

# Pupil premium strategy statement (secondary)

1. Summary information					
<b>School</b>	Woodham Academy				
<b>Academic Year</b>	2021	<b>Total PP budget</b>	£301,780	<b>Reviewed by</b>	Headteacher (Annually - October)
<b>Total number of pupils</b>	993	<b>Number of pupils eligible for PP</b>		<b>Monitored by</b>	Finance sub-committee of FGB

2. Current attainment		
Results 2021 (based on TAGs from 2021)	Pupils eligible for PP (Woodham Academy)	Pupils not eligible for PP (national average)
<b>Average KS2 prior attainment</b>	4.4	4.6
<b>% achieving Basics(EM 9-4)</b>	54%	84%
<b>% achieving Basics (EM 9-5)</b>	30%	60%
<b>Progress 8 score average</b>	N/A	N/A
<b>Attainment 8 score average</b>	4.4	5.5

Data from CAG; due to COVID-19 GCSE examinations cancelled during 2021

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>	Some students are not ready to learn and are not resilient, effective learners

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.	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)
C.	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
D.	Progress across the curriculum in line with non-disadvantaged students of similar ability	2021-22 targets: Average attainment 8 grade = 4.27; Basics 9-5 34%
E.	Overall improvement in attendance. Reduction in persistent absence.  *It is anticipated that COVID will have a significant impact upon the attendance figures at schools nationally. The target figures therefore, may be somewhat optimistic.	Attendance target 2021-22 = 95% Non-disadvantaged / disadvantaged gap <0.8% Persistent absence (<90% attendance) = 18% or below; Non-disadvantaged / disadvantaged gap <8%
F.	Some students are not ready to learn and are not resilient, effective learners	Curriculum offer meets individual needs of all students, with Heads of Learning taking active role in student progress.

## 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> <li>Development of instructional coaching model for teaching staff</li> </ul>	Quality first teaching	Action plan in place with quantified success criteria	SD / AT	Half-termly by head teacher and link governor
Accelerate progress in SEN students, including those amongst PPI group	<ul style="list-style-type: none"> <li>SEN CPD throughout the year, focusing on pupil progress</li> </ul>	Clear data evidence that this group make less progress,	SEN action plan in place with quantified success criteria	AK / SD	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?
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.	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 years 6 months. 2018-19 = 1 year 6 months 2019-20 = 1 year 5 months 2020-21 = 1 year 3 months	Established programme using Accelerated Reader and the teaching of phonics, delivered by trained staff.	EG	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	Evidence of accelerated progress and closing of within school gap.  2018-19 internal data = 0.32 of a grade improvement overall  2019-20 internal data = 0.21 of a grade improvement overall  2020-21 internal data = 0.1 of a grade (COVID impact)	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: 5 Behaviour non-teaching workers 1 AHT i/c behaviour.  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.	LC	Half-termly by head teacher and link governor.
<b>Total budgeted cost</b>					<b>£141485</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>
Progress across the curriculum in line with non-disadvantaged students of similar ability	<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> <li>• Support for educational visits</li> </ul>	EEF impact of small group tuition +4; one-to-one tuition +5	Managed by HLTA, overseen by Assistant Headteacher.	KH/TTy	<p>Impact of interventions evaluated at each Progress Check.</p> <p>Annual report.</p>
Overall improvement in attendance. Reduction in persistent absence.	<p>Employment of EWO / 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 to above national average last year (1.7% above)	Managed by DHT / AHT	SD / DMo / TTy / KR	<p>Monthly report to Leadership Group.</p> <p>Termly report to Full Governors.</p>
Some students are not ready to learn and are not resilient, effective learners	Heads of Learning monitoring student progress throughout student's time in school	Evidence from departmental tracking and other internal systems (SIMs)	DHT / AHT / HoLs	SD / DMo / TTy /	See above
<b>Total budgeted cost</b>					<b>£107353</b>

Detailed budget plan in place. Learning Centre costs based on actual usage 2020-21.

