

Wykham Park Academy Pupil Premium Strategy 2018/19

| 1. Summary information | | | | | |
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| School | Wykham Park Academy | | | | |
| Academic year | 2018/19 | Total PP budget | £197,644 | Date of most recent PP review | District Board September 2018 |
| Total number of students | 850 | Number of students eligible for PP | Year 7 - 74/184 - 40.22% Year 8 - 60/164 - 36.59% Year 9 - 64/169 - 37.87% Year 10 - 40/112 - 35.71% Year 11 - 40/148 - 27.03% | Date for next review of this strategy | District Board December 2018 |

| 2. Current attainment | | |
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| 2018 GCSE results | Pupils eligible for PP (our school) 22 in the cohort | All students (national average from DfE performance tables) |
| % achieving 4+ maths and English | 40.9 | 64.2 |
| % achieving 5+ maths and English | 18.2 | 40.2 |
| Progress 8 score | -1.32 | -0.02 |
| Attainment 8 score | 35.64 | 44.5 |

| 3. Barriers to future attainment (for pupil eligible for PP) | |
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| In school barriers (issues to be addressed in school, such as poor literacy skills) | |
| A | Progress of white British boys |
| B | Low literacy levels on entry |
| C | Poor attitudes to learning out of school |

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| External barriers (issues which also require action outside school, such a low attendance rates) | |
| D | A Banbury wide poor attendance culture is one of our main issues to address. Many of the students who are mid-term |

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| | admissions have historically poor attendance or are coming from Eastern European countries. Many require input from the welfare team |
| E | Drug taking in the town and criminal activity related to this is rising and particularly prevalent amongst vulnerable PPG students. There is an increase in the number of children suffering mental health problems but a decrease in the support available from external agencies |

4. Desired outcomes

| Outcomes and how they will be measured | | Success criteria |
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| A | The outcomes for White British boys at 4+ who are PPG will improve again for the 2018/19 cohort. | Progress and attainment measures for this cohort will improve year on year |
| B | All Year 11 PPG students studying GCSE courses will have reading ages above functional | All PPG students will have achieved a RA of >11 by the time they get to sit their GCSE exams |
| C | PPG students will access home learning more effectively | 85% PPG students will be completing their readings logs and Hegarty maths videos on a weekly basis |
| D | Attendance for PPG students will continue to rise | Attendance for PPG students will be > 93% |
| E | PPG students who have been drawn into risky behaviours are supported to reduce these | Students who require specialist support through multi-agency groups, e.g. Aquarius are signposted more rapidly through improved identification |
| F | Positive destinations for PPG students at Y11 and Y13 are secured | NEETS for PPG students are below 3 every year |

| 5. Planned expenditure | | | | | |
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| Academic Year | 2018/19 | | | | |
| The headings below show how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | |
| i. Bespoke support for individual high profile students | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice | How will we ensure it is implemented well | Staff lead | When will we review the implementation? |
| The outcomes for White British boys who are PPG will improve for the 2018/19 cohort in Years 7 - 9 | “Team around the Child” groups in school to focus on key students (project working with Mulberry Bush). | We have been working closely with Mulberry Bush on a strategy that they have demonstrated works with the most vulnerable youngsters | 12 Wednesday evening meetings with staff who have a key role to play in the daily lives of these students | JWI | Termly |
| Total budgeted cost | | | | | £10,000 |
| ii. Nurture groups for vulnerable students | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice | How will we ensure it is implemented well | Staff lead | When will we review the implementation? |
| The outcomes for students who are PPG and others who are vulnerable will improve for the 2018/19 cohort in Years 7 -8 | Nurture practitioners work with students whose external circumstances mean that they are not ready for learning in secondary school Year 10 have a life skills programme | We wanted a strategy which would mean that students were more engaged with their learning in mainstream classrooms having had the support of a small nurturing environment for part of their day | Students have a bespoke nurture Timetable | JWI | Termly |
| Total budgeted cost | | | | | £35,000 |

| iii. Focus groups for boys | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice | How will we ensure it is implemented well | Staff lead | When will we review the implementation? |
| The outcomes for White British boys who are PPG will improve for the 2018/19 cohort in all years | Work directly with targeted boys to discuss with them what support we can offer them in school and to give them a true voice | Self-worth is one of our three guiding principles as a Trust. It has been shown that building this helps develop true Aspirations too | Presentation of findings from focus groups | DPA | Every two weeks |
| Total budgeted cost | | | | | £5,000 |

| iv. Duke of Edinburgh | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice | How will we ensure it is implemented well | Staff lead | When will we review the implementation? |
| The outcomes for White British boys who are PPG will improve for the 2017/18 cohort in all years | Involvement in Duke of Edinburgh as a special group for Year 9 students | Providing activities for boys to be involved with leads them into more productive behaviours around school | Completion of Bronze Award | EDA/KLA | Termly |
| Total budgeted cost | | | | | £3,000 |

| v. Quality first teaching | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice | How will we ensure it is implemented well | Staff lead | When will we review the implementation? |
| The outcomes for White British boys who are PPG will improve for the 2017/18 cohort in all years | Review of groups where the majority of these students are taught to check on a) if they are in the right sets to start with b) if the right teachers are with these students c) if the pedagogy is appropriate for these groups Provide CPD where needed for key staff and appropriate resources | Teaching and Learning Toolkit | Learning walks Review weeks Book scrutiny | JIR SST | Weekly at SLT meetings |
| Total budgeted cost | | | | | £25,000 |

