

Pupil Premium Strategy Statement 2021-22

Due to COVID impact, change in definition of the term “disadvantaged” and different funding streams for COVID catch-up the strategy statement below covers two academic years.

There is a large overlap between “COVID disadvantaged” students and PP students. Therefore, the strategies for closing gaps and intervention are merged to cover both categories of student. Data refers specifically to PP students.

School overview

| Metric | Data |
|---|---------------------------|
| School name | The Warwick School |
| Pupils in school | 940 |
| Proportion of disadvantaged pupils | 23.2% |
| Pupil premium allocation this academic year | £228854 (including LACPP) |
| COVID Catch up funding this academic year | £72320 |
| Academic year or years covered by statement | 2020/21 – 2022/2023 |
| Publish date | October 2020 |
| Review date | October 2021 |
| Statement authorised by | Kerry Oakley |
| Pupil premium lead | Steve Rolt |
| Governor lead | Caroline Bradby |

Disadvantaged pupil performance overview for academic year 2019

| | |
|---|-------|
| Progress 8 | -1.14 |
| Ebacc entry | 6% |
| Attainment 8 | 28.25 |
| Percentage of Grade 5+ in English and maths | 14% |

Strategy aims for disadvantaged pupils (post COVID disadvantaged includes PP and those disadvantaged by COVID lockdown learning)

| Aim | Target | Target date |
|----------|--|-------------|
| Progress | a) Reverse progress gaps caused by lockdown b) Reduce KS2 – KS4 progress gap to 0 | Sept 22 |

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|---|---|---------|
| Attainment 8 | Reduce attainment gap to national average attainment gap | Sept 22 |
| Percentage of Grade 5+ in English and maths | Achieve average English and maths 5+ scores for similar schools | Sept 22 |
| Other | Improve attendance to at least national average for FSM ever6 students (<i>92.8% in 2019</i>), aiming for national average (95%) in Sept 22 | Sept 22 |
| Ebacc entry | Increase EBacc entry to that of non-disadvantaged students in school | Sept 22 |

Teaching priorities for current academic year and 2021/2022

| Measure | Activity | Impact 2021 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---------------------------|---------------------------|---------------------------|-----------------|----|-----|----|---------|----|-----|-----|-----|-----|-----|-----|-----|-----|---------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Priority 1 | Mixed ability teaching in KS3 – removal of PP heavy low ability groups | a) % of PP cohort in each band | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1"> <thead> <tr> <th>2021-2022</th> <th>Top M, N, O</th> <th>Mixed 1 P, Q</th> <th>Mixed 2 R, S</th> <th>R4</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y8</td> <td>8%</td> <td>44%</td> <td>38%</td> <td>10%</td> </tr> <tr> <td>Y9</td> <td>30%</td> <td>43%</td> <td>28%</td> <td>0%</td> </tr> <tr> <td>Y10</td> <td>20%</td> <td>36%</td> <td>36%</td> <td>7%</td> </tr> <tr> <td>Y11</td> <td>31%</td> <td>25%</td> <td>33%</td> <td>11%</td> </tr> </tbody> </table> | 2021-2022 | Top M, N, O | Mixed 1 P, Q | Mixed 2 R, S | R4 | Y7 | | | | | Y8 | 8% | 44% | 38% | 10% | Y9 | 30% | 43% | 28% | 0% | Y10 | 20% | 36% | 36% | 7% | Y11 | 31% | 25% | 33% | 11% |
| | | 2021-2022 | Top M, N, O | Mixed 1 P, Q | Mixed 2 R, S | R4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Y7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Y8 | 8% | 44% | 38% | 10% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Y9 | 30% | 43% | 28% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Y10 | 20% | 36% | 36% | 7% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Y11 | 31% | 25% | 33% | 11% | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | 2020-2021 | Top M, N | Mixed O, P, Q, R, S | | R4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Y7 | 5% | 95% | | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Y9 | 10% | 90% | | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y10 | 23% | 66% | | 11% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y11 | 26% | 64% | | 11% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b) % of PP students in each band | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2021-2022 | Top M, N, O | Mixed 1 P, Q | Mixed 2 R, S | R4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2020-2021 | Top M, N | Mixed O, P, Q, R, S | | R4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Y10 | 27% | 35% | | 64% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y11 | 20% | 28% | | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The top, M and N sets, have lower than school average PP students. Historically, PP students have a lower prior attainment – gaps have arisen | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | <p>in KS1 and 2. The PP percentage in M and N sets does increase as the year groups increase. This suggests that PP students are showing their ability and are having the chances to move into the top sets.</p> <p>In 2021-2022, the mixed sets have relatively equal percentages of the PP students, showing a more equal distribution and the removal of PP heavy “sink” sets.</p> <p>The % of PP students in R4 (alternative provision) is higher than the school average. This does include students from other schools.</p> |
| Priority 2 | Engaging PP students with the restriction of front facing teaching and reduced activities –improve and adapt Quality First Teaching for PP students | <p>KAD 3 vs targets comparison 2019 vs 2021</p> <p>Year 11; 2021 PP estimated progress -0.10; gap -0.92 / 2019 P8 -0.88; gap -0.7</p> <p>Year 10; 2021 PP estimated progress -1.21; gap -0.93 / 2019 P8 -0.09; gap -0.61</p> <p>Year 9; 2021 PP estimated progress -0.74; gap -0.49 / 2019 P8 -0.93 / -0.50</p> <p>Year 8; 2021 PP estimated progress -0.64; gap -0.27 / 2019 P8 -0.33; gap -0.35</p> <p>Year 7; 2021 PP estimated progress -0.83; gap +0.11 / 2019 P8 -0.22; gap -0.24</p> <p>Generally comparing 2019 with 2021, the PP progress has dropped using TA against targets through years 7-10. This is not true of last year’s year 11 cohort. However, the gaps in each year group are relatively similar. This indicates that the measures put in place to deal with the pandemic had an effect on progress, but the PP students were disadvantaged similarly to non PP students. The year 10 2021 did, however, show a widening gap which will have to be addressed in the current academic year.</p> |
| Priority 3 | Use of Go4Schools and Microsoft Teams to increase independence and engagement with learning outside class. This encompasses remote and independent learning depending on the current situation. Students will be expected to access live lessons, remote learning online, online homework with reminders and access to assessment reports, | <p>All students were, by the second January lockdown, able to access remote learning via Go4Schools and Teams.</p> <p>Where there were issues, students were able to come into school during lockdown. By the end of lockdown 12-15% of students were accessing in school support.</p> |

