



Winsford Academy Pupil Premium Plan 2023/24

Latest Review: April 2023

Updated Plan: Sept 2023

Overall responsibility: Yvette Lockhart

1. Introduction: Pupil Premium Funding

Publicly funded schools in England receive extra funding from the government to help them improve the attainment of their 'disadvantaged' students. Evidence shows that children from disadvantaged backgrounds can face extra challenges in reaching their potential at school and do not always perform as well as their peers. At Winsford Academy, we are committed to supporting all our pupils to overcome barriers to learning and achieve the very best that they can. As a school, we endeavour to ensure, where possible, that our pupils meet or exceed their expected progress and attainment and that they achieve in line with their peers. This then enables pupils to maximise their life choices be it in the workplace, college or apprenticeships.

Pupil Premium funding is designed to allow schools to help 'disadvantaged' students by improving their progress and the exam results they achieve. Schools receive funding based on the number of 'disadvantaged' students they have defined as students from the following groups: -

Free School Meals (FSM)

- Students who claim free school meals, or who have claimed free school meals in the last 6 years (FSM Ever 6).

Looked-After and Previously Looked-After Children (LAC and PLAC)

- Students who are in the care of the local authority
- Students who have left local authority care through adoption, a special guardianship order or child arrangements order.
- Local authorities get the same amount for each child they are looking after; they must work with the school to decide how the money is used to support the child's Personal Education Plan.

Schools have the responsibility of deciding the most effective use of the funding, in order to provide additional support which will have an impact on the progress of all 'disadvantaged' students.

Schools can choose to spend some of their pupil premium on students who do not meet the eligibility criteria but need extra support.

Service Pupil Premium (SPP)

- Students with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence.

Eligible schools receive the SPP so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Winsford Academy Pupil Premium Strategy Statement

1. Summary information					
School	Winsford Academy				
Academic Year	2023-24	PP Budget	£459,540	Date of most recent PP Review	April 2023
		Recovery Premium	£123,096		
		Total	£582,636		
Total number of pupils	1104	Number of pupils eligible for PP	444	Date for next internal review of this strategy	April 2024
2. Current attainment (for pupils eligible for PP)					
% achieving 9 - 4 incl. EM (2022-23 only)					
% achieving 9 - 4 in English / Maths (2022-23 only)					
Progress 8 score average					
Attainment 8 score average					
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
1	Overall attainment of disadvantaged pupils is generally lower than that of their peers. Based on the first assessment points, PP pupils are on average 1.4 grades below their NPP peers across each subject in year 11.				
2	Based on assessments, observations, and discussions with both students and staff, pupils from disadvantaged backgrounds tend to have lower literacy skills. This, in turn, hinders their overall academic progress as reading and literacy are considered key skills for accessing the whole curriculum. The data from previous years indicates that students eligible for Pupil Premium had an average reading scaled score below 100, whereas their non-Pupil Premium peers had an average score above 100.				
3	Following assessments, observations, and discussions with both students and staff, it has been identified that there is a noticeable decrease in the aspirations and motivation of disadvantaged student cohorts when it comes to engaging with their learning.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
4	During the last academic year, pupils who were eligible for PP had an attendance rate of 77.8%, compared to 85.3% for the entire cohort.				
5	The pandemic has profoundly affected the mental well-being of our students, especially those who come from less advantaged backgrounds. Our data, gathered for each student using Class Charts, reveals a concerning trend within the first term of this academic year. Specifically, there has been a notable rise in the number of negative behaviour logs and referrals to our well-being support services related to student anxiety. This increase is particularly pronounced among our most disadvantaged students.				

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
1	Improved attainment amongst disadvantaged pupils across the curriculum at the end of KS4.	Improved attainment amongst disadvantaged pupils across the curriculum at the end of KS4.
2	Improved reading fluency and a broader vocabulary for disadvantaged students.	Disadvantaged students will make accelerated progress in literacy, specifically reading fluency throughout KS3. Progress will be seen across the curriculum with a whole school emphasis on literacy with a focus on subject-specific vocabulary and oracy.
3	Improve the aspirations of all pupils, particularly those disadvantaged.	Disadvantaged pupils engage in opportunities to raise aspirations. Increased engagement with university visits. Increased application for further education.
4	To achieve and sustain improved attendance for all pupils, particularly those disadvantaged pupils.	Reduce the number of persistent absentees (PA) among pupils eligible for PP. Overall attendance among pupils eligible for PP will be improved from 77.8%, becoming in line with 'other' pupils. This will be evidenced by attendance data.
5	To reduce the number of behaviour incidents and increase the attitude to	This will be evidenced by the number of behaviour incidents recorded through Class Charts, attitude to learning grades awarded at assessment points, pupils' active participation in holistic interventions, and their engagement with the support provided for their well-being.

