

Pupil premium strategy statement for Cherry Willingham Community School

1. Summary information					
School	Cherry Willingham Community School				
Academic Year	2016/17	Total PP budget	£67610	Date of most recent PP Review	17 th May 2016
Total number of pupils	193	Number of pupils eligible for PP	71	Date for next internal review of this strategy	12 th Oct 2016

2. Current attainment (To be updated when validated information has been received)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)		64.7%
% achieving expected progress in English / Maths (2015-16 only)	/	75.8% / 73.4%
Progress 8 score average		0.12
Attainment 8 score average		52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	KS2 Maths levels on entering the school are lower students eligible for PP than their peers, which prevents them from making good progress
B.	Progress of PP eligible students at KS4 is below that of their peers.
C.	The number of PP eligible students who participate in extra-curricular and leadership activities is lower than that of their peers. This is symptomatic of low aspirations.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for PP eligible students have improved, but are 91.5%, below the target for all students of 95%. This reduces their time in school and results in less progress being made.

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Outcomes for Pupil Premium students in maths are at least in line with expected progress	73% of PP eligible students make expected progress in maths, and 34% making more than expected progress (in line with national other). Evidence through regular assessment and use of Successmaker for baseline and subsequent testing.
B.	Improved progress of Pupil Premium eligible students, in order to close the gap between them and their peers.	PP eligible students make expected progress in line with national other in all core and option subjects. Evidence through regular moderated assessment and tracking. Where students are not on target to make at least expected progress, departments are putting in place quality interventions which are monitored by subject leads and the senior team.
C.	Improve the attendance rate for Pupil Premium students	Reduce the number of persistent absentees (PA) for PP students to 10% or below. Overall attendance for PP students to improve to in line with other students nationally (95%)
D.	Increased aspirations and involvement in enrichment for Pupil Premium students	Improved student responses to the PASS (Pupil Attitude to Self and School) survey. PP representation within student leadership groups and extra-curricular activities to reflect the whole school proportions (37%). All PP students receiving careers guidance to prepare them for the next stage in their education/training, students in Y11 to have post-16 offers in place before June 2017.

5. Planned expenditure

Academic year

2016/17

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Outcomes for Pupil Premium students in maths are at least in line with expected progress	Success Maker. Literacy and Numeracy programme. (Student led)	Programme to develop reading and maths skills in students, building the basic skills which will ensure success across the curriculum and in the wider world. Following IP, the programme sets students bespoke interventions to ensure they are making progress to ensure age related learning.	Students are gaining skills in maths and literacy. Progress is checked every 6 weeks, and reviewed regularly by English and Maths staff, LSA and SENCO. Improved literacy and numeracy skills will have a positive impact on performance in all subject areas.	SENCO	Termly.
B. Improved progress of Pupil Premium eligible students, in order to close the gap between them and their peers.	Hackney Trust Literacy Programme (taught)	HTLP is a proven whole school literacy programme to improve the literacy skills of all students. The programme builds key literacy skills and ensures students are reading at age appropriate levels.	Increased access to the curriculum, leading to increased attainment. Improved literacy and numeracy skills will have a positive impact on performance in all subject areas. Reviewed regularly by teaching staff and monitored by T&L Lead	T&L Lead	Jan 17
B. Improved progress of Pupil Premium eligible students, in order to close the gap between them and their peers.	Continued Professional Development opportunities (by request or through review by T&L Lead)	To provide training to staff to develop differentiation and support for PP students within the classroom. Increased knowledge of staff will lead to improved efficiency and effectiveness of in school systems and increased accessibility of the curriculum. Individual needs of students met more effectively, leading to improved outcomes for students	Courses to be selected using evidence of effectiveness and applied for through T&L Lead and applied for in advance to ensure effective planning time. Dissemination to all staff through T&L meetings and use of peer observation and learning walks to evaluate impact on progress	T&L Lead	Jan 17
Total budgeted cost					£6650

