

Pupil Premium Strategy Statement 2020-2021

School overview

| Metric | Data |
|---|--------------------|
| School name | Wimbledon College. |
| Pupils in school | 1271 |
| Proportion of disadvantaged pupils | 16.5% |
| Pupil premium allocation this academic year | £160,020 |
| Academic year or years covered by statement | 2020-2021/22 |
| Publish date | November 2020 |
| Review date | October 2021 |
| Statement authorised by | Adrian Laing |
| Pupil premium lead | Phil Murphy |
| Governor lead | Michael Murphy |

Disadvantaged pupil performance overview for last academic year (CAGs)

| | | |
|---|------|--------------|
| Progress 8 | n/a | (-0.14 2019) |
| Ebacc entry | 44% | (34% 2019) |
| Attainment 8 | 50.9 | (42.7 2019) |
| Percentage of Grade 5+ in English and Maths | 44% | (34% 2019) |

Strategy aims for disadvantaged pupils

| Aim | Target | Target date |
|---|--|----------------|
| Progress 8 | Achieve top quartile for progress made by disadvantaged pupils amongst similar schools | September 2021 |
| Attainment 8 | Achieve national average for attainment for all pupils | September 2021 |
| Percentage of Grade 5+ in English and maths | Achieve average English and Maths 5+ scores for similar schools | September 2021 |
| Other | Improve attendance to national average | September 2021 |
| Ebacc entry | Better national average EBacc Entry for all pupils | September 2021 |

Teaching priorities for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Developing and running a cpd programme to enhance teaching quality, sharing and developing strategies for improvement and innovation. |
| Priority 2 | Ensure all pupils have access to online resources and teaching where necessary. Ensure all pupils have received the training on Google classroom to be able to access resources and teaching where necessary. |
| Barriers to learning these priorities address | Ensuring quality of teaching is maintained at a high level and key staffing roles are filled. Ensuring pupils and staff have the skills to access and use the Google Suite as needed. |
| Projected spending | £80,000 |

Targeted academic support for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | Identification of gaps in learning following the national lockdown. Adaption of SOW to ensure gaps are addressed. Assessment of understanding on a regular basis to ensure desired progress is being made. |
| Priority 2 | Improvement in exam technique. Departmental sessions run at lunch and after school for exam groups in Y11 and Y13. Online revision sessions to be developed. |
| Priority 3 | Mentoring programmes in Y13 and Y11 for targeted pupils, identified as underperforming. |
| Barriers to learning these priorities address | Pupil engagement and motivation with regards to their academic learning reduced during lockdown. |
| Projected spending | £40,000 |

Wider strategies for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | Regular individual pastoral support by named member of staff for each Year Group. To specifically concentrate on behaviour, attendance and engagement in curricula and extra curricula activities. Designated 'drop in' time available to all pupils provided by tutors. |
| Priority 2 | Development and implementation of Mental Health, Emotional and Wellbeing Support via the Healthy Minds programme. |
| Barriers to learning these priorities address | Lack of engagement in school life and opportunities that are available. |
| Projected spending | £40,100 |

Monitoring and implementation

| Area | Challenge | Mitigating action |
|------------------|---|--|
| Teaching | Ensuring enough time is given to staff cpd on developing the quality of teaching. | Use of INSET days and planning of programme by SLT. |
| Targeted support | Ensuring staff in departments offering additional support and those running the mentoring programmes have the time to co-ordinate and run sessions. | Regular meetings of RSL for KS5 and KS4 with HODs and subject leaders. |
| Wider strategies | Engagement and motivation of pupils. | Working with parents and pupils to ensure they are informed about the opportunities and support available. |

Review: last year's aims and outcomes

| Aim | Outcome |
|---|----------------|
| Percentage of Grade 5+ in English and maths | Achieved |
| Attainment 8 | Achieved |
| Ebacc entry | Achieved |

Year 7 Catch up

Allocation this year - £13,862

The allocation is used to support the work done by the school in identifying and addressing the needs of Year 7 pupils that come into the school with limited English and Mathematics understanding and ability.

There is a dedicated team of teachers and support staff to address gaps in learning and give the necessary confidence to make greater progress in these areas.

Support is given on an individual and small group basis with pupils withdrawn from targeted lessons in the week to concentrate on skills associated with English and Mathematics.