Winsford Academy
Pupil Premium PLAN 2023/24

£459,540 Pupil Premium
£123,096 Recovery Premium

Pupil Premium Plan

Target	Strategy / Actions	Timescale of Action	Success Criteria	Evidence & Impact
Curriculum Development and Teaching and Learning £309,064				
To ensure quality first teaching and learning through the implementation of our CPD Programme.	<ul style="list-style-type: none"> a. A CPD programme that supports staff to deliver quality first teaching for all pupils. b. All staff CPD will focus on our core pedagogical principles of challenge, explanation, modelling, questioning, deliberate practice and feedback. c. Visualisers to improve pupil outcomes and support modelling in every classroom. 	Ongoing	<ul style="list-style-type: none"> ➤ All lesson observations and book checks show that staff are good or better. 	<p>Half-termly whole school QA including book looks, lesson drop-ins, curriculum reviews, pupil-led book looks & pupil voice.</p> <p>Departmental CPD opportunity used to respond to QA feedback.</p>

	<p>d. A whole school focus on classroom culture & positive relationships, including specific BfL strategies using the Teaching Walk Thrus. standardised lesson structure-</p> <p>e. I DO, WE DO, YOU DO.</p> <p>f. Dyslexia friendly power point resources in every lesson.</p> <p>g. An additional bespoke CPD program place for our Early Career Teachers and new staff ensuring they receive excellent support.</p>			
To ensure that the curriculum is broad, balanced, coherently planned, and sequenced effectively to ensure all pupils including those that are disadvantaged and can progress.	<p>a. CPD program that supports staff to review and develop their curriculum content.</p>	Ongoing	<ul style="list-style-type: none"> ➤ All book checks show that staff are good or better. ➤ High quality feedback within lessons to ensure PP students know what they need to improve and how they need to do it. Green for Growth lessons across all subject areas allowing students the opportunity to respond to feedback. 	<p>Unit navigators are ready to support students to learn more and remember more.</p> <p>Medium Term Planning documents created using the standardised approach.</p> <p>All Medium-term planning documents explicitly identify skills, components, and composite knowledge.</p>

To ensure that PP pupils progress is effectively monitored using formative and summative assessment.	A. CPD program that supports staff to review and develop their assessment material and standardise methodology.	Ongoing	<ul style="list-style-type: none"> ➤ Effective quality assurance of assessments including appropriate assessment of curriculum intent. ➤ Standardise teacher response to assessment points. ➤ Embed responsive teaching strategies within classroom practice across the Academy. 	New assessment cycle shared with staff
To ensure that PP pupils are at the forefront of daily teaching and learning.	<ul style="list-style-type: none"> a. PP pupils are seated to ensure that they are easily identified by the teacher, and they can get to them easily to support. b. Teacher liaison sheets/class profiles are used to ensure lessons are tailored to the individual needs of the pupils. c. PP pupils are prioritised for questioning. Questions are open and extended to encourage deeper thinking. d. Each department has a vulnerable pupil champion who are 	Ongoing	<ul style="list-style-type: none"> ➤ PP pupils are targeted for intervention and support throughout their time in school. 	Lesson observations Book checks Dept meeting notes SLT link meeting notes Class Charts

