

Pupil Premium Strategy Statement Academic Year 2020-21 (March update)

School Overview

Aspect	Information
School Name	Wilmslow High School
Students in School (March)	2079
Proportion of disadvantaged students	12.3%
Pupil Premium allocation this academic year	£211,931 for academic year
No. of students eligible for pupil premium	288
Academic year or years covered by statement	2020-21
Most recent version date	March 2021
Review date	September 2021
Statement authorised by	James Pulle
Pupil Premium Strategic Leads	Ruth Powley and Katie Goodwin
Governor Lead	Jane Shaw

Disadvantaged pupil performance overview

Metric	2019	2020
Progress 8	-0.44	n/a
E Bacc entry	19%	n/a
Attainment 8	43.9	n/a
% Grade 5+ in English and maths	47%	n/a

Strategy statement

Strategy Statement

The aim of our Pupil Premium strategy is to narrow gaps in engagement with the curriculum between Pupil Premium and non-Pupil Premium students.

Across a range of metrics our Pupil Premium students are less likely to engage to their full potential with their curriculum provision.

Learning is most successful where learners are engaged: paying attention and thinking hard about the content of the lesson.

Students who are disengaged from their curriculum are unlikely to achieve successful learning and therefore a vicious circle of underperformance and disengagement is created. This has been exacerbated by the impact of Covid which has had a greater impact on the engagement of Pupil Premium students.

Our strategies are most successful where they are based on high expectations of students. Our last Ofsted inspection team could not believe that the students they saw in the Breakfast Form provisions were 'hard to reach' students! The in-school bases (spring 2020) have also created opportunities for high expectations of Pupil Premium students.

Our strategies work less well if they are not based on rigorous identification and impact tracking.

Strategy aims for disadvantaged pupils

Aim	Target	Target date																								
Progress 8	Continue rising trend of progress towards national average for all students (-0.03 in 2019) <table border="1" style="margin-top: 10px; width: 100%;"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>-0.73</td> <td>-0.53</td> <td>-0.44</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>LA</td> <td>-0.72</td> <td>-0.66</td> <td>-0.7</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>National</td> <td>-0.4</td> <td>-0.44</td> <td>-0.45</td> <td>n/a</td> <td>n/a</td> </tr> </tbody> </table>		2017	2018	2019	2020	2021	School	-0.73	-0.53	-0.44	n/a	n/a	LA	-0.72	-0.66	-0.7	n/a	n/a	National	-0.4	-0.44	-0.45	n/a	n/a	Postponed in line with current DfE guidelines on performance measures
	2017	2018	2019	2020	2021																					
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E Bacc entry	Increase E Bacc entry for all students and reduce gap between disadvantaged and non-disadvantaged students <table border="1" style="margin-top: 10px; width: 100%;"> <thead> <tr> <th></th> <th>2019 Cohort</th> <th>2020 Cohort</th> <th>2021 Cohort</th> <th>2022 Cohort</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>19%</td> <td>11%</td> <td>33%</td> <td>9%</td> </tr> <tr> <td>Non PP</td> <td>32%</td> <td>27%</td> <td>39%</td> <td>29%</td> </tr> </tbody> </table>		2019 Cohort	2020 Cohort	2021 Cohort	2022 Cohort	PP	19%	11%	33%	9%	Non PP	32%	27%	39%	29%	Postponed in line with current DfE guidelines on performance measures									
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Actions have been selected in line with *The EEF guide to the Pupil Premium*. This year's strategy has also been designed in tandem with the Catch Up Premium strategy:

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>

How the pupil premium allocation will be spent to address those barriers and the reasons for our approach

