

Pupil premium strategy statement – Wilmslow High School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year (Summer 2023)

School overview

Detail	Data
Number of pupils in school	1752 Y7-11 (2197 including 6 th form)
Proportion (%) of pupil premium eligible pupils	14.95% (Yr 7-11)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	January 2023 to December 2025
Date this statement was published	This version January 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Ruth Powley, Headteacher
Pupil premium lead	Kieran MacHugh, Assistant Headteacher: Raising Attainment
Governor / Trustee lead	Jane Shaw, Pupil Premium Link

See pupil premium strategy template for secondary schools [her](#)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (based on 7/12 th of 23-24 and 5/12 th 24-25 funding – but not including PP+ and Service Premium)	£267,946
Recovery premium funding allocation this academic year	£72,390
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£340,336

Part A: Pupil premium strategy plan

Statement of intent

What are our ultimate objectives for our pupil premium students?

In 2023, 105 of our students (34%), achieved **above expected progress** of over half a grade or more (+0.5). These students were male and female, from different ethnic groups, and spread across all prior attainment bands. They included SEN Support students, students with EHCPs and Pupil Premium students. They had the same curriculum offer as other students and received the same teaching.

This means that more is possible in our school!

The improvement objectives below have the aim of all students making progress and more students making the progress demonstrated by those 105 students in 2023.

We believe that we will do this by narrowing gaps in opportunity, access, engagement, aspiration and achievement.

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

It emphasises:

- **Opportunity** to study a broad, coherent and ambitious curriculum and gain recognised qualifications
- **Access** to learning through high-quality teaching and assessment focused on closing knowledge gaps and building fluency
- **Engagement** with learning through the building of 8 key learning habits
- **Achievement** in learning and remembering the curriculum
- **Aspiration** enabling students to achieve meaningful success now, and in their futures

What are the 8 key learning habits?

Attending school and lessons, being equipped, paying attention, practising, regularly retrieving learning, well-organised study time, book polishing and reading

What are the key principles for our strategy plan?

Understanding:

1. That where learning experiences and access to the curriculum (or **Curriculum Time**) are different some students will have more opportunity to learn than others, inadvertently creating and/ or perpetuating lack of equity. Therefore, a key principle of the strategy plan is to reduce differences in opportunities to study
2. That students are more likely to engage in the classroom where they routinely experience meaningful learning success
3. That effective learning (and effective teaching) are effortful and require the building of habits and routines
4. That for knowledge to be retained, or for independent practice to be successful, students require at least **substantial** knowledge
5. That students with an ambitious aspiration for the future are more likely to be motivated to engage in effortful learning

Challenges

This section details the key challenges to achievement that we have identified for our disadvantaged students (over 250 students). These centre around students being able to experience meaningful learning success in the classroom.

Challenge number	Detail of challenge
1	35% of our pupil premium students have one or more additional need which makes it harder for them to experience meaningful learning success in the classroom: 66 are on our SEN Register with a further 21 First Concern students:10 access education through one of our three specialist Resource Provisions catering for complex need; therefore, success in the classroom can be substantially different for them. A further 12 have an Educational Health Care Plan. 44 are SEN K students. 28 have some other identified social, emotional or mental health need and are supported through our Progress House Enhanced Mainstream Provision.
2	64% of our current cohort of pupil premium students have identified knowledge gaps: <ul style="list-style-type: none"> • 4 have recently arrived in the UK with language as a barrier to learning • 39 did not make expected progress in Maths by the end of key stage 2, not including current Y9 and Y10 students for whom no KS2 data is available (due to the pandemic) • 35 did not make expected progress in reading by the end of key stage 2, not including current Y9 and Y10 students for whom no KS2 data is available (due to the pandemic) • 54 have been in 3 or more schools prior to Wilmslow High School; therefore, increasing the likelihood of knowledge gaps.
3	62% of our pupil premium students have a Level 2+ pastoral concern and, for 27% this is at a serious level. These high levels of pastoral need can impact on students' ability to pay focused attention in the classroom and commit to sustained independent practice.
4	Attendance for our current cohort of pupil premium students is 85% (February 2024). 43% of our pupil premium students are persistent absentees and 6.6% are severe absentees. This amount of missed learning time impacts on students' knowledge and successful experience of the classroom.
5	Our pupil premium students can be less ambitious in their curriculum and destination choices. We have worked hard on this. Based on lagged 2020-21 destination data whilst 94% of our students progressed to sustained education, employment or training after key stage 4, for pupil premium students the figure was 79%. Due to our work on this, the figure for pupil premium students was improved to 98% in December 2023. This remains an area of focus.
6	Our current cohort of pupil premium students are more likely to have patterns of attention and practice that have been identified by their teachers as being 'not enough': Year 8 60% Year 9 49% Year 10 54% Year 11 73%
7	The parents/ carers of our pupil premium students were less likely to engage with us through online systems. We are working to increase engagement over the course of 2023-24 Figure to be added

