Pupil premium strategy statement (secondary)

1. Summary information					
School	Woodham Academy				
Academic Year	2017-18	**Total PP budget**	£261,800	**Reviewed by**	Headteacher (half-termly)
Total number of pupils	737	**Number of pupils eligible for PP**	280 (= 38%)	**Monitored by**	Link governor for pupil premium (half-termly)

2. Current attainment		
2016-17	Pupils eligible for PP (Woodham Academy)	Pupils not eligible for PP (national average)
Average KS2 prior attainment	4.48	4.75
% achieving Basics(EM 9-4)	46%	66%
% achieving Basics (EM 9-5)	28%	48%
Progress 8 score average	0.11	0.09
Attainment 8 score average	4.1	4.9

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Weaker reading skills on entry into Y7
B.	Complex social, emotional and behavioural issues
External barriers *(issues which also require action outside school, such as low attendance rates)*	
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 *(desired outcomes and how they will be measured)*		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	2017-18 targets: Average attainment 8 grade = 4.13; Basics 61.1% (4+); Ebacc = 29.6%
D.	Overall improvement in attendance. Reduction in persistent absence.	Attendance target 2017-18 = 95% Non-disadvantaged / disadvantaged gap <2% Persistent absence (<90% attendance) = 12.5% or below
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 using CPD Genie. • Strengthen systems to monitor the quality of teaching • Design and implement bespoke training plans	Quality first teaching	Action plan in place with quantified success criteria	SD	Half-termly by head teacher and link governor
Accelerate progress in mathematics	• Redesign mathematics intervention to replicate successful English model • Strengthen cross-curricular mathematics	Model of double staffing one English lesson in Y7 with specialist teacher and HLTA has led to rapid progress in reading.	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)	Refine allocation of Doddle strands so that all students are challenged and anomalies are ironed out	Doddle was introduced in September 2016 to respond to national changes to assessment at KS2 and KS4. Doddle provided a tried and tested starting point leading to the successful implementation of a new system.	Action plan in place with quantified success criteria. Assistant Headteacher (HOD English) to quality assure schemes of work and assessments.	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?
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). Impact 2016-17 = 2 years 4 months improvement in reading age in Y7	Established programme using Accelerated Reader and the teaching of phonics, delivered by trained staff.	AT	Annually
Students are able to learn effectively in lessons because their behaviour is good	Further strengthen day-to-day behaviour management by monitoring students who receive repeated warnings but not behaviour points. Introduce support programme for pre SEN behaviour issues. Behaviour support team: Student Welfare Officer, Student Support Officer and 3 non-teaching behaviour support staff. Behaviour Support SLA (EWEL team) LACES SLA to support CLA	EEF impact of behaviour interventions +5; social and emotional learning +5 Strengthened behaviour policy together with redesignated roles led to a 54% reduction in behaviour points September to June compared with the same period in the previous year, Misbehaviour in lessons is now very rare.	Action plan in place with quantified success criteria. Assistant Headteacher responsible. Standing item on Leadership Group agenda.	PH / LC	Half-termly by head teacher and link governor.
			Total budgeted cost		£150,951

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: • Robust tracking of data to identify underachievement Y7-11 • Co-ordination of intervention programmes Y7-11	Evaluation of impact of Learning Centre shows that students subject to subject-specific intervention made similar progress to their peers by the end of the year, The gap in progress non-disadvantaged / disadvantaged in KS3 2016-17 is very small (Y7 = -0.01	Managed by HLTA, overseen by Assistant Headteacher.	KH/TTy	Impact of interventions evaluated at each Progress Check. Annual report.

	• 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) Support for educational visits	of a grade; Y8 = - 0.02; Y9 = +0.05). Overall progress in KS3 is tracking above target (target = FFT 20 by end of Y11) for disadvantaged students: Y7 = 0.54 grades above end of year target, Y8 = 0.66 above, Y9 = 0.24 above. EEF impact of small group tuition +4; one-to-one tuition +5			
Overall improvement in attendance. Reduction in persistent absence.	Employment of EWO and attendance officer. Introduction of support programme for poor attenders/ vulnerable students Introduction of designated KS4 tutor groups to provide additional support	Attendance targets were not met 2015-16 with an increase in authorised absence of 04% attributable to a virus and an increase in unauthorised absence of 0.4% because the local authority changed the remit of the EWO service in September. We took the decision to cancel the SLA and employ our own EWO with effect from Easter 2017. She has made an immediate difference, with the 14 students causing the greatest concern improving their attendance by on average 25.6% over half a term.	Managed by 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	**£112,075**

