

Pupil premium strategy statement: Weatherhead High School

This statement details Weatherhead High school’s use of the pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of student premium had within our school.

School overview

Detail	Data
School name	Weatherhead High School
Number of student premium students in school	464
Proportion (%) of student premium eligible students	37%
Academic year/years that our current student premium strategy plan covers	2022 / 2023 to 2025 / 2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr Dominic Mackenzie Headteacher
Pupil premium lead	Mrs Nicola Rogers Deputy Headteacher, Curriculum
Governor lead	Mrs Sarah Jackson Chair of Curriculum Committee

Funding overview

Detail	Amount
Student premium funding allocation this academic year	£493,000
Recovery premium funding allocation this academic year	£123,924
Student premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 616,924

Part A: Pupil premium strategy plan

Statement of intent

Our intention remains the same and put simply: all students, irrespective of their starting point, background or the challenges they face, will make good progress, achieve high attainment across the curriculum and achieve significantly better than their peers nationally, with the same starting point. All students are entitled to a broad and balanced curriculum, which centres around success in the EBacc subject and creative arts subjects.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, this includes ensuring that high attaining students make exceptional progress from the moment they start secondary school. We will consider the challenges faced by vulnerable students, such as those who have a social worker, young carers and students adversely affected by the pandemic. The strategy outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our strategy, with a focus on specific teaching and learning strategies to maximise the learning, engagement and progress being made by disadvantaged students in the classroom. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. In addition to this, developing the literacy, oracy and reducing the language gap of our disadvantaged students is an important part of the school's strategy. A collective approach towards literacy is undertaken: it is the responsibility of all teachers and support staff to teach reading, spelling strategies, develop students' repertoire of vocabulary and promote effective oracy to all students. The whole-school literacy coordinator supports department areas to develop and improve disciplinary literacy across the school, with teaching and learning being used to drive improved outcomes for disadvantaged learners.

The development of numeracy across the curriculum plays an important part in the student premium strategy. Ensuring consistency of teaching methods and developing appropriate training for teaching staff across all departments who deliver teaching of mathematical skills is important in order to allow progress to be made by all.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and local specialist numeracy and phonics intervention provider for students whose education has been worst affected, including non-disadvantaged students.

The school is also committed to using the funding to support students in the classroom through evidence-based approaches proven to improve the quality of provision and outcomes for learners.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel in school. To ensure they are effective we will:

- adopt a whole school collective approach in which all staff take responsibility for the progress and attainment of disadvantaged students and raise expectations of what they can achieve;
- ensure disadvantaged students are challenged in the work that they are set and in the classroom environment and at home;
- act early to intervene at the point need is identified;
- provide a highly quality CPD programme to improve our pedagogical knowledge; acknowledging that high quality teaching raises the outcomes for all, but it is disproportionately beneficial for the most disadvantaged, and;
- develop an effective whole school approach to developing the reading, spelling, oracy and vocabulary of our disadvantaged students.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' progress and attainment will be sustained and improved alongside progress for their disadvantaged peers. School based evidence and national studies/research are used to inform planning and ensure that the interventions are pertinent and effective. Additional studies/research used to support this year's strategy are highlighted in green.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged students.

Challenge number	Detail of challenge
1	The attainment in disadvantaged students in English and Mathematics is lower than that of their non-disadvantaged peers and disadvantaged students are not making enough progress in English and Mathematics.

2	<p>Progress of disadvantaged students at the end of KS4 in the EBacc is lower than that of their peers in the school and nationally. Student voice and diagnostic teacher assessment suggests that disadvantaged students struggle with high tier vocabulary needed to excel in these subjects and reading comprehension can be a barrier to success. Our discussions with students and the quality assurance cycle have highlighted the extent to which students' confidence has been affected because of students' lack of exposure to high quality teacher expositions during the two periods of national lockdowns.</p>
3	<p>Reading intervention still remains an area of high need for disadvantaged students. Students are still impacted by the pandemic. The school uses GL Assessment to measure and track reading ages. The data shows that the reading ages of disadvantaged Key Stage 3 are below their non-disadvantaged peers. In relation to Key Stage 4 students, GL Assessment data shows how disadvantaged students have been affected in relation to developing their reading skills.</p>
4	<p>The effects of the pandemic are far reaching and the studies that underpinned the strategy for 2021/22 are still pertinent for this academic year. Further studies (highlighted in yellow) further support the strategy for the academic year 2023 / 24.</p> <p>Our assessments, observations and discussions with students and families suggest that the education of many of our disadvantaged students have been impacted school closures to a greater extent than for other students. This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations, especially in Mathematics and reading. These findings are backed up by several national studies:</p>

