Pupil Premium Strategy Statement

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	
School name	Windsor High School and Sixth Form
Number of pupils in school	Y7-Y11: 1451
Proportion (%) of Pupil Premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr Stephen Lanckham Headteacher
Pupil Premium Lead	Miss Helen Kinsey Deputy Headteacher
Governor / Trustee Lead	Mr Craig Hopcroft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£414,769
Recovery premium funding allocation this academic year	£52,678
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,703
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£475,150

Part A: Pupil Premium Strategy Plan

Statement of Intent

Closing the attainment gap between disadvantaged students and their peers is a great educational challenge, however at Windsor it is our belief that no student, regardless of their socio-economic background, should be denied the right to maximise their potential.

Our intention is to use the pupil premium funding to remove barriers – to raise the aspirations, achievement and the opportunities for disadvantaged students. We will consider the challenges faced by vulnerable students, and the activities we have outlined in this statement are intended to support their needs, whether they are disadvantaged or not. We seek for all of our students to thrive in a globalised world, to give all students regardless of background the opportunities to be creative and empathetic when faced with existential challenges, and thus aspire to unlock students' academic and personal potential.

We are taking an evidence informed approach to Pupil Premium spending. EEF outlines how a tiered approach will help identify the strategies that will make the biggest differences to the life chances of our students. Quality first teaching is at the heart of our approach, as this is evidence informed to have the greatest impact on all students. Ensuring all students have access to quality first teaching, and supporting teachers to consistently improve and embed best practice is therefore a key priority.

Evidence also illustrates the positive impact targeted academic support can have, alongside behaviour, social and emotional support of students. Thus, our Pupil Premium strategy focuses on the whole child, supporting the academic and cultural capital of our students to unlock their academic and personal potential. Our approach will be rooted in diagnostic assessment, not assumptions to elicit the challenges to learning faced by our students as a result of socio-economic disadvantage.

Collectively as a school, it is therefore our intention and responsibility to ensure that all students, irrespective of their background or the challenges they may face, make good progress and achieve highly, both personally and academically.

Challenges

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

Challenge Number	Detail of Challenge
1	Observations and assessments with KS3 students indicate that disadvantaged students generally have lower reading and literacy levels than non-disadvantaged students In Year 7, GL reading data taken in Autumn Term 1 highlight that 68% students eligible for FSM are below national expected reading ages.
2	Our data suggests that the aspiration and motivation amongst disadvantaged students can be behind that of non-disadvantaged peers. Our Covid-19 progress data also highlights 10% of our students were impacted by full and partial closures to a greater extent than other students.
3	Our data suggests that the education and well-being of our students have been impacted due to the lockdown period and partial closures. Discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression and low self-esteem. There are numerous reasons given such as catching up with work, pressure of exams, and the lack of enrichment opportunities during lockdown. These challenges can affect our most disadvantaged students. 66% of the students currently requiring additional emotional support, either from outside agencies or within school support, are disadvantaged students.
4	Our attendance data over the last 3 years has indicated that attendance amongst disadvantaged students has been between 94.4% - 92.9%, compared to 96.4% to 95.7% for non-disadvantaged students. This is still higher than the national average, and has been for a number of years, but it is a gap we continue to try and close, alongside PA, as being absent and therefore not in the learning environment impacts on progress.
5	Remote education during these unprecedented times has seen the importance of ensuring all students have access to technology. Powering up teaching and learning through the use of technology within school is also a long-term strategy with the introduction of iPads for KS3 learners. Affordability of the iPad scheme for some parents is an issue, and therefore financial contributions from the school enable students to access technology within school
6	Our lesson observations and student voice suggest many students lack metacognitive and self-regulation strategies when faced with the challenging curriculum. Hattie (2009) describes these self-regulated learners as active learners as they monitor, regulate, and control their cognition, motivation and behaviour, guided by their contextual environment. This is indicated across the curriculum.

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	By the end of 2024/5 Year 11 data outcomes demonstrate that disadvantaged students continue to improve on progress and attainment and they will achieve ● an average attainment 8 score of 5.1 ● an EBacc average point score of 4.2 By the end of the current plan in 2024/5, 30% or more of disadvantaged students enter EBacc, In 2020/21 the figure was 12%
Improve reading comprehension among disadvantaged students across KS3	Identified students are accessing additional support via paired reading schemes, ALPS or one to one sessions. Impact is evidenced through Star reading tests and end of year English GL data. Accelerated reading tests delivered through the English curriculum illustrate progression and the Tutor reading sessions foster a love of reading. Evidenced via observations and pupil voice
To sustain and continue to improve attendance for all students, with a particular focus on disadvantaged students	Sustained high attendance up to 2024/5, this will be illustrated by ● Reducing the gap between the attendance of non-disadvantaged and disadvantaged students by 1% ● Reduce PA gap with the figure among disadvantaged students being no more than 9% lower than their peers
To ensure all PP students have access to technology	100% of students within the school have access to iPad's to power up the learning within the curriculum.
Improve meta cognitive skills and develop self-regulated learners in all of our students	Teachers are confident in teaching students metacognitive strategies via the ASPIRE framework, which increases the amount of students able to monitor and regulate their own learning. This will be evidenced via lesson observations, student voice, and ATL data.

