

# WCHS Pupil premium strategy statement

2020/21

## School overview

Metric	Data
School name	Whitworth Community High School
Pupils in school	641
Proportion of disadvantaged pupils	30%
Pupil premium allocation this academic year	£170,960.00
Academic year or years covered by statement	2020-2021
Publish date	July 2020
Review date	June 2021
Statement authorised by	A.Watson
Pupil premium lead	J.Cawley
Governor lead	I.Banham

## Disadvantaged pupil performance overview for last academic year

Progress 8	0.22
Ebacc entry	100% (14% of PP)
Attainment 8	47.09
Percentage of Grade 5+ in English and maths	39.5%

## Strategy aims for disadvantaged pupils

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

## Teaching priorities for current academic year

Measure	Activity
<p><b>Priority 1</b></p> <p>Challenge is evident for high ability PP students to ensure sustained rates of progress. Aspiration is evident through work.</p> <p>We want to ensure that PP students can achieve high attainment as well as making progress. School wants to provide all teachers with practices in order to provide stretch and encouragement for these students.</p>	<p>Ensure that students are challenged in line with their ability and that T,L and A initiatives that support student aspirations.</p> <p>Ensure that specific students such as those eligible for Pupil Premium are suitably supported through SAM (identify on <b>S</b>eating plan, <b>A</b>sk a question, <b>M</b>ark their work).</p> <p>Less PP students reaching and maintaining high attainment. Use of Educake in Science so students can challenge themselves to questions with instant teacher analysis.</p> <ul style="list-style-type: none"> <li>● Focus in lessons on <i>reflect, review, revise, rehearse</i></li> <li>● CPD whole school and within faculties on memory recall and retention strategies</li> <li>● Teach focussed revision strategies</li> <li>● Focus lessons on Moderation of greater depth and high standard.</li> <li>● Observations with a focus on challenge and aspiration.</li> <li>● Review current and plan for future T&amp;L initiatives to boost aspirations.</li> <li>● DoLs to take lead on work scrutiny - SLT to QA judgements.</li> <li>● Monitor schemes of work through the QA process.</li> <li>● Observation window - focus on specific groups e.g. PP students.</li> <li>● QA calendar, Lesson observations, Learning walks, Schemes of work, Robust assessment document</li> <li>● Students can identify and explain their aspirational targets. Staff refer to these targets when working with students. Extra Aspirational Grade on SIMS marksheets.</li> <li>● Model and share good practice across faculties</li> <li>● Faculty focus on cultural capital - how do subjects enhance cultural capital for all students and particularly the disadvantaged</li> <li>● Review subject offer</li> </ul>
<p><b>Priority 2</b></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. Embed reflect/review/revise/rehearse throughout all year groups in preparation for GCSE examinations.</p>	<p><b>Resilience and Self Belief</b></p> <p>To develop students' self belief and promote resilience in the face of difficulties, particularly in exam situations.</p> <p><b>Aspirations</b></p> <p>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.</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> <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>Barriers to learning these priorities address</p>	<ol style="list-style-type: none"> <li>1. High ability students eligible for PP need stretch and challenge. Higher aspirations for all PP students.</li> <li>2. PP students are less resilient and reflective and collaborative as learners which can result in a 'I can't do attitude' to learning as</li> </ol>

	opposed to a 'can't do yet'. Some may be disaffected and need bringing back on side. Negative attitudes to attending intervention and 'catch-up', as well as completing HL all impact on progress.
Projected spending	£56,986

### Targeted academic support for current academic year

Measure	Activity
Priority 1 Academic Mentor	Academic Mentor working with targeted PP students in class to enhance progress and attainment. Academic Mentor mentoring targeted PP students when social and emotional needs are proving to be barriers to learning. Embed a desire to continue within education and adopt a philosophy of 'Lifelong learning' to achieve beyond potential. Academic Mentor to work with PP students on aspiration. Small group / individual mentoring to allow PP students to raise the bar and aim for their own aspirations. Data analysed and PP students targeted by JAC/DoL as a fluid programme each half term. PP students targeted for Mentoring sessions where applicable at lunch times and after school on an individual and small group basis. Analysis through data, work scrutiny, observations and student voice.
English and Maths online tutoring	MyTutor offers three-to-one tuition by connecting our pupils with top tutors studying at the UK's leading universities. We will be working with MyTutor to identify pupils that need a helping hand in raising grades or boosting confidence, and each pupil has been matched with a tutor for regular online lessons that will take place in MyTutor's interactive lesson space.
Barriers to learning these priorities address	PP students are less resilient and reflective and collaborative as learners which can result in a 'I can't do attitude' to learning as opposed to a 'can't do yet'. Some may be disaffected and need bringing back on side. Negative attitudes to attending intervention and 'catch-up', as well as completing HL all impact on progress.
Projected spending	£56,986

