

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	Wilmslow High School
Number of pupils in school	2079 pupils (419 in Sixth Form) in Nov 2021 IDSR
Proportion (%) of pupil premium eligible pupils	13% in Nov 2021 IDSR
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Dr James Pulle Headteacher
Pupil premium lead	Ruth Powley Deputy Headteacher
Governor / Trustee lead	Jane Shaw Pupil Premium link

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,035
Recovery premium funding allocation this academic year	£33,754
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£237,789

Part A: Pupil premium strategy plan

Statement of intent

What are our ultimate objectives for our pupil premium students?

Our aim is for more of our students to be more successful in their learning, and to narrow any gaps in success between groups of students.

Access and equity: We believe that all our students (whatever their social background, characteristics or ability) are entitled to access a powerful curriculum as a matter of social and cultural justice. Therefore, our first intention is to compellingly and effectively share this ambition with our pupil premium- eligible students and families, enabling more of our pupil premium students to **engage** with a powerful curriculum so that they can take advantage of the access to opportunities that this brings.

Effective learning habits: We believe that our students are most successful when they build **effective** learning habits including:

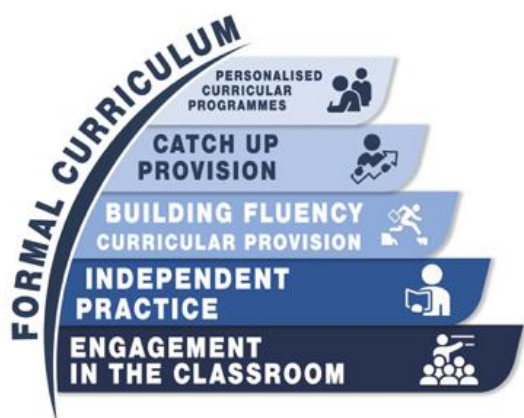
- Acquiring prior knowledge through regular reading
- Paying attention in lessons
- Deliberately practising including regular independent practice
- Organising and encoding work
- Regular retrieval

Therefore, our second intention is to ensure that all our pupil premium students are able to build these learning habits.

How does our current pupil premium strategy plan work towards achieving those objectives?

We believe that students are most **engaged and effective** where they feel that they can **experience meaningful success**. Therefore, our plans are based on improving effective engagement with:

- **High quality teaching** in the classroom
- Independent practice
- Curriculum provision to build fluency where this is an identified need
- Catch Up provision where students have fallen behind
- Personalised curriculum programmes where these are more appropriate for a student's specific needs



What are the key principles of our strategy plan?

- Every student can access and **engage** with a powerful curriculum
- Every student can develop more **effective** learning habits
- **High quality teaching** should enable students to **experience meaningful success** with an expectation that every student can gain at least 'substantial' knowledge of their curriculum
- Careful tracking so that no student 'slips under the radar'
- Our strategies are most successful where they are based on high expectations of the engagement and effort of our students. Our last Ofsted inspection team (2019) could not believe that the students they saw in Maths Breakfast Form were 'hard to reach' because of the levels of engagement and effort that they saw which translated into substantially improved progress in maths in 2019 for pupil premium students.

