



Premium Strategy 2021-2024

Summary information

School:	Waverley Studio College				
Academic Year:	2022-2023	Total PP budget:		Date of most recent PP Review:	Nov 2022
Total number of pupils:	112	Number of pupils eligible for PP:	41% (35)	Date for the next internal review of this strategy:	May 2023

Current Attainment Summary (December 2022)

	Year 11	
	PP 35(41%)	Non-PP 38(59%)
9-5 inc. En & Ma	40%	37%
9-4 inc. En & Ma	7%	12%

*Year 10 and 11 Data Capture to reflect current 9-5 and 9-4 measures in January 2022

Three-Year Trend Attainment Summary

	GCSE									
	2017-18		2018-19		2019-20		2020-2021		2021-2022	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
% of pupils achieving pass 9-5 including English & Mathematics	8	4	17	14	23	24	10	26	25	27
% of pupils achieving pass 9-4 including English & Mathematics	29	36	30	24	34	43	40	54	41	53

Attainment 8	29.5	34.2	26.3	29.9	28.67	31.18	29.16	33.2	28.8	29.3
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4.Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Reading ages of PPG pupils is below expected.
B.	Many PPG pupils have gaps in knowledge on entry.
C.	Some PP boys cause low level disruption that impacts on their learning
D.	PP Boys attainment is behind that of the girls across the board.
E.	Raising attainment for Pakistani PP children in all areas.
External barriers (issues which also require action outside school, such as low attendance rates)	
A.	Some pupils make slow progress because of social, emotional and behavioural issues beyond the school
B.	The majority of PP students joining are newly arrived to the country and first experience of the National Curriculum is at KS4
C.	Attendance amongst PPG pupils is lower than expected
D.	PPG pupils have less access to resources which support extra/home learning
E.	Covid-19 is having a significant impact on children in school
5.Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A	<p>Ensure that oral language skills develop rapidly for those newly arrived and students well below expected</p> <ul style="list-style-type: none"> • Baseline assessment of learners. Identification of relevant individuals that require additional support • EAL Interventions for targeted students • Increase the frequency and quality of students in reading 	<p>The majority of disadvantaged pupils will have reached their academic end of year target.</p>
B	<p>Improve outcomes for disadvantaged pupils in KS4 for English and Maths</p> <ul style="list-style-type: none"> • Data to inform planning and differentiation • Use of National Tutoring Programme to support students • Purchase revision guides for PP students 	<p>The proportion of disadvantaged students attaining Grade 9-4 including English and Maths, will increase from the previous year</p>
C	<p>Ensure the knowledge gap missed due to school closure is beginning to close during the academic year</p> <ul style="list-style-type: none"> • Using data information on students to ensure personalised learning is evident in planning minimise the gaps • Provide opportunities for retrieval practice to embed knowledge • Implement catch up interventions through use of both National Tutoring Programme and after-school booster sessions 	<p>Students are close to and/or achieve targets, so that gaps in knowledge will close</p>
D	<p>Provide further enrichment opportunities to ensure students personal development is supported along with academic achievements</p> <ul style="list-style-type: none"> • Use of external enrichment providers to develop student social, emotional and economic development • Use of careers support to prepare students for next steps in life • Focus on the CREATE framework to develop students 21st learning skills 	<p>Students develop new skills linked to the CREATE framework and are prepared for the next stage of their career.</p>
E	<p>Improve the attendance of PP students</p> <ul style="list-style-type: none"> • Learning coaches will track and monitor PP students with cause for concern re attendance • Strategies included targeted intervention and letters to be consistently implemented • Students deemed Persistently Absent will be tracked and actions undertaken 	<p>Attendance for PP children will continue to rise and be at least the National Average</p>

F	Improve students' wellbeing, especially faced during the COVID pandemic. <ul style="list-style-type: none"> • Mentoring of students and dealing with anxieties and/or stress • Remote learning set up to support children who are self-isolating • Motional programme used to support students' wellbeing 	Students' affected demonstrate positive individual attitudes, behaviour and attendance
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Planned expenditure					
Academic year	2022-2023				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of Education					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Approximate cost
Quality of teaching improves, as a result of more effective CPD and restorative practice resulting in all PP pupils being able to apply and consolidate learning.	Planned sequence learning on teaching, curriculum, targeted intervention and the use of language Careful planning to ensure knowledge gaps are planned. <ul style="list-style-type: none"> • Opportunities for retrieval practice to embed knowledge. 	Low attainment from students' baseline assessment	Monitoring and tracking of learners' progress Continual evaluation of provision through monitoring cycle Training provided for intervention teachers/staff.	Half termly	£5000
Remove language barriers for PP students new to the country	<ul style="list-style-type: none"> • New EAL software to support students with language barriers 	Many students joining WSC that are PP are newly arrive to the country	Rollout over academic year. Timetabled sessions with EAL TA and newly appointed EAL Teacher	Half-termly	£5000

