



# Whitburn Church of England Academy

## Pupil premium strategic plan

1. Summary information					
<b>School</b>	Whitburn C of E Academy				
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	£125,290	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils</b>	1221 (whole school) 1000 (7-11)	<b>Number of pupils eligible for PP</b>	189 (whole school disadvantaged) 162 (Years 7-11) 12-15%	<b>Date for next internal review/s of this strategy</b>	Dec 2018 March 2019 June 2019

## 2. Current attainment

Row no.	GCSE 2018 (provisional)	2017	2018 <sup>3</sup>	LA	National	Pupil Premium	Non-Pupil Premium	SEN support	Non-SEN support	Boys	Girls	Low	Mid	High
	<b>Number of pupils in cohort</b>	194	195	n/a	n/a	23 (24 <sup>1</sup> )	171	15	180	97	98	14	69	109
1	<b>Total attainment 8</b>	51.07	51.03	n/a	n/a	40.44	52.84	32.33	52.83	48.13	54.30	25.43	0.09	59.91
2	<b>Average attainment 8 grade</b>	5.11	5.12	n/a	n/a	4.04	5.28	3.23	5.28	4.81	5.43	2.54	42.38	6
3	<b>KS2 prior attainment</b>	5.00	5.03	n/a	n/a	4.6	5.09	4.14	5.1	5.05	5.00	3.57	4.2	5.47
4	<b>Progress 8</b>	-0.13	-0.21	0	0	-0.27	n/a	-0.38 <sup>2</sup>	n/a	-0.55 <sup>2</sup>	+0.24 <sup>2</sup>	-0.14	+1.65	-0.41
11	<b>9 to 4 English and Maths</b>	78.4%	80.4%	65.5%	59.1% (2017)	52%	84.6%	33.3%	84.4%	76%	84.7%	14.3%	63%	99.1%

<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>		
<b>In-school barriers</b>		
<b>A.</b>	The literacy skills (particularly reading) for a number of students eligible for PP is below that which could be expected, on entry, given their chronological age, this can prevent them from making good progress	
<b>External barriers</b>		
<b>B.</b>	Attendance rates for students eligible for PP are not yet consistently meeting expectations. This reduces their school hours and causes them to fall behind on average. Although the attendance gap is not significant, it is important that initiatives help raise the PP attendance levels and these are sustained and added to where possible.	
<b>C.</b>	Emotional and/or social development of many PP students can be weak, and often poses a significant barrier to learning.	
<b>D.</b>	Some families of PP students find it challenging supporting their child financially with the resources needed.	
<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved reading age for all pupils eligible for PP over the course of the academic year	Pupils eligible for PP make measurable reading age gains by the end of the year. This will be evidenced using Accelerated Reading assessments and English written assessments. English – Increase the English progress 8 score of upper and middle ability students to be in line with the whole school progress 8 score. Maintain the progress 8 score for lower ability students.
<b>B.</b>	Increased attendance rates for pupils eligible for PP	Continue to reduce the number of persistent absentees (PA) among pupils eligible for PP to below national average. Overall attendance among pupils eligible for PP improves to match that of ‘other’ pupils.
<b>C.</b>	Emotional and/or social development of many PP students can be weak, and often poses a significant barrier to learning. Over the time the success of the strategy will be demonstrated by tracking the progress of those students that access this enhanced provision.	Students accessing this enhanced provision will be closely monitored during and after intervention. Success may be evidenced in a number of ways including greater engagement in learning, improved attendance, improved social skills/confidence, reduced school related anxiety, improved home/school engagement.

