



Founder of Leaders in Learning Multi Academy Trust

WINTERHILL SCHOOL
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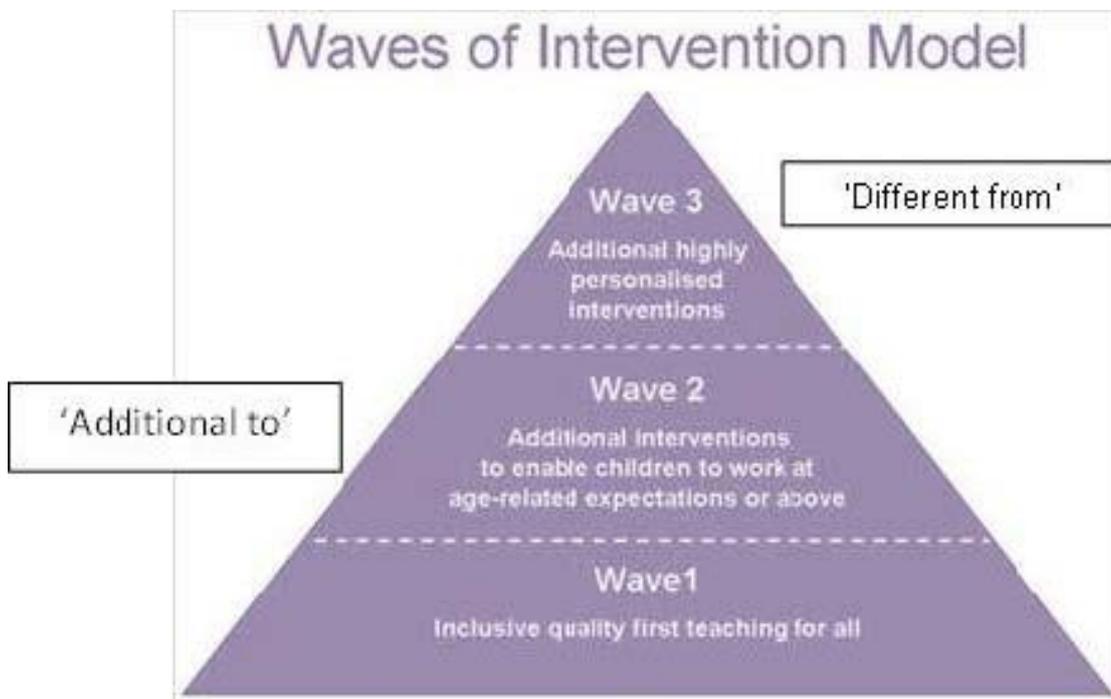
Winterhill School

Pupil Premium Strategy & Funding Impact Report 2020-21

PUPIL PREMIUM STRATEGY

Pupil Premium is a specific grant allocated to schools to support disadvantaged students. Its aim is to ensure that regardless of their circumstances, these students are able to improve their achievements, make good progress and fully access all aspects of the curriculum and wider school life. In 2020/2021 the cohort consisted of 429 students, and the funding that these students brought to the school was £348,090.

The principles of the Pupil Premium Strategy at Winterhill School is firmly based on Quality First Teaching, coupled with a strategic high impact intervention. This can be summarised by the application of the 'Wave Model' of educational intervention. The middle leadership of the school is integral in assuring that there are no in school gaps in sub-cohorts. This is achieved by the Senior Leadership Team which provide the strategic vision, and thus empowering through accountability the middle leadership to achieve outstanding success.



This strategy is based upon the seven aspects for addressing under achievement in disadvantaged students in a study across 1300 schools. These seven 'building blocks' are:

1. Whole school ethos of attainment for all
2. Addressing behaviour and attendance
3. High quality teaching for all
4. Meeting individual learning needs
5. Deploying staff effectively
6. Data-driven and responding to evidence
7. Clear, responsive leadership

The report can be found at, <https://www.nfer.ac.uk/pdf/pupil-premium-success-htu.pdf>.



Wave 1 – Inclusive Quality First Teaching for All

At Winterhill School we have several different strands to ensuring that QFT exists, and permeates across the whole school at all times. These strands have, overtime, improved our teaching profile, and secured achievement for our students.

