

# Pupil premium strategy statement (secondary)

1. Summary information					
<b>School</b>	Woodham Academy				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£235,620	<b>Reviewed by</b>	Headteacher (half-termly)
<b>Total number of pupils</b>	737	<b>Number of pupils eligible for PP</b>	252 (= 34%)	<b>Monitored by</b>	Link governor for pupil premium (half-termly)

2. Current attainment			
2018-19	Pupils eligible for PP (Woodham Academy)	Pupils not eligible for PP (national average)	
<b>Average KS2 prior attainment</b>	4.7	28.3	
<b>% achieving Basics(EM 9-4)</b>	60%	72%	
<b>% achieving Basics (EM 9-5)</b>	45%	44%	
<b>Progress 8 score average</b>	+0.23	0.16	
<b>Attainment 8 score average</b>	4.7	4.8	

3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
<b>A.</b>	Weaker reading skills on entry into Y7	
<b>B.</b>	Weaker numeracy skills on entry into Y7	
<b>C.</b>	Complex social, emotional and behavioural issues	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Lack of support at home (issues include low levels of parental higher education and impact of chaotic households)	
<b>E.</b>	Persistent absence	
<b>F.</b>	Mobile students, often with complex needs and historic poor attendance	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	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>B.</b>	Rapid progress in numeracy / maths in Y7 / Y8 so that all students are able access learning in maths, science, technology and other subjects with numeracy elements.	All students eligible for pupil premium make at least expected progress in Maths (progress check data)
<b>C.</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
<b>D.</b>	Progress across the curriculum in line with non-disadvantaged students of similar ability	2019-20 targets: Average attainment 8 grade = 5.3; Basics 9-5 56%
<b>E.</b>	Overall improvement in attendance. Reduction in persistent absence.	Attendance target 2018-19 = 95% Non-disadvantaged / disadvantaged gap <0.8% Persistent absence (<90% attendance) = 18% or below; Non-disadvantaged / disadvantaged gap <8%
<b>F.</b>	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	<ul style="list-style-type: none"> <li>CPD Action plan</li> </ul>	Quality first teaching	Action plan in place with quantified success criteria	RH/SD	Half-termly by head teacher and link governor
Accelerate progress in science	<ul style="list-style-type: none"> <li>Science CPD based on EEF report</li> <li>Implement science action plan</li> </ul>	EEF report into science teaching	Action plan in place with quantified success criteria monitored by Deputy Head teacher and Chair of Governors.	AJ	Half-termly by deputy head teacher and link governor
<b>Total budgeted cost</b>					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.  Funded from Y7 catch-up funding,	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; 2017-18 = 2 yrs 6 mths. 2018-19 = 1yr 6 mths	Established programme using Accelerated Reader and the teaching of phonics, delivered by trained staff.	AT	Annually
All students are able to access the KS3 maths and science curriculum	Designated weekly numeracy lessons for year 7 and low ability, double staffed by specialist teacher and HLTA  Funded by Y7 catch-up funding	Evidence of accelerated progress and closing of within school gap.  2018-19 internal data = 0.32 of a grade improvement overall	Lead teacher of mathematics for the MAT delivering numeracy based lessons established from assessing year 6/7 pupils needs on entry	AMu	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 (Early Intervention)	EEF impact of behaviour interventions +5; social and emotional learning +5  Disadvantaged students' behaviour is still resulting in a higher rate of fixed term exclusion.	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.
<b>Total budgeted cost</b>					<b>£124,578</b>
<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>

<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"> <li>• Robust tracking of data to identify underachievement Y7-11</li> <li>• Co-ordination of intervention programmes Y7-11</li> <li>• Study support</li> <li>• Tailored individual support to LAC, service children, mobile students, vulnerable students and those with poor</li> </ul>	<p>EEF impact of small group tuition +4; one-to-one tuition +5</p>	<p>Managed by HLTA, overseen by Assistant Headteacher.</p>	<p>KH/TTY</p>	<p>Impact of interventions evaluated at each Progress Check.</p> <p>Annual report.</p>
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	<p>attendance.</p> <ul style="list-style-type: none"> <li>• Y7-9 small group and individual intervention programmes in English and maths</li> <li>• Mentoring of targeted students in Y11 (KH tutor group)</li> </ul> <p>Support for educational visits</p>				
Overall improvement in attendance. Reduction in persistent absence.	<p>Employment of EWO and attendance officer.</p> <p>Introduction of support programme for poor attenders/ vulnerable students</p> <p>Designated KS4 tutor groups to provide additional support</p> <p>Whole-school focus of importance of attendance through assemblies and rewards system.</p>	The employment of an EWO has improved attendance overall and reduced the gap in attendance by 0.3%. However there remains a 1% gap in attendance which is a major barrier to progress.	Managed by Director of Student Support	PH	<p>Monthly report to Leadership Group.</p> <p>Termly report to Full Governors.</p>
Mobile students are able to access a curriculum to maximise their progress.	Learning Centre and attendance support as detailed above.	<p>Evidence of improved attendance compared with previous school.</p> <p>Evidence of impact of Learning Centre interventions</p>	See above		See above
<b>Total budgeted cost</b>					<b>£98,905</b>