<b>D.</b>	Some families of PP students find it challenging supporting their child financially with the resources needed.	Equality of access to learning strategies and learning resources unaffected by economic background
-----------	--	--

## 5. Targeted support and planned expenditure

Academic year

2018/2019

Desired outcome	Chosen approach	Action and rationale	Performance indicators/impact	Staff	When will you review implementation and how?
<p><b>A. Maintain and improve the reading age of students (eligible for PP) on transition , making sure they make rapid and sustained progress</b></p>	<p>All staff to attend literacy INSET and subsequently follow a school-wide accepted literacy policy.</p> <p>Track progress through accelerated reader and English KA testing.</p>	<p>Pupils develop a love of reading. CPD on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language</p> <p>The intention is to offer high quality teaching to all these pupils to drive up results. CPD offered by Director for English.</p> <p>Improved reading age for all pupils eligible for PP over the course of the academic year</p>	<p>Follow a school-wide accepted literacy policy.</p> <p>Pupils will make continued and sustained progress with areas identified re. literate weaknesses. Grade progression continues to rise</p> <p>Pupil's progress will accelerate due to the increased targeted support in class.</p>	<p>Director of Languages/All Staff</p>	<p>Each data capture Baseline testing and re-testing, progress in Acc Reading. Pupils on target</p>

<p><b>B. Increased attendance rates for pupils eligible for PP.</b></p>	<p>Attendance Officer employed to monitor pupils and follow up quickly on truancies. First day response provision.</p> <p>AAPs Implemented where necessary/attendance meetings with parents/carers</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>This approach has been in place at Whitburn C of E Academy for many years, during which time the attendance of PP students has increased gradually.</p> <p>Regularly monitor attendance of PP pupil reports from SIMS/G4S to feed into tailored attendance spreadsheets for each year group including sixth form</p> <p>Work with parents to improve attendance of those pupils whose attendance falls below 95%</p> <p>Same day calls regarding pupil absence. HOLs to target each PA pupil eligible for PP.</p> <p>Attendance and progress discussed at least fortnightly with HOL/home.</p> <p>Letters about attendance to parents / carers to discuss and explore barriers; AAP initiated where attendance shows decline</p>	<p>Work of Attendance Officer and Heads of Learning is managed and directed by Deputy Headteacher who ensures prompt and focussed impact with non attenders.</p>	<p>Deputy Headteacher (student welfare)/Assistant headteacher (CTG)</p>	<p>Attendance to be reviewed and brought to SMT every half term</p>
---	--	--	--	---	---

<p>C. Improve the emotional and/or social development of those PP students whose learning is detrimentally affected by issues of this nature.</p>	<p>Inclusion manager employed to work with students (and where necessary their families) to help address emotional and/or social development issues. KS3 access class created with small cohort. Opportunity for PP students to be part of this group or drop in at times when greater adult support needed with curriculum.</p>	<p>Internal information including case studies show that where, in the past, WCOEA has provided counselling support to students/parents that this has, in many instances resulted in students having improved learning success.</p>	<p>Students accessing this enhanced provision will be closely monitored during and after intervention. Success may be evidenced in a number of ways including greater engagement in learning, improved attendance, improved social skills/confidence, reduced school related anxiety, improved home/school engagement.</p>	<p>Deputy Headteacher (student welfare)/Inclusion manager</p>	<p>Reviewed and brought to SMT every half term</p>
---	--	---	--	---	--

<p>D. Ensure all students regardless of economic background</p>	<p>Letter to parents/carers informing them that as pupil is PP they are entitled to financial help/support should they need it.</p> <p>Interviews with Year 11 PP</p> <p>Staff requests</p> <p>Parent/carer requests</p>	<p>It is clear that the families of a number of families of PP students find it challenging supporting their child financially with the resources needed to access resources for learning.</p> <p>Considerable capital funding has been used to ensure a school ICT infrastructure and learning network to extend learning possibilities.</p>	<p>All PP students parents/carers sent a letter detailing how they might request additional spends on their child. All PP students have the resources to be able to succeed</p>	<p>Assistant Headteacher</p>	<p>PP meetings with SMT/Business manager every term to review PP spends</p>
---	--	---	---	------------------------------	---

## 6. Review of expenditure

Academic year

2017-2018

Number of qualifying students:

For 2017-2018 the PPG allocation was 125, 290 with this sum being allocated as follows:

Whitburn C of E Academy identified the following PP priorities for 2017-2018

### Key Priorities

To further improve the attendance of PP students

To secure PP targets relating to the progress of students in English and Maths.