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| | reducing differential between PP and nonPP work completion | | | | | |
| Barriers to learning these priorities address | <p>Retaining staff in core areas.</p> <p>Quality differentiation, marking and feedback needs to be consistently good to ensure PP students benefit from strategy</p> <p>PP households not as education focussed as other households, reduces importance of meeting homework deadlines and engaging with assessment reports</p> | | <p>Staffing is more stable and retention higher than 2019.</p> <p>This will be an ongoing issue to be monitored. The subject review document will provide ongoing evaluation of strengths and areas to improve in each subject area.</p> | | | |
| Estimated curriculum spending 2021 (table below shows breakdown for whole cohort – this can be pro-rata for % of PP students per year group to show benefit for PP students alone) 2020-2021 timetable amended due to COVID | Year group | 11 | 10 | 9 | 8 | 7 |
| | Core cost (En, ma, sc) | 38 periods, £76000 (Pro rata 17832) | 38 periods, £76000 (17708) | 14 periods, £28000 (7364) | 22 periods, £44000 (10120) | 21 periods, £42000 (8568) |
| | EBacc cost | 56 periods, £112000 (26208) | 56 periods, £112000 (26096) | 21 periods, £42000 (11046) | 33 periods, £66000 (15180) | 31 periods, £62000 (12648) |
| | Total cost (whole curriculum) | 98 periods, £196000 (45864) | 98 periods, £196000 (45668) | 37 periods, £74000 (19462) | 46 periods, £92000 (21160) | 45 periods, £90000 (18360) |

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| | <p>Total curriculum cost, scaled for PP cohort for each year group, = £150514</p> <p>A portion of Ian's and Sarah's KS co-ordinator salaries should also be added to the staffing cost in here.</p> | |

Targeted academic support for current academic year and 2021/2022

| Measure | Activity | Impact 2021 |
|------------|---|---|
| Priority 1 | Use of National Tutoring Programme to provide targeted support for those students making less progress than non-disadvantaged students due to lockdown. | <p>Year 10; NTP online English Literature and in house maths tutor (small group);</p> <p>Overall between KAD2 and KAD3 the whole cohort made, on average, +0.19 grades in English Literature and -0.31 grades in maths.</p> <p>English literature; NTP group made +0.20 against non NTP group +0.18 grades. There is a negligible increase in the NTP group.</p> <p>Maths; small tuition group made +0.05 against non small tuition group -0.41 grades. This is a difference of nearly ½ a grade per student in the small group tuition cohort.</p> <p>Other factors affecting the NTP online group were initial technology issues, leading to ongoing disengagement and absence from sessions. This is despite ML and SM contacting home, reminding in class and standing on the gate at home time.</p> <p>Year 9; this group ran online maths and online English. The selection, following year 10 experience, was not by need alone but also on likelihood to engage. Therefore, the attendance and engagement was</p> |