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	Develop systems to assess teachers' performance which inform professional development. This will include further development of the Genie Suite to include 360' Genie.	New system effectively introduced. 7% increase in outstanding / good teaching. Staff survey shows 77% of teachers agreeing that their teaching has developed as a result of CPD. Progress in Y7 0.54 of a grade above expected progress; Y8 0.66 above expected; Y9 0,24 above expected. (Targets set at FFT20) Y11 2016-17 PPI Progress 8 (provisional) = 0.11	CPD Genie has linked analysis of teaching in relation to teachers' standards to the identification of training needs.. 360' Genie will link all aspects of quality assurance. 2017 results showed improved progress in almost all subjects in relation to FFT 20 targets	Not from PPI budget
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	Independent review carried out which informed action plan. Plan completed and signed off by governors. Progress in KS3 PPI above target: Y7 = 0.12; Y8 = 0.13; Y9 = 0.08 2017 maths PPI 5+ = 33% (national = 31%); maths 4+ = 52% (national = 53%) Maths Progress 8 – 0.003	New plan in place to continue improvement in mathematics.	Not from PPI budget

Consistency within and across subjects (See subject-specific disadvantaged targets)	Introduce Doddle to create a framework for KS3 curriculum and assessment. Appoint associate assistant headteacher (HOD English) to quality assure schemes of work and assessments.	Doddle has led to the successful introduction of a new system of assessment in KS3 to address changes in assessment nationally. This, together with quality assurance has led to a consistent approach across all departments.	Doddle tracking under represented progress in Y9 because students had no cumulative data. Allocated strands did not allow for exceptional work in Y9 to be recognised at the appropriate grade. Action plan for 2017-18 includes the reassigning of Y9 Doddle strands using GCSE strands to address this.	Not from PPI budget
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.	Y7 made on average 2 years 4 months progress in reading	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.	Uniformly good behaviour in lessons as evidenced by 54% reduction in behaviour points.	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	**Lessons learned** (and whether you will continue with this approach)	**Cost**

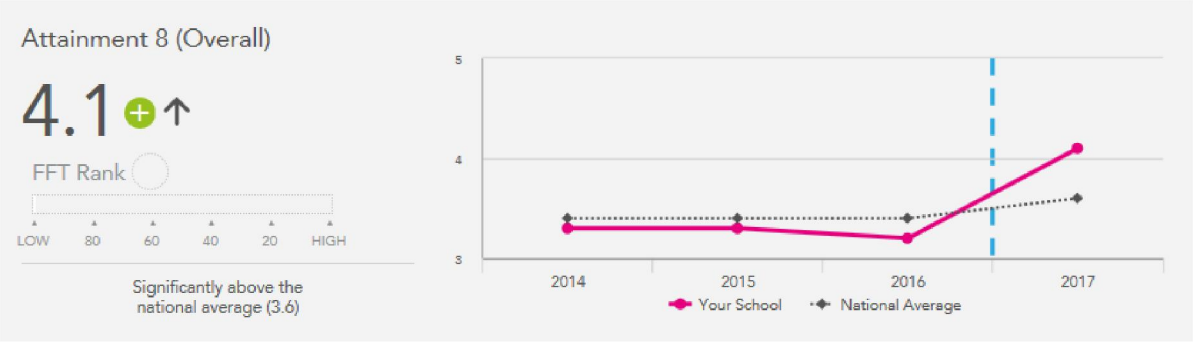
		appropriate.		
Progress across the curriculum in line with non-disadvantaged students of similar ability	Learning Centre to provide academic support, including: • Robust tracking of data to identify underachievement Y7-11 • Co-ordination of intervention programmes Y7-11 • Study support • Tailored individual 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) Support for educational visits	. Evaluation of impact of Learning Centre shows that students subject to subject-specific intervention made similar progress to their peers by the end of the year, The gap in progress non-disadvantaged / disadvantaged in KS3 2016-17 is very small (Y7 = -0.01 of a grade; Y8 = - 0.02; Y9 = +0.05). Overall progress in KS3 is tracking above target (target = FFT 20 by end of Y11) for disadvantaged students: Y7 = 0.54 grades above end of year target, Y8 = 0.66 above, Y9 = 0.24 above. Disadvantaged students in Y11 made progress better than average: Disadvantaged Progress 8 = 0.11 Lower ability = 0.12 Middle = 0.13 Higher = 0.02	Effective in providing individualised and small group support according to identified need. Evaluation of impact shows that students who receive subject specific intervention make similar progress to their peers at the end of the year. Action to be continued. Y11 middle ability disadvantaged included 3 mobile students whose progress was below that of those who were with us for 5 years	£137,133
Overall improvement in attendance. Reduction in persistent absence.	EWO SLA Attendance officer	Attendance targets were not met 2015-16 with an increase in authorised absence of 0.4% attributable to a virus and an increase in unauthorised absence of 0.4% because the local authority changed the remit of the EWO service in September.	We took the decision to cancel the SLA and employ our own EWO with effect from Easter 2017. She has made an immediate difference, with the 14 students causing the greatest concern improving their attendance by on average 25.6% over half a term. We are confident that we now have the people and systems in place to manage attendance effectively.	£48,472

