

# WCHS Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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 pupil premium had within our school.

## School overview

Detail	Data
School name	Whitworth Community High School
Number of pupils in school	645
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	G. Middlemas
Pupil premium lead	J. Cawley
Governor	I. Banham

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160360
Recovery premium funding allocation this academic year	£ 22330
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1826950

# Part A: Pupil premium strategy plan

## Statement of intent

It is our intention that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by all vulnerable pupils, including those who have a social worker and are young carers. The strategies we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Performance and progress across the EBacc and open buckets, particularly bucket 2 Narrow/ close all attainment 'indicator' gaps between disadvantaged and non disadvantaged students Maximise students' achievements and improve school headline figures to exceed national performance indicators.

2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last few years disadvantaged pupils arrive below age-related expectations compared to their peers. This gap remains steady during pupils' time at our school.</p>
3	<p>Our assessments, observations, and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.</p>
4	<p>Our assessments (including wellbeing survey), observations, and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up on lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. We have an Academic Mentor for PP students and a School counselor working with students 1:1 who are currently receiving small group interventions.</p>
5	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.</p>

## 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 attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>Intervention and provision is successful which results in pupil premium making good progress throughout the year.</p> <p>More PP students reaching expected levels of attainment in English and Mathematics.</p> <p>Improved P8, A8 especially in EBacc <i>bucket 2</i></p> <p>Q Y11 targets met for each Q data collection throughout the year in Y11.</p>
Improved spelling and reading comprehension among disadvantaged pupils across KS3.	<p>Spelling and reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of</p>

	disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by home learning completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.

## Activity in this academic year

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

### Teaching

Budgeted cost: £28,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments- GL Assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests such as the GL Assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>
<p><i>Developing metacognitive and self-regulation skills in all pupils.</i></p> <p>Maintain the drive to equip students to be independent in their learning at home and in school to ensure that they can be resilient in examination situations.</p> <p>Embed reflect/review/revise/rehearse throughout all year groups in preparation for GCSE examinations.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.<a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>To develop students' resilience and self belief and promote resilience in the face of difficulties, particularly in exam situations.</p> <p>To continue the whole-school drive to increase the aspirations of students.</p> <p>Raised profile amongst staff of effective teaching and intervention strategies for disadvantaged students.</p> <p>Narrowing the gap throughout the year based on teacher data and data captures.</p> <ul style="list-style-type: none"> <li>● Targeted intervention groups eg High achievers, Home Learning groups , attendance and mentoring</li> <li>● Revision strategies included as part of schemes of work.</li> <li>● Students are taught to learn independently through faculty plans.</li> <li>● Further parental engagement with learning.</li> </ul>	<p>4</p>

	<ul style="list-style-type: none"> <li>Improved quality of HL being set, especially at KS4.</li> <li>Improved attendance at intervention sessions and Home Learning club.</li> <li>Observations to show that PP students are developing into resilient learners and are making progress.</li> </ul>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and instructional coaching.</p> <p>It will be rolled out first through Y7 and Y8.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>Lexonic CPD</p>	2

## Targeted academic support

Budgeted cost: £38,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal reading teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. Introduction of phonics and paired reading.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3

<p>pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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## Wider strategies

Budgeted cost: £114,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional and behavioural problems are a problem for some of the pupil premium students which acts as a barrier to learning. PP students are less resilient learners            To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Disadvantaged students: improve attendance, uptake of extra opportunities, leadership roles in school and thus improve outcomes            Develop parental understanding of emotional health.            If students are emotionally secure then they will be able to concentrate on their learning. Some of our students have difficulties in controlling their emotions and behaviour.            We can reduce the impact caused by the social and emotional needs that affect some of our students. Morning structure and routines play a part in parental engagement and support. Uniform issues and unemployment issues factor also. If a student is not attending school or is regularly late to lessons they are not receiving their curriculum entitlement and therefore are less likely to make expected progress. Vulnerable students monitored and PP access monitored throughout the year. Targeted interventions in place where necessary.            Additional tracking for PP/ FSM attendance including case studies</p>	<p>3, 4, 5</p>
<p>CAIG</p>	<p>Students are well informed about their future choices, and are prepared academically to reach their full potential around these choices.            Continue to raise aspirations of families and the community. Careers Advisor LG in revisiting Aspirational interviews in Year 11.            Access to external mentors            Access to wider opportunities- visits to Universities, employers etc.            Destination data            Internal school QA provision and action planning</p>	

	Ongoing student voice	
Contingency fund for acute issues.	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

**Total budgeted cost:** £1826950

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in 2020 to 2021 academic year.

