

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 the 2020 to 2021 academic year.

Our one-year pupil premium plan for 2020-21 focused on responding to the challenges of a year that was strongly impacted by Covid. Our focus was therefore on:

- Teaching strategies particularly suited to 'from the front', remote and blended teaching
- Engaging pupil premium students with remote learning, particularly during the spring 2021 lockdown and 'bubble' closures
- Building systems to support post-Covid re-engagement with learning

Our learning from this year has helped to shape our 2021-24 planning however. For example, understanding:

- The importance of face-to-face teaching and IAG for impact on confident student curriculum choices
- The importance of curriculum gap analysis (and criterion rather than norm-referenced assessment) to understanding students' learning gaps
- The impact of TAG assessments (with their focus on students demonstrating what they could do) on pupil premium performance. We have included this data in our review of outcomes as a benchmark to ourselves, to demonstrate what our pupil premium students can achieve with appropriately scaffolded teaching and assessment
- The requirement for one-to-one diagnostic assessment to identify vulnerable readers
- The unexpected consequences on pupil premium attendance, which has held up better than non-pupil premium attendance in autumn 2021

In addition to this our 2021-24 planning returns to some of the effective strategies that we needed to abandon during 2020-21:

- Improvements in teaching linked to opportunities to peer observe and discuss teaching strategies
- Highly scaffolded face-to-face teaching to build student experiences of success
- A commitment to a universal on-site Study Base to support our students' independent practice habits
- Cross year-group interventions including the ability to take advantage of peer mentors for guided reading and Breakfast Forms
- Cross year-group bases to support individualised instruction and social and emotional learning interventions

Teaching priorities: Intended outcome			Actual outcome																													
Specific outcomes	Success Criteria	Was this achieved?																														
1	Improvement in the expertise of teachers to engage 'hard to reach' students in their lessons	All teachers aware of and able to use a range of strategies to engage 'hard to reach' students	<p>Yes</p> <ul style="list-style-type: none"> Professional Learning programme for all teachers in 2020-21 on Lemov strategies. The challenges of 'from the front,' remote and blended teaching increased teachers' repertoire of strategies to engage 'hard to reach' students but this remains a focus of the 2021-24 plan so that all teachers can use scaffolded strategies routinely and effectively. The impact that they have can be seen in the feedback on HITs lessons below. 																													
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 external benchmarks at the end of key stage 3 and key stage 4	<p>Yes: at the end of key stage 4. For the first time the performance of pupil premium students was in line with, or above, national average in English and Maths at GCSE as students benefited from the opportunity to demonstrate what they knew in assessments. Our challenge for 2021-24 is to build this learning into our standard assessment preparation.</p> <table border="1"> <thead> <tr> <th colspan="5">Performance of WHS Pupil Premium students in 2021 compared to national average</th> </tr> <tr> <th></th> <th colspan="2">Grade 4 or above</th> <th colspan="2">Grade 5 or above</th> </tr> <tr> <th></th> <th>WHS PP</th> <th>Nat. av.</th> <th>WHS PP</th> <th>Nat. av.</th> </tr> </thead> <tbody> <tr> <td>English Language</td> <td>84%</td> <td>81%</td> <td>64%</td> <td>60%</td> </tr> <tr> <td>Maths</td> <td>78%</td> <td>78%</td> <td>69%</td> <td>59%</td> </tr> </tbody> </table>					Performance of WHS Pupil Premium students in 2021 compared to national average						Grade 4 or above		Grade 5 or above			WHS PP	Nat. av.	WHS PP	Nat. av.	English Language	84%	81%	64%	60%	Maths	78%	78%	69%	59%
Performance of WHS Pupil Premium students in 2021 compared to national average																																
	Grade 4 or above		Grade 5 or above																													
	WHS PP	Nat. av.	WHS PP	Nat. av.																												
English Language	84%	81%	64%	60%																												
Maths	78%	78%	69%	59%																												
Targeted academic support: Intended outcome			Actual outcome																													
1	Increased pupil premium student engagement with the Formal Curriculum	Improvement in engagement measured through Code 11	<p>Yes: particularly through spring 2021 lockdown</p> <ul style="list-style-type: none"> 12 staff processed approximately 150 Code 11 messages daily during lockdown to engage students in learning so that no pupil premium student 'slipped under the radar' 23% of the pupil premium cohort accessed their learning on site <p>In the autumn term 2021, pupil premium attendance has held up well in comparison to all students and there are currently no gaps between pupil premium and non-pupil premium attendance. Although this is due to a fall in non-pupil premium attendance we are pleased that, in Years 7-10, pupil premium attendance has not fallen off further.</p> <table border="1"> <thead> <tr> <th colspan="6">Comparison in attendance to previous 'personal best' attendance year 2018-19</th> </tr> <tr> <th></th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> <th>Year 11</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>0</td> <td>-1</td> <td>-1</td> <td>0</td> <td>-5</td> </tr> <tr> <td>All students</td> <td>-1</td> <td>-4</td> <td>-4</td> <td>-5</td> <td>-8</td> </tr> </tbody> </table>					Comparison in attendance to previous 'personal best' attendance year 2018-19							Year 7	Year 8	Year 9	Year 10	Year 11	Pupil Premium	0	-1	-1	0	-5	All students	-1	-4	-4	-5	-8	
Comparison in attendance to previous 'personal best' attendance year 2018-19																																
	Year 7	Year 8	Year 9	Year 10	Year 11																											
Pupil Premium	0	-1	-1	0	-5																											
All students	-1	-4	-4	-5	-8																											
Wider strategies: Intended outcome			Actual outcome																													
1	Appropriate curricular provision in place for every pupil premium student to increase engagement and learning	Tracking system indicates that pupil premium students are engaging with curriculum provision	<p>This is a longer-term outcome:</p> <ul style="list-style-type: none"> Tracking system now in place (autumn 2021) We have invested significantly in staffing and additional teaching groups to provide targeted and complex support for students who are not engaging effectively with the curriculum – the impact of HITs groups can be see below The 2021-24 plan continues to build towards this outcome 																													