### Wider strategies for current academic year

Measure	Activity
Priority 1 CAIG input	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 Ongoing student voice
Priority 2 Emotional and behavioural problems are a problem for some of the pupil premium students which acts as a	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

barrier to learning. PP students are less resilient learners.	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 along with 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.
Barriers to learning these priorities address	Impact caused by the social and emotional needs that affect some of our students.
Projected spending	£56,986

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Looking at what a realistic recovery curriculum will look like and how long it might take to implement Determine timetabling impact / staffing impact/rooming Budget implications	Create plans for Identifying and narrowing gaps which have widened as well as narrowing gaps which were already there.
Targeted support	Return of vulnerable students to a school setting following COVID19 and continuation of further lockdown	Access to in-school counsellors Pastoral team involvement early on 'worry boxes'
Wider strategies	To rapidly improve attendance to be above the national average (95.1%) for the whole school and for all contextual groups (specific focus on PP/FSM). Targeted mentoring work has a positive impact on absence levels, attendance figures and punctuality. Vulnerable students monitored and PP access monitored throughout the year.	Access to family support worker- JA Targeted interventions in place where necessary. <ul style="list-style-type: none"> <li>• Additional tracking for PP/ FSM attendance including case studies.</li> <li>• Greater use of data by the attendance team to identify individuals for intervention and strategies.</li> <li>• Impact relating to attendance initiatives with targeted groups needs to be tracked.</li> <li>• Attendance initiatives data analysed to check PP involvement</li> <li>• Create an attendance form.</li> <li>• Review and differentiate attendance rewards.</li> <li>• Continue with processes including PDR and PEN1.</li> <li>• Lunchtime detentions when late to school.</li> <li>• Friday after school detentions for lesson time punctuality.</li> </ul>

**Review: last year's aims and outcomes**

Aim	Outcome																																												
Academic support high ability	At all levels in school to stretch and challenge the most able. Progress monitored and extra intervention in place where necessary. Students 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.	<div style="display: flex; justify-content: space-between;"> <div style="width: 65%;">  <table border="1"> <caption>Attainment/Progress 8 Summary</caption> <thead> <tr> <th>Measure</th> <th>Total</th> <th>Year 11 Q1 Total</th> <th>Total (2019)</th> </tr> </thead> <tbody> <tr> <td>Average Total Attainment 8</td> <td>47.51 ↑</td> <td>42.72</td> <td>4.79</td> </tr> <tr> <td>Average Attainment 8 Grade</td> <td>4.75 ↑</td> <td>4.27</td> <td>0.48</td> </tr> <tr> <td>Average KS2 Prior Attainment</td> <td>4.83</td> <td>4.83</td> <td></td> </tr> <tr> <td>Average Estimated AB</td> <td>47.09 ↑</td> <td>46.95</td> <td>0.14</td> </tr> <tr> <td>Average Total Progress 8</td> <td>0.22 ↑</td> <td>-0.31</td> <td>0.53</td> </tr> <tr> <td>PE Upper Confidence Interval</td> <td>0.61</td> <td>0.68</td> <td>0.53</td> </tr> <tr> <td>PE Lower Confidence Interval</td> <td>-0.18</td> <td>-0.70</td> <td>0.52</td> </tr> <tr> <td>Pupils Included (Progress 8 Coverage)</td> <td>41</td> <td>41</td> <td>0</td> </tr> <tr> <td>Pupils with Adjusted Progress 8 Scores</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Average Total Progress 8 (Unadjusted)</td> <td>0.22 ↑</td> <td>-0.31</td> <td>0.53</td> </tr> </tbody> </table> </div> <div style="width: 30%;"> <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 (2019)	Average Total Attainment 8	47.51 ↑	42.72	4.79	Average Attainment 8 Grade	4.75 ↑	4.27	0.48	Average KS2 Prior Attainment	4.83	4.83		Average Estimated AB	47.09 ↑	46.95	0.14	Average Total Progress 8	0.22 ↑	-0.31	0.53	PE Upper Confidence Interval	0.61	0.68	0.53	PE 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.</p> <p>Instrumental lessons enhance the student's cultural experiences and allow them to access lessons which 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 a 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 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, 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 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.</p>																																												

	<p>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 have 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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