	responsible for tracking and monitoring within the dept and driving the PP agenda.			
To provide a regular overview on the quality of work provided/produced for PP pupils.	a. PP books/work is prioritised for marking to ensure high quality feedback. b. PP focused book look: All year groups.	Term 1 Term 2 Term 3	➤ Book checks show that PP pupils' work is of the same standard/better than NPP peers.	Book looks reported as part of the QA process.
To monitor the effectiveness of the classroom inclusion ensuring that the curriculum offers wider cultural capital and career aspirations.	Recruitment of TLR holders to ensure the effective delivery of the curriculum to support all vulnerable cohorts of pupils.	Continually across the year	➤ Lessons observation ➤ Curriculum deep dives ➤ Book looks ➤ Assessment points ➤ Attendance data ➤ Summer school progress figures ➤ Class profiles ➤ Pupil Voice	Inclusive classroom practice and curriculum appropriately delivered to support progress for all pupils including the disadvantaged.
To ensure that all PP pupils have access to literacy interventions and develop literacy skills including reading and oracy in line with their peers to enable all pupils to access the curriculum.	a. To improve the fluency of pupils' reading. b. Employment of literacy HTLA to deliver additional interventions. c. Employment of two part-time Fluency mentors to deliver interventions. d. Deployments of x hours of phonics interventions delivered by English specialist teachers.	Ongoing	➤ Departments prepare and set their own subject-specific literacy targets. ➤ Reading opportunities are identified in all medium-term planning documents for all subjects. ➤ Literacy interventions with a PP focus in form time which include opportunities	Opportunities to develop fluency are evident in all lessons including form times. PP pupils will improve their literacy skills in reading, writing and oracy, evidenced in: ➤ FT literacy walks ➤ termly assessment points ➤ Book looks. ➤ Lesson observations ➤ Questionnaires (pupil voice) ➤ NGRT data.

	<p>e. Boom reader App for year 7 to monitor reading for pleasure.</p> <p>f. NGRT for all year groups three times a year.</p> <p>Read Write INC program</p>		<p>for echo and choral reading.</p> <p>➤ From time resources focusing on reading "Reading Buddies"</p> <p>➤ Literacy intervention from English teachers (KS4) SCN/MPR</p>	
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Alternative Curriculum

To provide PP pupils, where main-stream education is not working, with AP provision to improve their life chances	<p>a) All transitional and reduced timetables have a clear rationale for supporting pupils accessing mainstream education.</p> <p>b) Clear plans in place for those accessing Reduced timetables to move to full-time education.</p> <p>c) All staff using EduKey to record provision and all relevant associated meetings with regular reviews.</p> <p>d) Effectively select external AP and Edukey support plans to reduce suspension and PEX rates.</p> <p>e) Internal alternative provision from Commando Joes to support pupils'</p>	Ongoing	<p>➤ List of pupils who still require a transitional or flexible timetable made, and PP pupils identified.</p> <p>➤ Meeting with parents and new Edukey plans created.</p> <p>➤ Review Dates set.</p> <p>➤ All transitional, flexible timetables or attendance to external AP registered with the local authority.</p> <p>➤ An inclusion tracker set up on SIMS to monitor department-level support for vulnerable pupils.</p> <p>➤ Fortnightly inclusion meetings to focus on pupils on RTT specifically. Whole Team strategy meeting, safeguarding,</p>	<p>All transitional, flexible timetables and AP access are registered with the local authority and comply with CWAC policy and the Keeping Children Safe in Education Act.</p> <p>Suspension and PEX rates reduced compared to previous academic years data.</p> <p>Suspensions for pupils accessing internal AP are reduced compared to previous academic years data.</p> <p>Pupils accessing internal SP are attending school and engaging in education compared to previous academic years data</p>
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	<p>resilience, aspirations and team building.</p> <p>f) Internal Support provision created staffed and resourced.</p> <p>g) Sensory room planned and resourced to support pupils to self-regulate.</p> <p>h) Employment of a TA to work specifically within the Support Provision.</p>		<p>attendance SEND, pastoral.</p> <p>➤ Purchase and use of Boxall Profiling to identify the areas of support pupil accessing the support provision require.</p>	
<p align="center">Targeted Academic Support</p> <p align="center">£48,704</p>				
<p>To ensure that PP pupils are regularly tracked and monitored throughout the year and necessary interventions are put in place to improve outcomes.</p>	<p>a. Each department has a nominated member who will track PP progress.</p> <p>b. Department regularly assesses AP and internal data to identify issues.</p> <p>c. Departments regularly discuss PP progress within departmental meetings and interventions are put in place.</p> <p>d. Subject Leads discuss PP progress with SLT link during line management meetings.</p>	<p>Continually through departmental assessments. After AP data collections</p> <p>Each half term.</p> <p>Each half term.</p>	<p>➤ PP pupil progress is tracked at a teacher, department, and whole school level. Interventions are put in place on a teacher/departmental level.</p> <p>➤ Standardised PP tracker used within all subject areas.</p>	<p>Departmental meeting notes</p> <p>SLT link meeting notes</p> <p>Dept data</p>
<p>Recruitment of additional 'Learning Mentors'.</p>	<p>To provide small group tuition.</p>	<p>Ongoing</p>	<p>➤ Learning mentors are recruited to provide small-group tuition.</p>	<p>Improved academic outcomes for pupils.</p> <p>Improve attendance and engagement within lessons.</p>