Our challenge

We believe that the challenges above are linked and that **our** challenge is to increase meaningful learning success in the classroom beyond the top third of our pupil premium students.

Approximately two-thirds of our pupil premium students face greater challenges to achieving meaningful learning success in the classroom from the start of secondary school due to their specific circumstances.

A cycle of underperformance can be created with additional needs, poor attendance and pastoral distractors causing pupil premium students to fall further behind.

Where students lack motivation, resilience or effective study habits, and a sense of **belonging in the classroom**, this can create the temptation to **avoid** learning time, through inattentive behaviours in lesson, poor or non-existent homework, absence from school, or finding excuses within school to avoid lessons. This temptation is increased where students lack ambition or clarity about their future career path and perhaps do not identify themselves with **belonging in the classroom**, ambitious educational outcomes or destinations.

In comparison to able, ambitious, well-motivated and well-supported students, who do have a sense of **belonging in the classroom**, stark gaps can therefore emerge.

To break this cycle, we need to be determined and ambitious, and 'rewrite the script' from the moment that we know that students are joining us.

We need to acknowledge that this will require ambition, energy, determination and optimism, accepting that teaching, as well as learning, will be effortful if there are substantial knowledge gaps to close, and celebrating meaningful learning success in the classroom for students, teachers and learning support assistants.

Can it be done? During our last Ofsted inspection, we debated fiercely with the inspectors who would not believe that the students they saw in our Maths Breakfast Form were our most 'hard to reach' students because of the levels of engagement and effort that they saw (which translated into progress in maths of 19 points above the national average for pupil premium performance in that year).

It can be done. It won't be easy.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in December 2025**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Higher entry rates for pupil premium students led by Mr Munro	By December 2025: <ul style="list-style-type: none"> To eliminate gaps in entry rates for pupil premium students with students of the same prior attainment profile For September 2024: <ul style="list-style-type: none"> Pupil Premium students entering on average 7 or more subjects
Improved attendance for pupil premium students led by Mr Jones	By December 2025: <ul style="list-style-type: none"> Most pupil premium students with attendance of 95% or above For September 2024: <ul style="list-style-type: none"> Strong improvement towards this ambitious outcome
All pupil premium students able to read fluently by the end of Year 7 led by Mr Munro	By December 2025: <ul style="list-style-type: none"> 100% of pupil premium students able to read with fluency by the end of Year 7 For September 2024: <ul style="list-style-type: none"> All pupil premium students who cannot read with fluency making good progress to addressing this by September 2024
All pupil premium students equipped with the 8 habits of effective learning led by Mr MacHugh	By December 2025: <ul style="list-style-type: none"> To eliminate gaps between pupil premium and other students as measured by just enough/ not enough data For September 2024: <ul style="list-style-type: none"> To reduce the proportion of pupil premium students whose learning habits are not 'enough'
All pupil premium students in education, employment or training post-16 led by Mr Spence	By December 2025: <ul style="list-style-type: none"> 100% of pupil premium students in education, employment or training For September 2024: <ul style="list-style-type: none"> 95% of pupil premium students in education, employment or training
Pupil premium students making expected progress	By December 2025: <ul style="list-style-type: none"> Pupil premium students making expected progress Improvement in pupil premium threshold performance to above 2019 performance For September 2024: <ul style="list-style-type: none"> Pupil premium students with quarter of a grade of making expected progress Improvement in pupil premium threshold performance to 2019 performance

