



The Midsomer Norton Schools Partnership

Writhlington Secondary School

Pupil Premium report 2021-22

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November 2021

## Pupil premium strategy statement – All Schools

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year’s spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Writhlington School
Number of pupils in school	1005
Proportion (%) of pupil premium eligible pupils	24.38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 - 2024/25
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr Keith Howard
Pupil premium lead	Mrs Emma Sage
Governor / Trustee lead	Mrs Alison Williams

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,155
Recovery premium funding allocation this academic year	£31,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£242,910

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim at Writhlington School is to provide all students with the opportunities to achieve their potential and barriers that prevent children from doing their best are challenged and removed.

EEF research has found it is disadvantaged students who have been worst affected by the impact of the pandemic. It is therefore more important than ever that our school strategies focus on the support for the disadvantaged pupils.

It is our intention to make sure that all pupils irrespective of their background or the challenges that they face make good progress and achieve across all subjects areas, especially with core subjects. A focus on literacy is needed so that students can access a full and varied curriculum. Making sure that students who are high ability and disadvantaged continue to be high achievers/attainers throughout secondary school and able to pursue careers that allow them to break the cycle of disadvantage.

Many of our students present with dual vulnerabilities of PP and SEND. We also face challenges with supporting and engaging parents that are from low income (low earners) due to low literacy levels themselves, meaning they struggle to engage with school communications. We intend to support parents with making sure that they can support their children and access the opportunities that are presented to them during their education at Writhlington School.

High quality teaching and learning is at the heart of our approach and making sure that teachers invest time in getting to know the students in their classes and how they learn best. Common barriers to learning for disadvantaged students can be less support at home, weak language and communication skills, having the level of literacy that allows them to access complex and challenging curricula to broaden their ambitions. Lack of confidence in themselves and their abilities resulting in more frequent poor behaviour and negative relationships with staff, which then results in poor attendance and punctuality issues. There are some children from disadvantaged families that have complex family situations, which does not support the children's social and emotional state of mind, resulting in them not being ready to learn and engage with classroom learning. Reinforcing that there is no easy solution and not one size fits all approach is going to work.

Our ultimate aims are to;

- Eliminate the attainment gap between disadvantaged and non-disadvantaged pupils at Writhlington School.
- Ensure staff know and have high expectations of all disadvantaged students which raises aspirations
- Increase attendance to school and reduce persistence absence of disadvantaged students
- Improve behaviour and engagement of disadvantaged students to build confidence in abilities and for the students to have positive relationships with staff.

- To improve literacy for all disadvantaged students (reading, writing and oracy), to be in line with chronological age.

We aim to make sure that regular and detailed reviews of attainment, attendance and behaviour are completed. Regular and multiple communication methods are used between school and home so that relationships between tutors, teachers, students and parents are developed in a supportive and inspiring way.

Financial resources allow students to access extra curricular activities like trips, music lessons and transport home from clubs to help remove barriers to engagement and benefit from the opportunities available to them. When poor behaviour is related to being ready for school with the correct equipment, uniform and completing homework we will support parents to provide for their child, so that they can maintain positive relationships with their tutors and teachers.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance at school is a concern, resulting in high persistent absence and gaps in learning.
2	Attitude to learning and relationships with teachers - negative impact on progress caused by poor behaviour, disruption to learning resulting in high number of FTX.
3	Insufficient progress in English and Maths.
4	Literacy is a challenge for a lot of children and motivation to improve this is low.
5	Students have low confidence and self belief.
6	Raising aspirations of students
7	Expectations on students, providing meaningful and suitable opportunities to inspire children (attendance to trips and extra curricular opportunities is poor).
8	Parental engagement (access to communications and understand level of education)

## 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
Attendance to school meets the school target of 95% and persistent absence is in line and not higher than national.	<p>Regularly meeting with the Attendance officer and PP lead.</p> <p>Staff are aware of the difficulties that may impact PP students' poor attendance and tutors support students with this.</p> <p>Attendance meetings are held and support offered to students that are persistently absent</p>