To close the gap between the performance of PP and non PP students across WCOEA

Further develop a structure of curriculum support at KS3 in the form of planned intervention (literacy/numeracy).

Focussed enhanced careers advice directed towards PP students at risk of NEET or disaffection.

## 7. Review of impact (Year 11 and 13 cohort of 2018)

GCSE Results 2018 Disadvantaged Pupils Summary (25 pupils PP)

Headline Measure	Non - Disadvantaged	Disadvantaged
KS2 prior attainment	5.09	4.6
% of pupils gaining (9-4) grades in both English & Maths	84.6	52
% of pupils gaining 5+ (9-4) grades including English & Maths	82	40
Average Attainment 8	4.04	5.28
<b>Progress 8</b>	<b>-0.21 (whole cohort)</b>	<b>-0.27</b>
% of pupils attaining a grade 9-4 in English	89.9%	64%
% of pupils attaining a grade 9-5 in English	76.3%	48%

% of pupils attaining a grade 9-4 in Maths	86.4%	60%
% of pupils attaining a grade 9-5 in Maths	62.1%	20%
% of pupils achieving the English Baccalaureate (standard pass)	23.1%	8%

#### GCE Results 2018 Disadvantaged Pupils Summary

<b>GCE 2018 (provisional)</b>	<b>Non-Disadvantaged</b>	<b>Disadvantaged</b>
<b>A level Cohort (AAB measure)</b>	94	10
<b>Best 3 average grades</b>	C+	B-
<b>Best 3 average points</b>	TBC	35.74
<b>Overall VA</b>	TBC	TBC
<b>%age A* or A</b>	TBC	TBC
<b>%age AAB in 2+ facilitating subjects (104 students in measure)</b>	TBC	TBC

### **8. Review of impact (2017-2018)**

#### **A. Improved reading**

To remain amber. As indicated, not all pupils eligible for PP made measurable reading age gains by the end of the academic year. In English in Year 7, 87.5% of our PP pupils attained or exceeded their target grade. The PP pupils have made an average of 10.3 months progress with their reading ages. This outcome will need to be readdressed in the forthcoming year. DAT to liaise with SM and SMT regarding purposeful interventions for the 'pupils to watch' to ensure they get up to speed

## **B. Improved rates of pupils seeking to progress to A level/University**

Our Year 13 leavers continue to access the most prestigious universities in the country and abroad; in 2018 this included Durham, Newcastle and Leeds. We also had a number of pupils attaining high level apprenticeships. Through our widening participation programmes, Sixth formers have had access to an enviable range of extra-curricular opportunities which have broadened their experience and raised their aspirations for their future careers. There has been great improvement to numbers of PP pupils who go onto higher education and an improvement in the numbers of PP who attend our sixth form. PP pupils are being identified, tracked and monitored on entry to sixth form. Parents and students are made aware of the bursary and the criteria applied for financial help. We are particularly proud of the destinations of previous PP post-16 pupils which include a range of courses successfully applied for i.e. medicine, at, politics, law, and psychology at destinations such as Durham, Newcastle, Leeds Manchester and Nottingham.

## **C. Increased attendance rates for pupils eligible for PP**

PP attendance was identified as an area to improve last year. This has been partially achieved. PP attendance without persistent medical/authorised absence is 92.6%. While this figure is improved upon last year's PP % attendance figure, this figure is clearly below what we were aiming to achieve (as an aim on the PP strategic plan) as being 95%. PP PA is 1.3% (this is in line with national average PA). Whilst we appreciate there is a 'back-story' for the majority if not all of the cases of absentees we have drawn the attention of staff to pupils make up our persistent absentees.

## **D. Parents/carers/pupils are educated on resources available and encouraged to ensure that financial constraints are not a barrier to learning.**

This is a particular strength; through the pastoral team in liaison with the child and home we ensure that the pupil is equipped to be able to learn with the same resources as his/her peers. We continue to monitor spends through a funding spreadsheet.