	<ul style="list-style-type: none"> a. Current: Spanish full-time. b. Current: part time maths c. Recruitment of: d. Part-time EAL mentor. e. Part time English mentor. 			
To provide additional intervention for Maths and English to close the attainment gap between PP and non-PP pupils by 20%	a. To provide small group tuition	Ongoing	➤ Learning mentors are recruited to provide small-group tuition.	Improved academic outcomes for pupils. Improve attendance and engagement within lessons.
To ensure PP pupils in year 11 have mentors to help improve confidence, aspirations, and progress.	b. Mentoring year 11	Ongoing meetings centrally monitored.	➤ Pupils show an increase in engagement, confidence, aspirations, and progress to targets.	Microsoft form record of mentoring sessions Assessment points Final GCSE results
To ensure that Year 11 PP pupils have access to revision materials needed for their examinations.	<ul style="list-style-type: none"> a. Subject leaders will ensure that those pupils that have issues funding revision resources are provided with these. b. Purchasing CGP Guides for science c. Purchasing Text books for new courses- GCSE DT. 	Ongoing	➤ All PP pupils have access to revision resources, online or paper copies, for exam preparation.	Sharepoint/ Teams/ Sparks/SENICA
Literacy and Numeracy- Transition				
To ensure that all PP pupils have access to literacy interventions to support the	a. To close gaps in phonics knowledge of pupils transitioning from Primary School:	Autumn and Summer Term Events	➤ Build on primary school knowledge of pupils' knowledge of phonics to be able to	Diagnostic assessment is used to identify pupils requiring phonic interventions: <ul style="list-style-type: none"> ➤ Phonics Fresh Start ➤ Rapid Reader

transition from primary school to secondary school.	<p>b. Regular meetings with Literacy Lead across the WEP Winsford Partnership Schools.</p> <p>c. Art and Literacy Events for Primary schools held at the Academy to build relationships and promote reading fluency and Phonics.</p>		<p>target intervention for new Year 7 from arrival.</p> <ul style="list-style-type: none"> ➤ Create a sustained cycle of assessing gaps, delivering learning, monitoring impact. ➤ Sustain capacity for improvement through training to include literacy leads who can roll out follow-up training to colleagues. ➤ Maintain relationships with Ruth Miskin advisors and resources. 	<p>Decrease in the number of pupils needing phonics catch-up as they progress rapidly through the Fresh Start program.</p> <p>Increase the capacity to offer phonics catch-up interventions through internal training.</p>
To ensure that all PP pupils can access numeracy interventions and develop skills aligned with their peers.	<p>a. Numeracy during form time: bespoke for the areas where, through experience, pupils have gaps.</p> <p>b. Numeracy across the curriculum: ensuring pupils have relevant, real-world applications to concepts that may appear abstract.</p>	Ongoing	<ul style="list-style-type: none"> ➤ PP pupils will improve their numeracy skills to be in line with NPP peers 	<p>Assessment point data.</p> <p>Form time numeracy walks</p> <p>Numeracy interventions completed.</p> <p>Questionnaire evaluations.</p>

	<p>c. To develop a one stop site for numeracy for pupils, teachers, and parents for everyone involved in a pupil's education to be able to access the same resources and methods.</p> <p>d. Numeracy catch-up books for students significantly below KS3 ready, to target individual intervention strategies.</p> <p>e. Additional numeracy intervention for PP students through workshops delivered by external groups.</p>			
Attendance				
To ensure that the attendance gap between PP and NPP is closed.	<p>a. Employment of Education Welfare Management EWM team who will:</p> <p>b. Time will be used to ensure attendance of pupil premium pupils is improved, with a specific focus on disadvantaged pupils at risk of becoming persistent absentees.</p>	Daily	<ul style="list-style-type: none"> ➤ The gap between PP and NPP attendance reduces. ➤ The attendance gap between PP attendance and NPP attendance reduces . ➤ The percentage of PP pupils who are below 	<p>Improved attendance of targeted individuals and groups:</p> <ul style="list-style-type: none"> ➤ Evidence in place demonstrating interventions taking place. ➤ Evidence that all students with attendance concerns have been provided with support systems to improve attendance. <p>Effective use of the EWM (education welfare management) team to support in legal action.</p> <p>Attendance handbook.</p> <p>Weekly staff attendance headlines.</p>