	<p>and a plan is put into place to reintegrate students back into school.</p> <p>The attendance of PP students meets the school target of 95%.</p>
<p>Attitude to learning will improve and social and emotional support for students that require it is provided so they can access their education.</p> <p>Disadvantaged students are not disproportionately excluded from school/lessons.</p>	<p>Progress leaders identify and refer to school inclusion for pastoral intervention and plans to make sure students can engage with learning are put into place.</p> <p>PP lead reviews exclusion data (FTX and safe room) and works with relevant staff to ensure that students that need it are accessing the correct support.</p> <p>Exclusion data is not above national.</p>
<p>Progress in English</p> <p>Disadvantaged students achieving at least in line with national average in English at KS4.</p> <p>Disadvantaged students are on their expected pathway at KS3. (Intervention is in place when they aren't)</p>	<p>The gap between disadvantaged and non-disadvantaged students is 0.0</p> <p>Disadvantaged achieve in line with national</p> <p>Reading and spelling ages of disadvantaged students will show improvements and the gap will decrease.</p> <p>Pupil voice will show increased confidence in their ability and knowing what they need to do to improve along with good relationships with their teachers.</p> <p>Interventions are in place early and disadvantaged students receive support in English with English specialists.</p>
<p>Progress in Maths</p> <p>Disadvantaged students achieving at least in line with national average in Maths at KS4.</p> <p>Disadvantaged students are on their expected pathway at KS3. (Intervention is in place when they aren't)</p>	<p>The gap between disadvantaged and non-disadvantaged students is 0.0</p> <p>Disadvantaged achieve in line with national</p> <p>MET towers are used to target support for disadvantaged students and focussed support is given to disadvantaged students as a priority, intervention logging show a clear start and end point for each student.</p> <p>Pupil voice will show increased confidence in their ability and knowing what they need to do to improve along with good relationships with their teachers.</p> <p>Interventions are in place early and disadvantaged students receive support in Maths with Maths specialists.</p>
<p>Literacy levels with disadvantaged students improves and is in line with age related expectations.</p> <p>Disadvantaged students will be able to access the literacy level required for examination papers.</p>	<p>The literacy leader promotes with all teachers opportunities for improving literacy skills in lessons, subject leaders make sure that all SOW have this integrated with day to day learning.</p> <p>Disadvantaged students access literacy programmes and reports are regularly shared and monitored with the PP leader and SENDCo.</p> <p>Reading and spelling ages are reviewed twice a year.</p>

	<p>DEAR time and Accelerated reader is promoted and monitored regularly by tutor, PLs and literacy leader to make sure that the most is made out of the reading time available.</p>
<p>Raising aspirations of disadvantaged students and making sure they are aiming high and have a suitable and aspirational destination. Maintain 0 NEETs.</p>	<p>The options choices of disadvantaged students are reviewed and monitored closely so that students are given impartial advice and guidance.</p> <p>The post 16 destinations are reviewed and monitored to make sure disadvantaged students are making informed and aspirational choices.</p>
<p>Expectations on students are high and disadvantages students engage in extracurricular opportunities (clubs and trips) more.</p>	<p>Review attendance to extra curricular activities regularly and target specific students to attend extra curricular clubs and trips.</p> <p>Aim that all activities engage at least 20% of disadvantaged students.</p> <p>Staff are aware and promote, prioritise and invite disadvantaged learners.</p> <p>Affordable uniform with financial support available to PP learners.</p> <p>Equipment (stationery, GCSE subject guides and equipment) provided for disadvantaged students when needed.</p>
<p>Parental engagement</p>	<p>Attendance at parental events for disadvantaged students is supported by NRE being the key contact to help with booking appointments.</p> <p>Parental engagement is monitored and the viewpoint of parents is collected so that they are informed and feel valued and able to support their children in their education.</p> <p>Parents are aware that support is available to support the financial aspects of school (Uniform, stationery and subject related items that are needed).</p>

## 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: £ 117,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff development and CPD training (inset day and selected CPD schedule).	Staff that are skilled and confident leading intervention with the classroom will see progress of disadvantaged students increase. They will be given ideas to try and get students to engage with and take responsibility for their learning.	2, 6, 7
Extra set in year 8, taught by experienced teachers and will lead pupil focussed support groups for disadvantaged students	“Good teaching is the most important lever schools have to improve the outcomes for disadvantaged pupils” EEF guide to the pupil premium.	2, 3, 4, 6
Literacy Leader - promotes whole school literacy strategy and targets PP/SEND students in learning walks and book looks	It has been identified by HMI that our school has a specific need to improve whole school literacy, along with whole school targeted reading support via accelerated reader intervention groups have been set up and at the end of last year were successful, this has been rolled out to include lots of double vulnerability disadvantaged students.	3, 4
Pupil premium leadership and management - The teacher in charge of pupil premium, that structures and organises the approach and tracks students interventions and individual needs. Identifies staff that require support with the learning of vulnerable students.	“Good teaching is the most important lever schools have to improve the outcomes for disadvantaged pupils” EEF guide to the pupil premium.	2, 6, 7

