

WSSC Pupil Premium Strategy Statement 2020-21

1. Summary information					
School	Wickersley School and Sports College				
Academic Year	2020-21	Total PP budget	£289,365	Date of most recent PP Review	October 2020
Total number of pupils	1751	Number of pupils eligible for PP	355	Date for next internal review of this strategy	April 2021

2. Strategy statement
<p>Our aim is to ensure that the gap in attainment between PP and non PP students is narrowed, that PP students have access to the same cultural capital as non PP students and that levels of engagement in all aspects of school life are high. Our expectations for our PP students are the same as our expectations for non PP students, students will leave us able and qualified to play their full part in all aspects of life beyond Wickersley and show ready to learn attributes across the curriculum.</p> <p>Our approach is one of focussing on quality first teaching for all our pupils, as a result there is a focus on developing teaching and learning techniques for all our staff to ensure needs are met within the classroom and beyond. Part of our approach also focuses on barriers to learning that some students face and what we as a school can do to eliminate or lessen the impact of these barriers. Our support for students is a holistic approach which considers and factors in all we know about the student and what we can put in place to address any issues.</p> <p>The overall aims of our PP strategy are:</p> <ul style="list-style-type: none"> ● To reduce the attainment gap between the school's disadvantaged pupils and others nationally by 10% ● To raise the attainment of disadvantaged pupils ● To provide additional pastoral support to our PP pupils through the work of our PP learning mentor ● To increase the attendance rates for PP pupils, including overall attendance and PA ● To increase the participation rates of our PP pupils in extra curricular activities and therefore enhancing their access to cultural capital ● To allow our PP students to have the same access to remote learning and distance learning during times of isolation as a result of COVID

3. Current attainment		
	<i>Pupils eligible for PP</i>	<i>All Pupils</i>
% achieving 5+ in English / Maths	40.98 %	65.22 %
Progress 8 score average (from 2019-20)	0.26	0.48
Attainment 8 score average (from 2019-20)	45.79	55.76

4. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Literacy and numeracy gap on entry	
B.	Slower rates of progress for high, middle, and low attaining PP students in English and Maths	
C.	Lower levels of independence and resilience in lessons	
D.	Lower aspirations amongst some disadvantaged students and parents	
E.	Reading ages and engagement with reading	
F.	Access to IT resources to complete independent learning beyond lessons	
External barriers		
G.	Higher rates of absence and persistent absence (PA)	
H.	Lower levels of parental engagement with some aspects of school	
I.	Access to IT resources to allow for effective engagement in distance and blended learning	
J.	Social, emotional and mental health issues as a result of COVID and social isolation	
5. Outcomes		
	<i>Specific outcomes</i>	<i>Success criteria</i>
A.	To improve the levels of attainment and progress of all PP students and reduce the attainment gap	<ul style="list-style-type: none"> ● Levels of attainment and progress increase from starting points in September 2020 ● Decrease in the gap between headline progress 8 scores for PP and non PP students ● Increase in reading age scores for PP students from starting points in September 2020 ● Improve the number of PP students making expected progress in KS3 and KS4 ● Increase parental engagement in parents evenings and other events to ensure parents are involved in their child's education ● Destination data to show more PP students are involved in higher education and studying appropriate qualifications
B.	To raise attendance rates for PP students	<ul style="list-style-type: none"> ● Attendance rate improves for PP students from starting points in September 2020 ● PP PA figures improve from starting points in Half Term 1 2020 ● At PA risk cohorts improve in terms of overall attendance ● Consideration given to COVID attendance issues and associated absences and periods of isolation, where needed there is a narrative to explain figures
C.	To increase the participation rates of	<ul style="list-style-type: none"> ● Increase the participation rates of PP students in extra-curricular activities where these are possible based on current situation and circumstances

	our PP pupils in extra curricular activities and therefore enhancing their access to cultural capital	<ul style="list-style-type: none"> ● Increase the participation of PP students in the school council and leadership activities
D.	To allow our PP students to have the same access to remote learning and distance learning during times of isolation as a result of COVID	<ul style="list-style-type: none"> ● Students needing access to IT devices and resources are supplied with the equipment needed to access remote and blended learning ● Students in this category don't experience a dip in attainment as a result of not being able to access work ● Staff have factored any barriers experienced, into their planning and have offered alternatives for work completion during the period if appropriate and needed