	<p>c. Regular parental meetings and meetings with pupils will take place, as will home visits.</p> <p>d. Rigorous tracking and monitoring of PP pupils' attendance and those at risk of PA</p>		the threshold for attendance reduces.	Pupil rewards system for attendance in place.
<p align="center">Wider Strategies £224,868</p>				
SEND				
Ensure that all PP pupils, who require additional SEMH support, receive it	<p>a. School counselling</p> <p>b. ELSA (Emotional Literacy Support Assistant)</p> <p>c. Wellbeing room management</p>	Ongoing	<p>➤ School councillor</p> <p>➤ Youth Fed referrals</p> <p>➤ ELSA sessions</p>	<p>Attendance to each support provision logged on Edukey.</p> <p>Vulnerable PP pupils are supported to reduce barriers to education.</p>
To ensure the attainment gap between SEND PP and Non-PP pupils is reduced compared to previous years.	<p>a. Support or pupils who are emotionally based school nonattenders.</p> <p>b. Develop the Intervention Strategy.</p> <p>c. Implement pupil centred profiles and a tiered approach to SEND.</p> <p>d. Review all EDUCKEY provisions</p> <p>e. Regular delivery of CPD for all staff-quality first teaching and use of class</p>	Ongoing	<p>➤ Off-site tuition is provided at the Winsford Library ran by Academic Mentors from REED agency.</p> <p>➤ To re-establish links with a wide range of agencies including Health, Social Care and the Local Authority Including outreach programmes.</p> <p>➤ Ensure all Provisions are appropriate for the individual learning</p>	<p>Internal assessment point data.</p> <p>Year 11 summer results data</p>

	profile documentation.		<p>and are regularly reviewed.</p> <ul style="list-style-type: none"> ➤ Impact analysis of CPD ➤ Review of the of class profile and SEND plans on Edukey within QA cycle. 	
Transition				
Support pupils' effective transition to and from secondary school.	<p>a. Creation of two nurture classes for pupils who are not yet secondary ready make the transition to secondary school:</p> <p>b. Employment of two bespoke nurture teachers.</p> <p>c. Employment of two TLR holders to support transition process from primary school to secondary and further education and employment.</p>	Ongoing	<ul style="list-style-type: none"> ➤ Impact analysis of the nurture provision, including parental and pupil voice. ➤ College destinations tracked including NEET "Not in Education, Employment, or Training." 	<p>Downward trend of behaviour incidences for students and upward trend of attendance.</p> <p>Transition parent survey: Parent voice – know who to talk to about their child/ feel well supported etc. / building a good relationship with form tutor.</p> <p>Maintain positive NET figure trend.</p>
Wider Support				
To ensure that PP pupils attending the academy are not disadvantaged in their education due to financial constraints	<p>a. The school has a remission fund that is available for PP pupils to access to reduce/cover the costs of equipment, uniform, trips etc.</p> <p>b. Money available for PP projects, either curriculum or cultural capital based,</p>	Ongoing	<ul style="list-style-type: none"> ➤ PP pupils can attend school and trips and have the correct equipment available. ➤ PP pupils are given additional opportunities to build on curriculum and 	<ul style="list-style-type: none"> ➤ Financial records for PP fund ➤ Pupil lists for projects ➤ Evaluations of projects based on APs/progress/engagement. ➤ Records of families in receipt of “cook boxes”

	c. Provide Staff to coordinate the distribution of the government "Cook Boxes".		cultural capital experiences.	
To ensure the most vulnerable pupils and families receive support to remove barriers to the pupil's education	a. KLE (Deputy Safeguarding Lead) works closely with PP families who are the most vulnerable. b. Employment of two Safeguarding Grade 8 Support staff. c. Employment of Safeguard and SEND admin support – Part Time	Ongoing	➤ Vulnerable PP pupils are supported to reduce barriers to education. TAF/CIN/CP	CPOMS and external agency meeting records.
To ensure that PP pupils have access to healthy food and can focus on revision/examinations/interventions	a. Pupils are provided with the option to have some food before revision sessions and examinations.	Ongoing	➤ Pupils can access food before revision sessions/examinations and when attending before and after school revision sessions throughout the year.	Attendance registers for revision sessions.
To ensure that PP pupils have exposure to wider curriculum opportunities.	b. PP pupils have the option to attend peripatetic music lessons. c. PP pupils have the option to the rowing club. d. PP pupils provided with ingredients for food lessons and cook club each week.	Ongoing	➤ Timetabled peripatetic lessons. ➤ A weekly rowing club in school time for 12 pupils. ➤ Cook Club	Attendance registers for extracurricular music lessons and weekly rowing/ cook club. ➤ Inter-school rowing competition entries