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

Budgeted cost: £29550

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS4 targeted English support	Evidence indicates that one to one and small group tuition can be effective, delivering approximately five additional months' progress on average (EEF 2020).  This has been successful in previous academic years and allowed students that were targeted to raise at least a 0.5 of a grade.	3, 4
KS4 targeted Maths support	Evidence indicates that one to one and small group tuition can be effective, delivering approximately five additional months' progress on average (EEF 2020).  This has been successful in previous academic years and allowed students that were targeted to raise at least a 0.8 of a grade.	3
Concessions support for disadvantaged and SEND students	Evidence shows that when students understand how to use a concessions they are more likely to use it effectively to improve exam results (comparison from 2018/19 results) this will be complete between sets of mock examinations.	2, 3, 4, 5, 6, 7
Small group academic intervention with SEND and disadvantaged students for literacy and engagement in reading.	"The average impact of the small group tuition is four additional months' progress, on average, over the course of a year." Small group tuition teaching strategy from the EEF teacher toolkit.  Trial group from 2020 was successful so the programme rolled out to larger numbers and TAs supporting this before school and in tutor time. (Units o sounds)	3, 4, 5, 7
Accelerated reader - online star testing system to be rolled out to all KS3 students.	Reading is a key determiner for academic success. Closing the gap leads to confidence and engagement improvements.  The programs will allow accurate data and progress monitoring of disadvantaged students.	3, 4

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

Budgeted cost: £96,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion support, which includes engagement with	Another school in the MAT has been successful in tracking pastoral interventions	1, 2, 3, 4, 5, 6,

school and attitude to the learning support (Seeing red, Anxiety support group, Resistance support group, self esteem group)	that aid emotional and social school engagement, so we are not tracking our pastoral intervention in this way, for measured impact results.	
External agency support for disadvantaged students (Raising the game, sporting family change, speakeasy, off the record, Panel support)	Over time students' needs have been met by a number of bespoke agencies, the tracking have been improved this year so that we have measurable impact data of this.	1, 2, 3, 4, 5, 6, 7
Attendance Officer closely monitors and supports PP attendance with PLs and SLT	Students need to be in school to receive high quality teaching and learning, so one of the biggest barriers is persistent absence.  Attendance officer and members of staff collect students and support reintegration back into school when needed and this has proven successful in the past.	1, 8
Equipement, uniform and subject supplies	If students have the correct uniform and equipment removes potential barriers to participation and increases attendance.  Students feel able to engage with subjects better if they have revision guides (sometimes parents can't afford) - Student voice feedback 2020.	1, 2, 5, 7
Extra curricular clubs (including music lessons) and trips support.	Direct link between students that who participate in extracurricular activities and continue into full time education with a sixth form setting, offering these experiences to disadvantaged student will hopefully raise achievement and attendance at school	1, 2, 5, 6
Enhanced transition support from year 6 to 7 communication with primary school and parents and then children and parents with regards to school matters	Year 7 pupils settle quickly, very few social and behavioural issues raised with year 7 PL and issues of school refusal will be less. (Pupil voice 2020 - stated they knew a number of staff that they could go to due to summer school).	1, 8
Careers (1 to 1 support), disadvantaged and SEND students priorities when needed.	Following the gatsby benchmark it sets out a framework of 8 guidelines about what makes the best careers guidance for schools. We always follow this ensuring we have 0 NEETs	6

**Total budgeted cost: £242,910**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

## Pupil Premium Expenditure 2020-21 Evaluation

### Income from Pupil Premium 2020-21

Pupil Premium Funding					
		On Roll	CLA*	PP (exc CLA)	PP Total
2020-21	Number of students	853	3	228	231

### Breakdown of Expenditure on Provision 2020-21

	Provision	No. of Students	Cost	Impact
English / Literacy	1-to-1 and small group English Interventions	40	£15,200.00	Year 11 19/20 (Eng 0.34) PP data compared to Year 11 20/21 (Eng -0.17) shows an increase of 0.34 in English. Year 10 intervention +2.5 grades following the work done on AQA Language paper.
	Accelerated Reading programme for KS3 and particularly those not at Chronological age. Appointment of a librarian to catalogue and renew book stock to appeal to pupils, boys in particular	41	£17,642.00	Programme rolled out at KS3, delayed due to Covid 19. Year 7 data available from test 1 to test 2, average reading age has gone from 10:02 to 10:10 (4 months between tests but 8 months gained on average)
	Accelerated Reading programme and small group interventions	136	£15,500.00	This was changed to units of sound and rapid reader plus, tutor sessions with support staff. 49 KS3 students rapid reader plus - Average improvement 14.5 months, 38% made over 24 months progress 39 KS3 students Units of sound - Average improvement in spelling 4.5 months, 39% made 6 over 6 months progress 13 KS4 students Units of sound When students did both Rapid readers and units of sound average improvement was 22.2 months.

