

Pupil premium strategy statement (secondary)

1. Summary information					
School	Woodham Academy				
Academic Year	2016-17	Total PP budget	£274,250	Reviewed by	Headteacher (half-termly)
Total number of pupils	745	Number of pupils eligible for PP	290 + 1CLA + 4 service children = 39.9%	Monitored by	Link governor for pupil premium (half-termly)
2. Current attainment					
			Pupils eligible for PP (Woodham Academy)	Pupils not eligible for PP (national average)	
% achieving 5A* - C incl. EM (2015-16 only)			19%	64.7%	
% achieving expected progress in English / Maths (2015-16 only)			58.6% / 20.7%	75.8% / 73.4%	
Progress 8 score average			-0.67	0.12	
Attainment 8 score average			38.33	52	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Weaker reading skills on entry into Y7				
B.	Complex social, emotional and behavioural issues				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
C.	Lack of support at home (issues include low levels of parental higher education and impact of chaotic households)				
D.	Persistent absence				
E.	Mobile students, often with complex needs and historic poor attendance				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>					Success criteria

A.	Rapid progress in reading in Y7 / Y8 so that all students are able to read well and access learning	All students eligible for pupil premium make at least expected progress in English (Progress Check data) Students with a reading age below their chronological age on entry make rapid progress to eradicate the deficit (reading age data)
B.	Students are able to learn effectively in lessons because their behaviour is good.	Reduction in fixed-term exclusions, reduction in the number of behaviour points
C.	Progress across the curriculum in line with non-disadvantaged students of similar ability	2016-17 targets: Average attainment 8 grade =4.44; Basics 23% (new grading); Ebacc = 23%
D.	Overall improvement in attendance. Reduction in persistent absence.	Attendance target 2016-17 = 94.2% (whole-school =95.1%) Persistent absence (<90% attendance) = 17%(whole-school = 11%)
E.	Mobile students are able to access a curriculum to maximise their progress.	Curriculum offer meets individual needs Improved attendance compared with previous school(s)

5. Planned expenditure

Academic year

The three headings below enable schools to 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	When will you review implementation?
Consistently good teaching leading to good progress	Develop systems to assess teachers' performance which inform professional development	Quality first teaching	Action plan in place with quantified success criteria	SD	Half-termly by head teacher and link governor
Consistently good teaching in mathematics leading to good progress (Average grade target C- ; 3LOP 73.2%; 4LOP 21.4%)	Carry out independent review of mathematics to inform action plan	Quality first teaching in mathematics	Action plan in place with quantified success criteria	SL	Half-termly by head teacher and link governor
Consistency within and across subjects (See subject-specific disadvantaged targets)	Introduce Doodle to create a framework for KS3 curriculum and assessment. Appoint associate assistant headteacher (HOD English) to quality assure schemes of work and assessments.	Need to respond to national changes to assessment at KS2 and KS4. Doodle provides a tried and tested starting point.	Action plan in place with quantified success criteria	RH	Half-termly by head teacher and link governor
Total budgeted cost					Not funded from pupil premium

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?
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All students are able to read well and access learning.	Designated weekly reading lesson for all Y7 and low ability Y8, double staffed by specialist teacher and HLTA.	Introduced in 2012. Evidence of accelerated progress and closing of within school gap. (EEF impact +5)	Established programme using Accelerated Reader and the teaching of phonics, delivered by trained staff.	JM	Annually
Students are able to learn effectively in lessons because their behaviour is good	New behaviour support team, including Student Welfare Officer, Student Support Officer and 3 non-teaching behaviour support staff. Behaviour Support SLA (Early Intervention) LACES SLA to support CLA SEBD support from SENCO	EEF impact of behaviour interventions +5; social and emotional learning +5	Action plan in place with quantified success criteria. Associate assistant headteacher appointed to implement. Standing item on Leadership Group agenda.	PH / LC	Half-termly by head teacher and link governor.
Total budgeted cost					£173,238
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	When will you review implementation?
Progress across the curriculum in line with non-disadvantaged students of similar ability	Learning Centre to provide academic support, including: <ul style="list-style-type: none"> Robust tracking of data to identify underachievement Y7-11 Co-ordination of intervention programmes Y7-11 Study support Tailored individual support to LAC, service children, mobile students, vulnerable students and those with poor 	Evaluation of impact of Learning Centre (see report) EEF impact of small group tuition +4; one-to-one tuition +5	Managed by HLTA, overseen by Assistant Headteacher.	KH/TTY	Impact of interventions evaluated at each Progress Check. Annual report.

