The Warren School - Pupil Premium Strategy 2019 - 2020

Summary information (Secondary PHASE)					
Academic Year	2019-2020	Funding 2019-2020: £356,703			
Total number of pupils	1251	Number of pupils eligible for PP in Secondary Phase	398	Date for next internal review of this strategy	08/20

Achievement Profile 2019 (Provisional)		
Key Stage 4 Attainment	**Pupils Eligible for PP**	**Pupils Not Eligible for PP**
Progress 8	-0.24 (provisional)	0.06 (provisional)
Attainment 8	38.29 (provisional)	42.94 (provisional)
Key Stage 4 Attainment (2019 provisional)	**Pupils Eligible for PP (%)**	**Pupils Not Eligible for PP (%)**
5 Grades 9-4 Inclusive of English and Math	53	47
English Language 9-4	53	61
English Literature 9-4	68	68
Best English at Grade 4	69	68
Best English at Grade 5	54	52
Math 9-4	60	52

Barriers to future attainment	
Academic Barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Stretching and challenging the more able, high attaining student.
B.	Low aspiration within the local area
C.	Children from low economic backgrounds
D.	Low self-esteem and self-confidence
E.	Social mobility
F.	Overcrowded households
G.	High EAL needs
H.	High Unemployment
I.	Single Parent Families

Intended outcomes *(specific outcomes and how they will be measured)*	Success criteria
1. Continued improved performance at GCSE	Overall performance in GCSE's to improve across all subjects with targeted outcomes as following: Attainment 8 Score: Progress 8 Score: Improved percentage of 9-4 and 9-5 across all subjects but specific focus on the following: Grades 9-4 English Lang: English Literature: Math: Science: Grades 9-5 English Lang: English Literature: Math: Science:
2. PP Students make almost the same progress as Non-PP students	Gap between non pp and pp students to be insignificant with PP students attaining as high as possible in all subjects and meeting at least a progress score of 0 as a minimum.
3. Continued high access to University	96% of students access further education with **30%** of those students going to Russel Group Universities. Increased access to University to grow to **98%** with access to Russel group to grow to **35%.** Improved access to Oxbridge with tailored specific support for students intending to apply to Oxbridge.
4. Decrease in Exclusion Data for Key Groups	Key groups exclusion data to drop by at least 40% across the whole secondary.