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Outcomes for Pupil Premium students in maths are at least in line with expected progress</p> <p>B. Improved progress of Pupil Premium eligible students, in order to close the gap between them and their peers.</p>	<p>Specialised Learning Support Assistants for Maths and English</p>	<p>LSAs with specialised knowledge of the curriculum, working to support classes, providing targeted 1:1 intervention and small group work will provide consistent and targeted support to students based on their current progress and regular feedback.</p>	<p>Regular monitoring of current progress to ensure Closing the gap, and improved results. Improved literacy and maths skills of PP students. Increased confidence in English and Maths through 1-1 or small group support. Improved outcomes in examinations at KS4. Narrowing of attainment gap Improved results for all students. LSAs to be directed by the subject staff. Termly updates to RSL on interventions and outcomes</p>	<p>RSL</p>	<p>Termly</p>
<p>A. Outcomes for Pupil Premium students in maths are at least in line with expected progress</p> <p>B. Improved progress of Pupil Premium eligible students, in order to close the gap between them and their peers.</p>	<p>Curriculum Resources (by request directly to PP Lead)</p>	<p>Funding available to support the development of classroom teaching and to provide bespoke interventions.</p> <p>Funding uses so far have included: £1600 towards purchase of new exercise books across the school. Designed to improve marking, feedback, self and peer assessment as effective Feedback is recognised as adding an additional 8 months learning.</p> <p>£18 Purchase of Peer mentoring resources to support redevelopment of Buddies</p> <p>£170 – Purchase of transition packs for Sept 2016 intake to ensure all students have the essential equipment from day one.</p>	<p>Increased engagement in lessons and with homework, leading to improved attainment due to deepened understanding of subject. Enrichment through experience of cultural visits and completion of examination work with required field work.</p> <p>All requests for funding to identify specific PP students and the impact on them. This will then be followed with a review of the funding use. Monitored by RSL</p>	<p>RSL</p>	<p>Termly.</p>
Total budgeted cost					£47500

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>C. Improve the attendance rate for Pupil Premium students</p> <p>D. Increased aspirations and involvement in enrichment for Pupil Premium students</p>	<p>Staffing for breakfast, lunch and after school club. Providing breakfast for students, social environment and a safe place for vulnerable students. Activities after school include, crafts, games, and homework support</p>	<p>Providing breakfast for students, social environment and a safe place for vulnerable students. Activities after school include, crafts, games, and homework support. Students are more prepared for a school day following a nutritious breakfast, and are more likely to attend school, and be punctual</p> <p>Students improve social skills through engagement with staff and peers</p> <p>Independence in students increased and Vulnerable students are provided with a safe environment</p>	<p>Staff rotas to be created in advance, and all orders done to ensure the provision is effective and encouraging. Regular review and monitoring of access to this provision by PP students to ensure their needs are being met, with student voice. Monitored by senior LSA and overseen by senior leadership team.</p>	<p>Senior LSA</p>	<p>Jan 17</p>
<p>C. Improve the attendance rate for Pupil Premium students</p>	<p>Counselling service (including CASY)</p>	<p>The emotional needs of students must be addressed to ensure we are meeting their needs and providing an appropriate education. This includes Improved mental health and emotional wellbeing of the student, which will lead to improved attendance, increased engagement in lessons</p>	<p>Students will be referred for counselling by members of staff (teaching and support), or as a result of a parental request. All referrals will be made to SENCO who will ensure appropriate provision is put in place</p>	<p>SENCO</p>	<p>Termly</p>
	<p>Support Fund</p>	<p>This fund has been created to support students and their parents/carers with essential items, such as uniform, equipment and emergency travel. Access to funding is made via a direct application from the parent/carer to the Raising Standards Leader. This will ensure that all students have access to essential items, that all students can access the curriculum and therefore make good progress and aims to remove barriers to attendance and learning</p>	<p>Application details/online application will be made available via the school website. RSL will assess each request on an individual basis to ensure the needs of the student are being met to ensure they continue to make good progress.</p>	<p>RSL</p>	<p>ongoing</p>
Total budgeted cost					£13300