Activity in this academic year (2023-24)

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above. Choice of activities has been informed by EEF guidance including the [EEF Evidence Brief](#)

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £136,134

Activity	Evidence that supports this approach*	Challenge number(s) addressed
Investment in additional groups in English, Maths and Science with a focus on closing knowledge gaps, building fluency and preparing students for level 2 qualifications <i>Access</i>	Developing a curriculum which responds to the needs of students This approach draws on the EEF recommendations regarding class size reduction (2 months); that these should be significantly reduced (to below 15 students)	1. Additional Need 2. Knowledge Gaps
Investment in Curriculum Time to enable quality assurance and teaching triads to improve adaptive strategies in the classroom <i>Achievement</i>	Developing high quality teaching which responds to the needs of students The best available evidence indicates that great teaching is the most important lever that schools have to improve pupil attainment. (EEF)	1. Additional Need 2. Knowledge Gaps
Investment in Step Lab to embed instructional coaching into our weekly practice <i>Achievement</i>	Mentoring and coaching Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes. (EEF)	
Investment in professional learning to: <ul style="list-style-type: none"> Develop adaptive teaching strategies Develop expertise in systematic synthetic phonics Improve feedback <i>Achievement</i>	Professional development on evidence-based approaches The EEF Evidence Brief recommends that schools focus on building teacher knowledge and pedagogical expertise. We are focusing on three areas which we believe will particularly benefit our low prior attaining students (who had our lowest Progress 8 score in 2023) and using the EEF guidance report to support us in improving teacher feedback (up to 5 months): Teacher feedback to improve pupil learning	1. Additional Need 2. Knowledge Gaps
Investment in Sparx assessment in Maths and English <i>Achievement</i>	Developing assessment which responds to the needs of students and using technology to support high quality teaching and learning The EEF Evidence Brief flags the importance of purposeful use of assessment.	2. Knowledge Gaps
Investment in roles leading the development of high-quality teaching or 'hard to reach' students <i>Achievement</i>	Recruitment and retention of teaching staff The EEF Evidence brief emphasises that disadvantaged students with SEN have the greatest need for excellent teaching. These roles focus on developing explicit instruction and scaffolding in teaching strategies flagged in the EEF Five a Day to improve SEND outcomes	1. Additional Need

*Filled in with reference to page 17 of [the EEF Guide to the Pupil Premium](#) and [Teaching and Learning Toolkit](#)

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

Budgeted cost: £102,101

Activity	Evidence that supports this approach*	Challenge number(s) addressed
Investment in one-to-one and small group tuition provided through our Progress Bases <i>Achievement</i>	Targeted tuition The EEF Evidence Brief recommends that intensive support through one-to-one tuition (5 months) and small group tuition (+2 months for secondary) can support student learning particularly if provided in addition to normal lessons and explicitly linked to these. Tuition is more effective where learning gaps are assessed, curriculum content is carefully selected, teachers are well prepared, and impact is monitored. Small groups should not be more than 6 or 7 students and low prior attaining students particularly benefit from this intensive tuition.	2: Knowledge Gaps
Investment in targeted interventions to support reading <i>Access</i>	Interventions to support reading Evidence suggests that reading fluency and comprehension are vital to learning: <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) The EEF suggests that where phonics is delivered as an intervention, regular sessions (up to four times a week) or 30 minutes or so over a period of up to 12 weeks appear to be the most successful structure. For students identified as requiring targeted support/phonics level teaching small group tuition will be used (+4 months for reading)	2: Knowledge Gaps
Investment in a Study Base <i>Engagement</i>	Extending school time The EEF Evidence Brief flags that purposeful and targeted extension of school time to provide after school programmes of homework (+5 months for secondary schools) is more likely to foster academic benefits when it is clearly structured, linked to the curriculum, and led by well-qualified and trained staff.	6: Learning Habits