Planned Expenditure 2019-20						
Academic Year			**2019/2020**			
Action	**Intended outcome**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**	**Cost**
Additional outside agencies with students developing BMAT, STEP and Summer School Programmes. **Barriers to Learning** • Low aspiration within the local area	High attaining students.	Accelerated aspiration and outcomes developed from Year 7. Students are supported and stretched in their development leading to improved outcomes at KS4 and KS5.	Students build up CVs From a young age for Russell Group Universities. PP student focus for initiatives and support sessions.	KS3/4/5 Standards and delivery ATL KS3/4/5	Aug 2020	**Within Trust (£2K contribution)**
Staff training CPD across the Trust and use of examination boards. **Barriers to Learning** • Stretching and challenging the more able, high attaining student. • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility	Improve rates of progress with all KS3 and KS4 students who are eligible for PP.	Increasing students at higher levels and ensuring Grade 5 and above boundary. Push for students to attain grade 5 and top attaining students to not achieve below 7's.	Staff understanding full specifications. Tracking cycles to show accelerated progress from each cycle.	KS3/4/5 Coordinators. ATL KS3/4/5	Aug 2020	**Inset Budget £5K**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Half-Term Revision Centre **Barriers to Learning** • Stretching and challenging the more able, high attaining student. • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • Single Parent Families	Improved outcomes in GCSE and A Level.	Review of previous data regarding attendance at support and improved outcomes indicates that support offered in holidays is beneficial especially for those from disadvantaged economic backgrounds.	PP students' attendance high (95%) Regular monitoring of PP students' outcomes high. PP students' Progress score to be insignificant in comparison to their Non PP counterparts. PP students' attainment to be closer to the overall school performance and especially their non PP counterparts.	SLT ATL CTL KS4/5 Standards and Delivery	Following each revision centre Feb Half Term Easter Break May Half Term Reviewed Yearly at end of school year.	10 Teachers per day @ £150 each = **£1500 (part funded)** 10 Days Revision = £1500 x 10 = **£15,000 (part funded)** **Total:** **£8k**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
IAG Coordinators Careers Information, Advice and Guidance. **Barriers to Learning** • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High Unemployment	Early and additional guidance will be offered to ensure that they can be supported to pursue aspirational futures.	Specialist information allows for students to make informed choices and ensure they make choices suitable to their ability and future aspirations. Professional support and advice will help parents understanding in choices and what avenues are available for their child	Number of students completing their subjects and number of NEETS are at least at 100%. Careers CIEG with students having access. Student numbers at college and moving on to different post 16 options other than sixth form. Student Tracking following completion of Year 13 and Year 11.	SLT ATL Y9/10/11/12/13 IAG Coordinator	Aug 2020	**IAG Coordinator part Funded Total = £4k**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Reading programme – Reading Recovery/ Lexia **Barriers to Learning** • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • High Unemployment	Reading books and materials for KS3 to stretch, challenge or support. Improvements made by all student and specifically PP students in reading and comprehension age.	Research suggests reading age and comprehension is directly linked to improve performance at all levels. Improvement in comprehension and reading ages will improve outcomes at GCSE and A levels. Comprehension significantly increases student's opportunities to access the curriculum and improve performance and achievement.	Library usage indicates high usage numbers. Reading assessments will indicate that students have made significant progress in reading ages which will enable students to access the curriculum and make good progress. The majority of students are at age related reading age. Expected progress in Reading, Writing and English GCSE's. Creating smaller teaching groups for reading recovery in secondary Funding an intensive programme for the teaching of phonics with small intervention groups.	SEND KS4 Coordinator ATL Y7/8/9/10/11	Half Termly	**£10K (part funded)** CATs Testing = £5K **Total = £10K**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Mentoring and Behaviour Intervention **Barriers to Learning** • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • Single Parent Families	Improved behaviour for learning in lesson. Decrease in behavioural incidents and external exclusions from vulnerable groups by 20% PDW improvements in all students. Production of confident, happy and driven students.	Link of behaviour with achievements and in particular the behaviour of both high, middle and low attainers on the overall outcomes of their academic performance. National statistics indicate higher likelihood of internal/external exclusions occur in PP students. Monitoring, mentoring and behaviour interventions will support students in improving behaviour and ensuring they remain in lessons and value their learning experiences.	Continue with wrap around care especially regarding PREVENT and social issues and mental awareness. Behavioural incidents dealt with quickly. Behavioural incidents dealt with quickly and appropriately keeping all key stake holders involved. PSP shows vast majority of children succeeding – 100% Report system to be used to support and monitor student's behaviour and reviewed regularly.	DHT YCT ATL Tutors	Half Termly with students regular cycled when suitable. Comparison data on previous tracking cycles to show improvements.	Part Funded DHT Role + YCT Role Costing already included **Total: £10,000**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Additional Groups in Core Subjects continuing **Barriers to Learning** • Stretching and challenging the more able, high attaining student. • Low self-esteem and self-confidence • Social mobility • High EAL needs	Progress in English, Maths and Science indicate that students are adding value from their starting point by at least 85%. The vast majority of students making at least 2 steps of progress by at least 85%. EAL classes formed with support for children from abroad.	Support in core subjects to continue with re-timetabling during year. Additional teachers to support core subjects. Smaller class sizes provide better outcomes for students with teacher time not as stretched and more time for students to access 1 to 1 support. English. Math and Science to have decreased class sizes by having additional sets.	