	<p>attendance.</p> <ul style="list-style-type: none"> • Y7-9 small group and individual intervention programmes in English and maths • Mentoring of targeted students in Y11 (KH tutor group) <p>Support for educational visits</p>				
Overall improvement in attendance. Reduction in persistent absence.	EWO SLA Attendance officer	Attendance targets met 2015-16. Improved attendance and reduction in persistent absence.	Managed for Director of Student Support	PH	Monthly report to Leadership Group. Termly report to Full Governors.
Mobile students are able to access a curriculum to maximise their progress.	Learning Centre and attendance support as detailed above.	Evidence of improved attendance compared with previous school. Evidence of impact of Learning Centre interventions	See above		See above
Total budgeted cost					£112,949

Detailed budget plan in place. Learning Centre costs based on actual usage 2015-16.

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Consistently good teaching leading to good progress	Strengthen teaching through new appointments, including HODs maths, geography, history and Design and Technology	Targets not met. Estimated Attainment 8+ 45.04 (PPI), 50.27 (non PPI). Estimated Progress 8 - 0.67 (PPI), -0.03 (non PPI)	New appointments too late to impact on 2016 results. However current tracking shows strong improvement in all areas. New action plan in place.	Not from PPI budget
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All students are able to read well and access learning.	Designated weekly reading lesson for all Y7 and low ability Y8, double staffed by specialist teacher and HLTA.	Introduced 2012. No impact on 2016 results. Impact clear in current Y11 tracking: Estimated Attainment 8 = 46.49 (PPI), 54.16 (non PPI); Estimated Progress 8 -0.02 (PPI), 0.01 (non PPI)	The within school gap has narrowed in all current year groups following this action. Action to be continued.	From Y7 catch-up funding
Students are able to learn effectively in lessons because their behaviour is good	Behaviour for learning support for those at risk of exclusion (HLTA Behaviour Support, Early Intervention SLA) :social and emotional support through Student Welfare Officer , SENCO, Student Support Officer, LACES SLA.	4 year trend of reduction in exclusions. Number of students receiving fixed-term exclusions reduced by 36% in 2015-16. However 77% of exclusions were of disadvantaged students. Analysis of Y11 results shows that most disadvantaged students made progress in line with their peers. The data is skewed by a small number of students with complex social, emotional problems who underachieved (see case studies).	The strategy is having impact. However we need to do more to support the small number of disadvantaged students with complex needs who are at risk of failure.	£116,380

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Progress across the curriculum in line with non-disadvantaged students of similar ability</p>	<p>Learning Centre to provide academic support, including:</p> <ul style="list-style-type: none"> • Robust tracking of data to identify underachievement Y7-11 • Co-ordination of intervention programmes Y7-11 • Study support • Tailored individual support to LAC, service children, mobile students, vulnerable students and those with poor attendance. • Y7-9 small group and individual intervention programmes in English and maths • Mentoring of targeted students in Y11 (KH tutor group) <p>Support for educational visits</p>	<p>See Impact of Learning Centre 2015-16 report</p> <p>Positive overall impact in a range of subjects.</p>	<p>Effective in providing individualised and small group support according to identified need. Action to be continued.</p>	<p>£137,133</p>
<p>Overall improvement in attendance. Reduction in persistent absence.</p>	<p>EWO SLA Attendance officer</p>	<p>Overall attendance improved by 0.44%. 2015-16 = 94.61% (2014-15 = 94.17%).</p> <p>PA (<90%) =11.76% overall (national shadow data 2014-15 = 13.8%; Co.Durham = 15.1%) Disadvantaged = 17.99%</p>	<p>There is clear evidence that strategies to manage attendance are working effectively. Poor attendance is one of the most significant barriers to progress for disadvantaged students. Action to be continued.</p>	<p>£48,472</p>