7. Additional detail

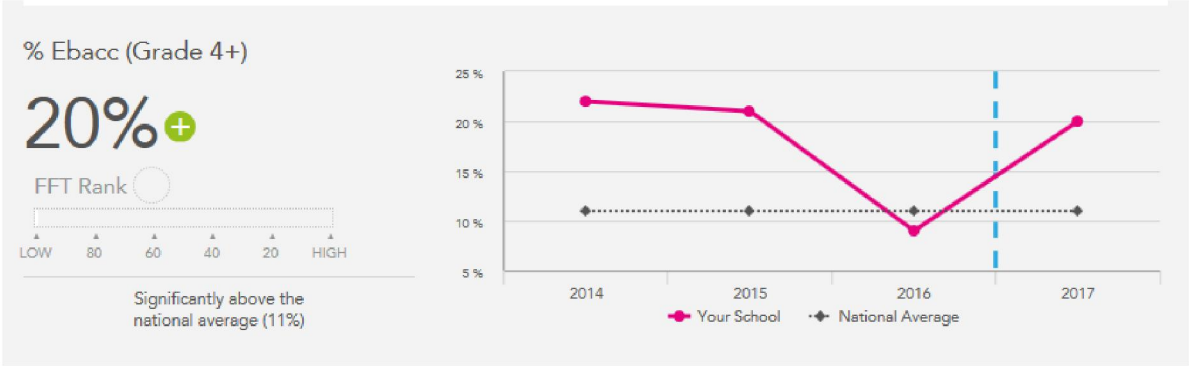
- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Please note that there is no data in this report for Y10 (current Y11) as most subjects are using new grading with no knowledge of where grade boundaries will be set.

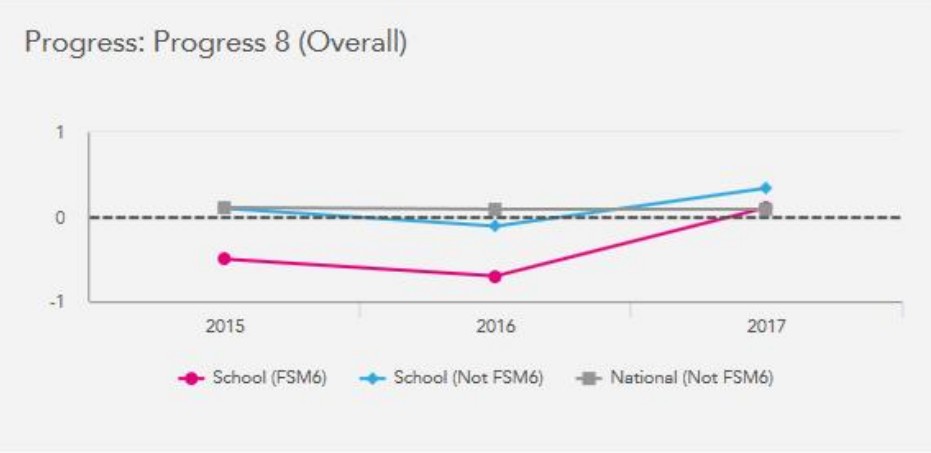
Average Attainment 8 Grade for PPI Students