Detailed budget plan in place. Learning Centre costs based on actual usage 2017-18.

6. Review of expenditure				
<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
Desired	Chosen action / approach	Estimated impact: Did you meet	Lessons learned	Cost

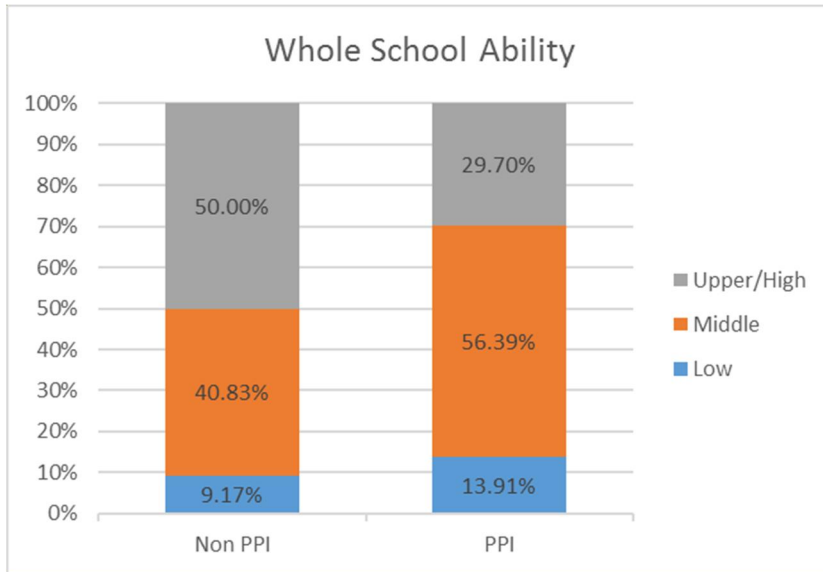
<b>outcome</b>		the success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
Consistently good teaching leading to good progress	<ul style="list-style-type: none"> <li>Develop systems to assess teachers' performance which inform professional development using CPD Genie.</li> <li>Strengthen systems to monitor the quality of teaching</li> <li>Design and implement bespoke training plans</li> </ul>	Ofsted May 2018 judged teaching to be good.	<p>CPD Genie has linked analysis of teaching in relation to teachers' standards to the identification of training needs..</p> <p>Individual training plans have much greater impact than generic CPD</p>	Not from PPI budget
Accelerate progress in mathematics	<ul style="list-style-type: none"> <li>Redesign mathematics intervention to replicate successful English model</li> <li>Strengthen cross-curricular mathematics</li> </ul>	Weekly numeracy lesson introduced. End of Y7 data in line with target in mathematics.	Additional Y7 numeracy lesson timetabled for 2019-20	From Y7 catch up budget
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 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.	<p>Anomalies in first year of operation have been largely resolved. There will be further refinement of Doddle strands following analysis of new specification GCSE papers.</p> <p>HODs have taken a collective decision to renew Doddle subscription at the end of initial 3 year period as all judge it to provide a consistent framework for KS3.</p>	Not from PPI budget
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