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| | | <p>much better (particularly in the maths room). Valid data isn't available until the first KAD as the programme for year 9 ran through the end of the summer term.</p> <p>The total costs for the NTP and in house maths tutoring were; Fleet Tutors £2626.20 MyTutorWeb £6986.25 In house maths tutor £1582.22</p> |
| Priority 2 | COVID timetables increasing core lesson percentage to support in-class reduction of gaps. | <p>Eng 2021 gap; Y11 -0.90, Y10 - 0.84, Y9 -0.93, Y8 -0.58, Y7 +0.70 Maths 2021 gaps; Y11 -0.58, Y10 - 0.98, Y9 +0.03, Y8 -0.52, Y7 -0.48 Sci 2021 gaps; Y11 -0.52, Y10 - 0.98, Y9 -0.77, Y8 -0.49, Y7 -0.50</p> <p>Eng 2019 gap; Y11 -0.52, Y10 - 0.56, Y9 -0.50, Y8 -0.42, Y7 -0.32 Maths 2019 gaps; Y11 -0.73, Y10 - 0.60, Y9 -0.54, Y8 -0.72, Y7 -0.58 Sci 2019 gaps; Y11 -0.38, Y10 - 0.71, Y9 -0.98, Y8 -0.58, Y7 -0.31</p> <p>In English, the gaps PP / nonPP have increased in years 8-11 comparing KAD3 2019 and 2021. There is a big improvement in the 2021 yr7 gap.</p> <p>In maths all years except for year 10 showed a gap reduction in TA KAD3.</p> <p>In science years 8 and 9 show a gap reduction, with years 7, 10 and 11 showing an increased gap.</p> <p>Please note none of this analysis takes into account changes in overall cohort progress.</p> |
| Priority 3 | PiXL build up for year 10 and 11 students to build engagement | Due to lockdown and COVID restrictions, this did not happen. |

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| Priority 4 | Use of within timetable intervention strategies to close gaps in English, maths and science (will start September 21) | Delayed start to November 21 due to budgetary restrictions. |
| Priority 5 | Accelerated reader for KS3 students to address low levels of literacy | |
| Barriers to learning these priorities address | Introduction of online learning platforms for disengaged students, attendance to introduction sessions by disengaged students Cultural low literacy levels compounded by lack of reading outside school in homes with no books Mathletics requires independent use by students. Less support from home for independent learning in PP households may reduce impact | |
| Projected spending | £3500 This was changed as the year progressed due to restrictions, lockdowns and COVID related factors | |

Wider strategies for current academic year

| Measure | Activity | Impact 2021 |
|------------|---|--|
| Priority 1 | Decreasing in-class gaps through differentiated post data input identification for support (adapting PiXL gaps and growth model plus post-KAD intervention plans within subjects) | All subjects used PiXL gaps and growth to identify learning gaps. There are variations in progress between years and between subjects. However, as stated above, generally (except year 11) the progress is lower but the gaps are relatively similar comparing KAD3 2019 and 2021. |
| Priority 2 | Appointment of home school link worker to improve PP attendance and engagement of students and families | HSLW was appointed and in post. |
| Priority 3 | Provision of equipment where families have financial hardship, ensuring students have full participation in curriculum and extra-curricular activities, including the ability to access online independent learning work at home. | |
| Priority 4 | Use move into new building to stimulate high aspirations and love of learning, particularly with respect to STEM | |

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| Priority 5 | Attendance reward programmes to close attendance gap | |
| Priority 6 | Decrease cultural capital gaps through excellence / enrichment programme widening participation by PP students in extra-curricular programmes outside of their normal experiences to resume in 2021/2022 | Excellence programme is resuming this academic year. Year 7 received timetabled activities through the 2021 academic year, providing a non-curricular range of activities that students were not able to participate in during lockdown's. |
| Priority 7 | Provision of enrichment activities such as music lessons and DofE participation to widen cultural experiences | |
| Barriers to learning these priorities address | Consistency of identification and following up with extra / differentiated support across the whole curriculum Unique programmes take students outside of their normal comfort zones – increased probability of PP students not taking advantage of new experiences | |
| Projected spending | £2300 + cost of excellence programme (23%) This was changed as the year progressed due to restrictions, lockdowns and COVID related factors | |