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

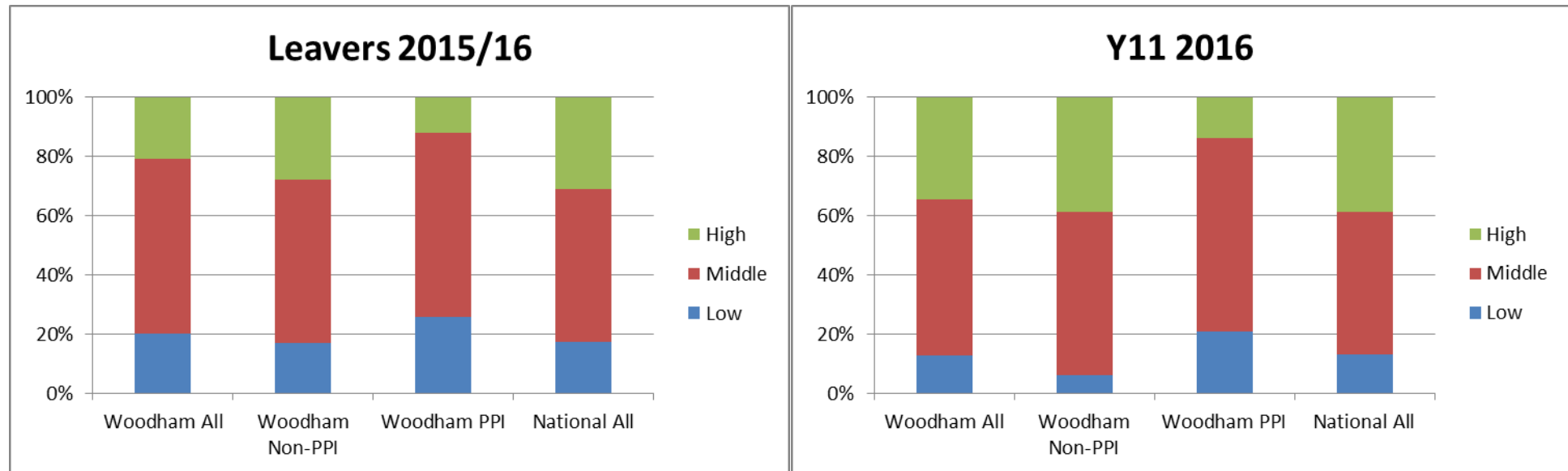
Disadvantaged students at Woodham Academy make better progress than disadvantaged students nationally and much better than in schools with a similar intake (see Education Endowment Foundation website).

The table below combines data from 2013, 2014 and 2015 to produce a 3 year average. The horizontal line shows the national average for Pupil Premium. Woodham Academy is shown in orange, the most similar school in blue.

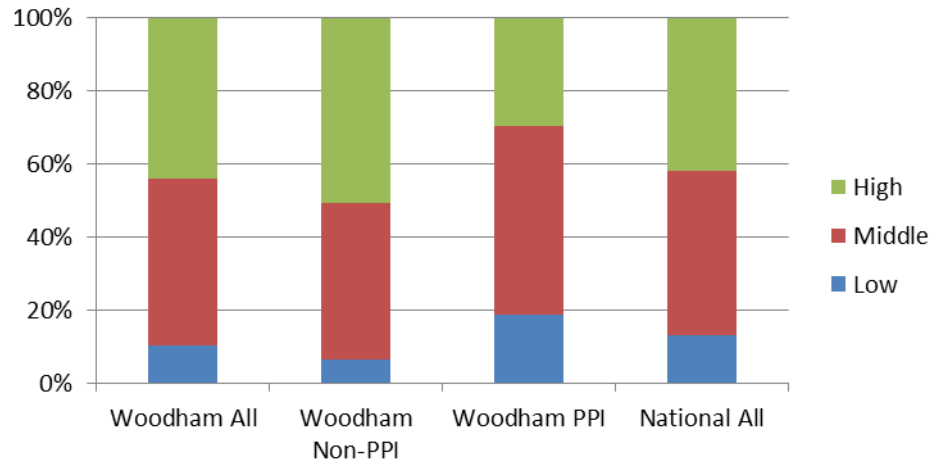


Why am I in this family? National Distribution					Woodham Academy Your School				Bexhill High School Similar School				Click a school above: Selected School
Key Summary Data					KSI2	FSM%	EAL%	ISAG%	KSI2	FSM%	EAL%	ISAG%	Select a school from your family above to display its comparison data alongside your most statistically similar school
					4.5	38.7%	6.8%	27.1%	4.5	34.5%	5.1%	40.5%	
Attainment Gap					Non PP	PP	Gap	Non PP	PP	Gap			
Total number of pupils on roll					457	289	-	759	488	-			
Including English & Maths					62%	35%	-27%	53%	27%	-26%			
Avg score of best 8 grades					39.2	28.7	-10.4	33.8	22.8	-10.3			
Comparison with expected grades					1.8	-1.7	-3.5	-2.1	-7.3	-5.2			