	<p><u>Education recovery in schools: Spring 2022 – GOV.UK</u></p> <p>The pandemic has also continued to affect students’ knowledge and skills, either because content had not been taught when schools were partially closed or because students did not learn well remotely. The worse affected subjects are:</p> <ul style="list-style-type: none"> ● mathematics ● phonics ● reading ● writing stamina and handwriting ● languages, particularly in students’ speaking and listening skills ● physical education (PE) <p><u>DfE Interim Report January 2021</u></p> <ul style="list-style-type: none"> ● All year groups have experienced a learning loss in reading. ● Schools with high levels of disadvantage have experienced higher levels of loss than other schools, particularly in secondary (2.2 months in schools with high rates of free school meal eligibility and 1.5 months in schools with low rates of free school meal eligibility). <p><u>The impact of school closures on autumn 2020 attainment (RS Assessment Paper)</u></p> <ul style="list-style-type: none"> ● The Year 6 Student Premium group could now be around 7 months behind the non-Student Premium group in Mathematics, a widening of 2 months since 2019. <p><u>British Council report reveals impact of Covid-19 on language learning at schools in England</u></p> <ul style="list-style-type: none"> ● Two in five students in Key Stage 3 (age 11-14) at state secondary schools did not engage with language learning during the first national lockdown, leading to time lost to language learning for a lot of students.
5	<p>Teacher observations suggest many students, including disadvantaged learners, lack metacognitive / self-regulation strategies when faced with challenging tasks, this is in part due to the partial school closures and online learning students have completed. This is indicated across the curriculum, but is particularly prevalent in Mathematics, science, languages and humanities.</p> <p>Teachers need to use metacognition strategies and mastery learning to support students’ learning in the classroom.</p>
6	<p>Our attendance data over the last 3 years, indicates that the attendance of disadvantaged students is between 2 - 3 % lower than the attendance of the whole school.</p>

	Improving the attendance of disadvantaged students to ensure that attendance does not have a negative impact on their progress is at the core of the school's attendance strategy for 2023 / 24.
7	Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved progress and attainment among disadvantaged students in Mathematics across KS3 and KS4.	<p>GL Assessment data will demonstrate that the gap between disadvantaged and non-disadvantaged learners in Mathematics is closing.</p> <p>In 2024, 2024 and 2026, the progress gap between disadvantaged and non-disadvantaged learners in Mathematics is closing and the P8 score for disadvantaged learners in Mathematics gets closer to zero.</p> <p>2025/26 KS4 outcomes in Mathematics demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> • a positive Progress 8 score 0+ • an average Attainment 8 score of: 9.77.
Improved progress and attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>In 2024, 2025 and 2026, the progress gap between disadvantaged and non-disadvantaged learners in the EBacc is closing and the P8 score for disadvantaged learners in the EBacc gets closer to zero.</p> <p>2025/26 KS4 outcomes in the EBacc pillar demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> • an average Progress 8 score of: 0.00 • an average Attainment 8 score of: 14.62
Improved reading comprehension, oracy and the use of higher level (tier 3)	GLA reading tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the

<p>vocabulary among disadvantaged students across KS3 and KS4.</p>	<p>scores of disadvantaged students and their non-disadvantaged peers.</p> <p>Students use tier 3 words with ease in their written and spoken discourse.</p> <p>Teachers should also recognise this improvement through engagement in lessons/work scrutiny and curriculum quality assurance.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.</p>	<p>Teacher reports and quality assurance observations suggest disadvantaged students are more able to monitor and regulate their own learning. Students are able to think more independently about their own learning.</p> <p>Increased homework completion rates across all classes and subjects.</p>
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> ● the overall absence rate for all students being no more than 5%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced; ● the percentage of all students who are persistently absent being below 13% and the figure among disadvantaged students being no more than 2% lower than their peers.
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations. ● a significant increase in participation in enrichment activities, particularly among disadvantaged students.

Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £400,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Like academic year 2022 / 23 the use of diagnostic assessments is fundamental to improving students literacy and mathematical understanding.</p> <p>Purchase of standardised diagnostic assessments (GL Assessment for literacy and KS3 Mathematics).</p> <p>Staff training to ensure assessments are interpreted correctly and staff will be trained in how to use the data to improve their own pedagogy and practice.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Student Progress Education Endowment Foundation EEF</p>	<p>1,2,3 & 4</p>
<p>Enhancement of our Mathematics teaching and curriculum planning in line with DfE KS3, EEF guidance and Ofsted Research Paper.</p> <p>The introduction of Mathematics Improvement plan</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach Mathematics well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models:</p> <p>KS2 KS3 Mathematics Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>1 & 4</p>

	<p>Eight recommendations to improve outcomes in Mathematics for 7–14 year olds: Improving Mathematics in Key Stages 2 and 3 </p> <p>EEF Research review series: mathematics</p> <p>In relation to ‘inclusivity’ the review series suggests: Based on the above, high-quality Mathematics education may have the following features:</p> <ul style="list-style-type: none"> • New content draws on and makes links with the content that students have previously acquired. • Curriculum progression is by intelligent design rather than by choice or chance. • Rehearsal sequences align with curriculum sequences. • Students who are more likely to struggle or who are at risk of falling behind are given more time to complete tasks, rather than different tasks or curriculums, so that they can commit core facts and methods to long-term memory. <p>Teachers are trained to engage in responsive and adaptive classroom teaching, so they can quickly identify and address students’ weaknesses in a timely manner.</p>	
<p>Enhancement of our EBacc teaching and curriculum planning in line with Ofsted Research papers and EEF guidance.</p> <p>Designated curriculum time given for the development of teaching and time to embed the key elements of the EEF/Ofsted documentation.</p> <p>Quality assurance programme used to evaluate effectiveness of new approaches undertaken.</p>	<p>There is strong evidence of a link between economic disadvantage and attainment in science, which in turn is a significant barrier to further participation in science subjects. The school will use the EEF recommendations to identify approaches which successfully boost attainment and remain this barrier.</p> <p>Science EEF Research review series: science</p> <p>In schools, the teaching of geography gives students an understanding of the world around them, its environments, places near and far, and the processes that create and affect them. This is a core part of high quality teaching and learning in geography at Weatherhead and highlighted as best practice in the Research review series: geography.</p>	<p>2 & 5</p>

<p>Geography Improvement Plan will help to secure better outcomes for disadvantaged learners.</p> <p>Introduction of new KS4 options pathways will ensure that the curriculum caters for the individual needs of all learners. This will benefit disadvantaged learners.</p> <p>After curriculum review, increased teaching time given to triple science (from September 2024) will help to secure more positive outcomes.</p>	<p>At Weatherhead, teaching and curriculum design in history reflects the relationship between substantive and disciplinary knowledge.</p> <p>Teaching develops students’ historical knowledge and their historical analysis simultaneously. This is highlighted as best practice in the Research review series: history</p> <p>In 2020, ‘Language trends’ shone a spotlight on disapplication. Disapplication is when a school removes all or part of the curriculum for a student or group of students as evidenced in Curriculum research review series: languages</p> <p>At Weatherhead, every student at KS3 studies a language and all students are given the opportunity to gain a languages qualification at KS4.</p>	
<p>Review of text choices in English and new well-chosen literature texts introduced to the KS3 and 4 English curriculum.</p> <p>The SLT continues to prioritise reading across the curriculum. Investment in CPD, classroom libraries and high-profile events to highlight the importance of reading.</p> <p>Introduction of phonics intervention for targeted students, which identifies reading gaps and weaknesses.</p> <p>Expansion of the school’s phonics intervention will support targeted students.</p>	<p>The update to the original Ofsted Research paper, focuses on the teaching and learning of English. These findings underpinned the school’s review of the English curriculum.</p> <p>Research review series: English - GOV.UK</p> <p>The findings from the Ofsted Research paper: ‘Now the whole school is reading’: supporting struggling readers: ‘Now the whole school is reading’: supporting struggling readers in secondary school - GOV.UK</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Mathematics and English this is clearly evidence in the Oxford Language report and EEF findings: word-gap.pdf (oup.com.cn)</p> <p>Reading comprehension strategies EEF</p>	<p>1, 2, 3, & 4</p>

<p>Reading intervention/support for KS4 students (not just students behind chronological age in KS3).</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and focus on each teacher’s subject area.</p> <p>Whole-school literacy training and weekly teaching and learning strategies shared with staff via the literacy newsletter.</p>		
<p>Additional literacy lesson for all Year 7 and 8 students and designated form time reading programme. Focusing on all disadvantaged reading aloud to their form tutor and reading a book for pleasure. This strategy is used to develop fluency in reading.</p> <p>Effective reading intervention as part of the English curriculum led by the LRC Manager.</p>	<p>The findings from the Ofsted Research paper: ‘Now the whole school is reading’: supporting struggling readers: ‘Now the whole school is reading’: supporting struggling readers in secondary school - GOV.UK</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Recommendation 3 from the EEF guidance document: Develop students’ ability to read complex academic texts.</p>	<p>1, 2, 3 & 4</p>