Appendix 1

Student and Parent Feedback about HITs	
Students	Parents
<ul style="list-style-type: none"> • I used to struggle with reading, I'd read slowly and with no understanding, now I can read fluently and with different tones of voice. • I now know how to break words into chunks to help me spell them, my dad has noticed a big difference as well, he's really proud of me. • The structure of the lesson really helps, I like the routines. It's also good that we use the ABC to help us memorise words, it means I can get the words written quickly in the weekly vocabulary test. • We don't jump straight into things in HITs, we break tasks down which means I really understand what to do. • I love Cold Call because everyone is involved and I get the chance to practice saying new words. • I didn't like writing before HITs because I found spelling even easy words hard, I'd make mistakes. • I like the fact we get to do lots of practice which means I get good at everything, it makes me feel good and confident. • The teacher has really high expectations of me, I know not to fiddle, to focus and get involved. • We have to work really hard, we have to speak more, answer lots of questions and contribute all of the time. • The teacher really listens to me and knows if I don't understand or know something • I enjoy the pace of the lesson, it's pacey and fun. • It's a good learning environment. 	<ul style="list-style-type: none"> • My son loves his HITs Literacy lessons because he knows how much progress he's made, he can feel it and he tells us at home. I have never heard him talk so enthusiastically about a novel! He made us buy it and now I am reading it too, as well as his grandparents. • My son has really grown in confidence with his reading. We know about the vocabulary he has to learn and without hesitation he will practice this with us and then on his own. My son says that he enjoys the interactive nature of the lessons and the fact he has to be 100% focused and ready to answer questions. • We have the vocabulary on the fridge and we test our son in the car, we all get involved in the testing! We are looking for a book with a similar character for him to read with us as he's really enjoyed the one he's read in class. • My daughter will often talk about her HITs lessons which is amazing as she doesn't normally tell us much, she is very enthusiastic about them. • My daughter has been using the techniques she learns in the lesson to memorise words, she look for patterns and links between ideas now at home, it's helped her remember so much more than usual. She's started using some of it for other things. • The energetic and very direct style of teaching keeps her focused so my daughter knows she has to be fully active throughout the lesson. • I was very impressed with the zoom HITs lessons, I sat opposite him and couldn't believe how much he knew! It's a fabulous book. I have to say, I was very proud of him.

