



Winchmore
School

learning to realise potential

Pupil Premium Statement 2023-2024



Winchmore
School

Reception →

Headteacher: Jim Owen
www.winchmore.enfield.sch.uk

Pupil premium strategy statement – 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 -24 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	Winchmore
Number of pupils in school	1,231 pupils
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	1 Nov 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Jim Owen, Headteacher
Pupil premium lead	Hank Sim, Deputy Head
Governor / Trustee lead	James Lane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£298,770
Recovery premium funding allocation this academic year	£78,384
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£377,154

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that all pupils, regardless of background, prior attainment, gender, SEND or the challenges that they face, make good progress, attain the best possible exam grades and that they are prepared for the next stage of education or employment.

This is underpinned by the provision of a broad and balanced curriculum with high quality teaching, leading to a narrowing or elimination of any attainment gaps, including those relating to disadvantaged pupils. We do not assume that disadvantage equates to under performance and with this in mind we maintain high expectations for all pupils. It is our intention that non-disadvantaged pupils will also make good progress

We deliver a wide range of literacy and numeracy based programmes as well as a comprehensive 'Boost' programme which consists of additional learning opportunities through carefully targeted intervention sessions at key stage 3, 4 and 5. This is of particular importance as part of a Covid recovery plan to ensure that all pupils are able to reach and exceed their target grades.

Our whole school approach ensures that disadvantaged pupils are challenged and supported by all staff and that under performance is detected early through rigorous analysis drawn from regular data drops, followed by early intervention

Challenges

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

Challenge number	Detail of challenge
1	Some pupils have poor written literacy skills. Data analysis, work scrutinies and learning walks show that the gap between disadvantaged students and the rest of the school is largely attributable to poor literacy skills including writing

2	The reading ages of disadvantaged learners are fourteen months below that of the whole cohort on entry
3	P8 scores for disadvantaged students in English have been below the school average for the last three years, although the gap has started to close
4	Attendance is down post lockdown and there is gap in three out of five years between attendance for PP students and the whole school
5	A disproportionate number of disadvantaged students have received fixed term or internal exclusions since lockdown
6	Our assessments (communication with parents; observation of pupil behaviour; HOY and counselling referrals) show that pupils are showing signs of mental health issues post Covid.
7	Learning walks and book looks show that disadvantaged students have struggled to engage with the learning post lockdown
8	The P8 gap between disadvantaged boys and the whole school has closed but this gap is too large. Boys and disadvantaged boys in particular lack the skills to study independently as well as the motivation to succeed

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
Improve levels of literacy (reading, writing, oracy) for disadvantaged pupils	Diagnostic testing shows marked improvements in reading and writing Improved progress scores and exam results across the school
Improved results in English	Sustained improvements in GCSE and A level results as well as progress check scores for disadvantaged (and all) pupils A positive P8 score for disadvantaged (and all) pupils A closing of the attainment gap in all years, especially at KS3
Improved attendance figures for disadvantaged pupils (and the whole school)	Attendance rises to 94% for all pupils
Reduce the number of exclusions for all pupils	Exclusion rates are at the national average or better, especially for disadvantaged pupils
Improved mental health and emotional well being of disadvantaged pupils	Fewer mental health referrals Improved motivation and well being of disadvantaged (and all) pupils Sustained improvement of exam results and attendance figures for disadvantaged (and all) pupils Further closing of the attainment gap at KS3

Disadvantaged pupils are able to access the learning more effectively Improved pupil motivation and independent study skills	<ul style="list-style-type: none"> - Pupils are able to work independently - Sustained improvement in attainment and progress scores for disadvantaged (and all students) at all key stages:
Improved results for disadvantaged boys	
Improved results for disadvantaged pupils especially at KS3	