Improve behaviour and outcomes for targeted PP pupils.	a) Targeted PP pupils' behaviour and outcomes are tracked and monitored. b) Paul Dix implementation- purchase of Paul Dix books for all new staff	Ongoing	<ul style="list-style-type: none"> ➤ Ensure an effective implementation of the new behaviour policy ➤ Utilise IEU and ITU to manage behaviour immediately, including use of de-escalation strategies. 	Reduced exclusion figures based on year-on-year comparison Reduced suspensions Reduced truancy within the school Stakeholders accountable for behaviour expectations
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Compliance and Monitoring of PP Strategy.

To ensure that PP pupils are regularly tracked and monitored throughout the year and necessary interventions are put in place to improve outcomes	a. Assistant Principal responsible for vulnerable pupils including PP. b. TLR for teacher to support the implementation of PP strategy.	Ongoing	<ul style="list-style-type: none"> ➤ Targeted PP pupils' behaviour and outcomes are tracked and monitored, ➤ Targeted PP pupils' academic progress and outcomes are tracked and monitored. ➤ Improve outcomes for targeted PP pupils in year 11 who match the criteria: Boys, PP, low behaviour points, below APS target, good attendance and ATL. 	<ul style="list-style-type: none"> ➤ Behaviour logs/ Class charts ➤ Pastoral Educkey support plans ➤ SIMS assessment point data. ➤ Summer results.
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Statements to accompany this.

The Winsford Academy Pupil Premium Strategy (2023-24)

Our primary objective is to ensure that every Pupil Premium (PP) pupil at The Winsford Academy receives a high-quality education, unlocking their full potential and achieving excellent academic outcomes.

We are committed to refining and expanding our CPD program continuously. This program empowers our dedicated teaching staff to deliver quality first teaching, emphasising core pedagogical principles such as challenge, explanation, modelling, questioning, deliberate practice, and feedback. In addition, we have equipped every classroom with visualisers to improve student outcomes and facilitate effective teaching practices. We prioritise fostering a positive classroom culture and building strong, positive relationships. To enhance this aspect of our strategy, we will implement trauma-informed Behaviour for Learning (BfL) strategies developed by the Paul Dix Trust. We will also adopt insights from "Teaching Walk Thrus," a resource authored by Tom Sherrington and Oliver Caviglioni, aligning our teaching, and learning practices with our Teaching and Learning Policy. A standardized lesson structure, "I DO, WE DO, YOU DO," has been introduced to support our drive for inclusion within our classrooms. Additionally, we provide dyslexia-friendly PowerPoint resources in every lesson.

We provide excellent support to our Early Career Teachers and new staff members; we have developed a bespoke CPD program tailored to their specific needs. This program ensures that they receive the necessary guidance and resources to excel in their roles and contribute to our overarching goal of delivering high-quality education to all PP pupils. Our commitment to PP pupils extends to our curriculum offer. We will diligently review and refine our curriculum content to ensure it remains broad, balanced, coherent, and effectively sequenced, catering to the unique learning needs of all pupils, including those who are disadvantaged. Formative and summative assessments play a crucial role in tracking the progress of our PP pupils. To this end, we will continually enhance our assessment materials and methodologies, ensuring that they effectively monitor and support the development of our PP pupils.

At the core of our strategy lies a strong commitment to prioritising Pupil Premium (PP) pupils within our daily inclusive teaching and learning practices. We have implemented a range of targeted strategies to ensure their specific needs are effectively addressed. To facilitate easy identification and provide necessary teacher support, we have carefully arranged seating within our classrooms. This arrangement helps us promptly identify and assist PP pupils during lessons. We utilise teacher liaison sheets and class profiles to tailor our lessons to the individual needs of PP pupils. This personalised approach ensures that each student receives the support and instruction that best suits their learning requirements.

We are committed to prioritising PP pupils during classroom interactions, particularly when it comes to questioning. Our emphasis is on asking open and extended questions that encourage deeper thinking and active engagement with the subject matter.

