS4).
B.	<b>Teaching and Learning:</b> to further improve the impact of teaching on learning and progress across the school and for targeted cohorts. (Level of challenge & targeted questioning. Effective marking & feedback)
C.	<b>Behaviour:</b> to further embed strategies to improve responsibility for learning & to reduce exclusion and internal exclusion data for PP students. RfL is consistently good.

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	<b>Attendance:</b> to further embed strategies to address the attendance gap between PP and non PP student.
E.	<b>Raise Aspirations:</b> to provide a range of opportunities for students, no matter what their background to access learning opportunities outside the classroom; including visits to 'The Eskdale Centre', 'Lakes Escapes', University visits, relevant CEIAG

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Reading & written literacy levels improve for all of the identified cohorts in school	A reduction in the attainment & progress gap between PP and non-PP students in year 7 - 11 from Sept 2017 – July 2018 in English – enabling the cohort to make progress in line with their non PP peers
B.	The intervention subsidy enables all curriculum areas to provide interventions for their most vulnerable cohorts and ensure PP students make progress in line with their peers focusing on: <ul style="list-style-type: none"> <li>• Appropriate level of challenge</li> <li>• questioning</li> <li>• marking &amp; feedback</li> </ul>	Drop-ins, observations, work sampling & student voice evidence at least good provision for PP students  PP students are appropriately challenged in all lessons and data shows the gap between PP and non-PP students has reduced.
C.	Rewards scheme is re-launched across the school to encourage positive behaviour Vulnerable students in danger of being excluded remain within school	Data captures reflect improved RfL grades years 7-11 for PP students Reduction in FTE for PP v non PP peers and national non PP peers
D.	PA gap between PP and national non pp and school non pp reduced	Reduction in PA gap between PP and non PP peers and national non PP peers
E.	Positive experiences have an impact on PP students' attitudes to learning and thirst for knowledge	Students respond positively to opportunities provided and participation/uptake in events improves for PP students in all year groups.

## 5. Planned expenditure

Academic year

2017-18

### 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?
Ensure quality first teaching provision for all. Enable all curriculum areas to provide interventions for their most vulnerable cohorts and ensure PP students make progress in line with their peers	<p>Implement an innovation subsidy to enable all departments to develop teaching and learning pedagogy to focus on the following key strategies</p> <ul style="list-style-type: none"> <li>• Appropriate level of challenge</li> <li>• questioning</li> <li>• marking &amp; feedback</li> </ul>	<p>EEF: Feedback - High impact for low cost, based on moderate evidence. (+8)</p> <p>Reading Comprehension strategies – moderate impact for low cost (+5)</p>	<p>All innovation bids are shared at SLT prior to being released, to consider, value for money and intended impact.</p> <p>Post intervention – impact and evaluation forms are completed.</p>	T&L team	<p>Termly Data collection for Key stage 3 &amp; 4</p> <p>GCSE Review</p>
Equip staff with the skills and information needed to improve outcomes for PP students	<p>CPD – Programme: Regular focus on PP students Effective marking &amp; feedback Reading Comprehension strategies</p> <p>Share regularly updated reading ages of all KS3 PP students and targeted KS4 PP students</p>	<p>A whole-school approach promoting learning which sets high aspirations for all pupils.</p> <p>“Supporting the attainment of disadvantaged pupils Briefing for school leaders” November 2015</p>	<p>Lesson observations Learning walks/ Drop-ins Student shadowing Work sampling Student voice</p> <p>Raising Standards meetings at KS4</p>	T&L team	<p>Middle Leaders meetings</p> <p>SLT/link meetings</p> <p>CPD evaluation and follow up</p>
Equip Year 11 PP students with the relevant skills needed to maximise the revision process	<p>Revision skills programme is launched after October half term in preparation for trial examinations.</p>	<p>EEF: Collaborative learning: Moderate impact for very low cost, based on extensive evidence. (+5)</p> <p>Feedback: High impact for very low cost, based on moderate evidence. (+8)</p> <p>Home learning Moderate impact for very low or no cost, based on moderate evidence. (+5)</p>	<p>Revision skills for PP students in tutor time and in assemblies</p> <p>Parents' information evenings focusing on revision skills for Year 11.</p>	ROH	<p>Review progress of PP against progress of non PP following trial examinations Dec 2017</p>

