

Pupil Premium Strategy Statement 2020-2021

School overview

Summary information	
School name	Sir Joseph Williamson's Mathematical School
Pupils in school	1434
Proportion of disadvantaged pupils	8.6%
Pupil premium allocation this academic year	£114,625
Academic year or years covered by statement	2019/20 – 2020/21
Publish date	November 2020
Review date	November 2021
Statement authorised by	Crispin Morris
Pupil premium mentor	Jane Wheeler
Governor	Steve Brightman

Disadvantaged pupil performance overview for academic year 2019/20

From 2020	PP Pupils	All Pupils
Progress 8	+0.32	+0.66
Attainment 8	67.7	68.6
Percentage achieving Grade 5+ passes in English and Maths	78.6%	98.6%
Average points per qualification	6.63	6.73

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Pupils to make better progress.	Pupils to equal end of year APS target for year group.	September 2021
Pupils to make detailed and considered responses to feedback.	For 100% of pupils to have addressed their EBI responses throughout the year.	September 2021
For pupils who are Young Carers and Service children to make as much progress as their peer group.	Vulnerable groups review, on a termly basis, to show performance to be level with peer group as a whole.	September 2021
Attendance rates for pupils to increase	97% attendance	September 2021
Pupils to have equal resources and access to extra-curricular activities.	Pupils to fully engage in all school activities.	September 2021

Targeted academic support for current academic year

Aim	Pupils to make better progress
Priority 1	<p>Fortnightly 1:1 mentoring sessions for each student with our designated Academic Mentor to support their progress and liaise with teachers.</p> <p>Mentoring has a strong focus on metacognition skills and self-regulation strategies as a basis for successful learning.</p> <p>Any areas of weakness are identified and targets for improvement are set each term. Working at grades are reviewed each term to assess progress.</p> <p>Metacognition and self-regulation strategies form part of the fabric of successful learning, having a significant impact on pupil's academic performance.</p> <p>Disadvantaged pupils are less likely to use these techniques and, therefore, gain the most benefit from their use.</p>
Priority 2	<p>Students with low attainment are given weekly study periods with a dedicated Learning Mentor. Study sessions are supervised with work provided by subject teachers. Students are encouraged to be independent and focused.</p>
Priority 3	<p>Academic sessions are held after school and at lunchtimes for students that need additional support in a particular subject. These sessions are provided by specialist subject teachers.</p>
Priority 4	<p>To make effective use of the Covid-19 Catch Up Premium so that the impact of school closure on our disadvantaged students is mitigated and any learning and attainment gaps are closed. Specifically, use of the National Tuition Programme for targeted students, the employment of an additional academic mentor, funding intervention programmes, and assisting with access to technology.</p>
Barriers to learning these priorities address	<p>Pupils lack learning skills/self regulation strategies and this lowers their academic attainment.</p>

Aim	Pupils to make detailed and considered responses to feedback.
Priority 1	Timely feedback from teachers will align students' effort and activity with a successful outcome. Providing effective feedback redirects and refocuses the students' actions, raises their expectations and has the most positive impact on students' progress.
Priority 2	Mentoring sessions to review students' books, with discussion of feedback and EBI's. To review how students respond to their teacher's comments and suggestions for improvement.
Barriers to learning these priorities address	Pupils don't always respond appropriately to teacher's feedback, which can limit their progress and attainment.
Projected spending	£64,180
Aim	For pupils who are Young Carers and Service children to make as much progress as their peer group.
Priority 1	Fortnightly 1:1 mentoring sessions for each student with our designated Academic Mentor to support their progress and liaise with teachers. To provide the same level of support as all our other disadvantaged students.
Priority 2	Every pupil has an advocate to support them towards their attainment goals.
Barriers to learning these priorities address	Pupils need additional pastoral support.
Projected spending	£3,410

Non-academic support for current academic year

Aim	Attendance rates for pupils to increase
Priority 1	To reward 100% attendance at termly certification assemblies and link to House competition awards.
Priority 2	To publish weekly attendance % for Forms and Houses on prominent notice boards.
Priority 3	To provide breakfast club places for pupils with low attendance to encourage better attendance as a key step to improved progress.
Priority 4	Pastoral team liaison with parents to support attendance.
Barriers to learning these priorities address	Some pupils do not attend school regularly enough and this affects their learning.
Projected spending	£2,865

Wider strategies for current academic year

Provision	Impact
Educational visits and school trips (if and when possible)	Access to subject related visits contributes towards academic success. Participation in life enhancing experiences raises aspirations.
Easter and holiday revision sessions	Raises attainment levels and boosts subject revision for GCSE exams.
GCSE revision study guides	Specialist guides are a valuable resource in preparation for exams and subject tests.
Homework club	Provides a suitable study space and access to school equipment. Prevents homework deadlines being missed and falling behind with workload.
Counselling services	Access to the school counsellor provides much needed support to vulnerable students.
Learning resources and exam equipment	Enables better quality work in lessons and performance in exams.
ICT resources	Provision of Chromebooks for all students to support study where access to technology is needed.
Music lessons	Promotes personal development and skills.
Uniform	Uniform items allow for full inclusion in all school activities.
Sporting activities	Participation in sporting fixtures to represent the school raises self-esteem. Fulfils the requirements for GCSE PE studies.
University and College visits (if and when possible)	Encourages and raises aspirations to achieve higher grades for the future.
LAT Aspire programme	Participation in transformative experiences/workshops to inspire students to achieve their full potential.
Projected spending	£30,170
Provision	Impact
Supermarket vouchers	Provides students on free school meals with food during school holiday periods.
Extra-curricular activities (if and when possible)	Participation in the Duke of Edinburgh Award and Sports Leadership Award provide personal enrichment and achievement. PGL Activity trips build a sense of community and add to the student's enjoyment of their time at school.
Projected spending	£14,000

Additional Information

Research findings by the Educational Endowment Foundation, incorporating the work of the Sutton Trust, show that access to high quality teachers and curriculum are critical. Teaching quality has a disproportionate impact on disadvantaged and vulnerable learners.

It is our provision of high quality teaching and learning that has the greatest impact on our disadvantaged and vulnerable students' ability to maximise their progress and achievement.

Pupil premium funding is used to support the best possible outcomes and help in overcoming the underlying inequalities between disadvantaged and vulnerable students and the rest of the cohort.