Our adoption of Class Charts, a school management tool, has further supported our approach. It aids us in effective communication with parents, ensuring they are well-informed about their child's progress and engagement in class.

Within each department, we have appointed dedicated Vulnerable Pupil Champions. These individuals are responsible for tracking, monitoring, and driving the PP agenda within their respective subject areas. They play a vital role in ensuring that PP pupils receive the necessary support and attention to excel academically.

We place a high priority on promptly marking PP pupils' books and work to provide them with high-quality feedback. This feedback loop is essential for their continuous improvement and academic success. We conduct focused book looks specifically for PP pupils across various year groups. This practice enables us to closely monitor their progress, identify areas of improvement, and make necessary adjustments to our teaching strategies.

We are enhancing our support structure by recruiting additional 'Learning Mentors' to provide small group tuition. Currently, we have a full-time Spanish mentor and a part-time math mentor in place, and we are actively recruiting a part-time EAL mentor and a part-time English mentor to provide further targeted support to our PP pupils. We recognise the critical role that literacy and numeracy skills play in academic achievement. Our strategy includes interventions aimed at improving these skills, such as initiatives to enhance reading fluency, employing literacy Higher-Level Teaching Assistants (HTLAs), implementing phonics interventions, using reading monitoring apps, and adopting programs like Read Write INC.

The transition from primary to secondary school can be a pivotal moment for PP pupils. We are committed to supporting this transition effectively by addressing gaps in phonics knowledge and ensuring that Year 11 PP pupils have access to the revision materials they need for their examinations. We have appointed two teachers with responsibility to supporting pupils to transition from primary through to further education. To support the initial transition, we are proud to offer to nurture classes that provides a primary model of education in the first instance.

Effective tracking and monitoring of PP pupils' progress throughout the year is fundamental to our strategy. To this end, we have assigned department-nominated members to take responsibility for tracking PP progress and promptly identifying any issues that require attention. Regular assessments of Alternative Provision (AP) and internal data allow us to monitor PP progress closely within departmental meetings. Subject Leads also engage in discussions about PP progress with SLT links during line management meetings.

Recognising the importance of consistent attendance, we have established a new Education Welfare Management (EWM) team to address attendance gaps. This team actively engages in regular parental meetings, conducts home visits, and rigorously tracks and monitors the attendance of our PP pupils working closely with our growing safeguarding team.

The academy allocates funds to provide comprehensive support to SEND PP pupils, including counselling, Emotional Literacy Support Assistant (ELSA) interventions, and the management of a dedicated wellbeing room. Efforts are also made to reduce the attainment gap between SEND PP and non-PP pupils through tailored interventions. Effective transition support, internal and external alternative curriculum provision, and broader support for PP pupils aim to ensure that financial constraints do not hinder their education.

Central to the strategy is behaviour management and overall outcomes for targeted PP pupils. Tracking mechanisms and behaviour management strategies, such as those advocated by Paul Dix, are implemented. Opportunities for the most able PP pupils to excel and aspire to higher education are provided. The academy actively supports staff professional development by providing Paul Dix books.

To ensure the successful implementation of the PP strategy, an Assistant Principal responsible for vulnerable pupils, including PP, has been appointed. This role is supported by a dedicated Teaching and Learning Responsibility (TLR) teacher, ensuring consistent and effective execution of the strategy.

In summary, The Winsford Academy's unwavering commitment is to provide outstanding education and support for its Pupil Premium pupils during the 2023-24 academic year, focusing on holistic development and academic success.

The Winsford Academy Pupil Premium Strategy (2023-24)

Goal: Our primary objective is to ensure that every Pupil Premium (PP) pupil at The Winsford Academy receives a high-quality education, unlocking their full potential and achieving excellent academic outcomes.

Quality Teaching and Learning: To accomplish this goal, we will continue to refine and expand our Continuous Professional Development (CPD) program. This program is designed to empower our dedicated teaching staff to deliver quality first teaching, focusing on core pedagogical principles such as challenge, explanation, modelling, questioning, deliberate practice, and feedback. In addition, we have equipped every classroom with visualisers to enhance student outcomes and facilitate effective teaching practices. Our commitment to fostering a positive classroom culture and building positive relationships will be bolstered by implementing trauma-informed Behaviour for Learning (BfL) strategies developed by the Paul Dix Trust. Furthermore, we will adopt the insights from "Teaching Walk Thrus," authored by Tom Sherrington and Oliver Caviglioni, aligning our teaching and learning practices with our Teaching and Learning Policy. We have introduced a standardised lesson structure, "I DO, WE DO, YOU DO," which supports our drive for inclusion within our classrooms. Additionally, dyslexia-friendly PowerPoint resources are readily available in every lesson. To provide excellent support to our Early Career Teachers and new staff members, we have developed a bespoke CPD program tailored to their specific needs.