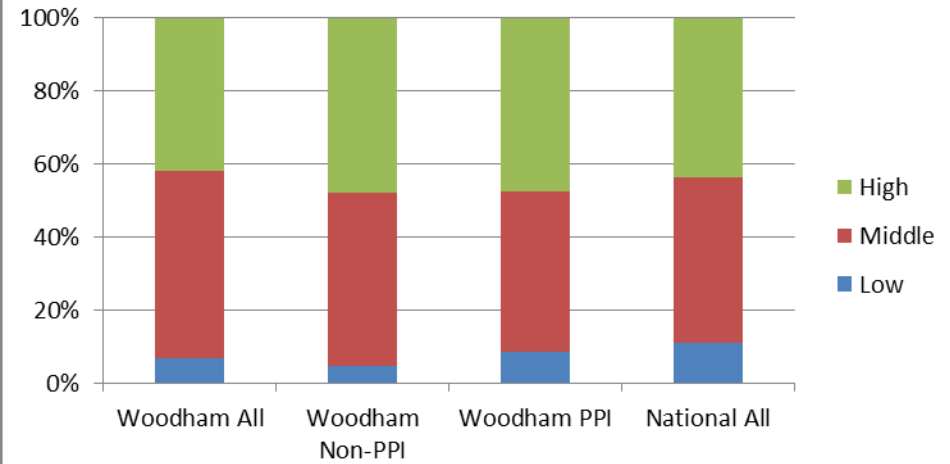
The attainment of disadvantaged students in 2016 reflects data on entry. The APS of the cohort overall was significantly below national on entry (Raiseonline 2015); the disadvantaged cohort was even weaker.



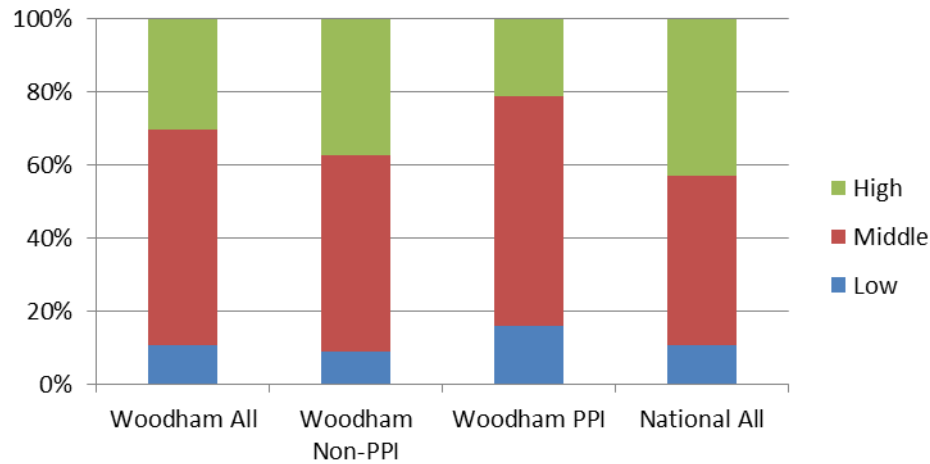
Y10 2016



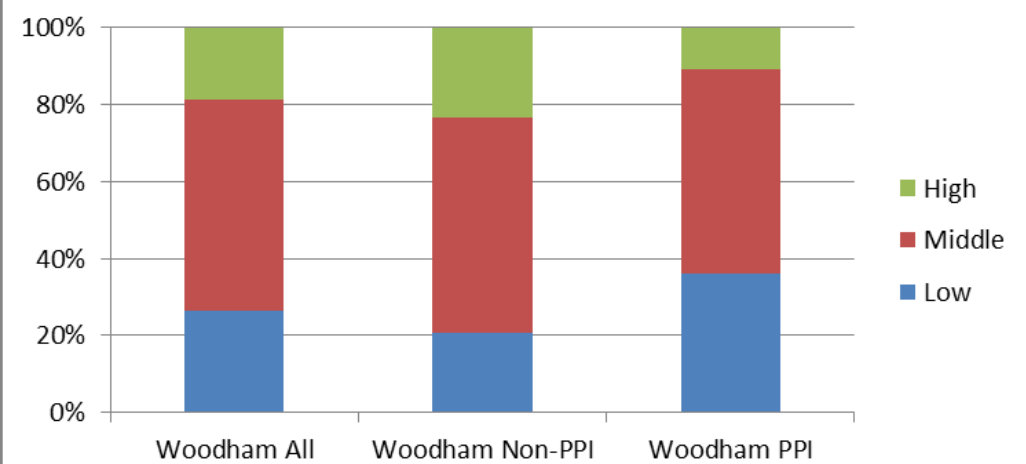
Y9 2016



Y8 2016



Y7 2016*



* KS2 Banding for Scaled Scores (Y7 2016) is not published. Prior ability banding is estimated based upon an average of KS2 Reading and Maths scaled scores.

