WCHS Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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 pupil premium had within our school.

School overview

Detail	Data
School name	Whitworth Community High School
Number of students in school	659
Proportion (%) of pupil premium eligible students	190 (28%)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	May 2027
Statement authorised by	A.Oliver
Pupil premium lead	J. Cawley
Governor	P.Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£166,388.75**
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	**£166,388.75**

Part A: Pupil premium strategy plan

Statement of intent

At Whitworth Community High School, leaders and governors are united in a clear vision: to ensure Whitworth Community High School continues to 'climb higher' on its journey toward excellence at the heart of the local community. We believe that every student, regardless of their background, circumstances or the challenges they may face, has the right to a high-quality education and the opportunity to achieve their full potential. We are committed to ensuring that disadvantaged students make strong progress, achieve high standards across the curriculum and have equal access to the opportunities available to all students.

We intend to remove barriers to achievement and ensure that disadvantage does not become a barrier to aspiration, progress or success. We recognise that disadvantaged students are not a homogeneous group and that their needs and experiences will vary. Our approach is therefore rooted in high expectations, careful identification of need and evidence-informed intervention, rather than assumptions based on a student's background.

High-quality teaching is at the heart of our approach. We believe that consistently strong teaching, supported by effective assessment and responsive classroom practice, provides the strongest foundation for improving outcomes for disadvantaged students. Alongside this, we will provide carefully targeted academic, pastoral and wider support where additional barriers are identified.

Our strategy will also consider the needs of vulnerable students, including those with social workers and young carers, whether or not they are eligible for Pupil Premium. We recognise that addressing barriers to learning may require a whole-school approach that supports students' academic achievement, attendance, engagement, wellbeing and readiness to learn.

Through strong, ethical, and collaborative leadership, underpinned by being Ready, Respectful and Responsible, we will ensure disadvantaged students are challenged, supported and empowered to achieve their full potential. We will identify barriers early, respond to individual needs, and consistently implement policies and practices that keep every child safe and enable them to achieve the highest possible outcomes.

To achieve this, we will:

- Maintain consistently high expectations for the achievement, progress and behaviour of disadvantaged students.
- Ensure disadvantaged students receive high-quality teaching and are appropriately challenged across the curriculum.
- Use robust diagnostic assessment and knowledge of individual students to identify barriers and provide timely, targeted support.
- Intervene early when a student's progress, attendance, engagement or wellbeing indicates that additional support may be required.
- Provide disadvantaged students with equitable access to enrichment, careers education, leadership opportunities and wider school experiences.

- Develop a strong culture of aspiration in which disadvantaged students are encouraged and supported to recognise and achieve their potential.
- Work collaboratively with families, pastoral teams and external agencies where appropriate to address barriers beyond the classroom.
- Ensure that all staff understand their responsibility for disadvantaged students and contribute to improving their outcomes.
- Monitor the impact of our strategies carefully and adapt provision where evidence indicates that a different approach is required.
- Sustain and improve the attainment and progress of all students while reducing gaps in outcomes between disadvantaged and non-disadvantaged students.

Ultimately, we intend that disadvantage should never limit a student's aspirations, opportunities or achievements. Through high-quality teaching, early identification, targeted support and a whole-school commitment to high expectations, we aim to ensure that every disadvantaged student at Whitworth Community High School is equipped to thrive, succeed and climb higher.

Challenges

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

Challenge number	Detail of challenge
1	**Raising achievement** The school is committed to raising the achievement of disadvantaged students by ensuring strong performance and progress across all areas. Leaders and staff will focus on identifying and addressing gaps in attainment between disadvantaged and non-disadvantaged students, with the aim of narrowing and ultimately closing these gaps. Through targeted support, high expectations and effective teaching, the school will maximise the achievement of disadvantaged students and improve overall headline outcomes, with the ambition of exceeding national performance indicators.
2	**Improved levels of literacy and numeracy at KS3** Assessments, observations and discussions with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than their peers. This can limit their ability to access the curriculum effectively and, consequently, can impact their progress across subjects. In recent years, disadvantaged students have generally entered Year 7 below age-related expectations in reading, compared with their peers. Although targeted support is provided, the attainment gap has remained broadly consistent throughout students' time at the school.
3	**Behaviour, aspirations and personal development** Our assessment information, including well-being surveys, observations, student voice, behaviour data and pastoral records, identifies a range of social and emotional barriers to learning affecting a significant number of students. These include anxiety, medically diagnosed depression and low self-esteem. Disadvantaged students experience these barriers disproportionately, and they can affect engagement, behaviour, attendance and academic attainment.

	Evidence from classroom observations indicates that some lower-attaining disadvantaged students have less well-developed metacognitive and self-regulation strategies when tackling challenging learning. In particular, they can find it difficult to monitor their understanding, evaluate the quality of their responses, identify errors and make appropriate improvements independently. This can limit their ability to respond effectively to challenge and make sustained progress. Our pastoral and behaviour data also indicate an increasing need for targeted social, emotional and behavioural support. During the previous academic year, 50% of all students accessing our Reflect provision were eligible for Pupil Premium. This represents a significant proportion of the provision and indicates that disadvantaged students are more likely to require additional, targeted support to overcome barriers to learning. In response, our approach prioritises early identification and evidence-informed intervention, alongside high-quality teaching. We will continue to develop students' metacognitive and self-regulation skills through explicit teaching, modelling, guided practice and opportunities for students to reflect on and evaluate their learning. Targeted pastoral, emotional and behavioural support will be used where appropriate to reduce barriers to learning and enable disadvantaged students to engage successfully with the curriculum. The impact of these approaches will be monitored through attainment, progress, attendance, behaviour and well-being measures to ensure that provision is responsive to identified need.
4	**Attendance** Leaders and staff place a strong, consistent emphasis on the importance of high attendance, with particular attention to disadvantaged students and those who are persistently or severely absent. Staff receive high-quality training and support to help them have positive, supportive and appropriately challenging conversations with students and their families when attendance is a concern. Leaders identify individual barriers to attendance and take targeted action to address them. This approach supports disadvantaged students to overcome barriers, resulting in improved attendance and, where necessary, rapid and significant improvements for individual students and identified groups.