6. Planned expenditure

Academic Year - 2020-21

Quality of teaching for all Targeted Support

A To improve the levels of attainment and progress of all PP students and reduce the attainment gap

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?
Identifying the correct cohort of students for intervention	Faculties and the PP team to analyse the results of all data collections.	<p>Allows for small group intervention and mentor support to be put in place where needed - links to different elements within the EEF Teaching and learning toolkit, different levels of intervention to be put into place based on the data, this could be small group mentoring, increased levels of feedback from teachers or other appropriate actions based on student need and data.</p> <p>Data analysis will allow the identification of cohorts of students who require intervention to improve</p>	<p>Meetings after each data collection between the PP team and the PP faculty leads.</p> <p>Raised attainment for underachieving PP students, identified from the analysis.</p> <p>Improved Progress 8 score when the Y11 results are published.</p>	<p>PP team</p> <p>PP faculty lead teachers</p> <p>Heads of faculty</p> <p>Heads of department</p>	Following each data collection. Beginning in Oct 20..

		attainment and prevent underachievement.			
Emphasis on reading strategies and development in all students	Reading INSET and further developments at subject level	Reading comprehension strategies as outlined in the EEF toolkit and Alex Quigley 'Closing the Reading Gap'. Development of reading strategies which can be used in all lessons and at all levels, high focus on the aspect of quality first teaching.	<p>Reading INSET and follow up training as part of the whole school training programme, follow up work and training in all faculties.</p> <p>Lesson observations and learning walks to focus on impact of strategies.</p> <p>Increase in reading ages of all students and PP students from starting points.</p>	<p>SLT</p> <p>PP team</p> <p>Faculty leads</p>	Ongoing
Emphasis on retrieval practice and development in all students	Retrieval practice INSET and further developments at subject level and with revision	Retrieval practice and the development of knowledge are strands of mastery learning which is identified in the EEF toolkit as having a great impact on students attainment, this also links to the idea and development of metacognition which again is identified within the toolkit as having a great impact.	<p>Retrieval practice INSET and follow up training as part of the whole school training programme, follow up work and training in all faculties.</p> <p>PP mentor to work with identified cohorts to embed and develop retrieval practice approaches within revision strategies.</p> <p>Development of low risk testing across all subjects to highlight the aspects of knowledge learnt and the areas to develop with revision.</p> <p>Retrieval practice and its development to feed into the assessment used across school with all students in all areas.</p>	<p>SLT</p> <p>PP team</p> <p>Faculty leads</p>	Ongoing

<p>Emphasis on quality and types of feedback given to students</p>	<p>Improvement of feedback, types of and consistency of feedback given to students, including feedback given during periods of remote learning</p>	<p>Feedback has been highlighted as being the method that brings about the greatest impact on pupil achievement and attainment, this is also important for students during any aspect or period of remote learning.</p>	<p>Training given within faculties as to the importance and impact of feedback and how this can be achieved through digital learning and remote learning.</p> <p>Showcasing of exemplary feedback and the impact it has had within faculty training sessions.</p> <p>Student voice on feedback.</p> <p>Continued use of different and varied methods of feedback to students and an assessment of the impact these have had on student progress and attainment.</p>	<p>SLT PP team Faculty Leaders</p>	<p>Ongoing</p>
<p>Increased parental engagement in all aspects of student experience and learning</p>	<p>Increase parental engagement in parents evenings and the different methods of communicating with parents during this period of change</p>	<p>Building on the use of digital technologies for students this method also brings parents into the process and allows for the use of different methods of communication than the normal parents evening approach of parents coming into school.</p>	<p>Higher parental engagement for parents interaction events.</p> <p>Engagement of parents with periods of remote and distance learning.</p> <p>Engagement of parents with periods of revision and preparation for external assessment periods.</p>	<p>PP team SLT</p>	<p>Ongoing</p>
<p>Enhanced literacy intervention to improve attainment levels through the targeted use of Read Write Inc support</p>	<p>Intervention lessons to raise the attainment of students, to have a direct impact on attainment and progress levels in all subjects through improved literacy and reading skills.</p>	<p>Building on the reading training and input for those students whose reading and literacy levels are below where they should be for the level the student is at, this approach links into the idea of reading comprehension strategies.</p>	<p>An established programme managed by experienced members of the English department, and Curriculum Support</p> <p>Constant review of cohorts and impact of support and intervention.</p>	<p>English department and learning mentors</p>	<p>Ongoing</p>