Teaching priorities for current academic year 2020-21

Measure	Action	What is the evidence for this choice?	Leads
Priority 1	<p>Action to improve high impact teaching that engages 'hard to reach' students including:</p> <ol style="list-style-type: none"> Recruitment and retention of teachers/ team leaders within curriculum areas with interest and expertise in teaching 'hard to reach' students Investment in our professional development infrastructure including the Iterative Observation and Feedback programme and an additional Teaching and Learning Lead for 2020-21 with a focus on developing effective behaviour for learning strategies using Lemov techniques Continued development of high impact teaching and the implementation of Rosenshine's <i>Principles of Instruction</i> to improve teaching of 'hard to reach' students <p>Creating & maintaining conditions for effective learning</p> <p>How we teach at WHS</p>	<p>Social Mobility report into Low income pupils' progress at secondary school (2017)</p> <p>Schools can develop expertise in teaching students from low income backgrounds</p>	<p>a. JP/ RP b. NF/ MB c. CBo</p>
Priority 2	<p>Action to provide a closing the gaps curriculum including:</p> <p>Additional staffing to create additional groups for high impact literacy and numeracy curricular provision for identified students in key stages 3 and 4</p>	<p>Social Mobility report into Low income pupils' progress at secondary school (2017)</p> <p>Impact of setting on low income students</p>	<p>TM, DS, KMac</p>
Barriers to learning these priorities address	<p>These actions address the following barriers:</p> <ul style="list-style-type: none"> Lack of confidence by teachers in 'hard to reach' teaching. They build organisational capacity and expertise in tenacious teaching Lack of fluency of some Pupil Premium students in key curriculum skills and concepts such as use of academic language – which can cause these students to disengage with their learning 	<p>The Sutton Trust report Potential for Success finds evidence that "teachers of high sets are more enthusiastic, and therefore spend more time preparing for their classes [page 17</p>	
Projected spending	45% = £95,369		

Intended outcome		
Specific outcomes	Success Criteria	
1	Improvement in the expertise of teachers to engage 'hard to reach' students in their lessons	All staff aware of and able to use a range of strategies to engage 'hard to reach' students
2	Gaps are demonstrably closing for Pupil Premium students at risk of making below expected progress	Pupil Premium students performing in line with national average for all students against school and external benchmarks at the end of key stage 3 and key stage 4

Monitoring and implementation		
How will you make sure it is implemented well?		When will you review this?
1	Centralised programme with all teams involved in Teaching and Learning Forum	July 2021
2	Use of the curriculum provision review process in school's "Closing the Gaps Strategy" document (author: RP)	July 2021

Targeted academic support for current academic year 2020-21

Measure	Action	What is the evidence for this choice?	Leads
Priority 1	Action to provide catch up curriculum provision for identified Pupil Premium students including a Tactical Drop Down programme, use of SEN year bases to support blended learning and a Breakfast Form programme	The Sutton Trust Extra Time report into the impact of extra tuition time on student progress	CBo
Barriers to learning these priorities address	These activities address the barrier of weaker curriculum engagement of disadvantaged students compared to non-disadvantaged students, with the gap having widened during Covid. They provide opportunities for students to be successful in their learning, thereby increasing engagement		
Projected spending	27.5% = £58,281	35%	

Intended outcome	
Specific outcomes	Success Criteria
1 Increased pupil premium student engagement with the Formal Curriculum	Improvement in engagement measured through Code 11 tracker

Monitoring and implementation	
How will you make sure it is implemented well?	When will you review this?
1 Use of Code 11 tracking to monitor impact across catch up groups	July 2021

Wider strategies for current academic year 2020-21

Measure	Activity	Link to PP guidance	
Measure	Action	What is the evidence for this choice?	Leads
Priority 1	Actions to remove wider barriers to learning: Develop a Raising Attainment Team to drive improvement with particular focus on ensuring that all students are engaging with appropriate curricular provision including personalised curriculum plans where appropriate	Key principle 1 in EEF guidance: schools can make a difference	KG SC
Barriers to learning these priorities address	This activity is intended to create additional energy and capacity to remove the barriers that disadvantaged students face – and in particular gaps in school/ curriculum engagement between disadvantaged and non-disadvantaged families, and historic family disengagement with school and learning.		
Projected spending	27.5% = £58,281		

Intended outcome	
Specific outcomes	Success Criteria
1 Appropriate curricular provision in place for every Pupil Premium student to maximise engagement	PRAG of identified students

Monitoring and implementation	
How will you make sure it is implemented well?	When will you review this?
1 Use of Code 11 tracking to monitor impact	July 2021