	<p>Recommendation 6 from the EEF guidance document: Provide opportunities for structured talk.</p> <p>The impact of reading for pleasure: The Millennium Cohort Study. Reading for pleasure in childhood and adolescent healthy behaviours: Longitudinal associations using the Millennium Cohort Study - ScienceDirect</p> <p>Recommendation 7 from the EEF guidance document: Provide high-quality literacy interventions for struggling students.</p> <p>The English department supports students with the weakest literacy in Years 7 and 8 and make appropriate adaptations to the curriculum to develop students' reading skills, with the support of the LRC Manager.</p>	
<p>Whole-school CPD programme to develop quality first teaching for all students.</p> <p>Extended Lead Researcher programme. focus on literacy.</p> <p>Director of SEND leads. CPD.</p> <p>The AHT for Teaching and Learning leads staff CPD. QFT will lead to improved outcomes for all students.</p>	<p>EEF document: Using your student premium effectively: Using your student premium funding effectively</p> <p>EEF impact of metacognition and self regulation: Metacognition and self-regulation EEF</p> <p>EEF impact of mastery learning: Mastery learning EEF</p>	<p>1, 2, 3 & 5</p>

<p>Whole school numeracy development.</p>	<p><u>EEF IMPROVING MATHEMATICS IN KEY STAGES TWO AND THREE Guidance Report</u> states:</p> <p>Ensure that students develop fluent recall of number facts. Quick retrieval of number facts is important for success in mathematics. It is likely that students who have problems retrieving addition, subtraction, multiplication, and division facts, including number bonds and multiples, will have difficulty understanding and using mathematical concepts they encounter later on in their studies.</p> <p>We have a whole school focus on multiplication tables and fluent recall of number facts through form tutor time multiplication/division challenges and use of TT Rockstars platform to encourage independent practice. This creates a high profile for this skill and sits alongside key skills starters and homework tasks in Mathematics lessons.</p> <p>Specific intervention support is in place for a cohort of students with SEND which focuses on key mathematical skills identified by teachers as requiring improvement or as learning gaps. This intervention is conducted by trained Mathematics specialist teaching staff as also recommended in the above report.</p> <p><u>OFSTED's research review for Mathematics</u> states that: Based on the above, high-quality Mathematics education may have the following features</p> <ul style="list-style-type: none"> ● School-wide approaches to calculation and presentation in students' books. 	<p>1 & 2</p>
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	<p>knowledge and to learn valuable ways of teaching from each other.</p> <p>This is a focus for development around our Use of Mathematics across the Curriculum at a whole school level to ensure consistency and appropriate training for all staff teaching Mathematics, not just Mathematics teachers.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £96,924

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Mathematics and English lessons for targeted Year 11 students. A high proportion of the students are disadvantaged.</p> <p>Focus on the development of key numeracy skills and reading intervention.</p>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand ↓ Education Endowment Foundation EEF</p> <p>Blog - News and advice from Rising Stars and RS Assessment</p> <p>Rising Stars research suggest that the following mathematical issues need to be addressed to bridge the gaps, which are a focus in additional Mathematics lessons:</p> <p>Insecure knowledge of facts such as number bonds and times tables.</p> <p>Lack of understanding and fluency of standard calculation methods (both written and mental).</p> <p>Poor understanding / quick forgetting of key mathematical vocabulary.</p>	1 & 3
<p>Adopting targeted literacy intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps and key mathematical concepts, using local dyslexia and dyscalculia</p>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand ↓ Education Endowment Foundation EEF</p>	1 & 3

specialist intervention provider and the school's teachers of intervention.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including high ability students in science.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (education endowment foundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3 , 6 & 7
Contingency fund.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school approach to securing good attendance as outlined in the 'Working together to improve school	Working together to improve school attendance - GOV.UK	6