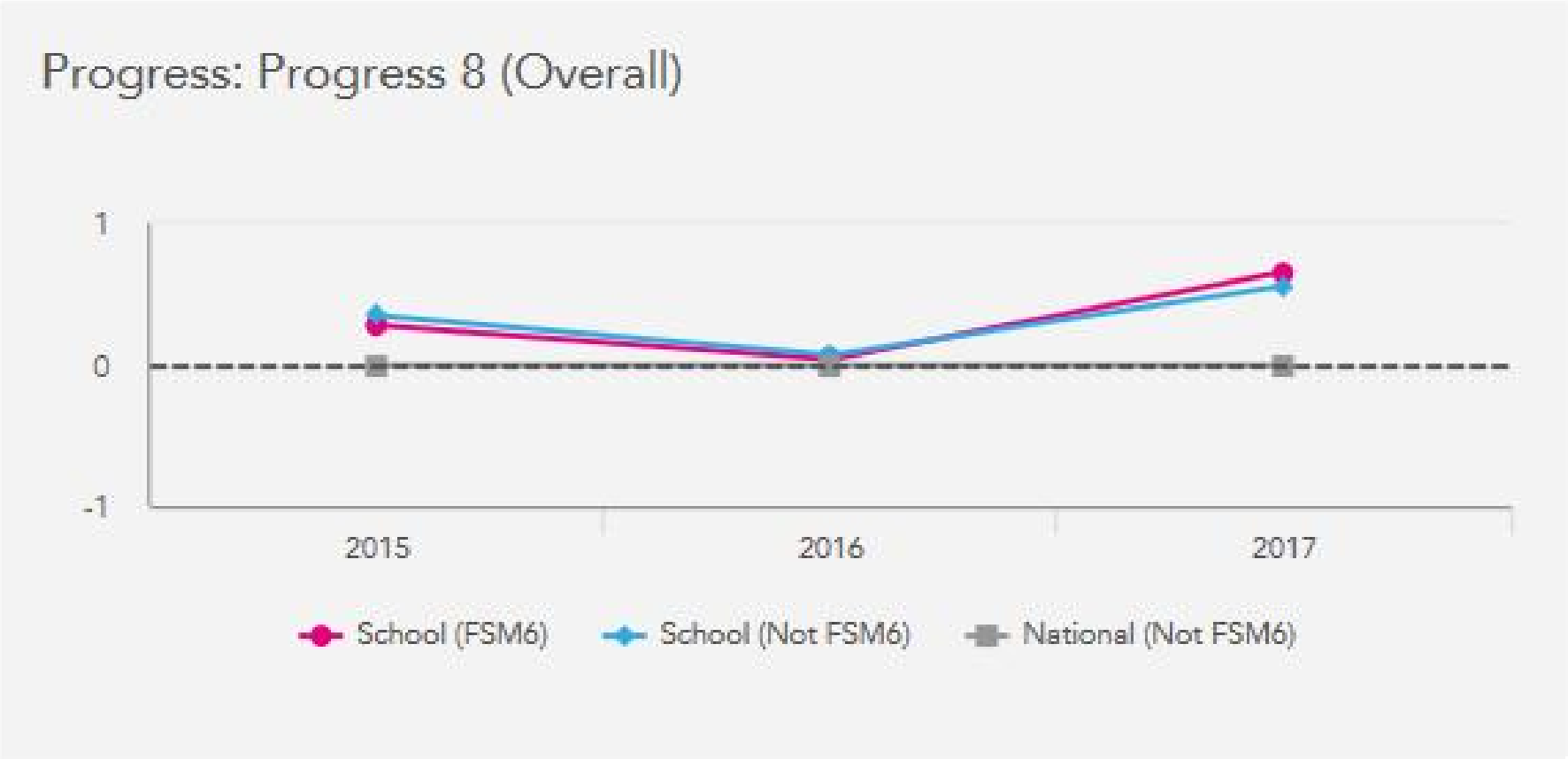
Ebacc pass rate for PPI Students



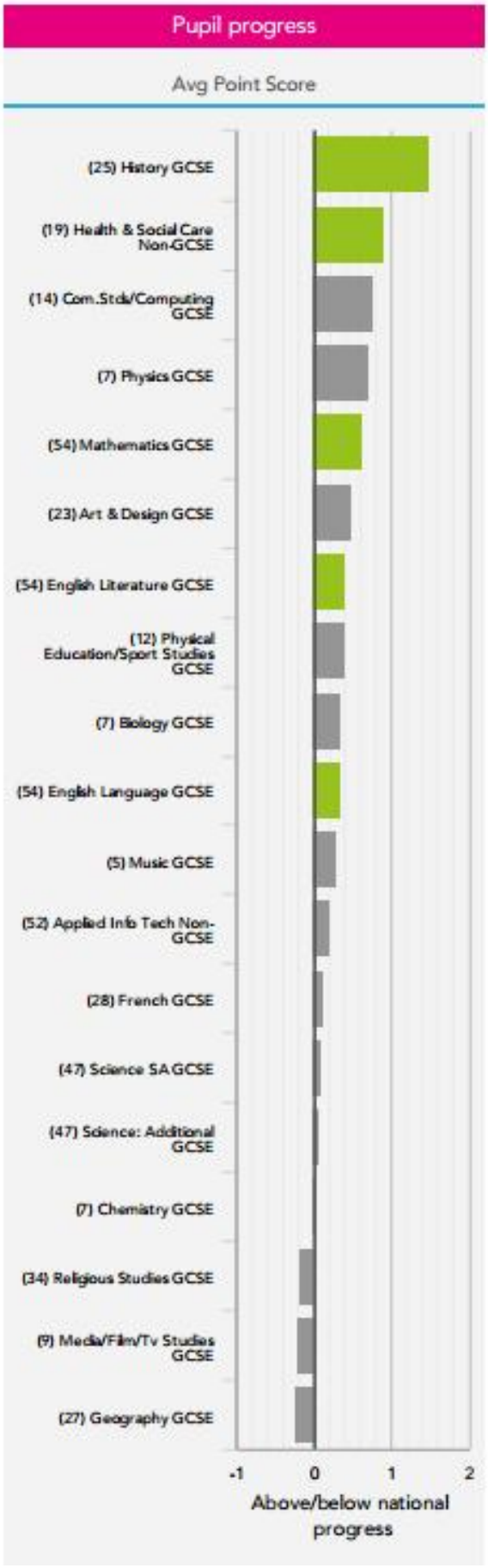
KS4 Performance for disadvantaged pupils 2017



Comparison to similar schools nationally



Performance of our PPi students in specific subjects (against similar schools nationally)



Overall Performance of PPi students (compared to all schools)

KS4 performance summary

	Actual results			Pupil progress		
	2015	2016	2017	2015	2016	2017
Number of Pupils / % Matched	47	53	54	98%	100%	100%
Attainment / Progress 8 (Overall)	3.3	3.2	4.1 ⊕↑	-0.50 ⊖	-0.70 ⊖	+0.11 ↑
Attainment / Progress 8 (English)	3.9	3.7	4.4	-0.31	-0.50 ⊖	-0.04