<p>Academic support high ability</p>	<p>At all levels in school to stretch and challenge the most able. Progress monitored and extra intervention in place where necessary. Students were made fully aware of their individual subject targets including through aspirational interviews. PP Science students have had the opportunity to do a University field trip so they could see what that academic route is like. IN PE some AGT students participate in a lecture to PGCE students and have a tour of the University, giving them a feel for it.</p>																																												
<p>Students have also benefited from the provision of revision guides and ingredients and equipment to help them gain the best possible grades.</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 65%;"> <p>Attainment/Progress 8 Summary</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f2f2f2;">Measure</th> <th style="background-color: #f2f2f2;">Total</th> <th style="background-color: #f2f2f2;">Year 11 Q1 Total</th> <th style="background-color: #f2f2f2;">Total (PPM)</th> </tr> </thead> <tbody> <tr> <td>Average Total Attainment 8</td> <td style="text-align: right;">42.51 ↑</td> <td style="text-align: right;">42.72</td> <td style="text-align: right;">4.79</td> </tr> <tr> <td>Average Attainment 8 Grade</td> <td style="text-align: right;">4.25 ↑</td> <td style="text-align: right;">4.27</td> <td style="text-align: right;">0.48</td> </tr> <tr> <td>Average KS2 Prior Attainment</td> <td style="text-align: right;">4.83</td> <td style="text-align: right;">4.83</td> <td></td> </tr> <tr> <td>Average Estimated A8</td> <td style="text-align: right;">47.09 ↑</td> <td style="text-align: right;">46.95</td> <td style="text-align: right;">0.14</td> </tr> <tr> <td>Average Total Progress 8</td> <td style="text-align: right;">0.22 ↑</td> <td style="text-align: right;">-0.31</td> <td style="text-align: right;">0.53</td> </tr> <tr> <td>P8 Upper Confidence Interval</td> <td style="text-align: right;">0.61</td> <td style="text-align: right;">0.08</td> <td style="text-align: right;">0.53</td> </tr> <tr> <td>P8 Lower Confidence Interval</td> <td style="text-align: right;">-0.18</td> <td style="text-align: right;">-0.70</td> <td style="text-align: right;">0.52</td> </tr> <tr> <td>Pupils Included (Progress 8 Coverage)</td> <td style="text-align: right;">41</td> <td style="text-align: right;">41</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Pupils with Adjusted Progress 8 Scores</td> <td style="text-align: right;">0</td> <td style="text-align: right;">0</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Average Total Progress 8 (Unadjusted)</td> <td style="text-align: right;">0.22 ↑</td> <td style="text-align: right;">-0.31</td> <td style="text-align: right;">0.53</td> </tr> </tbody> </table> </div> <div style="width: 30%; padding-left: 20px;"> <p>Revision guides aided in progress and attainment. All PP students had access to revision materials equipping them with the best chance at getting the grades needed.</p> </div> </div>	Measure	Total	Year 11 Q1 Total	Total (PPM)	Average Total Attainment 8	42.51 ↑	42.72	4.79	Average Attainment 8 Grade	4.25 ↑	4.27	0.48	Average KS2 Prior Attainment	4.83	4.83		Average Estimated A8	47.09 ↑	46.95	0.14	Average Total Progress 8	0.22 ↑	-0.31	0.53	P8 Upper Confidence Interval	0.61	0.08	0.53	P8 Lower Confidence Interval	-0.18	-0.70	0.52	Pupils Included (Progress 8 Coverage)	41	41	0	Pupils with Adjusted Progress 8 Scores	0	0	0	Average Total Progress 8 (Unadjusted)	0.22 ↑	-0.31	0.53
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<p><b>Curriculum enhancement</b> has been available for Pupil Premium students in the form of helping students attend extra music lessons and new Peri instruments. Year 9-11 Pupil Premium students also participate in <b>the Duke of Edinburgh Award</b> Scheme which allows them to work in groups, lead groups and gain many opportunities outside school.</p>	<p>All PP students are given the opportunity to have musical enrichment. Many have continued. Students from Y7 to Y11 are given the opportunity to learn a musical instrument with the cost covered by PP funding. Year 6 students who attend Summer School are given the opportunity to try a variety of instruments and to choose an instrument which they would like to learn to play. Online music lessons were conducted and well attended throughout lockdown.</p> <p>Instrumental lessons enhance the student's cultural experiences and allow them to access lessons that they would otherwise be unable to access. Students are enthusiastic about attending their music lessons. Learning a new skill helps to boost their confidence and self-esteem. Learning a musical instrument also gives students structure and discipline; attending weekly lessons and practising their instrument at home. Students make friends with other musicians from different year groups and forge good relationships with each other. They are able to get involved with extracurricular opportunities within school, again, building friendships with other students. They have the opportunity to perform in concerts, both within the school and in the wider community, local festivals and attending concerts and performances in some prestigious venues. Students are proud to be a part of the extra-curricular groups and are proud to have the opportunity to represent their school.</p> <p>During the Duke of Edinburgh course, students have developed a range of skills both personal and technical. They have learnt how to cook food, learn first aid and emergency procedures, and develop computer skills on the DofE website. Students have also needed to work in groups to develop a PowerPoint presentation to present the findings of the expedition.</p>																																												

	<p>The course allows them to improve their personal skills with different groups including: teachers, assessors, peers and members of the public. They developed resilience and self-confidence to work in a group and accomplish tasks. Students also developed a sense of identity and used their initiative to solve problems that occurred within the natural environment. Within the expedition students have had to plan their route and use time appropriately to complete the objective that they have set. Two of the biggest skills that have been developed within the DofE is leadership and teamwork, some students learnt to be leaders whilst others will enhance this skill further. Students who struggled working in a group have had to develop this skill to complete the expedition and help others who may struggle. Through the three other sections students developed a personal skill such as swimming, keyboard or skiing. They also completed a physical section developing a healthy active lifestyle. Students also had to complete a volunteering section where they had the opportunity to give back to the community by working with a charity shop, the elderly or a local charity.</p>
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*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*