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: £172,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase literacy intervention software and programmes	Literacy intervention packages from highly rated providers (Hackney Learning Trust; Reading +; SRA reading recovery; Star Reading: PiXL reading canon) will allow us to provide targeted interventions to under achieving students	1, 2, 3, 5, 7, 8
Continue to recruit and retain high quality English teaching specialists	Strong teaching and leadership of the English faculty will manifest itself in high quality schemes of work, lesson plans and resources	3
Recruit and train a student counselling lead and student well being lead	Having access to a full time student counsellor lead and well being lead helps to support well being and thus educational achievement. Barriers to learning for many pupils has been exacerbated by Covid resulting in a surge in mental health referrals	4, 5, 6, 7, 8
Develop teaching and learning throughout the school with a particular emphasis on the non-negotiables: <ul style="list-style-type: none"> - Literacy - Learning outcomes and success criteria 	Consistent, high quality teaching and learning, feedback, enrichment and positive behaviour for learning strategies will result in better outcomes for all students including disadvantaged pupils and particularly disadvantaged boys, and will close the attainment gap between disadvantaged and non-disadvantaged pupils	3, 5, 6, 7, 8

<ul style="list-style-type: none"> - Marking and feedback - Appropriate challenge and extension through adaptive teaching - Spacing and retrieval practice <p>Run a series of Research and Development groups involving all staff who will participate in action research projects designed to improve teaching and learning, pupil engagement and progress:</p> <ul style="list-style-type: none"> - Adaptive teaching - Developing positive relationships - Underachieving groups - Diversity in the curriculum - Literacy - Inclusion 		
<p>Widen access to LAMDA courses and qualifications. This will be delivered through the curriculum and as an extracurricular activity</p>	<p>LAMDA qualifications are designed to improve oracy as well as boosting confidence and communication skills</p>	<p>1, 2, 3, 6, 7, 8</p>

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

Budgeted cost: £116,052

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, after school, Boost intervention sessions as part of the post lockdown recovery programme</p>	<p>Consolidation of key knowledge and concepts will support the recovery programme and boost attainment and progress</p>	<p>1, 2, 3, 7, 8</p>
<p>Provide out of school online learning</p>	<p>Consolidation of key knowledge and concepts will support the recovery</p>	<p>1, 2, 3, 7, 8</p>

opportunities as part of the post lockdown recovery programme	programme and boost attainment and progress	
Extend the explicit teaching of literacy through programmes such as: The Lit Programme; SRA reading recovery; Star Reading (accelerated reader) and Reading +	The Education Endowment Foundation's research has led them to state that: 'Good literacy skills provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.'	1, 2, 3, 4, 5, 6, 7, 8
Provide targeted numeracy intervention sessions for KS3 pupils	Boosting numeracy levels for pupils that have fallen behind will help them to access the curriculum more effectively	7, 8

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

Budgeted cost: £90,149

Activity	Evidence that supports this approach	Challenge number(s) addressed
A wide range of enrichment activities have been set up with a specific focus on inclusion of disadvantaged pupils. All staff are encouraged to run trips and there are many planned for this year both at home and abroad	Our own data shows that involvement in enrichment activities such as trips, school productions and sporting activities boost self confidence, motivation to succeed in the classroom and emotional well being	3, 4, 5, 6, 7, 8
Counselling and well being support provided	There has been a steep rise in mental health issues and referrals since Covid. Counselling and proactive interventions have to a certain extent mitigated the effects of this, and enabled pupils to continue to attend school and to make progress	3, 4, 5, 6, 7, 8

Total budgeted cost: £379,084

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 2022 to 2023 academic year.

The post Covid interventions (in class, after school Boost sessions, home learning and enrichment opportunities) have had a positive impact on the achievement of disadvantaged learners. The 2023 results show the Progress 8 score for disadvantaged students was positive (+0.1) although this is still behind the whole school P8 score of 0.23. Disadvantaged students scored an Attainment 8 score of 42.97 (whole school 48.51) and the percentage of disadvantaged students attaining a grade 5 in both English and Maths was 45% (whole school - 54%).

The percentage of Ebacc entries for disadvantaged pupils in 2023 was 53% (61% for the whole school). It is our intention to close and ultimately to eliminate this gap

Disadvantaged student absence was lower than the entire cohort in three out of the five years which is consistent with previous years. As a result of this, attendance of disadvantaged pupils is a focus of our current plan

The Covid-19 pandemic had a negative impact on pupils well-being and mental health, and referrals to HOYs and requests for counselling increased dramatically. We used our pupil premium funding to recruit a full time student counselling lead and student well being lead

Externally provided programmes

Programme	Provider
Lit Programme	Hackney Learning Trust
SRA reading recovery	Science Research Associates
Star Reading	Renaissance Learning
PiXL Reading Canon	PiXL
Numeracy Catch Up	Numeracy Catch Up