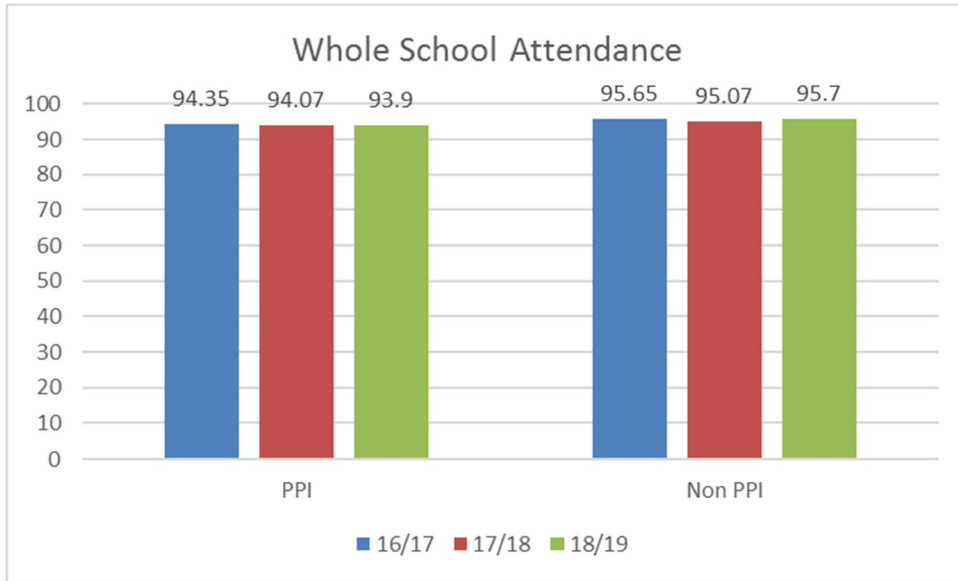
		appropriate.		
All students are able to read well and access learning.	Designated weekly reading lesson for all Y7 and low ability Y8, double staffed by specialist teacher and HLTA.	Y7 made on average 1 years 6 months progress in reading	The within school gap has narrowed in all current year groups following this action. Action to be continued.	From Y7 catch-up funding
Students are able to learn effectively in lessons because their behaviour is good	Further strengthen day-to-day behaviour management by monitoring students who receive repeated warnings but not behaviour points.  Continue to develop support programme for pre SEN behaviour issues. Behaviour support team: Student Welfare Officer, Student Support Officer and 3 non-teaching behaviour support staff.	Ofsted May 2018 judged behaviour to be good.  Uniformly good behaviour in lessons.  Overall reduction in fixed term exclusion, although the majority of these are still in respect of disadvantaged students	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. The proportion of disadvantaged students whose behaviour has resulted in fixed term exclusions is above non disadvantaged.	<b>£116,380</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>



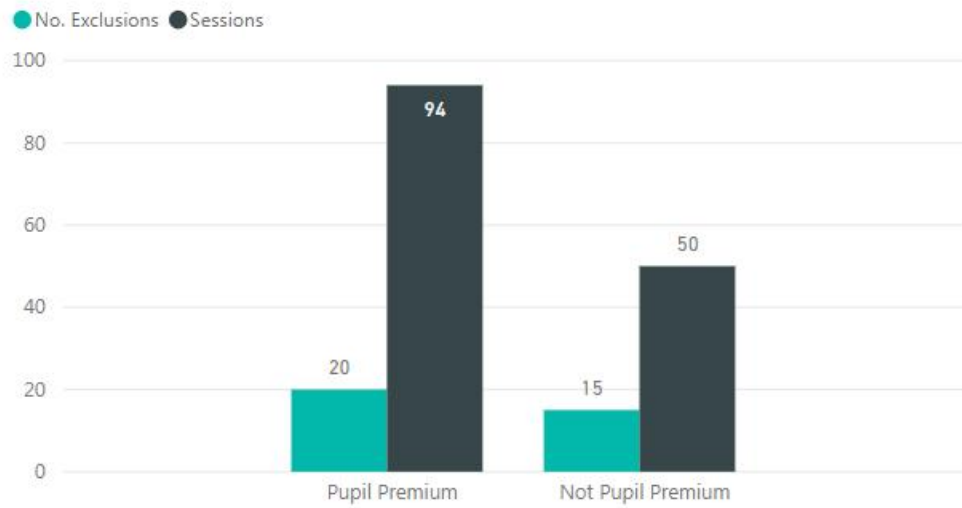
<p>Progress across the curriculum in line with non-disadvantaged students of similar ability</p>	<p>Learning Centre to provide academic support, including:</p> <ul style="list-style-type: none"> <li>• Robust tracking of data to identify underachievement Y7-11</li> <li>• Co-ordination of intervention programmes Y7-11</li> <li>• Study support</li> <li>• Tailored individual support to LAC, service children, mobile students, vulnerable students and those with poor attendance.</li> <li>• Y7-9 small group and individual intervention programmes in English and maths</li> <li>• Mentoring of targeted students in Y11 (KH tutor group)</li> </ul> <p>Support for educational visits</p>	<p>Evaluation of impact of Learning Centre shows that students subject to subject-specific intervention made progress above their peers by the end of the year.</p> <p>Y11 disadvantaged progress currently -0.29</p> <p>Disadvantaged students in Y11 made above average:progress</p> <p>Disadvantaged Progress 8 = +0.23</p>	<p>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, with additional actions in Y10</p>	<p>£137,133</p>
<p>Overall improvement in attendance. Reduction in persistent absence.</p>	<p>Employment of EWO and attendance officer.</p> <p>Introduction of support programme for poor attenders/ vulnerable students</p> <p>Introduction of designated KS4 tutor groups to provide additional support</p>	<p>Overall improvement in attendance of disadvantaged to 94.07%.</p>	<p>Actions taken have had impact and will be continued together with further actions to continue to reduce the gap.</p>	<p>£48,472</p>