<p>attendance' document published in May 2022.</p> <p>Mentoring and enhanced role of the Form Tutors. The need for good attendance is part of the school's ethos.</p> <p>New parent information evenings to engage parents.</p> <p>New Weatherhead vocational provision on site for the most disaffected learners.</p> <p>Staff will receive training to implement new procedures.</p> <p>Use of the Learning Zone to help students secure good attendance.</p> <p>Strategic attendance plan led by SLT.</p>	<p>The need to build strong relationships with families is outlined in the document.</p>	
<p>Use behaviour interventions for students who require support with regulating their behaviour and emotions.</p> <p>This includes training for school staff, collaboration with the ADHD foundation and a local provider who provides behaviour therapies to targeted students.</p> <p>Student wellbeing. Use of external counselling services to support students' wellbeing and mental health.</p>	<p>EEF research demonstrates that Social and emotional learning (SEL) interventions seek to improve students' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Social and emotional learning EEF</p> <p>EEF research shows that more specialised programmes which are targeted at students with specific behavioural issues can help improve attainment of struggling students. Behaviour interventions EEF</p>	<p>7</p>

<p>Improved Alternative Provision led by the AHT for Aspiration and Achievement.</p>		
<p>Enhanced homework support in school for all students.</p> <p>Teachers, teaching assistants and pastoral and academic support workers provide daily homework support to students to help them get back into good learning and study habits.</p>	<p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p> <p>Homework has a positive impact on average (+ 5 months), particularly with students in secondary schools.</p> <p>Some students may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for students).</p> <p>Homework EEF</p>	<p>1, 2, 3, 4, 5, 6 & 7</p>

Total budgeted cost: £616, 924

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact of our pupil premium activity on students in the academic year 2022 - 23.

Results 2022 – 23:

Despite the investment in additional mathematics and additional lessons for students, the outcomes students did not make the expected progress in Mathematics. This year, the school has invested more time into quality first teaching in Mathematics to work towards improving stronger outcomes for students.

The attainment and progress of the Year 11 pupil premium cohort for 2022 - 23 is outlined in the table below:

	All	Pupil Premium	Non- Pupil Premium
Total Number of Students	249	92	157
% 4+ English & Mathematics	57 (142)	40.2 (37)	66.9 (105)
% 5+ English & Mathematics	30.1 (75)	22.8 (21)	34.4 (54)
% 7+ English & Mathematics	7.2 (18)	4.3 (4)	8.9 (14)
Progress 8	-0.11	-0.50	0.12
English Progress	-0.02	-0.45	0.23
Mathematics Progress	-0.41	-0.68	-0.26
EBacc Progress	-0.16	-0.46	0.02
Open Progress	0.08	-0.47	0.39
% EBacc Standard Pass	39.4 (98)	27.2 (25)	46.5 (73)
% EBacc Strong Pass	16.5 (41)	12 (11)	19.1 (30)

Results 2021 - 22:

The Progress 8 score for disadvantaged students in 2022 was -0.06. This was a significant improvement on the score for 2019 (when students last sat public examinations), which was -0.410. The gap between the progress made between disadvantaged students and all students has reduced significantly from -0.551 in 2019 to -0.2 in 2022.

Compared to national figures, the P8 score of -0.06 is excellent. The national P8 score for disadvantaged students is -0.55 and the P8 score for disadvantaged students in the North West of England is -0.68.

The Progress 8 score of 0.14 for disadvantaged students in English indicates that students made better progress than their peers nationally.

The Progress 8 score for the open element of 0.36 for disadvantaged learners demonstrates the school's commitment to a broad and balanced curriculum for all students.

Although overall attendance in 2020/21 was lower than in the preceding year. The total attendance for disadvantaged students was 83.3% and persistent absenteeism for these students was 53.4%. This is why attendance is a focus of our current plan.

Our assessments demonstrated students' mental health continued to be significantly impacted by the pandemic. The impact was particularly acute for disadvantaged students. We used student premium funding to provide wellbeing support for all students, and targeted interventions where required. We are continuing to build on that approach in our new plan for the academic year 2022-23.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by student premium or recovery premium. That will include:

- The continuation of the Most Able Coordinator to provide academic mentoring to the high ability disadvantaged students. Disadvantaged students are given the opportunity to take part in the Brilliant Club and Scholars programme to raise aspirations and develop study skills.
- Pastoral academic support staff to support with student's emotional wellbeing.
- The school offers a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

Planning, implementation, and evaluation

- A collective response from the Senior Leadership team to ensure that the pupil Premium / recovery premium is implemented successfully.
- Evidence has been triangulated from multiple sources of data including assessments, engagement in class work scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students.
- Evaluation of pupil premium is part of the link governor programme.
- The school will also use destination data to evaluate the impact of the pupil premium strategy.
- Extensive research has been undertaken by studying a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students (The studies and research are listed in the sections above).

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.