## 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	<ul style="list-style-type: none"> <li>• Develop systems to assess teachers' performance which inform professional development</li> <li>• Implement an instructional coaching model for teaching staff</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>Instructional coaching and Performance Management Appraisals has helped identify teacher's areas for further development.</p> <p>Instructional coaching observations conducted every week with all teachers.</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> <li>• Purchase Hegarty Maths as key intervention tool / pupil progress</li> </ul>	Weekly numeracy lesson introduced. End of Y7 data in line with target in mathematics.	Continued use of Y7 numeracy lesson timetabled for 2020-21 – doubled staff with HLTA	<p>£1200 Hegarty</p> <p>HLTA £24491</p>
Consistency within and across subjects (See subject-specific disadvantaged targets)	Refine curriculum modelling for students, identifying those which historically have had the greatest impact on PPI progress	Following the whole school use of Doodle, which was successful in addressing inconsistencies across departments, the school will now build upon this principles, identifying key concepts for assessment, using our own tracking processes	The ability of staff to identify where students are falling behind / have misconceptions has developed significantly over the past few years at Woodham. As a result, our own tracking system is far more tailored to our own students, rather than using a generic commercial package.	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 1 years 3 months progress in reading	The within school gap has narrowed in all current year groups following this action. Action to be continued.	HLTA £28259
Students are able to learn effectively in lessons because their behaviour is good	<p>Further strengthen day-to-day behaviour management by monitoring students who receive repeated warnings but not behaviour points.</p> <p>Continue to develop support programme for pre SEN behaviour issues. Behaviour support team: Behaviour support team: 5 Behaviour non-teaching workers 1 AHT i/c behaviour.</p>	<p>Ofsted May 2018 judged behaviour to be good.</p> <p>Uniformly very good behaviour in lessons.</p> <p>Continued reduction in fixed term exclusion, although the majority of these are still in respect of disadvantaged students</p>	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>£135867</b>

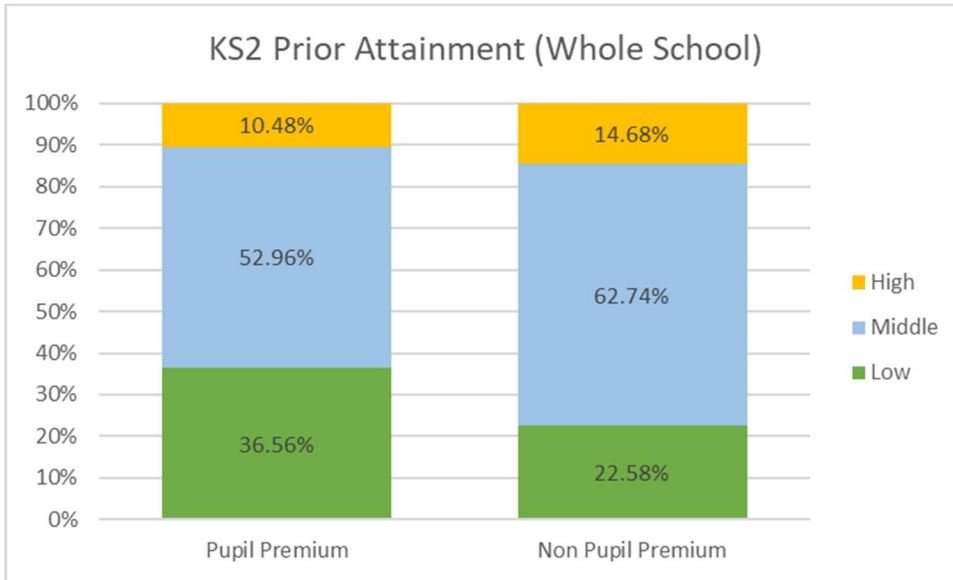
### iii. Other approaches

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"> <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 following intervention (from starting point of Y11 September 2019) was greater than the non-disadvantaged:</p> <p><b><u>Sept 2019 – August 2020</u></b></p> <p>Disadvantaged improvement +0.5 in each subject</p> <p>Non-disadvantaged improvement +0.4 in each subject</p> <p><b><u>Sept 2020 – August 2021</u></b></p> <p>Disadvantaged improvement +0.3 in each subject</p> <p>Non-disadvantaged improvement +0.14 in each subject</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.</p> <p>*impact of GCSE being cancelled obviously has a bearing on these results, but in theory, the national comparison is similar.</p>	<p>£153,472</p>