Curriculum Development: Our commitment to PP pupils extends to our curriculum. We will diligently review and refine our curriculum content to ensure it remains broad, balanced, coherent, and effectively sequenced, catering to the unique learning needs of all pupils, including those who are disadvantaged.

Assessment and Progress Monitoring: Formative and summative assessments play a crucial role in tracking the progress of our PP pupils. To this end, we will continually enhance our assessment materials and methodologies, ensuring that they effectively monitor and support the development of our PP pupils.

Inclusive Teaching: At the heart of our strategy is the prioritisation of PP pupils in daily teaching and learning. We have implemented a range of strategies to ensure their needs are met. These include strategic seating arrangements for easy identification and teacher support, the use of teacher liaison sheets/class profiles to tailor lessons to individual PP pupils' needs, and a commitment to prioritising PP pupils for questioning, with an emphasis on open and extended questions to stimulate deeper thinking. Each department has appointed a dedicated Vulnerable Pupils

Champion responsible for tracking, monitoring, and driving the PP agenda within their respective areas. We place a high priority on marking PP books/work promptly to ensure high-quality feedback and conduct focused book looks for PP pupils across various year groups.

Tracking and Monitoring: Effective tracking and monitoring of PP pupils' progress throughout the year is fundamental to our strategy. To this end, we have assigned department-nominated members to take responsibility for tracking PP progress and promptly identifying any issues that require attention. Regular assessments of Alternative Provision (AP) and internal data allow us to monitor PP progress closely within departmental meetings. Subject Leads also engage in discussions about PP progress with SLT links during line management meetings.

Learning Mentors and Small Group Tuition: We are enhancing our support structure by recruiting additional 'Learning Mentors' to provide small group tuition. Currently, we have a full-time Spanish mentor and a part-time math mentor in place, and we are actively recruiting a part-time EAL mentor and a part-time English mentor to provide further targeted support to our PP pupils.

Numeracy and Literacy Support: We recognise the critical role that literacy and numeracy skills play in academic achievement. Our strategy includes interventions aimed at improving these skills, such as initiatives to enhance reading fluency, employing literacy Higher-Level Teaching Assistants (HTLAs), implementing phonics interventions, using reading monitoring apps, and adopting programs like Read Write INC.

Transition and Year 11 Support: The transition from primary to secondary school can be a pivotal moment for PP pupils. We are committed to supporting this transition effectively by addressing gaps in phonics knowledge and ensuring that Year 11 PP pupils have access to the revision materials they need for their examinations.

Attendance Improvement: Recognising the importance of consistent attendance, we have established an Education Welfare Management (EWM) team to address attendance gaps. This team actively engages in regular parental meetings, conducts home visits, and rigorously tracks and monitors the attendance of our PP pupils.

Wider Strategies: Our strategy extends to wider support initiatives. We allocate funds to provide comprehensive support to SEND PP pupils, encompassing counselling, Emotional Literacy Support Assistant (ELSA) interventions, and the management of a dedicated wellbeing room. We are committed to reducing the attainment gap between SEND PP and non-PP pupils through tailored interventions. Additionally, we emphasise effective transition support, alternative curriculum provision, and broader support for PP pupils to ensure that financial constraints do not hinder their education.

Behaviour and Outcomes: Behaviour management and overall outcomes for targeted PP pupils are central to our strategy. We employ tracking mechanisms, implement behaviour management strategies like those advocated by Paul Dix, and provide opportunities for our most able PP pupils) pupils to excel and aspire to higher education. We actively support the professional development of our staff by providing Paul Dix books for all new staff members.

Compliance and Monitoring: To ensure the successful implementation of our PP strategy, we have appointed an Assistant Principal responsible for vulnerable pupils, including PP. This role is supported by a dedicated Teaching and Learning Responsibility (TLR) teacher to ensure that our strategy is consistently and effectively executed.

This strategy underscores our unwavering commitment to providing outstanding education and support for our Pupil Premium pupils during the 2023-24 academic year.