Challenges

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

Challenge number	Detail of challenge																				
1	<p>Our pupil premium students can be less likely to engage with a powerful curriculum. For example, pupil premium students have demonstrated less confidence in selecting Languages as a GCSE option than non-pupil premium students. Whilst our actions started to address this with the 2021 cohort, home learning in 2020 and 2021 impacted on the confidence of the 2022 and 2023 cohorts.</p> <table border="1"> <thead> <tr> <th>E Bacc entry figures</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>Non-PP students</td> <td>32%</td> <td>27%</td> <td>39%</td> <td>30%</td> <td>27%</td> </tr> <tr> <td>PP students</td> <td>19%</td> <td>11%</td> <td>33%</td> <td>7%</td> <td>10%</td> </tr> </tbody> </table>	E Bacc entry figures	2019	2020	2021	2022	2023	Non-PP students	32%	27%	39%	30%	27%	PP students	19%	11%	33%	7%	10%		
E Bacc entry figures	2019	2020	2021	2022	2023																
Non-PP students	32%	27%	39%	30%	27%																
PP students	19%	11%	33%	7%	10%																
2	<p>There remain gaps between the progress and attainment of our pupil premium and non-pupil premium students.</p> <p>For example, whilst we are pleased to have a narrower gap in Grade 5+ English and Maths attainment than the national gap, we would like to narrow this further.</p> <table border="1"> <thead> <tr> <th>Grade 5+EM gap*</th> <th>2019</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>National 5+EM gap</td> <td>25</td> <td>28</td> </tr> <tr> <td>WHS 5+EM gap</td> <td>12</td> <td>14</td> </tr> </tbody> </table> <p>*In percentage points</p>	Grade 5+EM gap*	2019	2021	National 5+EM gap	25	28	WHS 5+EM gap	12	14											
Grade 5+EM gap*	2019	2021																			
National 5+EM gap	25	28																			
WHS 5+EM gap	12	14																			
3	<p>Our tracking of our students' attention in lesson and independent practice suggest that our pupil premium students build less effective and sustained learning habits.</p> <p>Pupil premium students are less likely to require 'no support' than other groups:</p> <table border="1"> <thead> <tr> <th>EAL</th> <th>Not in other groups</th> <th>SEN K</th> <th>First Concern</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>29%</td> <td>26%</td> <td>18%</td> <td>14%</td> <td>11%</td> </tr> </tbody> </table> <p>And more likely to require targeted support:</p> <table border="1"> <thead> <tr> <th>Not in other groups</th> <th>EAL</th> <th>First Concern</th> <th>PP</th> <th>SEN K</th> </tr> </thead> <tbody> <tr> <td>24%</td> <td>31%</td> <td>49%</td> <td>52%</td> <td>63%</td> </tr> </tbody> </table> <p>Learning habits also appear to become less effective with age, with 90% of Pupil Premium students in the current Year 11 identified as requiring targeted or complex support.</p> <p>Whilst current pupil premium attendance figures are in line with non-pupil premium attendance, attendance continues to decline in older year groups by between 3-8% (Year 7 to Year 11)</p>	EAL	Not in other groups	SEN K	First Concern	PP	29%	26%	18%	14%	11%	Not in other groups	EAL	First Concern	PP	SEN K	24%	31%	49%	52%	63%
EAL	Not in other groups	SEN K	First Concern	PP																	
29%	26%	18%	14%	11%																	
Not in other groups	EAL	First Concern	PP	SEN K																	
24%	31%	49%	52%	63%																	
4	<p>Our pupil premium students (13% of our cohort) are more likely to have complex needs that require more personalised curriculums to support their learning and wellbeing.</p> <ul style="list-style-type: none"> In key stage 3 approximately 24% of our complex need students are pupil premium This figure rises to 44% of our complex need students in key stage 4 In the current Year 11, 28% of the pupil premium cohort have a complex need compared to 3% of the non-pupil premium cohort 																				
5	<p>Our pupil premium students (13% of our cohort) are more likely to be disfluent readers.</p> <p>Tracking of our students with a reading fluency need (based on taking over 5 minutes to read a 3-minute extract) indicates that 25% of these students are pupil premium</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
An increased proportion of pupil premium students successfully accessing a powerful curriculum	<p>By the end of our current plan in 2024:</p> <ul style="list-style-type: none"> • An increase in the proportion of pupil premium students entering the English Baccalaureate to above the national figure for pupil premium students (28% in 2019, 2020 and 2021) • An increase in the proportion of pupil premium students gaining a Triple Science qualification (2 students in 2022) • An increase in the proportion of pupil premium students continuing to Level 3 study in our Sixth Form (38% in 2021) • An increase in average Attainment 8 scores for pupil premium students to the national figure for all students (gap of 2.65 in 2019) <p>In all of the above, a narrowing of gaps between pupil premium and non-pupil premium students of the same prior attainment based on higher attainment by all groups of students.</p>
A further narrowing of gaps in performance and progress between pupil premium and non-pupil premium students so that more pupil premium students are more successful	<p>By the end of our current plan in 2024:</p> <ul style="list-style-type: none"> • A further improvement in our standard and strong pass results in English and maths for pupil premium students to the national figure for all students (-3 at strong pass rate in 2019) • A further improvement in the progress made by our pupil premium students (an improvement of 29 progress points 2017-19) <p>In all of the above, a narrowing of gaps between pupil premium and non-pupil premium students of the same prior attainment based on higher attainment by all groups of students.</p>
An increase in the proportion of pupil premium students identified as demonstrating successful learning habits	<p>By the end of our current plan in 2024:</p> <ul style="list-style-type: none"> • Gaps closed between the learning habits of pupil premium and non-pupil premium students (based on WHS tracking figures) • Gaps closed between the learning habits of older and younger students, with older pupil premium students sustaining effective learning habits (based on WHS tracking figures) • Gaps closed in attendance between non pupil premium and pupil premium students and between Year 7 and Year 11 attendance.
Further improvements in the engagement and outcomes of our complex need pupil premium students increasing their opportunities for success	<p>By the end of our current plan in 2024:</p> <ul style="list-style-type: none"> • Improvement in attendance of complex need pupil premium students (current figure for Year 11 complex need pupil premium students is 55%) • Improvement in Attainment 8 scores for complex pupil premium students from 2021 baseline
All pupil premium students able to read with at least substantial fluency so that students can successfully access the curriculum	<p>By the end of our current plan in 2024:</p> <ul style="list-style-type: none"> • All pupil premium students able to read with at least reasonable fluency (within 4 minutes in reading diagnostic) • Tracking indicates that reading programme rapidly diagnoses and addresses issues

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 (for example, CPD, recruitment and retention)