Student and Parent Feedback about Breakfast Forms	
Students	Parents
<ul style="list-style-type: none"> • It's so helpful, I get extra time to do homework and revise. • I like Breakfast Form as I come into school and straight to work, it's easier to concentrate on homework here than at home. • It mostly helped me be ready and organised for the day, I really needed help with organisation so it had a big impact. • Everyone is very supportive, I especially like it when the Sixth Formers helped me especially with my PE and Maths work. • I was able to keep on top of my homework because of Breakfast Form and sometimes I would go over classwork that I didn't finish or fully understand. • It's great to have the teacher, computers and a productive space to work in. • There is always a welcoming but productive atmosphere, it's a very good way to start the day rather than being worried about things I hadn't done. • The teacher will check we have everything we need for our lessons and she will talk to our teachers about things that we need more help with, it's helped me feel more organised and comfortable about asking for help. 	<ul style="list-style-type: none"> • My son was reluctant to attend but once he had done, he really enjoyed it and benefited from the extra time and support. He admired the Sixth Form helpers as they knew what it was like studying GCSEs. The quiet room really helped. • My son always told me he had no homework or it'd be marked as 'done' when I checked. This wasn't the case! He certainly completed a lot more work at Breakfast Form and he told me he really enjoyed it, I know he did as he went every day. • The teacher was very hands on and I felt my child got a lot more attention and support with homework, it's often tricky at home as there is so much going on. • I was amazed that my daughter would be up and ready to get into school early, but she did. She would recommend Breakfast Form to her friends, she really found it useful.
Student and Parent Feedback about Code 11	
Students	Parents
<ul style="list-style-type: none"> • I didn't submit my online work properly so my mum got a phone call which was good as I could ask the teacher some questions which meant I could do it properly. • I was always late to my Period 1 zoom lesson, my mum got a message to tell her my teacher was unhappy about it. I made sure I was on time after that. • Someone from school called my house, my mum told me off for being late to my online lesson and my dad said 'how can you be late to a lesson when you are working from home?' He wasn't impressed with me. • It was a good job someone Code 11'd me to be honest as I didn't understand what to do for some tasks and I was doing everything wrong. It was my fault as I hadn't been paying attention and I was just trying to get stuff done quickly. 	

Appendix 2: More detailed parental voice

A

1. HITS did have a positive impact on my daughter's learning and confidence. She has always struggled in large classes and welcomed the opportunity to be able to work at her own pace and in smaller groups. She has always felt safe and supported in HITS lessons.
2. My daughter made steady progress throughout her time with HITS. She has always been encouraged by teachers and support staff to try different approaches and develop her own style.
3. From a parent's point of view the HITS programme reassured us that our daughter was receiving one to one support to help grow her confidence in English and Maths. She now approaches her work with a 'can do' attitude rather than feeling she can't do it. She has always struggled with anxiety about schoolwork, often freezing and described herself as a 'rabbit in headlights' when asked to do a new task. It has been lovely to see her confidence in her own abilities grow and develop as she has created her own approach and style in creative writing.

B

I'm grateful to have the opportunity to give feedback on my son's HITS lessons, because after hearing all of them (I was sitting at the kitchen table next to him doing Zoom lessons for 11 weeks!) I feel I now understand how the HITS lessons work.

Firstly, HITS has been super for him. He benefits greatly from smaller classes and being in a setting where his peers are at the same learning stage as him. He is very aware that he is sometimes 'slower' (his words) than other kids and will not speak up for fear of being labelled 'thick' (also his words). I was absolutely delighted to hear him engage so much with the teachers during the English lessons and the teacher for Maths, their patience and encouragement has had a huge impact on his confidence in these lessons. So, thank you for that!

My son has struggled with reading and spelling since he was five (you've probably noticed he doesn't always process things very quickly and he doesn't always pay full attention). However, my husband and I have noticed a huge difference in his reading and spelling from his HITS lessons and I am sure it's because of the repetition of the words and meanings which is helping to commit what he's learning to memory. Also, he will now ask if he doesn't know how to spell something, rather than just write what he thinks is right, (he tends to just spell phonetically) and this is really helping him to think about what he's writing. My son doesn't read books although we have tried very hard to encourage him to! So, I think going over the texts (I think he did the Cinderella story) and really breaking down the characters and what they are saying and what the meaning is has been invaluable because it is teaching him to understand and question what he's reading. My son is happy to be in HITS and I feel that he's made a lot of progress this year, even with the lockdown(s), the structure and pace of the lessons really does suit him.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity across the Whole Curriculum that is not being funded by pupil premium or recovery premium.

This can be found in the relevant school improvement plans for:

- Formal Curriculum
- Wider Curriculum
- Wilmslow Way