## 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	When will you review implementation?
To ensure a positive transition between Year 6 and Year 7 and ensure that the most vulnerable students in the cohort receive additional support. Gap narrows between PP and non PP students in Year 7	Year 6 transition summer school	<p>‘Summer schools boost the self-esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free School Meals.’ TES. David Linsell.</p> <p>EEF: On average, evidence suggests that pupils who attend a summer school make approximately two additional months’ progress, compared to similar pupils who do not. (+2)</p>	Two week cross curricular holiday programme with a literacy focus Early identification of students via Year 6 transition information and primary data Additional support for relevant students eg those in receipt of EHCP Staff/parent and pupil evaluation.	ROH/NTW	1 <sup>st</sup> term data capture, 1 <sup>st</sup> term student voice evaluation 1 <sup>st</sup> term parent evaluation.
Year 7 PP students in the catch-up cohort receive additional support. Gap narrows between PP and non PP students in Year 7	Booster sessions in English and Maths – breakfast and/or after school small group intervention	EEF: Overall, the pattern is that small group tuition is effective (+4)	Progress recorded during intervention sessions in Ma/Eng books so class teacher can see impact.	ROH/SHI	Termly, following data captures and assessments.
PP students in Years 7 - 9 with a reading age below their chronological age and/or below functional literacy make at least +6 months progress	<p>‘Accelerated Reader’ programme – encourages reading for pleasure and independent reading</p> <p>REACH a phonics and comprehension programme for readers in Year 7</p> <p>Students read age and ability appropriate material. Targeted interventions are implemented via English dept. &amp; librarian through a 3 tier model</p>	<p>EEF: Improving literacy improves student outcomes overall - increases GCSE attainment and thereby life choices.</p> <p>EEF: A specific focus on Reading Comprehension Strategies (+5).</p> <p>Improving literacy improves student outcomes overall thereby reducing the attainment and progress variation between PP and non PP.</p> <p>EEF ‘One-to-one tutoring +5 months moderate impact’</p>	All Year 7 - 9 complete AR tests in English lessons. Experience librarian manages system and data. Reading age updates (x 3) are available on SIMS to raise staff awareness	ROH/HTA	STAR testing. Review progress and impact of interventions
Reduction of P8 gap between PP and non PP in Year 11	Establish fortnightly ‘Raising Standards’ meetings. PP students are divided into 4 cohorts. Individuals are assigned to key staff and progress/barriers to progress are reviewed frequently.	“provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil’s learning”	All PP students in Year 11 have regular mentoring sessions. AFI are identified and addressed regularly and progress for the individual is tracked and shared with all staff.	ROH & Yr 11 team	Following each data capture Student evaluation of impact

Continue to improve the impact of leadership and teaching on outcomes for higher ability PP students so that they are in line with their peers nationally	Lead teacher in post to secure improvements for HAPs. Progress regularly reviewed and fed into Raising Standards updates. CPD for all staff on improving outcomes for higher ability students.	“Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil, including nurturing their more able pupils to excel” (DfE Supporting the attainment of disadvantaged pupils – Nov 2015)	Lessons reflect a firm focus on the teaching & learning of HAPS  Data captures show impact of teaching on HAPS and progress improves in targeted subjects	ROH/WDA	Review monthly & follow up each data capture.
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<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>
Reduction in the attendance gap between PP and Non PP students at Key Stage 4	SPO make daily phone calls to all absentees.  Home visits to PA students with follow up referrals  Further develop strategies to promote good attendance of PP students’ – student mentoring  Attendance incentives	<i>EEF ‘the choices that schools make in allocating the money will be vital so that the funding can help raise pupils’ attainment and aspirations.’</i>  <i>At secondary level PP pupils are three times more likely than their peers to be classed as ‘persistently absent’ – i.e., to miss more than one in five school days across the year.</i>	SPOs/DOLs track students, identify patterns and report to AHTLP and SLT year group links  Mentor meetings are recorded centrally and followed up in Raising Standards meetings  Identify barriers to attendance  Motivational incentive	GCR	Weekly update Weekly SLT update Cohort redefined
Reduction in the attendance gap between PP and Non PP students at Key Stage 3	Extend cohort for Form Tutor intervention to include Years 7,8 & 9 and to continue in the support and monitoring of PP between 87% - 95%		Form tutors build positive relationships with families & attendance improves for students  Motivational incentives – rewards for 100% attendance	GCR/DOLs	Weekly FT Termly cohort analysis Cohort redefined
To enable PP students to fully access the extra-curricular and financially dependent curriculum activities which enable wider outcomes for talent, academic success and aspiration.	All PP students to be given the opportunity to participate in extra -curricular activities	<i>National College Research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement.</i> <i>‘... schools boost the self-esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free School Meals.’</i> <i>TES. David Linsell. 2012</i>	Funding for specific PP trips and visits.		Termly audit of pupil participation in extra-curricular/enrichment activities