6. Review of expenditure				
Previous Academic Year		2015/16		
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
<p>To ensure that outcomes for Pupil Premium students are at least in line with expected progress</p> <p>To improve the literacy skills of identified Pupil Premium students</p>	Curriculum Resources	<p>Mixed: Various teaching resources as requested by subject areas, including: Doddle (English homework and intervention package) mixed used within subject. Where used well it had a positive impact on student progress Lexia (Literacy programme). Students made progress using the system, but this did not always translate to improvements across the curriculum. Did not maintain student engagement. Revision guides, where used as an active teaching resource or to focus homework tasks, they provided good additional support Art programmes (mini beasts workshop, artist in residence, graffiti artist) High engagement by all students, including PP. Excellent progress made in Art. Financial assistance for school trips (on a request basis) Good, opportunity to take part in enrichment and curriculum visits resulted in increased engagement and Improved attainment due to deepened understanding of subject. Completion of examination work with required field work enabled through funding.</p>	<p>Where an intervention/initiative/resource is to be used across a subject area, or large area of the school it is essential that all staff are full trained and that we have full staff buy-in.</p> <p>Following review, Lexia does not provide the depth of challenge and support needed to develop the Literacy skills of our students. The link to student support also gave students a negative view of this provision. Following investigation, Lexia will no longer be used as an intervention tool (licence to expire Nov 2016), and will be replaced by SuccessMaker. LSAs, SENCO, Maths and English teaching staff have all received training, and delivery will be through all three areas.</p>	£10000
<p>To improve the progress of Pupil Premium students in order to close the gap between them and their peers.</p>	Continued Professional Development	<p>Good: Training for staff leading on Pupil Premium and closing the Gap. Increased knowledge of staff Improved efficiency and effectiveness of in school systems Ability to lead CPD in school to develop all staff Improved outcomes for students</p>	<p>This CPD was essential to ensuring the PP Lead understood the requirements for PP funding use, and could effectively evaluate PP provision within school. CPD will remain a part of the budget allocation, with a change of focus dependant upon the needs of the cohort. The focus for 2016/17 will be to develop differentiation, particularly for PP boys, to ensure the needs of all learners are being met.</p>	£800

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
To improve the progress of Pupil Premium students in order to close the gap between them and their peers.	Specialist Learning Support Assistants for both Mathematics and English	Mixed: Improved literacy and numeracy skills of PP students, these are improving, but the evidence base was not secure enough. Increased confidence in English and Maths through 1-1 or small group support. Students are now more confident in both subjects, and have a member of staff they feel they can confidently speak to if they need to seek out help. Students are also more likely to support each other. Improved outcomes for controlled assessment and examinations at KS4. English outcomes were very good, and PP students narrowed the gap with other students nationally. The support they received provided accurate and targeted intervention owing to the gained specialism of the LSA. This led to improved results for all students	Direction of LSA support needs to be agreed. It is not possible to have an effective system where LSAs are being directed or held to account by subject leads, SENCO and PP Lead. Their roles within the subjects, and the line management must be established early to ensure they are used most effectively to support the correct students. Subject staff also need to involve LSAs in planning of lessons and the feedback process so that they know which students need support and how best to do that.	£30,000
To improve the progress of Pupil Premium students in order to close the gap between them and their peers.	Year 11 intervention for Science	Small group intervention sessions delivered by a qualified subject teacher before the GCSE examinations The aim of Closing of the gap between PP students and their peers and Improved attainment in GCSE examinations was met with a degree of variation dependant on the student. Between January and June 2016, students were identified for intervention based on current performance, 2 grades below target. Internal assessment saw most students receiving this intervention achieve at least expected progress.	More accurate tracking under the new system will allow for more precise and timely selection of students for this intervention. Baseline and regular follow up assessments will closely track students involved in a time-limited intervention to ensure they are working to at least expected progress.	£2400