- **Student Intervention & Tracking (SIT) Process.** The identification of student underachievement is achieved via the analysis of internal interim data collect from each individual teaching group. The data is analysed centrally, and from this information curriculum area action plans are created to address this under achievement. Pupil Premium students are a sub-group within this identification process, and as such middle leaders are held accountable for the ongoing progress of this cohort through Curriculum & Standards meetings. These meetings are led by the Senior Leadership Team, with a clear focus on the standards agenda.
- **Curriculum Area Self Evaluation (CASE) Review.** The CASE Review process is designed to empower and develop the middle leadership of the school to accurately self-evaluate their effectiveness based upon the OFSTED criteria. The performance of the Pupil Premium cohort is integral to the 'Student Outcomes' and 'Overall Effectiveness' sections of the process. Thus, this focusses the leadership of the school at all levels to be accountable for the progress of this vulnerable group.
- **Policies and Procedures.** There is a robust series of policies and procedures published to all teaching staff through the electronic staff handbook, which is updated on a yearly basis. These policies and procedures include: appraisal, probation, teaching and learning, behaviour and safeguarding. These are in place to ensure that all staff have high expectations and are focused on delivering the best possible teaching environment.
- **Attendance Team.** The Attendance Team is proactive at addressing student's attendance by liaising with the Behaviour Teams in school and with parents. They also liaise with the appropriate external agencies to secure the attendance of our students.



Wave 2 – Additional Interventions

- **Curriculum Level.** The middle leadership of the school have the autonomy to deploy any additional staffing to raise standards within their curriculum area. The accountability of this deployment of staffing comes through the SIT process, and as such the Pupil Premium cohort has a priority in accessing this additional provision. The provision itself is designed to meet the needs of the individual subjects, and as such is fully driven by the middle leadership of the school.
- **Achievement Curriculum.** The Achievement Curriculum provision is based upon a nurture approach that provides a curriculum through the whole school. This curriculum is delivered by a mixture of subject specialist teachers, highly skilled SEN Teachers, and HLTA's. The KS3 element provides not only the standard curriculum, but also an enhanced PSHCE course that focusses on educational and emotional resilience. The KS4 curriculum delivers the core element of the standard curriculum, along with a personalised options curriculum focussing on the individual needs of the students.
- **Language Development.** Language Development occurs in all years. It is delivered by specialist teachers who focus on developing the basic literacy skills of the students. The curriculum has been developed to underpin the necessary skills that are required to access the new assessments at the end of KS4.

Wave 3 – Highly Personalised Interventions

- **STEPS.** This is an off-site school provision for those students that are at a high risk of permanent exclusion. The curriculum for these students is highly bespoke, and focussed on the core curriculum. This is provided by a mixture of highly skilled behaviour specialists, and subject specialist teachers.
- **Attendance Team.** The Attendance Team is proactive at addressing student's attendance by liaising with the Behaviour Teams in school and with parents. They also liaise with the appropriate external agencies to secure the attendance of our students.
- **Alternative Provision.** This is provided to some individual students who require a highly bespoke curriculum for those students that are at a high risk of permanent exclusion. This is an off-site provision, delivered by external providers.
- **Careers/NEETS Provision.** Winterhill School employs a full time careers specialist who provides a service to our students regrading careers and college applications. This provision is integral to providing careers education through our PSHCE curriculum from Y7-9, and careers experience in Y10 and Y11.



Barriers to Learning

The internal barriers to learning for the pupil premium students at Winterhill School can be summarised as:

- Prior literacy levels for incoming pupil premium students are lower than non-pupil premium students;
- Prior numeracy levels for incoming pupil premium students are lower than non-pupil premium students;
- Staff awareness of the strategies to best support, and improve the engagement for pupil premium students.
- The external barriers to learning for the pupil premium students at Winterhill School can be summarised:
- Barriers pertaining to individual students such as access to behaviour & safeguarding, attendance, equipment, uniform, SEMH needs, and a lack of access to additional support outside of school.

Student Voice

A study was undertaken to gauge students' attitudes towards a range of aspects in their school lives, including:

- Activities and strategies used in lessons that they feel help them to learn
- Activities and provisions that aided them with learning outside of lesson time.
- The attitudes and feelings of students towards different subject areas and activities.

The students were selected from a broad spectrum based on not only academic ability, but also on their ethnic and cultural background. All the students had an attendance of above 95%.

The key findings were:

- Pupil premium students preferred to work in groups/classes of other students with similar academic ability as themselves, with some citing that they saw it beneficial to work with peers who were higher achievers.
- Working in smaller groups was something that students also highlighted as beneficial. This could be with either the class teacher or a member of support staff such as a Teaching Assistant. Students cited that they felt that this extra support gave them more time to understand the content and helped them to feel more confident in their work.
- Pupil premium students also commented on the use of rewards and sanctions. They enjoy receiving praise when they have achieved something positive whilst also stating that they felt using the behaviour system consistently and fairly is important.
- It was important that the pupil premium students were interested in seeing what they were learning in the classroom in 'real life', and having experiences that they maybe wouldn't normally get outside of school.
- Students also stated that after school clubs are things that they not only enjoy, but also see as beneficial to their development. Clubs in areas such as Sport and PE and Drama have helped to consolidate the learning from lessons whilst also helping to develop other skills and qualities such as the confidence of students, social skills and working collaboratively with others.
- The practical subjects and learning outside of the classroom were highlighted as areas that the students' feel positively about. Students commented on the fact that they felt more engaged with practical activities in subjects such as PE, Technology and IT, citing that it kept their attention and was more enjoyable. They enjoyed it when teachers delivered practical tasks in subject areas such as English and Maths, but they also appreciated that this was not always possible.