*Filled in with reference to page 17 of [the EEF Guide to the Pupil Premium](#) and [Teaching and Learning Toolkit](#)

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

Budgeted cost: £102,101

Activity	Evidence that supports this approach*	Challenge number(s) addressed
Resourcing an Enhanced Mainstream Provision: Progress Bases to support engagement with classroom learning of students with social, emotional and behaviour needs. <i>Engagement</i>	Supporting students' social, emotional and behaviour needs In 2023 the progress data of our students with the most significant social, emotional and behaviour was -2.5	1: Pastoral Concerns
Investment in systems and staff to improve attendance including the implementation of Every Day Calling to personalise communication with parents/ carers <i>Engagement</i>	Supporting Attendance As flagged in Working together to improve school attendance there is clear evidence that high attainment and high attendance are linked. We see this in our own patterns of progress. In 2023 the 14 Pupil Premium students with attendance of 90% or above averaged progress of +0.63. In comparison, students with persistent absence averaged progress of approximately -0.1 and those with severe absence approximately -0.2	4: Attendance 7: Parental Engagement
Investment in roles supporting students in building the 8 habits of effective learning	Recruitment and retention of teaching staff The potential impact of self-regulation approaches with students monitoring and evaluating their own learning is high (up to 7 months) especially if these are explicitly taught and rooted in the curriculum. They can also be effective when taught in collaborative groups where learners can support each other.	6: Learning Habits
Providing careers mentors for key stage 4 pupil premium students	Increasing aspiration The EEF warns that the relationship between aspiration and attainment is complex. Approaches should not be generalised. They should not be undertaken in isolation and should have an academic component	5: Aspiration
Contingency fund for acute issues	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to specific barriers to learning.	Access to the curriculum

*Filled in with reference to page 17 of [the EEF Guide to the Pupil Premium](#) and [Teaching and Learning Toolkit](#)

Part B Review of the previous academic year

Outcomes for pupil premium students

We have analysed the performance of our school's pupil premium students during the 2022-23 academic year using key stage 4 performance data.

The data demonstrates that in 2023:

- The progress 8 performance of pupil premium students improved by 49 points compared to a drop in national pupil premium progress of 2 points
- That progress 8 performance of pupil premium students was above national pupil premium progress in Maths, and well above in English and E Bacc subjects
- That pupil premium attainment improved by 2.9 points in 2023 compared to a national drop in attainment of 2.6 points and was well above the attainment of pupil premium students nationally
- That pupil premium students added value in Science, Languages and Humanities, adding more value than non-pupil premium students in Humanities. (Again, their performance was well above the performance of pupil premium students nationally)

In 2023 pupil premium students at our school made greater improvements in progress than non-pupil premium students.

However, there remains more to be done:

- The proportion of Pupil Premium students achieving a Grade 4 or 5 in English and Maths remained lower than in 2019
- E Bacc entry rates remained lower than in 2021
- Attendance continued to impact on progress
- Whilst 20% of pupil premium students made above expected progress of half a grade or above, this was lower than the figure for all students (34%)

Based on the information above we are pleased with the improvements to progress made since January 2023 as a *starting point*, and we believe that we have the determination capacity to achieve (or make strong progress towards) the outcomes that we have set out to achieve by 2025, as stated in the Intended Outcomes section.

Our evaluation of the approaches delivered last academic year indicates that:

- Targeted interventions in the approach to the exams were particularly effective in improving progress but that these need to be in place for longer over the course of key stage 4 to impact significantly on threshold Grade 4 and 5 grades
- The knowledge gaps acquired because of the pandemic have had a particular impact on Grade 4 and 5 performance. We believe that this will best be addressed by a focus on high quality teaching and assessment
- A more robust architecture was required to drive forwards improvements in progress and attendance. This has been built into the activities planned for 2023-24

We have therefore reviewed our strategy plan and made changes to how we intend to use our budget this academic year as outlined in the activities section.