Mathematics / Numeracy	KS4 Quality first teaching, small group Maths Interventions during Games time or after school (GGF)	41	£18,550.00	Year 11 19/20 (Maths -0.20) PP data compared to Year 11 20/21 (Maths 0.11) shows an increase of 0.31 in Maths. Year 10 interventions groups data available after year 10 exams
	KS3 Quality first teaching, small group Maths Intervention in tutor time	136	£26,500.00	Numeracy Ninja quizzes and intervention in tutor time has on average increased students' scores on the Numeracy Ninja quizzes by 8.2%. This suggests that not only has this intervention limited numeracy "loss" due to Covid but also helped students improve their basic numeracy skills. Impact was limited due to covid absence, small group intervention was attempted during lockdown but students struggled to do this intervention online.
Other Academic Support	Quality first teaching through CPD programme in house and external courses accessed through the trust	213	£6,700.00	91% of lessons are good or better
	PP Champion for each department	213	£17,500.00	Champion team established for each department and tracking in place at a class teacher level. Each department has a barrier to learning documents completed. Started to build focused relationships across departments.
	Homework Support	213	£8,300.00	Due to covid 19 we didn't have a regular homework club for all years to access. Year 11 had access to homework support at lunchtime.
	teaching assistant work targeted at under-performing PP/SEND students  TAs undergo training from PP lead and SENCO		£10,500.00	Funds were reallocated to calling home for student non-engagement during lockdown. HOD's from core and foundation provided compulsory catch up sessions for KS3 and 4 children, transport home was provided to allow engagement. Loss of learning was limited but no gain.
	Equipment and uniform subsidy, access to compulsory trips funds.  Trips currently replaced with other resources and on-line software	213	£12,551.00	All trips were cancelled due Covid 19. All PP students had uniform when needed. All PP students and transition students were given a pencil case with key equipment, this reduced HUB and demerits for PP equipment, only 2 PP students being logged.

				PP students were able to engage in food technology lessons.
	Access to technology	213	£20,956.00	All PP students were given access to a device, PP students were able to access Google classroom and work at home. 5 students were provided with internet resulting in access to home learning and online revision.
	Study Guides and revision resources	80	£2,236.00	PP Students in KS4 were provided with revision guides for exam subjects. TAG score 0.11 (target 0.0)
	Tutors/PP Champion meet with all the PP students in their tutor group to create Pen Portraits reviewed twice a year.	213	£7000.00	KS4 Students have Pupil support plans that are shared with staff, conversations with Tutor and PP champion have been completed. Collecting data for 8 and 9 students was delayed to Covid 19. PP and SEND students have 1 plan and this has been combined.
			£1000.00	Calls were made to all PP students by PL, Tutor, PP champion or SLT during bubble and national lockdowns. Parents supported catch up sessions. 64% of PP parents attended parents evening (up 23% some due to the online system being preferred).
	Mentoring for those Pupil Premium students with behaviour, emotional and social issues	50	£5,770.00	Key students in KS3 and KS4 were given support through tutoring, seeing red and SDC.
	External Counselling/multi agency	25	£2,100.00	27 PP students access this service, to support well being.
	Attendance Meetings	50	£11,990.00	No impact, combination of covid 19 and school illness. PP students with attendance below 90% were on school attendance procedure.
	PP Plus Review Meetings	3	£7,500.00	CLA/EvCLA students have received enhanced review of their educational priorities every Progress Review with parents/carers and pastoral leads enabling early intervention with academic and pastoral issues to ensure these students make the best academic and social progress, interventions have been accessed when required.

	Enhanced transition through each KS support including home/school liaison and summer school	20	£17900.00	27.3 % of PP students intend to go to sixth form. Year 6/7 transition shows increase in student numbers overall. Summer school was attended by most of PP starting in 2021.
	Careers Advice	213	£7,100.00	1 Year 11 NEET - working with youth connect and social services. All year 10 PP students have had an initial careers meeting.
	Additional support pastoral support for PP students with the following categories (CHIN, CP, intensive work, outside agency referrals)	213	£16,000.00	Changed to additional support with TTU for PP students, intensive work, CHIN, CP, referrals to outside agencies, these were completed when needed and children had access to services and were given priority.
<b>Leadership</b>	Pupil Premium SLT Lead & PP Champion	213	£10000.00	Tracking in place and centralised. Standing agenda item on SLT meeting and with HOD. CPD targeted to support staff. Progress and attendance is more closely analysed.
<b>Totals</b>	<b>CLA*</b>		<b>£3365.00</b>	
	<b>PP (exc CLA)</b>		<b>£207,395.00</b>	

**Mrs E Sage**  
**September 2021**

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