To support learning in the classroom by ensuring that class sizes for 2019-20 are as small as possible, particularly in English, maths and science, by creating additional sets. This has also extended to include small form group intervention in English, maths and science.	ATL/SLT	Termly	Inclusion Officer (Part Funded) - **£15,000** Additional Teaching Staffing in: English **(£40,000)** (part funded) Maths **(£40,000)** (part funded) Science **(£40,000)** (part funded) **Total: £63,000**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Support for Pupils Experiencing Emotional and Behavioural Difficulty. **Barriers to Learning** • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • Single Parent Families	Diminish the stress and trauma that can lead some pupils to disengaging from learning and behave poorly in school. Decrease exclusion data and ensure that attendance figures reaming excellent with PP students as a group remaining in line with school expectations.	A number of children present with significant emotional or behavioural difficulties and almost all of them are entitled to Pupil Premium. The school has developed a strong and very consistent approach to behaviour, managed by the YCT with specific responsibility for behaviour.	The role includes work with specific pupils and their families to improve behaviour.	YCT	Half termly following completion of any behaviour interventions.	YCT x 5 @ £45K each **Total = £225k**
Achievement Intervention Groups **Barriers to Learning** • Stretching and challenging the more able, high attaining student. • Low aspiration within the local area • Low self-esteem and self-confidence • Social mobility • High EAL needs	All students targeted who are eligible for PP to increase their attainment	Proven tracking record of raising attainment having learning mentors and support structures/interventions in place to improve outcomes.	Assistant and Deputy HT i/c of KS4 and KS3 is leading on the whole programme including being trained on the programme itself. .	ATL	Weekly through SIMs analysis	**Nil Cost**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
External EWO support attendance **Barriers to Learning** • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • Single Parent Families	Gap between PP and non PP, attendance to be in line with the schools and national targets	Core case load of hard to manage cases with external EWO -gap between PP and non PP, attendance to be in line with the schools and national targets.	Oversee and support management of attendance and welfare issues, focusing on robust action where needed resulting in better attendance. Penalty Notices.	Attendance Officer/YCT/ATL	Half-Termly	EWASS= £20,000 **Total= £20,000**
Build ethos and direction of students/opportunities available to them in order to develop full rounded students and students below University Levels. **Barriers to Learning** • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • High Unemployment	Increase in aspirations of PP students	Evidence is that PP students are often not encouraged to pursue Post 18 study with many becoming the first to go to University. More aspiration and motivation would result in harder working students and an increase in the number of students wanting to achieve. Apprenticeship Programmes.	PSCHE Programme with all British Values and Citizenship developing access to careers long term.	SLT ATL IAG Coordinator	Half Termly	**IAG Funding**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Use of Google Classroom **Barriers to Learning** • Stretching and challenging the more able, high attaining student. • Low self-esteem and self-confidence • High EAL needs	Increase use of technology in Year 11 with revision tools and the use of Google Classroom	Evidence suggests that access and use of digital learning gain add 4 months/moderate learning gain. If used as a supplement rather than a replacement for teaching, evidence suggests it can support students to work harder for longer to improve their learning.	Deputy Headteacher to launch with students in assemblies and develops use of the App with HOD English and Maths. Possibly use as part of the intervention sessions. Launch at Parents Evening and Parent Information Evening.	SLT CTL	Termly	**Nil Cost**
Uniform and Equipment Shop now opened- free or discounted stationery provided. **Barriers to Learning** • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility	To ensure that all of our students have access to clothing and uniform in order to feel confident and secure at school. We also aim to equip our students with stationery and books to ensure they	Students come from low economic backgrounds therefore in some cases students may need financial aid and support in terms of equipping themselves suitably for their courses and learning. The school subsidises PP students in purchasing key and vital equipment.	Clothing and uniform- All students will feel confident in their appearance and feel that they have someone that they can ask for help with uniform at school. Equipment and books- all students have the equipment they	HT DHT AHT ATL CTL YCT Class Teachers Form Tutors	Termly Yearly When appropriate	Uniform Approximate: £2,500 Equipment Approximate: £2,500 Books Approximate: £2,500 Revision Guides Approximate: £2,500 **Total: £10K**

	have all they need to make progress in their lessons and achieve in their exams		need to be successful at school			

Total Expenditure: £356,703

Additional Educational Resources for Looked After Children – £ 4600 allocated

Strategy: For 2019-20 each looked after child has a Personalised Educational Plan drawn up by our specialist worker in conjunction with the local authority to ensure that each student receives resources and support which would be appropriate for them as an individual. Examples can be used from all of the above strategies.

Proposed Impact: Looked after students have a tailored programme of support to meet their needs leading to a closing of achievement gap at The Warren School.

Year 7 Catch Up Grant £25, 756 (provisional)

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2). This is then used to provide additional support to help students catch up and make accelerated progress in Year 7. The Warren School will receive £25, 756 (provisional) for the 2019-20 academic year. This is being used to fund extra support sessions for students in addition to the taught curriculum.

Impact of 2018-19 Catch-Up Grant: The strategy of extra support sessions was used in 2018-19 and measured using the end of year examinations.

Proposed Impact of Catch-Up Grant for 2019-20: 100% of the students to have made accelerated progress in English with at least 75% of the students to have made accelerated progress in Maths.