| vi. Intensive literacy support | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice | How will we ensure it is implemented well | Staff lead | When will we review the implementation? |
| All Year 7 students studying will work towards having reading ages above functional | Students will have small group or 1- 1 literacy intervention in Year 7 | Poor literacy has been shown by numerous studies to impact negatively on results and also life chance | Termly report on improvements in Reading Ages | JWI | Termly |
| Total budgeted cost | | | | | £25,000 |

| vii. More effective home learning | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice | How will we ensure it is implemented well | Staff lead | When will we review the implementation? |
| PPG students will access home learning more effectively | <p>Continue to purchase planners for students to use with their parents at home</p> <p>Provide reading logs for Y7 – 9</p> <p>Purchase Hegarty maths and send texts out when home learning not done</p> | <p>Students have reported via student council that they would like to continue with planners</p> <p>Reading logs provide communication with home</p> <p>Students enjoy the instant results from Hegarty</p> | Mentor checks on planners | CBE CRE | Monthly via SLT meetings and weekly through reports from CRE |
| Total budgeted cost | | | | | £10,000 |

| viii. Continued focus on attendance of groups | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice | How will we ensure it is implemented well | Staff lead | When will we review the implementation? |
| Attendance for PPG students will continue to rise | <p>A range of strategies that have been shown to have an impact on poor behaviour will continue to be adopted</p> <p>These will include:</p> | www.attendanceworks.org | Weekly focus on attendance | CSM | Weekly |

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| | a) Breakfast club b) Rewards for better attendance c) welfare support d) weekly monitoring e) SAAMs and PCMS f) Meetings with County attendance team | | | | |
| Total budgeted cost | | | | | £25,000 |

| ix. Targeted support for students vulnerable to risky behaviours | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice | How will we ensure it is implemented well | Staff lead | When will we review the implementation? |
| PPG students who have been drawn into risky behaviours are supported to reduce these | Welfare support will be offered to all students considered vulnerable to carrying out risky behaviours PSHCEE programme from Y7 upwards to focus on educating students about risky behaviours | We know that in the community these students live in there is an increase in the numbers of young people engaging in behaviours which put them at risk | Monitoring of referrals to agencies Monitoring of PSHCEE programme | JWI/EKI | Termly or as needed for individual students who are known to be at risk |
| Total budgeted cost | | | | | £30,000 |

| x. Targeted IAG for key students | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice | How will we ensure it is implemented well | Staff lead | When will we review the implementation? |
| Positive destinations for PPG students at Y11 and Y13 are secured | <p>Careers advisors work with PPG students first of all</p> <p>PPG students given the opportunity to go on visits to key employers and university trips</p> | People who have a clear goal in life are more likely to work towards that | Monitor students seen by the careers advisor | JHE | Throughout Y11 and Y13 |
| Total budgeted cost | | | | | £15,000 |

| xi. More appropriate curriculum provision | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice | How will we ensure it is implemented well | Staff lead | When will we review the implementation? |
| The outcomes for White British boys who are PPG will improve for the 2018/19 cohort | Curriculum changes made to provide vocational qualifications more appropriate for some parts of our cohort, e.g. Health and Fitness | Students will attend more regularly and achieve better results if they are engaged | Monitoring of effectiveness of provision through various measures, e.g. attendance, attainment, behaviour and rewards | JHE | Regularly at SLT |
| Total budgeted cost | | | | | £15,000 |

The monies left over will be used to pay for items such as:

Uniform

Trips

External mentoring if required

Equipment

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2017-18 | | |
| 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 |
| Improved maths outcomes | Mentor maths time | 2016/17 – 29.4% of PP students were 4+ in E&M. 2017/18 - 40.9% of PP students were 4+ in E&M Increase of 11.5% 2016/17 – 23.5% of PP students were 5+ in E&M 2017/18 – 18.2% of PP students were 5+ in E&M Decrease of 5.2% | Continue with the strategy but tweak slightly so that every group is covering the same content during the mentor maths sessions | Mentor time £10,000 |
| Improved outcomes in a range of subjects | Revision sessions | Not enough PP students made enough progress in other subjects especially in science and the vocational subjects | Continue with the strategy but work on different Bucket 3 vocational subjects, e.g. Health and Fitness | Training and delivery of Voc requiring supply cover £10,500 |
| Focused teaching of underachievers | Smaller class sizes in some subjects | Not enough PP students made enough progress in other subjects | Discontinue | Extra staffing £25,000 |
| Improved focus in lessons | Clarity of learning structure | Did not have an impact on the GCSE cohort in this examination year but has had an impact lower down school | Continue | Training of staff £5,000 |
| 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 |

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| All students can access the practicals in food | Purchase of ingredients for Food students | All students accessed the food they needed but impact was not as high as desired because the food teacher went on maternity again and was replaced by a non-specialist | Continue | £1000 |
| 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 |
| All students have an appropriate pathway post 16 | Quality IAG | 4 students remain NEET as of November 2018 | Continue | £8,000 |
| Ensure that no student is disadvantaged due to poor uniform | Purchase of school uniform | Uniform is consistently strong | Continue | £500 |
| Encourage targeted students to come to school more regularly | Breakfast club | Attendance has improved | Continue | £850 |
| Create clearer boundaries for all students so that less lessons are disrupted by off task learning behaviours | New behaviour policy | Behaviour in classrooms has improved but this needs to go further in unstructured time and in some supply lessons. IE beginning to have impact | Continue | £21,000 |