Funding: Pupil Premium 2020/21

Overview

Pupil Premium is a specific grant allocated to schools to support disadvantaged students. Its aim is to ensure that regardless of their circumstances, these students are able to improve their achievements, make good progress and fully access all aspects of the curriculum and wider school life.

Students currently qualifying for Pupil Premium are students registered for Free School Meals (FSM) in the last six years, children who are Looked After Children (LAC) or children from service families.

Cohort

In 2020/21 the cohort consisted of 429 students eligible for FSM and 4 LAC. The Pupil Premium Grant (PPG) per student for 2020/21 was as follows:

Disadvantaged Students	Pupil Premium per student £
Students in year Groups 7 to 11 recorded as Ever 6 FSM*	955
Looked after Children (LAC)	2,345
Service Children	310

* Ever 6 FSM – the Pupil Premium for 2019/20 included students on the January 2020 School Census known to have been eligible for Free School Meal (FSM) in any of the previous six years, as well as those first known to be eligible at January 2020.

The cohort's profile was as follows:

Group	Percentage, %
Male	49
Female	51
SEN Support	24
EHCP	3
APKN	18
Roma	16

The funding allocation for the period 1st September 2020 to August 31st 2021 was:

Group	Funding, £
Pupil Premium	£348,090
LAC	£9,622
Total	£357,712



Interventions (approx. £357,000)

Actions	Numbered of targeted students involved	Cost £
Uniform, equipment and bags	(Y7-9)	1,000
Breakfast Club (inc Access clubs)	(Y7-11)	9156
Additional staffing for tracking and interventions surrounding attendance	(Y7-11)	35,000
Free study materials inc revision guides and interactive learning resources	(Y10 & 11)	1,000
Additional staffing to provide small (nurture) group tuition - the Achievement Centre	(Y7-9)	71,260
Additional staffing to provide small (nurture) group tuition - the STEPS provision	(Y9-Y11)	43,494
Achievement and Flexible Learning Centre activities and capitation	(Y7-11)	5,000
Community engagement and youth work	(Y7-11)	35,581
Curriculum personalisation, additional vocational and work related learning courses including extended work placements	(Y9-11)	37,472
Youth NEET work (not in Education, Employment or Training)	(Y10 & 11)	38,000
MIND counsellor/Ed Psychologist	(Y7-11)	17,000
1:1 tuition	(Y7 – 11)	2,231
LAC Emergency Funding		600
Targeted Alternative Provision	(Y8-Y11)	32,000
Dedicated Deputy Teacher time to Co-ordinate		21,000

Impact – Performance Measures

Summary

It is not possible to provide any historical comparison for this cohort to any other years, due to the change in the national education framework, and the calculation of the accountability measures based upon Centre Assessed Grades. This is true for making any comparison statements regarding the relative progress within specific subjects, including English and Maths.

However, students eligible for the Pupil Premium performed behind that of students with similar Key Stage 2 starting points nationally in 2021. This is reflected in the overall Attainment 8 figure of this cohort of 41.23. It would indicate that this cohort performed broadly at National expectations.

The attendance of eligible students has remained reasonably consistent over the last two years, and it is likely to be approximately in line, or possibly above, the National. This is due to complexity of the particular students within the year group and the impact of COVID-19, which impacted on the attendance of the whole cohort.

Measure	Year	Pupil Premium Winterhill %	Pupil Premium National %	All Students Winterhill %	All Students National %
Progress 8	2016	0.28		0.36	
	2017	0.16		0.27	
	2018	-0.57		-0.05	
	2019	-0.44		-0.05	
	2020	-0.08		0.42	
	2021	N/A		N/A	
Attainment 8	2016	44.45		49.48	
	2017	35.77		44.55	
	2018	31.96		46.38	
	2019	35.06		44.55	
	2020	39.54		53.80	
	2021	41.23		47.09	
% Attendance	2016	92.7	92.5	94.4	94.8
	2017	90.6		93.3	
	2018	90.2		93.6	
	2019	91.1		93.7	
	2020	91.0		94.0	
	2021	86.7		93.7	

% Achieved A*-C in EM, for 2016 - 2021 4+ % EM

	Winterhill Disadvantaged	Winterhill non-disadvantaged	Disadvantaged National	Non-disadvantaged National
2016	39	65	43	70.6
2017	40	65	44.9	71.3
2018	26	70		
2019	29	64		
2020	42	81		
2021	45	68		