

Lift Schools documents

Pupil Premium Strategy Statement

Domain of application	Winton Community Academy
Review cycle	Annual
Approved by	Rebecca Clark, Karl Sampson Regional Education Director
Date of last review	20/9/2024
Date of next review	20/9/2025

Winton Community Academy -Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1045
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	
Pupil premium lead	Caroline Stanbrook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£384630
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£401,550

Part A: Pupil premium strategy plan

Statement of intent

At Winton Community Academy we believe that all students deserve the best education regardless of their socio-economic status. The objectives of this Pupil Premium strategy plan are to improve outcomes and accelerate progress for our disadvantaged students and therefore closing the gap between them and their peers.

We will Do this by:

- Ensuring that we deliver consistently High-quality teaching, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- Placing relationships and community at the heart of all we do, including a focus on student, staff, parental and community engagement.
- Improving wellbeing and broadening cultural capital through a varied extra-curricular offering that promotes wellbeing and opportunity for all. This includes community trips and events as well as outdoor learning opportunities.
- Ensuring a variety of options are available to support the wellbeing and educational needs of our students including a Nurture Provision, curriculum support, Student Welfare and Genesis provision.
- Prioritising the improvement of Literacy, Oracy and Numeracy for all learners, especially those arriving below age-related expectations
- Ensuring that the monitoring of attendance is a key focus for our disadvantaged students. Our tutors, heads of years and pastoral teams will be aware of who these students are and will act early to ensure interventions are in place to improve and sustain good attendance for all. This will be supported by our SOL attendance initiative as directed by Lift Schools.
- Using effective and regular communication to ensure parents and carers are informed and well supported.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The

approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Parental and Community Engagement</p> <p>Historically the academy struggled with positive engagement from the local community and parents.</p> <p>We are offering increased opportunities for parents to have a voice, including through termly coffee mornings, virtual parents' evenings, and SEND clinic days. We have increased our offering of key engagement activities such as providing information and education around social media and bullying through our weekly newsletters. We offer monthly community trips where the community and staff can access reduced trips to the theatre etc. and engage with our school community. These events are accessible to all parents, carers and the local community to remove as many barriers as possible.</p>
2	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5 - 8% lower than for non-disadvantaged pupils. 34.75 - 46.04% of disadvantaged pupils have been 'persistently absent' compared to 10.58 - 24.76% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. We have a very clear attendance strategy.</p> <p>For pupils who are entitled to FSM and who are PP we have a clear strategy which includes:</p> <ul style="list-style-type: none"> - Aligned to the PP Strategy and deployment of funding to support, challenge and reward pupils - Increased number of home visits by Heads of Year and the student welfare team. - Comparison of weekly attendance for each pupil, using SOL.

	<ul style="list-style-type: none"> - PPG Champion monitors attendance in conjunction with AVP attendance, Miss K Frost. - Removal of financial barriers by supplying school uniform and equipment at no cost to PP students.
3	<p>Wellbeing</p> <p>Our broad and balanced curriculum at Winton supports our students wellbeing by offering additional subjects beyond the National Curriculum core subjects with subjects such as photography, dance and animal management being popular.</p> <p>Our wellbeing curriculum helps to improve wellbeing and happiness as students mix with others as part of their favourite enrichment activities.</p> <p>We currently have a wide choice of enrichment clubs students can attend across sports, games, and the arts to promote wellbeing and happiness and these are well supported. Recent additions such as History Club, Board Game club, Music Technology club, Dance Live and Staff band all support the overall wellbeing of our wider school community.</p> <p>We run regular school and community trips where students can venture further afield alongside their families.</p> <p>We have four distinct onsite spaces which support the wellbeing of our students:</p> <ol style="list-style-type: none"> 1. Nurture Group (Year 7 and Year 8 provision for EHCP students who need a different kind of transition) 2. Curriculum Support (where KS3 and KS4 SEND students can access interventions, both academic and social). 3. Student Welfare Space which is a dedicated, staffed space to support SEMH student wellbeing. 4. Genesis provision for students who have previously been suspended, at risk of EBSA, or suspension. <p>We invest in both counselling and mentoring for pupils who need additional support via a Remarkable Guide, our Welfare Support team and an onsite counsellor. Therapeutic interventions are strongly invested in, with our Welfare Support team involved in daily targeted programmes for mainstream school students and a trained play therapist present each week. We also have a Therapy Dog onsite every day.</p>
4	<p>Achievement, including Literacy & Oracy, Numeracy, and overall attainment</p> <p>Students entering Winton in Year 7 in 2022 and in the previous 5 years would arrive well below the national average for reading (IDSR 2022)</p> <p>We recognise the importance of closing the reading gap. The academy reading strategy seeks to address this and is built on the ideal of a conscious interweaving of reading within the curriculum. We have introduced a robust teacher led tutor reading programme of fiction and non-fiction texts, structured teaching of reading in all subject areas, reading tests twice yearly</p>

