

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Woodbrook Vale School
Pupils in school	834
Proportion of disadvantaged pupils	19%
Pupil premium allocation this academic year	£148810 (plus £30000 carry forward)
Academic year or years covered by statement	2020-2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	Rachael Fraser
Pupil premium lead	Rebecca Moors
Governor lead	Tim Birkinshaw

## Disadvantaged pupil performance overview for last academic year-CAG data

	2019/2020 (CAG)	2018/2019
Progress 8	0.42	-0.15 (0.06 for students educated on site)
Ebacc entry	36%	28.1%
Attainment 8	42.94	30.87
Percentage of Grade 5+ in English and maths	36%	12.5%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Continue to achieve positive P8 for disadvantaged pupils in KS4.	Sept 2021
Attainment 8	Achieve national average for attainment	Sept 2021
Percentage of Grade 5+ in English and maths	Achieve 5+ for English and Maths in line with national average non PP.	Sept 2021
Other	Support students to engage fully character education curriculum through the introduction of Futures and Futures Leaders	Sept 2021

	Award currently for years 7, 8 and 10.	
Ebacc entry	Increase the EBacc entry for all pupils including those who are disadvantaged.	Sept 2021

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Ensure quality first teaching and character education is meeting the needs of all PP students both on site and off site
Priority 2	Purchase and embed Accelerated Reader for all year 7 in order to increase reading comprehension skills and promote reading for pleasure.
Barriers to learning these priorities address	Attitude to learning and engagement in learning across all subjects
Reasons behind this approach	Funding staffing to support with both English and maths learning opportunities in order to continue to improve the disadvantaged progress data at KS4. Working closely with Loughborough Inclusion Partnership to ensure that WBVS student in alternative pathways have access to appropriate learning opportunities and are able to make progress. Improving the reading comprehension ages for year 7 to have a cross curricular impact
Measuring impact	Snapshot check points ATL checkpoints Accelerated reader data End of KS4 data
Projected spending	£86000

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Establishing and investing in appropriate interventions for those identified in the keeping on track initiative
Priority 2	Ensuring the school are able to appropriately support the wellbeing needs of those student who have found school closure particularly challenging and require additional support as a result of it.
Barriers to learning these priorities address	Ensuring a student has the appropriate academic and wellbeing support to be able to learn when in school or when remote learning.
Reasons behind this approach	Ensuring that pupils who have missed period of learning through either isolations or school closures have access to enhanced packages of support through in house provisions and external alternatives such as the national tutoring programme. Fundamentally to ensure that the gap between

	disadvantaged and non disadvantaged pupils does not widen further. To ensure that this provision is open to pupils in all year groups in order to act proactively towards future attainment gap concerns.
Measuring impact	Snapshot data points ATL criteria Engagement in in house and external programmes
Projected spending	£55300

### Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure that all students, including those who are pupil premium have the resources they need to be able to engage in remote learning is the situation arises
Priority 2	Support students to engage with google classrooms for homework and remote learning as needed, ensuring pupils have the resources to be able to do so.
Barriers to learning these priorities address	Ensuring each student have appropriate resources and support they need to be able to learn and engage positively with their work if they are forced to do so from home.
Reasons behind this approach	During periods of closure or isolation, disadvantaged pupils have resources to be able to access learning at home. This means ensuring pupils have chrome books, access to internet and a place to work. This involves training colleagues with remote learning strategies and ensuring that monitoring progress and impact are done so consistently and to have impact.
Measuring impact	Whole school audit of in home resources, providing equipment for families. PP students engaging in online learning Regular home visits to support with technology as needed
Projected spending	£30000

### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff have the appropriate training and information about all students including those who are disadvantaged and robust	Use of INSET days to support the sharing of ideas of quality first teaching and training on

	quality assurance procedures to ensure quality first teaching for all.	specific needs offered by in house and external specialists.
Targeted support	Launching the keeping on track initiative and ensuring that individualised interventions are in place for all students who require it.	Budget dedication to support interventions as required, robust structure of evidence collection in place overseen by SLT and driven by Heads of Faculty
Wider strategies	Ensuring appropriate remote learning opportunities are available for all students whilst also ensuring safeguarding needs are considered and supported	Identifying creative a workaround with in house teams to ensure the best and most appropriate technology offer is available for each family who may require it.

### Review: last year's aims and outcomes

Aim	Outcome
Ensure that PP SEND K students achieve in line with non PP students	CAG data suggests that SEND K students achieved in line with national non PP students in 2019. (2020 data is currently unavailable)
Improve engagement and resilience in all subjects for PP students	The introduction of the Futures Award and reviewing ATL criteria has all supported to improve engagement and resilience for PP students. Following a student voice exercise, 99% of students who engaged with the Futures Award felt it had helped them to develop as a person. This is an ongoing focus.
Supporting PP students with post 16 careers options and promote aspirations	Following the 2020 examinations difficulties, collaborative approaches with the colleges resulted in high uptake of appropriate courses which was supported by careers guidance throughout the academic year. Futures Award has also promoted aspirations. 23 out of 24 students went onto appropriate and aspirational courses for post 16.
Close the gap between PP girls and boys	CAG data suggests the gender gap for those boys that were educated on site has been minimised and is in line with 2019 national data for non PP students
Ensuring the low prior attaining PP students achieve in line with low prior attaining non PP students	An ongoing target that has been improved through a focus on quality first teaching specifically for the low prior attaining cohort as well as close

	monitoring and robust quality assuring through the PP team. 2020 CAG data shows LPA students (PA -0.04) is in line with national data for all students
Support students through the transition phase to reduce the post transitional dip and ultimately improve attainment	High quality transitional support in place for all transitional phases, through Inclusion Champions for internal key stage changes and high quality transitional support through the year 7 head of year. This has included options and open evening, tutor support, senior leadership interviews for key stage changes for all children and regular parental contact.

**If you would like further information about the strategic planning and support Pupil Premium students receive at Woodbrook Vale, please contact Mrs Moors at [rmoors@wbvs.co.uk](mailto:rmoors@wbvs.co.uk)**