Attainment / Progress 8 (Maths)	3.2	2.6 ⊖	3.8 ↑	-0.51 ⊖	-1.09 ⊖↓	+0.04 ↑
Attainment / Progress 8 (Ebacc)	2.7	2.6	3.3 ↑	-0.32	-0.77 ⊖	-0.13 ↑
Attainment / Progress 8 (Open)	3.5	3.8	5.0 ⊕↑	-0.79 ⊖	-0.52 ⊖	+0.50 ⊕↑
Attainment / Progress 8 (Overall, 1-8 pts)	3.9	3.9	-	-0.43 ⊖	-0.68 ⊖	-
% English & Maths (Grade 4+)	43%	21% ⊖↓	46% ↑	-5%	-27% ⊖↓	-3% ↑
% English & Maths (Grade 5+)	-	-	28%	-	-	+3%
% Ebacc (Grade 4+)	21% ⊕	9%	20% ⊕	+8%	-3%	+8%
% Ebacc (Grade 5+)	-	-	17%	-	-	+7%
% 5+ GCSEs (Grade 7+)	6%	2%	6%	-1%	-3%	+0%
Average entries per pupil	-	-	10.1 ⊕	-	-	+0.9 ⊕
Average entries per pupil (GCSE only)	-	-	8.8 ⊕	-	-	+0.3
% Pupils taking 3 single sciences	-	-	13%	-	-	-1%