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: £315,464

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting all teaching staff to be highly effective We will fund professional development and instructional coaching materials that focuses on each individual teachers focus area for development	Instructional coaching *"In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD."* Steve Farndon (2019) Ambition Institute - Instructional Coaching	1,2,3,5,6
Improving literacy in all subject areas, in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will support all teachers to be teachers of literacy, with a focus on explicitly teaching Tier 3 vocabulary	EEF Improving Literacy in Secondary Schools	1,2,4
Reading We will foster a reading culture for all students, alongside reading interventions for disadvantaged students who need additional help to access and comprehend texts and vocabulary	Reading is arguably the most crucial literacy skill for cross-curricular success in secondary schools. The curriculum continues to be dominated by text, both in print and on screen, and our learners need to be able to read effectively in order to understand, make sense of and take meaning from the wide range of texts presented to them especially as the reading age of texts across the curriculum increase each year. EEF secondary reading report closing-the-reading-gap	1,2
Developing metacognitive and self-regulation skills in all students, so that students become resilient, independent, self-regulated learners who act and understand feedback given.	Metacognition and self-regulation approaches to teaching support students to think about their own learning more explicitly. Evidence illustrates this approach as having a positive impact on attainment.	5,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
This will involve visible learning training over a 3-year period, beginning November 2021.	EEF: Metacognition and self-regulation visible learning	
Powering up students learning with digital technology. All students will have access to an iPad device to help support and enhance their learning opportunities. The school will subsidise any payments to ensure all students have access to iPad technology.	iPad in Education Results Realising the potential of technology in education: A strategy for education providers and the technology industry	2,4, 5,6

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

Budgeted cost: £59,518

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the Academic Mentoring in Maths and Science to provide bespoke support for identified students who have been disadvantaged by remote learning during lockdown. Period 8 sessions for all Year 11 students to offer additional academic support following full and partial closures	Tuition targeted at specific needs and knowledge gaps can be an effective method to support students who need additional support. One to one tuition	EEF (educationendowmentfoundation.org.uk) Small group tuition	EEF	2
Sixth Form evening school Identified students to receive weekly one hour tuition from their subject teacher	Small group tuition	EEF	2,6
Breakfast and after school sessions: small group tuition delivered by our staff.	Small group tuition	EEF "Catch-up" and recovery approaches: Selected reading • Chartered College of Teaching	2

Developing a reading culture for all students and to target intervention for students who are not reading at age appropriate levels.	Reading comprehension strategies can have a positive impact on students' ability to understand texts and context. EEF secondary reading report closing-the-reading-gap https://literacytrust.org.uk/secondary/	1,2
Literacy and Numeracy Saturday School	Targeted support for KS3 students who have been identified as underachieving Small group tuition	EEF	1, 2
Elevate and Keynote external exam support. All students will benefit from revision strategies delivered by Elevate and Keynote. Specific students with low ATL also identified for additional support.	Supporting students study skills so that they can improve their performance in examinations. https://uk.elevateeducation.com/ Student Revision Conferences Research also outlines the importance of parental input as a tier of support for students.	2,3,6

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

Budgeted cost: £100,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointing pastoral extended leaders to give extra capacity to the pastoral team to work with students who need additional support, due to the impact of pandemic.	Over one in three secondary age students say there mental health has got worse during the pandemic Coronavirus - student mental health Promoting and supporting mental health and wellbeing in schools and colleges	2,3,4

Attendance has been affected during the pandemic, we will be adopting and embedding principles of good practice set out in DFE's improving school attendance. Attendance/support officer will be appointed to improve school attendance. Attendance feature on ClassCharts will also be purchased to help support with communication with parents.	The DFE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Improving school attendance: support for schools and local authorities	2,3,4
As disadvantaged students are less likely to participate in extracurricular activities compared with their fortunate peers (Sutton Trust) It is important to ensure that students can access this provision to enhance their cultural capital	Sutton Trust Summary	2,3

Total budgeted cost: £475,150

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.

Our Centre Assessed Grades during 2020/21 suggested that the performance of our disadvantaged students although improving from previous years was still lower than non-disadvantaged students. In 2019, when our students last sat external examinations, our data suggested an upward trend with Attainment 8 and basics measurements. Progress 8 has also seen improvements, with all our measures being above national averages. Our EBacc average points score also highlights an upward trend. However, we still need to realise fully our targets for disadvantaged students, and will continue to take action and implement strategies as outlined in this report to help reduce the gap between advantaged and disadvantaged students.

Although attendance of disadvantaged students has been on an upward trend since 2017, the pandemic has affected our attendance statistics. The gaps are wider than in previous years, which is why attendance is a focus on our current action plan. Internal behaviour statistics also illustrate a higher than usual proportion of disadvantaged students finding the return to school more challenging than in previous years. The Covid-19 impact has disrupted all our students' mental health to varying degrees, and we will continue to support our students through the pupil premium and recovery funding plans.

To mitigate the impact of remote learning, all of our students were issued with a device that allowed them to access remote learning from home. Students who also needed a dongle to access the internet were issued with one. During full closure, lessons were delivered live by the teaching staff and the highly effective Threshold Curriculum and examination curriculum were delivered. Regular contact was also made with students, via pastoral support and classroom teachers and additional contact was made to vulnerable students. We continue to offer devices so that all students can access work from home if absent for periods of time.

Before full lockdown, attendance to extracurricular, enrichment activities was exceptional, with disadvantaged and advantaged students participating equally. Continuing to promote participation and offer opportunities to enhance the personal potential of all our students, especially our disadvantaged, will continue to be something we use the pupil premium funding to support.

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
ClassCharts: A programme that monitors attendance, ATL and communicates with teachers and home	ClassCharts

Further Information (Optional)

In planning our new Pupil Premium strategy, we have reviewed previous action plans, its implementation and the impact. By evaluating what has been successful, we have created a 3-year strategy that will allow us to try to reduce the attainment and progress gap of the disadvantaged.

As a school, we are heavily influenced by academic research in all aspects of teaching and learning, curriculum and assessment. We have also utilised the EEFs implementation guidance to help us develop our strategy and will continue to use it throughout its implementation. We will review the impact of our activities regularly, and adjust our approach accordingly so as to secure the best possible outcomes for all of our students.