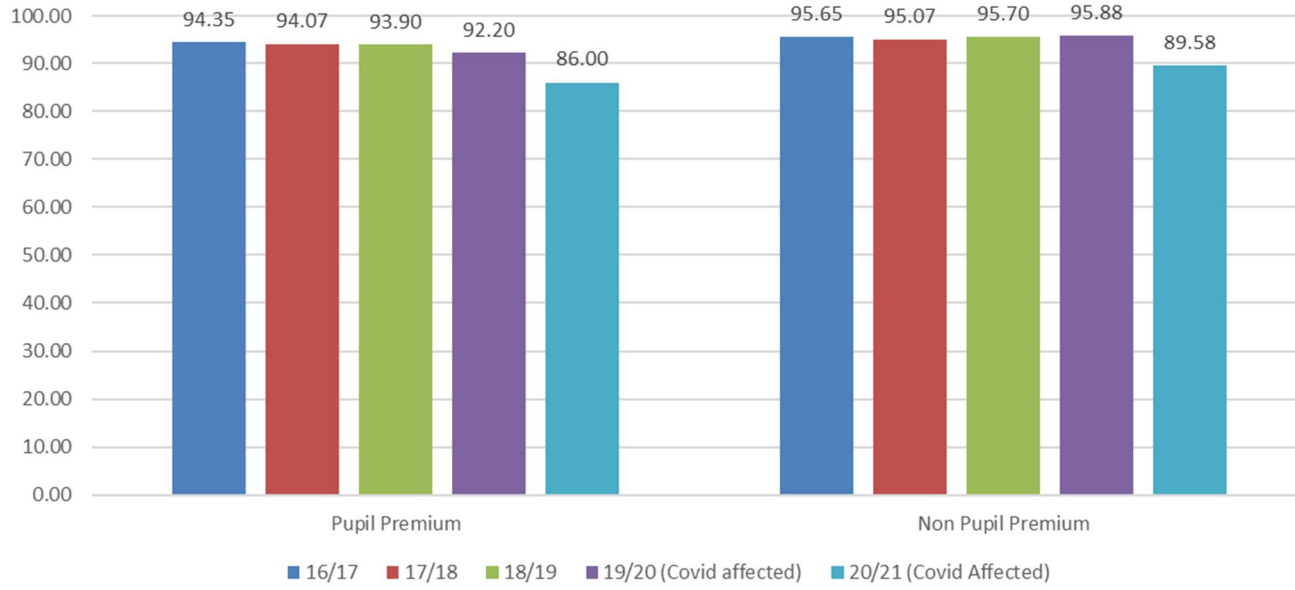


<p>Mobile students, including those that are PPI, are able to access a curriculum to maximize their progress</p>	<p>Employment of EWO and attendance officer.</p> <p>Introduction of support programme for poor attenders/ vulnerable students</p> <p>Introduction of designated KS4 tutor groups to provide additional support</p>	<p>Overall improvement in attendance of disadvantaged to 95.3% in 2020</p> <p>2020 – 21 attendance for disadvantaged was heavily impacted by the pandemic. Overall:</p> <table border="1" data-bbox="857 276 1361 435"> <thead> <tr> <th></th> <th>% total</th> <th>Auth. %</th> <th>X codes</th> </tr> </thead> <tbody> <tr> <td>PPI</td> <td>86</td> <td>12</td> <td>47%</td> </tr> <tr> <td>Non PPI</td> <td>90</td> <td>7</td> <td>46%</td> </tr> </tbody> </table>		% total	Auth. %	X codes	PPI	86	12	47%	Non PPI	90	7	46%	<p>Actions taken have had impact and will be continued together with further actions to continue to reduce the gap.</p>	<p>£54371</p>
	% total	Auth. %	X codes													
PPI	86	12	47%													
Non PPI	90	7	46%													

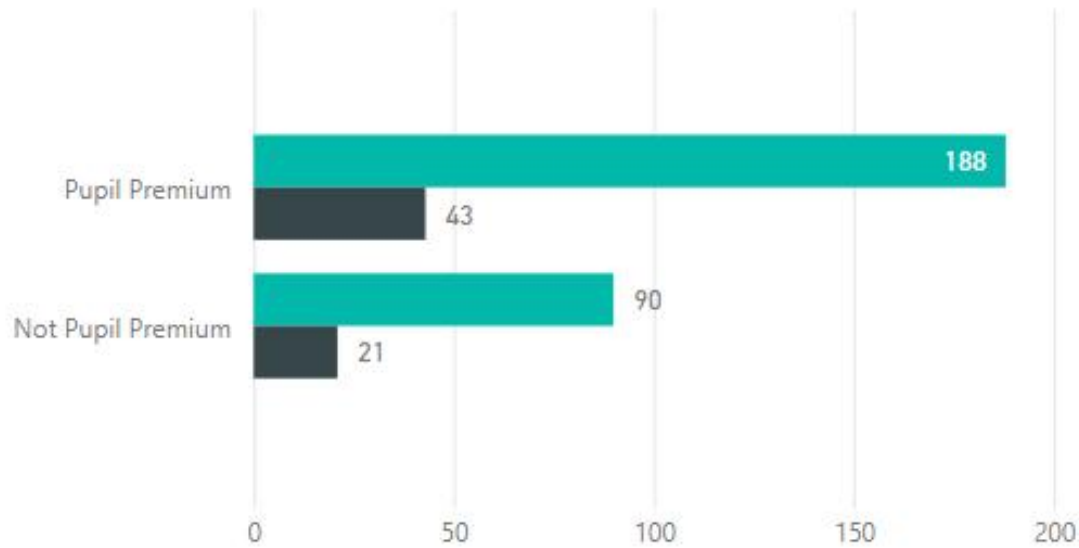
## 7. Additional detail



### Whole School Attendance



● Sessions ● No. Exclusions



### Attendance Comparison (PPI)