Close the gaps in PP student's attainment, to be closer to non PP peers.	knowledge gap created from college closure are closed through planning, teaching and sequence in learning	Sequential curriculum with well-planned learning activities will allow pupils to build on prior learning and make progress.	Rigorous monitoring of outcomes/learning walks	Half termly/Pupil Progress meetings	£5,000
Improving progress for PP students, as a result of targeted small group / 1:1 intervention	1:1 tuition class are used in Year 11 to target pupils not on track to achieve end of year targets.	Targeted intervention and support is used to close gaps in progress and attainment of identified groups of pupils through accurately pitched focused provision that accelerates pupil progress.	Monitoring of outcomes, data analysis and pupil progress meetings.	Half termly	£20,000
Students improve learning; as a result, to access to resource materials (online and books)	Resources (both through online subscriptions and revision guides) are purchased and tailored to provide high quality support to students.	Focused interventions support the PP children based on pupil data and tracking in pupil progress meetings.	Rigorous tracking and monitoring of outcomes.	April 2023, for the next academic year. June 2023 for future subscriptions	£10,000
Appointment of new EAL and SEN Teacher so further support learners with specialist support	Timetable adapted to ensure appropriate support for EAL/SEN learners, particularly in relation to induction.	Over 70% of new students are EAL students so further support is needed to meet their needs.	New timetable will allow bespoke support for all students	Half-termly	£30,000
Total budgeted cost					£60,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review?	Approximate cost
PP pupils access enrichment experiences	All teachers to provide enrichment activities which will further enhance the curriculum Subsidies visits as appropriate.	Pupils have access to a varied and enriched curriculum which enables them to expand their knowledge and experiences of the world around them and supports them in making informed choices as positive citizens of modern Britain. Parent surveys and pupil voice.	Opportunities are mapped out and embedded within curriculum planning.	On-going	£10,000
PP pupils with social, emotional and behavioural needs are supported to meet their full potential.	Utilisation of Motional software to support student well-being and needs either through 1:1 or small group work	PP pupils have been identified as having social, emotional and behavioural needs. The pastoral team will give pupils new opportunities and experiences, to support social, emotional and behavioural needs.	Senior leaders to monitor actions and outcomes from the pastoral team	April 2023	£9000

Utilise the school counsellor and other external support to support families who are facing challenges, ensuring Early Help is in place	<p>Robust safeguarding procedures and policies facilitate the support provided to all families.</p> <p>Families are signposted and supported to receive the appropriate support.</p> <p>Parent workshops are well planned for and attended.</p>	An increasing number of families who are facing complex issues and in need of support.	Senior leaders to monitor actions and outcomes from the Pastoral Team	April 2022/July 2022	£10,000
PP pupils with low attendance are supported to meet their full potential.	<p>Attendance tracking and analysis is accurate. Information is used promptly. Staff at all levels are aware of issues, strategies and outcomes.</p>	To work with PP pupils and families who have poor attendance and that there is high-quality support and plans in place. To run parent and child workshops as well as targeted sessions for pupils and children.	Learning Coaches	Half termly	£5,000
Appointment of new EAL and SEN Teacher so further support learners with specialist support	Timetable adapted to ensure appropriate support for EAL/SEN learners, particularly in relation to induction.			On-going	£30,000
Total budgeted cost					£64,000

6. Review of expenditure			
Previous Academic year	2021-2022		
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible	Lessons learned (and whether you will continue with this approach)
Improved tracking of PP student's achievement and attendance	SLT member assigned to PP. SLT for PPG responsibility: Data capture analysed to review, target and modify PP achievement and attainment. Specific tracking of PP pupils above, on or below target. All PP raising attainment strategies are rigorously tracked, reviewed and refined for high impact	Data analysis completed and targeted students' achievement. Raise in attainment is evident, especially in English and mathematics (around Grades 9-4). Attendance improvements were evident for most learners.	Refining tracking of achievement, more at subject level to aid closer targeted intervention and actions. Refining the attendance strategies and raising expectations.
Improve pupil reading ages rapidly at the start of Year 10 to close gaps in terms of access to the WSC curriculum	EAL intense support programme in place Additional appointment of EAL teacher	Improvements were seen, and measurement of progress shows improvements with students in Year 11.	Continue to have high expectations for all pupils. Work with Collegiate Lead for Literacy to continue to improve reading across the School.

Improved communication of PP Information	SLT member assigned to raise the profile of the PP strategy and to hold to account subject leads and other key post holders who will carry out the PP strategy in terms of tasks, projects and interventions	Data from 2021-2022 highlights that there are no significant gaps between PP and non PP pupils across the school and the gap has narrowed further in 2021-2022.	Achievement for All plans to focus on in-class intervention for PP students.
Increased access to learning resources, interventions, curricular trips and visits and external agency involvement	Extra-curricular trips and visits/events/clubs funded using PP so all students are able to access these opportunities. PP pupil participation tracked by Educational Visits Coordinator. Resources/educational experiences allocated to enhance learning and support academic achievement and attainment	Interventions collected and improvements in social skills. More trips were able to take place, particularly in Term 3 due to changes in Covid-19 guidance. Lots of workshops took place including workshops linked to English Literature, Combined Science and Mental Health and Well-Being.	Continue with this for 2022-2023 with opportunities to incorporate more trips into the academic year with Covid-19 restrictions lifted.