Budgeted cost: £107,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing and implementing scaffolded teaching strategies across curriculum teams that enable more students to be more successful</p>	<p>Our MFL team have seen significant impact using the MARS EARS approach in their teaching of:</p> <ul style="list-style-type: none"> • Modelling • Awareness raising • Repetitive processing • Structured production • Expansion • Autonomy • Routinisation • Spontaneity <p>Because this approach emphasises the importance of spoken language and verbal interaction in the classroom, it incorporates the strategy of oral language intervention recommended as high impact (+6) in the EEF Teaching and Learning Toolkit.</p> <p>We are also continuing to develop our scaffolded strategies in line with Rosenshine's Principles of Instruction</p>	<p>1, 2, 3, 4</p>
<p>Developing and implementing curriculum gap analysis assessment to focus on students gaining at least 'substantial' knowledge of the curriculum</p>	<p>For students to gain and retain 'substantial' knowledge of the curriculum, high success rates (80-90%) are required. Our experience in the 2021 TAGs was that pupil premium students were able to achieve greater success in more scaffolded assessments tasks (achieving a strong pass rate in English and maths 8 percentage points above the national average as a consequence)</p> <p>Because this approach emphasises the importance of students demonstrating mastery in assessments, it incorporates the strategy of mastery learning recommended as high impact (+3 for secondary schools) in the EEF Teaching and Learning Toolkit</p>	<p>1, 2, 3, 4</p>
<p>Providing additional HITs tuition to build fluency in English, maths and Humanities that enable more students to be more successful</p>	<p>Evidence from school results and student/ parent-carer voice (see review of spend) suggests that additional tuition supports students to build fluency in the basics.</p> <p>This approach draws on the EEF recommendations regarding class size reduction: that these should be significantly reduced (to below 15 students) so that HITs mastery learning strategies change the learning behaviour of students. By providing additional time and support to identified students with gaps in understanding it also ensures that disadvantage gaps are narrowed. This therefore has greater impact (+3 for secondary schools)</p>	<p>1, 2, 3, 4, 5</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £65,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of Academic Catch Up Base to provide additional support for students catching up where they have fallen behind</p>	<p>In Academic Catch Up Base we are developing the use of individualised instruction, recommended as high impact (+4 for secondary schools) in the EEF Teaching and Learning Toolkit.</p> <p>This enables students to experience meaningful success as they catch up with/ consolidate their learning.</p> <p>We use this as a supplement to usual class teaching so that students do not lose engaged learning time/ high quality pedagogical interaction.</p> <p>Maths and Science are also developing the use of digital technology diagnostic assessment to provide more immediate feedback on individual tasks, recommended as high impact (+5 for secondary schools)</p>	<p>1, 2, 3, 4</p>
<p>Development and implementation of HITs reading programme to support readers lacking fluency</p>	<p>Evidence suggests that reading fluency and comprehension is vital to learning:</p> <ul style="list-style-type: none"> • No comprehension takes place when learners understand only 80% of the text (Hinkel, 2015) • With the majority of learners, for listening and reading input to be conducive to learning, around 98% of words must be familiar (Nation, Learning to read and learning to comprehend) <p>This reading programme has been designed to take advantage of strategies recommended as having impact by the EEF Teaching and Learning Toolkit.</p> <p>For those students identified as requiring intensive support one-to-one tuition will be used (+6 months for reading)</p> <p>For students identified as requiring targeted support small group tuition will be used (+4 months for reading)</p> <p>For students requiring additional practice peer mentoring will support guided reading (+5 months)</p> <p>For students who would benefit from building better reading habits, training will be provided to promote parental engagement (5 months for reading and lower attaining students)</p> <p>The programme will also draw on learning from effective reading comprehension strategies (+7 months at secondary for low attaining students).</p>	<p>1, 2, 3, 4, 5</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £65,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Study Base as a universal support offer to encourage students to develop effective habits of independent practice	<p>This approach draws on the EEF Teaching and Learning Toolkit evidence on the impact of homework (+5 for secondary schools).</p> <p>Delivery of Study Base by teachers ensures that it has credibility with students and that tasks are linked to classroom work.</p>	1, 2, 3, 4
Use of our support bases to provide additional support for students requiring personalised curriculum programmes to support their identified need	<p>This approach draws on the EEF Teaching and Learning Toolkit evidence of the impact of social and emotional learning interventions (+6 months)</p> <p>Identified students with complex needs receive personalised social and emotional learning support to address barriers to engagement with learning.</p>	1, 2, 3, 4
Contingency fund to support pupil premium students accessing the Whole Curriculum	<p>Based on our experiences, we have identified a need to set a small amount of funding aside (approximately £10K per year) to respond to support pupil premium students in accessing the Whole Curriculum.</p> <p>This is supplemented by our Community Support budget</p>	

Total budgeted cost: £237,789

Part B: Review of outcomes in the previous academic year

See [Pupil Premium Review of outcomes 2020-2021 - published December 2021](#)