Intended outcomes

This explains the outcomes we aim to achieve 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 across the curriculum at the end of KS4.	Intervention and provision are successful, resulting in Pupil Premium students making good progress throughout the year. More PP students reaching expected levels of attainment in English and Mathematics. Y11 targets met for each data collection throughout the year in Y11.

Improved % of disadvantaged students achieving both English and Maths GCSE's at grade 4+, 5+ and 7+	The % of grade 5+ for disadvantaged students will continue to improve from 42% (achieved 2026) The % of grade 4+ for disadvantaged students will continue to improve from 57% (achieved 2026)
Improved spelling and reading comprehension among disadvantaged students across KS3.	Spelling and reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved outcomes in maths among disadvantaged students across KS3.	Assessment scores for Sparks demonstrate improved skills with a smaller gap between disadvantaged students and their peers. Teachers will recognise improvement through Home learning, engagement in lessons and book looks.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged. Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Sustained high levels of wellbeing from 2026/7, demonstrated by qualitative data from student voice, student and parent surveys and teacher observations. Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. Home learning completion rates across all classes and subjects support this finding. Quantitative data regarding the number of disadvantaged students requiring emotional and behavioural support. Reduced % of disadvantaged students accruing internal and fixed-term exclusions
To achieve and sustain improved attendance for all students, including those who are disadvantaged.	By the end of the current plan, we aim to improve the attendance of our disadvantaged cohort.

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: £13,166.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments- GL Assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	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: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	2
Developing metacognitive and self-regulation skills in all students. 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. Embed reflect/review throughout all year groups in preparation for GCSE examinations.	Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF To develop students' resilience and self-belief and promote resilience in the face of difficulties, particularly in exam situations. To continue the whole-school drive to increase the aspirations of students. Raised profile amongst staff of effective teaching and intervention strategies for disadvantaged students. Narrowing the gap throughout the year based on teacher data and data captures. ● Targeted intervention groups, eg, Home Learning groups, attendance and mentoring with disadvantaged students. ● Revision strategies are included as part of schemes of work. ● Students are taught to learn independently through faculty plans. ● Further parental engagement with learning. ● Continue with HL reminders being set, especially at KS4. ● Improved attendance at intervention sessions and Home Learning club.	1, 2

	● Observations to show that PP students are developing into resilient learners and are making progress.	
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary, and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) Bedrock	2

Targeted academic support

Budgeted cost: £5,030.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal reading teaching programme as a reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps. Introduction of phonics and paired reading.	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: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	2
Engaging with Bedrock and through Register and Read. Also, through a specific form focusing on Phonics in Y7. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2

Wider strategies

Budgeted cost: £148,192.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 well-being for all students, including those who are disadvantaged.	Disadvantaged students: improve attendance, uptake of extra opportunities, leadership roles in school,l 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 also factor. 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 are monitored, and PP access is monitored throughout the year. Targeted interventions are in place where necessary. Additional tracking for PP/ FSM attendance, including case studies	3, 4
CAIG	Students are well informed about their future choices and are prepared academically to reach their full potential in these choices. Continue to raise aspirations of families and the community. Careers Advisor LG to revisit 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 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: £136,388.75

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 students in the 2024/25 academic year.

Improved progress and attainment among disadvantaged students across the curriculum at the end of KS4. **Improved % of disadvantaged students achieving both English and Maths GCSE's at grade 4+, 5+ and 7+**	**Academic support high ability. At** all levels in school to stretch and challenge the most able. Progress is monitored and extra intervention is 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. **Students have also benefited from the provision of revision guides and ingredients and equipment to help them gain the best possible grades.** 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. **Key Takeaways for Disadvantaged (PP) Cohort** **Outperforming National Benchmarks in Core Basics:** The school's PP cohort outperforms national/collaboration data at both the 9–4 standard pass rate (+6.2 percentage points) and 9–5 strong pass rate (+5.6 percentage points) in combined English and Maths. **Strong English Attainment:** English is a clear area of strength for PP students, with an average score of 4.84 (+0.63 above collaboration) and a 9–4 pass rate of 80.6% (+18.1% above collaboration).
Improved spelling and reading comprehension among disadvantaged students across KS3. **Improved outcomes in maths among disadvantaged students across KS3.**	**Impact data** Across all Y7-9 - progress score of 28% (nat average = 20%) SEND - 31% PP- 27% **Year group breakdown:** Y7 - 26% Y8 - 47% Y9 - 19% Current format only running for one more year - moving to Next Gen Bedrock Lots of improvements to programme: ● Appropriateness for older students ● Engagement ● Biggest change is the adaptivity, moving them backwards to fill gaps, then forward again towards mastery ● Moving toward more disciplinary literacy ● Engagement reports vastly improved - to show progress and impact, not just engagement ● Accessibility - vastly improved

To achieve and sustain improved wellbeing for all students, including those who are disadvantaged. Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	**Curriculum enhancement** 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 **the Duke of Edinburgh Award** Scheme, which allows them to work in groups, lead groups, and gain many opportunities outside school. 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. 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 through 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, at local festivals, and to attend 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. 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. 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 are 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.