

Pupil premium strategy statement

School overview

Metric	Data
School name	Woodbrook Vale School
Pupils in school	835
Proportion of disadvantaged pupils	19.04%
Pupil premium allocation this academic year	£145160 (plus £32447 carry forward)
Academic year or years covered by statement	2021-2022
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

	2020/2021 (TAG)	2019/2020 (CAG)	2018/2019
Progress 8	No published data	0.42	-0.17 (0.06 for students educated on site)
Ebacc entry	No published data	36%	28.1%
Attainment 8	No published data	42.94	30.87
Percentage of Grade 5+ in English and maths	No published data	36%	12.5%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Continue to achieve positive P8 for disadvantaged pupils in KS4. Improving the P8 for FSM cohort specifically	Sept 2022
Attainment 8	Achieve national average for attainment	Sept 2022
Percentage of Grade 5+ in English and maths	Achieve 5+ for English and Maths in line with national average non PP.	Sept 2022
Other	Support students to engage fully character education curriculum	Sept 2022

	through the introduction of Futures and Futures Leaders in the final years roll out, with all students engaging.	
Ebacc entry	Continue to encourage PP students to engage in the Ebac option, offering additional advice and support where needed.	Sept 2022

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. 8 and 9 to embed a the school reading comprehension strategy.
Barriers to learning that these priorities address	Attitude to learning and engagement in learning across all subjects as well as the keeping on track agenda, closing Covid related gaps.
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. Improving the reading comprehension ages for all of KS3 to have a cross curricular impact in both accessibility and engagement. Ensuring accessibility to character education through the use of the Futures Award in addition to other avenues, to improve core virtues such as resilience, initiative and leadership.
Measuring impact	Snapshot check points ATL checkpoints Accelerated reader data End of KS4 data
Projected spending	£116500

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, specifically in relation to the governments 'Student Led Tutoring' initiative.
Priority 2	Provide boarder opportunities for disadvantaged pupils to engage in carers education and promote opportunities in further education
Barriers to learning these priorities address	Ensuring a student has the appropriate academic support to be able to learn when in school or when remote learning. Ensure that students where gaps have been identified are closed following the period of Covid.
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 specifically the 'Student Led Tutoring' initiative. 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 'Student Led Tutoring'
Projected spending	£21743

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure that all students have accessibility to education, through support with attendance procedures, support to engage with school procedures and have access to all technology that they will need to engage in learning.
Priority 2	Ensure that PP students have equitable accessibility to school character education through the www.futuresaward.co.uk
Barriers to learning these priorities address	All students have access to the curriculum and all external barrier is removed. All students are able to develop the core character virtues through the Futures Award provision and as such, students will be able to engage in all other aspects of learning through developing skills like resilience, leadership and initiative.
Reasons behind this approach	The intension being to remove all potential barriers to access education, as well as building core character traits to support the journey to life long resilient adults.
Measuring impact	Futures Award data analysis Attendance data
Projected spending	£39364

Monitoring and implementation

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

	<p>including those who are disadvantaged and robust quality assurance procedures to ensure quality first teaching for all.</p> <p>Ensure that approaches to attitudes and learning reflect the restorative agenda with regards to promoting positive and reflective behaviours</p>	<p>specific needs offered by in house and external specialists.</p> <p>Restorative training to all staff, HoY leads on the restorative agenda to ensure that students are able to quickly reflect and improve behavioural choices and as such engage better with the curriculum.</p>
Targeted support	Evolving the keeping on track initiative to follow the government 'student led tutoring' initiative	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 all students have accessibility to the curriculum by breaking barriers that might be in place to both attend and engage with learning.	PP and HLTA team working with young people to understand challenges they face and rationales behind non engagement in learning and school in order to break barriers. Individualised approaches in all cases

Review: last year's aims and outcomes

Aim	Outcome
Continue to achieve positive P8 for disadvantaged pupils in KS4.	Due to the TAG data collection, there is no external data for P8
Achieve national average for attainment	Due to the TAG data collection, there is no external data for A8
Achieve 5+ for English and Maths in line with national average non PP.	Due to the TAG data collection, there is no external data for 5+ English and Maths
Support students to engage fully character education curriculum through the introduction of Futures and Futures Leaders	Engagement in Futures was extremely high. In fact PP students out performed non PP students in year 8 by 10%. Support was positively discriminated in order to bolster support and ensure that all students, whatever their background, had equitable accessibility to the Awards.
Increase the EBacc entry for all pupils including those who are disadvantaged.	In the current y10 cohort, 76% of PP students are taking Ebacc entry

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