			<p>Direct impact on student attainment and progress in those subjects where reading is a priority for progress.</p> <p>Enhanced staffing to allow for smaller group sizes to allow for more targeted intervention.</p>		
Total budgeted cost					£261,365.00
Targeted Support					
B To raise attendance rates for PP students					
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?
Fewer PA PP students and increased attendance figures for all PP students	Enhanced focussed on the attendance levels of PP students which in turn will have a positive impact on attainment for these students	<p>Attendance rates amongst PP students are lower than their peers, therefore there is a need to close the gap in percentage figures between PP and non PP students, this is focussed around overall percentage figures and PA figures. Through ensuring that attendance rates improve overall attainment can be improved as a result of students being in school.</p> <p>Attendance incentive schemes to also target overall attendance rates again linking to the idea of students being in school for more time to allow them to access quality first teaching.</p> <p>The NFER report on supporting the attainment of disadvantaged students highlighted the link between low attendance and lower attainment</p>	<p>Make students aware of the impact absence has on their education and long term future.</p> <p>PP attendance officer to have an overview of PP attendance figures and which students need action dependent on their current attendance</p> <p>Return to school meetings will take place between a member of the PP team and any student who is a PA student or a borderline PA</p> <p>Mentor to log which students have received a return to school meeting.</p> <p>PP team to liaise with the attendance team to track</p>	<p>Attendance team</p> <p>PP team</p> <p>Heads of Year & SDP</p>	Half termly based on PA figures and cohorts

			attendance on a monthly basis and review target cohorts accordingly		
			Correspondence with home if students have less than 95% attendance (unless absence is due to a medical condition or other unavoidable circumstances)		
			Enhance the awareness of parents/guardians of the impact of PA. Plus build a positive relationship with families.		
Total budgeted cost					£13, 953.20
Other approaches					
C. To increase the participation rates of our PP pupils in extra curricular activities and therefore enhancing their access to cultural capital					
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?
PP students to have the same opportunities to access extra curricular opportunities as non PP students and be represented on the school council and school leadership teams	Increased participation rates amongst our PP students to help enhance their cultural capital and access to new opportunities	The EEF Big picture guidance discusses the importance of enrichment for students and the need to build character and essential life skills in our students. The extracurricular activities offered by the school and the opportunity to get involved in these is crucial to the ability to create lifelong learners and responsible and knowledgeable citizens. PP students should not be underrepresented on things like our student leadership teams and it is important to ensure our PP students feel equipped to get involved in the things offered outside lessons.	Review of student council and student leadership teams to ensure that there is a representation of PP students on these bodies. Review methods of recruitment to these with our student leadership lead within school to ensure there are no barriers to access. Continue to offer extra curricular activities where appropriate and able and sign post these to students if necessary.	PP team RGL	June 2021

			Review the numbers of students involved in extracurricular activity and use the internal systems to track engagement and attendance.		
				Total budgeted cost	£14,150.00

