



# Woodrush High School

An Academy for Students Aged 11-18

## Pupil premium strategy statement 2020-21

### School overview

School name	Woodrush High School
Pupils in school	1001
Proportion of disadvantaged pupils	21.5%
Pupil premium allocation this academic year	£175, 720
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	September 2021
Statement authorised by	Ms N Rancins
Pupil premium lead	Mr D Monk
Governor lead	

### Disadvantaged pupil performance overview for last academic year

Progress 8	-0.01*
Ebacc entry	31%
Attainment 8	37.5
Percentage of Grade 5+ in English and Maths	16%
Percentage of Grade 4+ in English and Maths	31%

\* - Centre Assessed Grading – (2019 P8 Score -0.49)

### Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Reduce the gap between Pupil Premium and Non-Pupil Premium students to 0.3 whilst maintaining positive Progress overall	August 2021
Attainment 8	Achieve above National Average for all PP students	August 2021
Percentage of Grade 5+ in English and Maths	Achieve English and Maths 5+% in line with similar schools	August 2021
Attendance	Improve attendance to be at 94% for all PP students (Review with Impact of COVID)	August 2021
Behaviour and Attitudes to Learning	There is no difference in internal and external exclusions between PP and Non-PP students	August 2021
Ebacc entry	Better than National Average Ebacc Entry for PP Students in Year 9-11	August 2021

### Teaching priorities for current academic year

Measure	Activity
Priority 1	<b>Teaching and Learning</b> – Ensure consistency of Quality First Teaching through Professional Development of Teaching staff through ‘WALKTHRU’S’ and Internal CPD
Priority 2	<b>Assessment</b> - Improve the monitoring and performance of PP students in KS3 & KS4 through rigour and improved Faculty Recording systems and implementing effective interventions
Barriers to learning these priorities address	<b>High Quality Teaching and Learning</b> - Improving pedagogy to support high quality teaching and learning for all students <b>Improving Students Outcomes</b> - Improving outcomes in English and Maths through monitoring and interventions
Projected spending	<b>£80,000</b>

### Targeted academic support for current academic year

Measure	Activity
Priority 1	<b>Interventions</b> - Providing high quality interventions to improve academic and behavioural outcomes – including academic mentoring, online revision platforms, tutoring and school based alternative provision
Priority 2	<b>Attitudes to Learning (A2L)</b> – Students should be able to display a positive attitude to their learning; to show positive behaviour, interest and enthusiasm that enable them to achieve in line with all students.
Priority 3	<b>Parental Engagement and Involvement</b> - Improve communication with parents to support academic and behavioural outcomes – identification of vulnerable students and individual support through HOYPL
Barriers to learning these priorities address	<b>Parental Involvement and Engagement</b> - Low levels of parental support or involvement in student outcomes - Improving academic outcomes of PP students through parental engagement and family support through revision and examination period
Projected spending	<b>£70,000</b>

### Wider strategies for current academic year

Measure	Activity
Priority 1	<b>Attendance</b> - Improving attendance of PP students through improved monitoring of absence and programs of support for targeted groups
Priority 2	<b>Wellbeing and Mental Health</b> - Improving the Wellbeing of all students through effective Mental Health and Wellbeing strategies for students
Barriers to learning these priorities address	<b>Attendance</b> – The Attendance of Pupil Premium students is below that of Non -Pupil premium students; impacting outcomes for those students
Projected spending	<b>£25,000</b>

### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Monitoring and use of strategies developed during CPD time for staff – giving staff time to develop their own path of improvement	Use of Wednesday CPD to develop and review strategies

Targeted support	Development of effective support and intervention for individual students that students and parents engage with	Use of planned in school intervention and development of HOYPL to support individuals and families
Wider strategies	Engaging with families to support attendance of most vulnerable and the development of a Wellbeing 'strategy' supporting the needs of all learners	Develop the roles of Progress Leaders to give greater time to support families of vulnerable learners Program of wellbeing support in place to support vulnerable learners

### Review: last year's aims and outcomes

Aim	Outcome
Quality of Teaching for All	<ul style="list-style-type: none"> <li>• QA of teaching and learning showed a greater range of activities and variety of learning strategies based on CPD delivered to staff</li> <li>• Student feedback showed clear improvements and less variation in the quality of feedback between different groups of students</li> <li>• Outcomes for students in both English and Maths are improving for PP students. The use of CAGs showed little change in the Gap between PP and Non-PP students indicating no bias in the grades awarded.</li> </ul>
Targeted Support	<ul style="list-style-type: none"> <li>• There remains a difference in the A2L of students who are PP compared to Non-PP students</li> <li>• Internal Exclusions remain higher for PP students</li> <li>• 16 Students received one to one support in Maths through the autumn and spring terms – outcomes for PP students through CAGs improved in 2020</li> <li>• The Attendance of PP students through 2019-20 showed some variability and was lower than the previous academic year. This was in part due to November and Spring illness impacting heavily on attendance</li> <li>• The use of online platforms for revision were effective for GCSEPod in all year groups because of COVID – over 8000 pods were watched during the COVID lockdown – 530hrs of watched Pods. 16,000 pods were watched during the academic year</li> <li>• Interventions ran throughout Autumn and Spring Terms – supporting PP groups in year 11</li> <li>• Increased number of wellbeing and Mental Health interventions were seen in this academic year – a greater variety of approaches is sought to support greater numbers in academic year 2020-21</li> <li>• Attendance form showed varying impacts through the Autumn term – high absence in November and January/February limited its impact and through trying to support hard to engage families</li> <li>• Attendance intervention sessions were attended well 11 in KS3 and 12 in KS4 – more than half of students attending improved attendance in Spring Term – again curtailed through Pandemic Lockdown</li> </ul>
Other Approaches	<ul style="list-style-type: none"> <li>• Increased numbers of students had 'wider' experiences within the school e.g. Ski Trips, because of funding through PP. Unfortunately, COVID reduced these experiences in the Spring and Summer terms</li> <li>• Over 20 PP students benefited from free Music Tuition – increasing numbers of PP students are choosing Music as an option at GCSE and more receiving music lessons in KS3</li> <li>• Resources for subjects such as Art, Photography, Food Technology and Product Design were also purchased for PP students to</li> </ul>

	<p>support their GCSE courses – improved outcomes for PP students were seen in all subjects</p> <ul style="list-style-type: none"> <li>• Some events such as Mental Health Support evening and revision conferences were cancelled because of the pandemic</li> </ul>
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