## 7. Additional detail

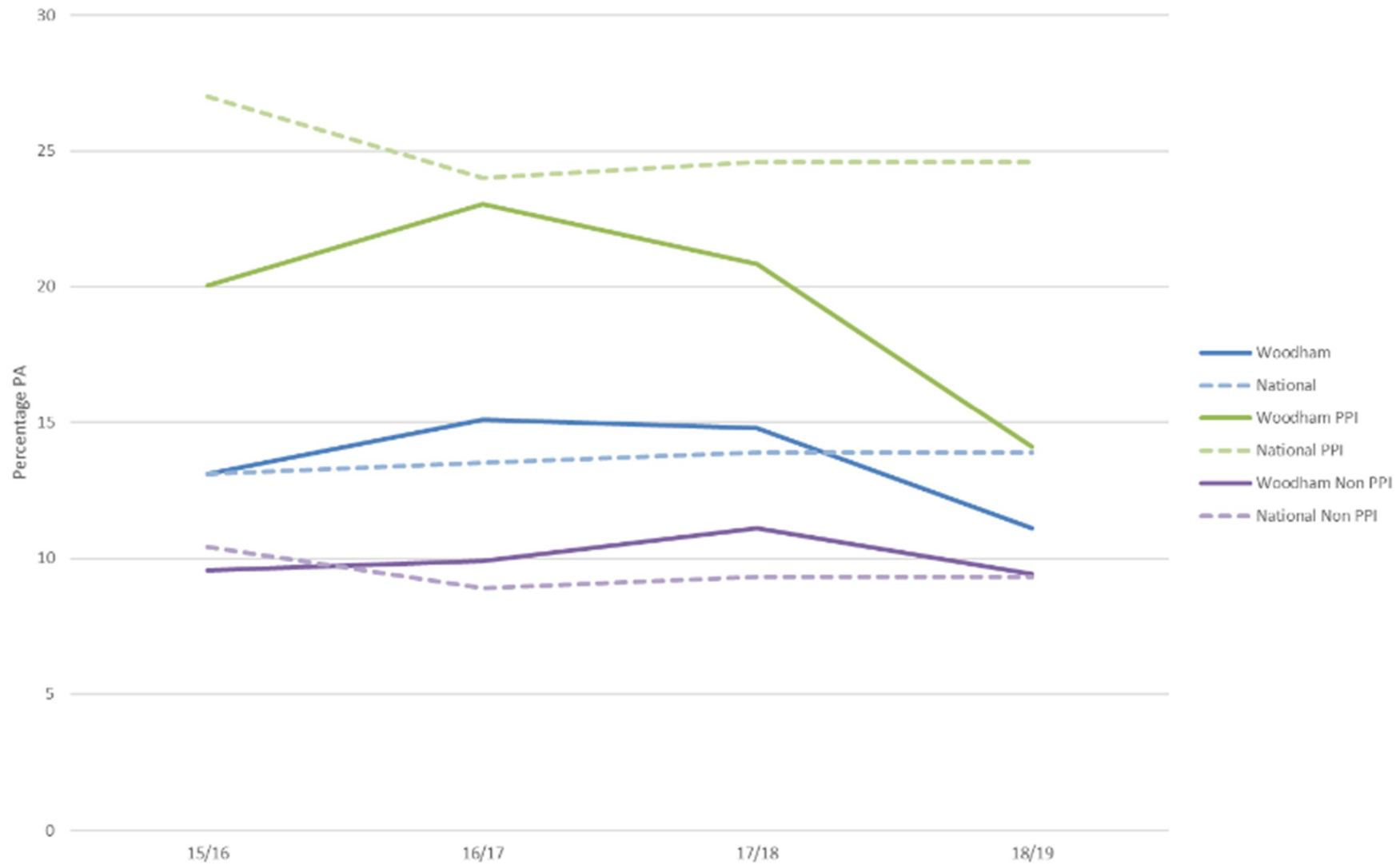




No. Exclusions and Sessions by PPI



PA Comparison: Woodham vs National



### Attendance Comparison (PPI)