Targeted Support					
D. To allow our PP students to have the same access to remote learning and distance learning during times of isolation as a result of COVID					
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?
PP students have access to IT facilities and hardware to enable them to engage fully in remote learning and distance learning	Constant review of which students need access to chromebooks on a loan basis during periods of isolation and distance learning	As stated in the EEF toolkit for teaching and learning, access to digital resources can aid progress by up to four months, this ensures that during periods of remote learning any learning deficits are covered and ensures that PP students do not fall further behind their peers.	PP mentor to liaise with the IT team over the allocation of resources to those students when they are needed. Pastoral team to share information with PP team in terms of which students are needing access to resources or those who are struggling with work completion at certain points. Central accessibility for names of students without access to equipment needed for remote learning.	PP team Pastoral team IT team	June 2021
PP students to feel confident in the use of technology and the platforms through which staff will be setting work	Constant review of the training given to all students to allow the effective engagement of students in the use of technology	As stated in the EEF toolkit for teaching and learning, access to digital resources can aid progress by up to four months, this ensures that during periods of remote learning any learning deficits are covered and ensures that PP	Pastoral teams review the training given to students through form periods, for example training given on effective use of digital technology such as sending emails	PP team Pastoral team IT Department - for teaching	June 2021

		students do not fall further behind their peers. These skills will also be transferable into any other area of study or the world of work.	in the correct way and other aspects of technology.	and learning in lessons	
				Total budgeted cost	£5,000 (this cost could increase based on context and circumstances)

7. Additional detail

The current context of educating and teaching under COVID cannot be ignored and these circumstances potentially have a greater impact on our PP students. Whilst we have tried within this document to cover all eventualities the reality at the moment is we do not know what the next month holds let alone the whole academic year. During the first Lockdown period a lot of focus was placed on ensuring that our students had access to IT facilities to ensure they could access the remote learning that was offered by teachers. Support was given to students in Year 10 and 12 to ensure that they did not fall behind their peers and where necessary students came into school and worked on a one to one basis with our mentor team to ensure they accessed the work and kept up to date with where they needed to be.

During the current academic year the realities of students having to isolate has yet again highlighted the need we have to ensure that our students have IT facilities at home to allow them to access the remote learning and support from their teachers. The realities of extra curricular activities should also be addressed, school visits are currently not being offered due to guidance from the DFE unless these activities are crucial to the assessment at the end of the course. Our extra curricular offer is significantly scaled back compared to previous years as a result of operating bubbles and staggered start and finish times. Peripatetic lessons are currently being offered by the school however our Drama and Performing Arts offer is also limited in scope. Our school council and school leadership teams are still functioning this academic year and we are offering the Wickersley Pledge which is open to all students.

It is also worth noting that a number of the plans for 2020 were interrupted by the onset of COVID and in some instances the work to support PP students changed significantly from the original plan, therefore when considering the review of expenditure for last academic year this also needs addressing.

8. Review of expenditure

Previous Academic Year 2019-20

i. Quality of teaching for all

Action	Intended outcome	Impact	Evaluation	Cost
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<p>Ensure quality first teaching for all students and the continued development of our effective teaching and learning focus</p>	<p>Improvement in the levels of attainment and progress for PP students</p>	<p>Across the academic year the INSET delivered to staff as part of our CPD priorities covered the main focus of oracy and language development in students. Within this training emphasis was placed on the barriers for our PP students and the consideration needed when planning effective lessons and the delivery of quality first teaching.</p> <p>Regular dialogue took place throughout the year in terms of the position of PP students in relation to their target grades and where appropriate and necessary whole school intervention and faculty intervention was put into place accordingly. Mentor support was also used to allow students to target the areas of study where attainment was not in line with targets.</p> <p>Once we moved to remote learning the focus became about ensuring that remote learning was targeted and effective. Staff training was given to ensure that staff were setting meaningful and engaging work to students that was commensurate with face to face learning. Within this training a focus on effective feedback to students was also considered. Throughout the period strategies and approaches were reviewed and refined to ensure that students had the best possible experience of home learning.</p> <p>Regular reviews of students in targeted year groups also took place to ensure</p>	<p>The focus of our teaching and learning CPD for staff was successful for all pupils and as a result the focus this year has moved from oracy to reading to further enhance the skills for students. During the period of lockdown staff continued to receive training on effective teaching and learning techniques and as a result the quality of remote teaching and the plans for teaching and learning development for this academic year highlight the impact of this training from last year.</p> <p>Whilst there is still a gap between the performance of our PP and non PP students this gap is not a significant one and the performance measures for last year's cohort are positive. The regular dialogue and analysis of data has had a positive impact on the attainment of our PP students.</p> <p>The work of our mentor team and our lead PP mentor is successful in terms of engaging pupils in their learning but also the overall performance of these students as highlighted in the positive performance measures.</p> <p>Our NEETs figure for the previous academic year is projected to be 0% highlighting the amazing work that our staff have achieved with our students.</p>	<p>£256452.86</p>
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		<p>that students did not fall behind their peers, where necessary students in Year 10 and 12 were invited into school to have one to one support with our mentor team to recalibrate and focus their learning. In certain subjects intervention sessions were delivered by staff to ensure that students stayed on top of their work and to give them confidence that what they were doing was right.</p> <p>Our mentor team also regularly checked in with students to ensure that they were progressing with their work and to offer support to students and parents with the home learning. Devices were loaned to students to allow them to complete the online lessons and learning. Those students who didn't have access to wifi were also offered internet dongles to allow them to access the lessons and work.</p>		
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ii. Targeted support