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
<p>To increase aspirations and enrichment for Pupil Premium students</p>	<p>Pastoral support officers</p>	<p>Pastoral support officers who will work with students on improving their attendance, behaviour for learning and any social or emotional issues that may be a barrier to their learning.</p> <p>Reduced behavioural incidents and Reduced exclusions for PP students. With the exception of Year 9, PP students in all year groups have a lower rate of behaviour, detention and isolation incidents. This is lowest in Key stage 4.</p> <p>Improved attendance – Attendance of PP students rose from 89.6% in Term 3, to 93% in Term 5, with an overall attendance of 91.5% for the 2015/16 academic year.</p> <p>Close monitoring of student attendance, along with swift action by the attendance officer using a wide range of interventions were successful in improving attendance.</p> <p>The use of PSOs to mentor students were particularly effective, as they were able to identify barriers to learning which led to student specific use of the PP funding. For example, Student A improved their attendance from 75.9% (26/4/16) to 78% (27/5/16) following a bespoke intervention plan.</p>	<p>Close monitoring of PP students for behaviour issues. Focus on new Year 10, with increased PSO input and behaviour support as they had a higher rate of incidents compared to non-PP</p> <p>Maintain the regular updates from Attendance and Behaviour managers to enable effective monitoring and swift interventions where issues are raised.</p>	<p>£40,000</p>
<p>To increase the number of students participating in extra-curricular and leadership activities across the school.</p>	<p>Breakfast and After-school</p>	<p>Good: Breakfast club providing a free breakfast to students every morning from 8am-8:30am, After school club providing activities and supervision for students from 3:15pm- 4:20pm</p> <p>Students are more prepared for a school day following a nutritious breakfast, and are more likely to attend school.</p> <p>Students improve social skills through engagement with staff and peers. They develop Independence and resilience. Students completed entries into the schools competition at the Lincolnshire Show which involved the development of team work and public speaking skills.</p> <p>Vulnerable students provided with a safe environment</p>	<p>Breakfast and After school club are popular. Both are valued by the students who attend and their parents. The students who attend are developing in confidence, and are increasing their social awareness by mixing with students outside of their friendship group.</p> <p>Monitoring of PP student use of both clubs must be tightened up, and any who have chosen to no longer attend to be followed up.</p>	<p>£7500</p>

To increase aspirations and enrichment for Pupil Premium students	Counselling service (including CASY)	Essential: Counselling service for pupils who need in school counselling – referral system. Improved mental health and emotional wellbeing of the student, leading to improved attendance and increased engagement in lessons.	To continue, as it is more important than ever in an increasingly stressful world to support the whole child, including their mental health and wellbeing. If a student feels secure and supported, they are more likely to attend school which will in turn have a positive affect on their attainment.	£3000
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7. Additional detail

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers, and to support children and young people with parents in the regular armed forces.

Disadvantaged pupils are defined as those who are in receipt of Free School Meals, or who have been in receipt of Free School Meals in the past six years (Ever 6). There is additional funding for Looked After Children (LAC), and those who have been adopted from care. There is also funding available for children with a parent/carer in the regular armed forces, or who have been in the past four years. Further information and guidance can be found [here](#). If your circumstances change, and you believe that your child is entitled to support through the Pupil Premium fund, please contact the school via enquiries@cwcs.lincs.sch.uk

At Cherry Willingham Community School we believe that all students, regardless of background or circumstance, should receive a high quality education that allows them to succeed in life beyond school. We utilise the Pupil Premium funding in a variety of ways to support our students and close the achievement gap between them and their peers, however this funding use is always evolving. If you would like to discuss any specific need or ways in which this funding can be used to support your child on a more individual basis, please contact the Pupil Premium Lead sarah.warnock@cwcs.lincs.sch.uk