	<p>and bespoke reading interventions for those with the lowest reading ages in the school.</p> <p>We have created a new, comprehensive library in the school and are recruiting a librarian to the school to help with the promotion of reading. All students are expected to have a reading book with them at all times. The library is open to all students during break times and is a calm space for students to read quietly either themselves or in small supported groups. Teachers now have the reading age information of every student, enabling them to provide support and scaffolding in lessons for all pupils. The provision of high quality CPD for all our teaching staff will ensure reading is embedded into all lessons so that all staff become 'teachers of reading'.</p> <p>All year groups have been "below national" average on entry for Maths in the last 5 years (IDSR 2022) and this impacts PP students. We are engaging with the NGMT pilot in order to improve focus in maths. Targeted intervention and mastery model teaching are improving results. This will continue alongside teacher subject development to improve impact and outcomes.</p>
5	<p>Culture</p> <p>Many students lack resilience, motivation and learning skills, with covid amplifying this for some. This has led to knowledge and skills gaps, and the need for more support with home learning/independent study. A new push on using Satchel One and home learning policy/expectations supports students with developing resilient attitudes to learning beyond the classroom.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Parental and Community Engagement:</p> <p>To achieve and sustain improved attendance and engagement of parents and families for all pupils, particularly our disadvantaged pupils.</p>	<p>Numbers of parent/carers with PP children attending school events such as parents' evening increases each year of the strategy plan.</p>
<p>Attendance:</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 35%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being closed quickly.

	<ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being below 40% and the gap between disadvantaged pupils and their non disadvantaged peers being closed quickly.
Wellbeing: To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Wellbeing survey scores to close between PP and Non PP
Achievement: Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	By the end of our current plan in 2024/25, 20% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). Last year this figure was 12 - 8.3%. 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> in line with similar schools nationally a closing gap with non-disadvantaged peers year on year
Achievement: Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate a 5% improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Culture Better engagement and improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved home study completion rates across all classes and subjects. A school-wide refreshed focus on culture and high support, high expectations behaviour through The Winton Way will result in lower suspension numbers year on year, and disruption free learning for all

	children in class.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality teaching CPD for all staff, through the use of additional time in INSET and twilight CPD</p> <p>including: Mastery Learning in Maths and English, Co-planning, Discussion & reflection</p> <p>1:1 Chromebook use</p> <p>Implementation of tracked data from 5 & Thrive</p> <p>Embedding of I CAN assessments strategy with meaningful, trackable feedback</p>	<p>High Quality Teaching</p> <p>Mastery Learning</p> <p>The case for one-to-one device access in schools technology ICT learning teaching</p> <p>What is retrieval practice?</p> <p>Feedback</p>	2, 3, 4, 5
<p>Continuation of nurture groups in Year 7 and 8.</p> <p>KS3 & KS4 Genesis</p>	<p>The EEF toolkit and nurture groups - NurtureUK</p> <p>Education Endowment fund: Research into impact of nurture groups</p>	2, 3, 4, 5

TLR lead for PPG in the school to drive the strategy	The EEF Guide to the Pupil Premium Education Endowment Fund: Impact of the leadership of PP	1, 2, 3, 4, 5
Employment of an external counsellor 6 hours a week and extension of welfare provision	Prioritise social and emotional learning to avoid "missed..." EEF Education Endowment Fund: Impact of social and emotional learning	1, 2, 3, 4, 5
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time. It will first be rolled out in maths and science followed by other subjects.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	2, 3, 4, 5
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2, 3, 4
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of NTP and small group tutoring.	The EEF toolkit and nurture groups - NurtureUK Education Endowment fund: Research into impact of nurture groups Prioritise social and emotional learning to avoid “missed...” EEF Education Endowment Fund: Impact of social and emotional learning	2, 3, 4
Targeted small group intervention	Small group tuition EEF Education Endowment Fund: Small group tuition	4
Specific reading intervention packages for the students who need the most support	Reading comprehension strategies EEF Education Endowment Fund: Impact of reading interventions	4
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Alternative Internal Provision: Staff x 3	Behaviour in Mainstream Education... Staffordshire Research School Links to Tom Bennett's research on behaviour and internal provision	2, 3, 4, 5
Wellbeing days (external speakers)	THE IMPACT OF EXTERNAL SPEAKERS ON PUPILS' MOTIVATION, ATTITUDE AND SELF BELIEF Research on the impact of external speakers on individual students	3
Parental events via virtual platforms	Parental engagement EEF. Education Endowment Fund: Impact of Parental Engagement	1

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions. This includes training for school staff, collaboration with our local behaviour hub and teacher release time.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	5
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Online tutoring in English and Maths	My Tutor and Tutor Doctor
Reading programme	NGRT and GL
Maths tutoring	Method Maths
Phonics intervention	ARROW
Reading strategy and comprehension programme	Fix It Reading

Core Literacy Skills	Education City Lexia Core Reading Plus
Instrumental and vocal lessons	Hampshire Music Service and independent piano teacher Frances Oldbury.

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We set up after-school clubs for service children and enrichment activities such as music lessons and cultural visits. We have a weekly pizza lunch day for children who have a parent deployed. This supports friendships between service pupils.

A dedicated member of welfare staff is available to support service pupils with anxiety and loss when a family member is deployed.

The impact of that spending on service pupil premium eligible pupils

All service children attended class visits and other educational experiences offered.

Teachers observed improvements in friendships between service children through these trips and experiences.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits, particularly for disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.