Action	Intended outcome	Impact	Evaluation	Cost
Attendance of PP students	Improvement in attendance rates for PP students	Up to lockdown occurring our attendance team, pastoral team and PP mentor targeted students who we had concerns about their attendance. Any students who were at risk of becoming PA had "back to school" conversations with our PP mentor. As a result of these the vast majority of students had improvements in their attendance rates.	<p>The initiatives used across the year prior to lockdown were successful and as a result these will continue during this current academic year.</p> <p>The situation with COVID though has made reaching some students and parents more difficult. Attendance at live lessons during lockdown for our PP students was low in some instances and there was a correlation between these students and their attendance rates before. This was despite the work of our PP mentor who had regular and effective contact with these</p>	£45,615.77

		<p>Incentive schemes were also used to target students across all year groups and these again had positive impacts on students and their attendance rates.</p> <p>Breakfast club was also run by our PP team to target those students with lower attendance rates and also to ensure that students had a meal at the start of the day. However this again could not be run during the lockdown period.</p> <p>Once students were carrying out home learning our PP mentor and SLT lead liaised with our pastoral teams to check engagement with online learning, regular checks were also carried out in terms of attendance at live lessons for those year groups where these were delivered.</p>	<p>students. Every effort was made by staff to ensure that students had the hardware they needed to engage in the live lessons and the remote learning.</p>	
iii. Other approaches				
Action	Intended outcome	Impact	Evaluation	Cost
Improvement in cultural capital experience	<p>Enhancement of students cultural capital experience whilst in school and improve the aspirations of students</p> <p>Increased engagement in extracurricular activities by our PP students</p>	<p>A number of visits and initiatives were run across the year up to and including March. One example of these was a Poetry live event that students attended to help with their English studies and learning. Across the year there were also targeted careers and workplace events for students.</p> <p>All of Year 7 and 8 were also asked about their experiences and what visits and places they had been to, the idea with this was to try and target any students who had little or no exposure</p>	<p>The impact of COVID significantly impacted on the effectiveness of this strand, as a significant number of events and visits had to be cancelled as a result of the restrictions. For example visits to Amazon and a planned programme with Rotherham United all had to be cancelled as a result of the restrictions.</p> <p>This is not something that will significantly change either during the current academic year as a result of the continued restrictions around visiting places and also having visitors come into school. The ability to use virtual events and google meets was used where it could be, so for</p>	£41,039.77

		<p>to experiences beyond their home. This also targeted extra curricular involvement and what activities students get involved with whilst in school.</p> <p>A cohort of Year 7 students were involved in a Rotherham United Sports Leader Programme.</p> <p>A virtual work experience week was also carried out during the summer for a cohort of students which allowed them to experience life in the workplace.</p> <p>Attendance of students in extracurricular activities is tracked by our PP mentors and careers team.</p>	<p>example the virtual work experience week was successful and as a result this is being planned again for the current Year 9 and 10 cohorts.</p>	
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