Monitoring and implementation

| Area | Challenge | Mitigating action |
|------------------|---|---|
| Teaching | Training to improve differentiation Consistency of standards Widespread use of Go4Schools and provision of after school work completion sessions to close in class gaps | Additional department time, top up teaching Learning walks, book sampling Ensuring PP students are logged onto the software, download app to phones, monitor homework completion through detention data and book sampling |
| Targeted support | Identification and introduction to build up; training for staff | Appointment of Senior Leader to oversee PP strategy; timetable |

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| | <p>English department and library liaise to deliver accelerated reader to identified students</p> <p>Maths department set mathematics for PP students</p> | <p>published, cohort aware of and engaging with timetable</p> <p>Appointment of Senior leader to oversee PP strategy; monitor completion of “tests” following each book; use these to measure impact</p> <p>Maths teachers monitor completion of Mathematics and support those PP students who need directed instruction</p> |
| Wider strategies | <p>Consistently identify PP students who are beginning to fall behind their target</p> <p>Full engagement of PP students in excellence programme</p> <p>Identification of financial need</p> <p>Pastoral leaders monitor, reward and contact to improve PP attendance</p> <p>Home-school link worker identifies vulnerable and hard to reach families; builds in strategies to enable students to reach potential</p> | <p>Students identified through post data input procedures. Middle Leaders agree interventions with classroom teachers</p> <p>PP completion of choices booklet checked for completion; PP students given first choice</p> <p>Where need is identified through curriculum or pastoral staff, funding is arranged from PP budget, bursary or school fund</p> <p>Pastoral leaders measure impact of attendance strategies</p> |

Review: 2019 aims and outcomes have also been included as March '20 and Jan '21 lockdown plus 2020 and 2021 GCSE exam arrangements reduce the reliability of the data.

| Aim | Outcome |
|---------------------------|--|
| Achievement gap is closed | The achievement gap widened with the P8 gap moving from -0.64 in 2018 to -0.81 in 2019 (national average gap in 2019 was -0.45) This closed slightly in 2020 to 0.64, but has widened again in 2021 to 0.90. However, not taking grade inflation nationally into account the overall progress against internally set |

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| | targets for PP students increased to -0.10. In 2019 this progress measure was -1.14. |
| PP gap closed in English and maths | The gap widened in both English and maths achievement with the gap in English moving to -0.90 and the gap in maths to -0.58 in 2021 (using progress against targets indicators as the measure of achievement). |
| Increase in %PP students attaining grade 5 in English and maths | In 2020 this percentage increased from 15% in 2018 and 14% in 2019 to 23%. In 2021 this measure increased again to 30%. |
| Closing attendance gap | Since 2018-2019, the last full and uninterrupted academic year, the PP attendance has dropped. In 2018-2019, PP attendance was 90.8% compared to a nonPP attendance of 96.1%. In 2020 this slightly rose to 91.0%, with a fall in 2021 to 89.82%. However, the nonPP attendance followed the same pattern over this period (96.2 and 94.4% respectively). This shows the external effects of lockdowns and restrictions. In each of these years the PP / nonPP gap has reduced to 5.18% in 2020 and 4.53% in 2021. |
| Ebacc entry | This has not been successfully achieved. Approximately 12% of nonPP students entered the full EBacc suite of subjects compared to 2% of PP students in 2021. |

Review: Amendments made through the academic year 2020-2021 due to the pandemic are listed below;

| Strategy | Impact |
|---|--------|
| All those who were PP were allocated food vouchers through the pandemic | |
| We also arranged a Christmas parcel | |
| Lynda also provided support through her links with Stripey Stork on various occasions, including back to school supplies, Mothers' Day, etc | |
| All students were allocated a Mentor / Keyworker, and these were allocated according to vulnerability – the focus was | |

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| on Safeguarding but those with SEND and PP were high on the priority list | |
| When allocating laptops, those with PP were given first priority. Almost all of these laptops including our own and those supplied by the DfE are still with those families | |
| Those who were keyworkers and PP were given priority for in-school places | |
| Specialist staff training e.g. sharing good practice with teaching with the new technology. (Not PP specific but will benefit PP and those more disadvantaged by the pandemic disproportionately) | |
| Increasing the number of live lessons (Not PP specific but will benefit PP and those more disadvantaged by the pandemic disproportionately) | |
| Excellence Programme activities set weekly (Not PP specific but will benefit PP and those more disadvantaged by the pandemic disproportionately) | |