



## Pupil Premium Strategy 2023-24

This statement details our school's use of pupil premium (and recovery premium for the previous 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	Wollaston School
Number of pupils in school	1412 students
Proportion (%) of pupil premium eligible pupils	13% (including 6 <sup>th</sup> form) 16% (not including 6 <sup>th</sup> form)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 (3 Year Plan)
Date this statement was published	19/12/2023
Date on which it will be reviewed	September 2024
Statement authorised by	Simon Anderson Head of School
Pupil premium lead	Matthew Rees
Governor / Trustee lead	Joanna Bunyan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,400
Recovery premium funding allocation this academic year	£43,332
Tutoring Grant	£6,872
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£252,604</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged students. Whilst socio-economic disadvantage is not always the primary challenge our students face, we do see a variance in outcomes for disadvantaged students across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Suspension and exclusion from school
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching and personal development, focussed on areas that disadvantaged students require it most, targeted support based on robust diagnostic assessment of need, and helping students to access a broad and balanced curriculum. Although our strategy is focused on the needs of PP students, it will benefit all students in our school where funding is spent on whole-school approaches, such as high-quality teaching.

Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged students will be improved alongside progress for their disadvantaged peers. We will also provide disadvantaged students with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme of students who have been identified as worst affected, including non-disadvantaged students. Our strategy will be responsive to common challenges and individual needs. As such you will see that we recognise the broader needs of young people. This includes the additional challenges disadvantaged

students face in relation to mental health, wellbeing, meeting pupils' material needs, aspirations and by strengthening parental engagement. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Outcomes for Pupil Premium students are not yet in line with their peers, and the pandemic has also had a disproportionate impact on disadvantaged students. However, pre-pandemic, Wollaston School had considerable success in improving outcomes for Pupil Premium students since 2016.

Progress 8 increased from -0.93 for PP students in 2016, to -0.33 in 2018 and -0.42 (both above the national averages for PP students). As such, this strategy is a continuation of our pre-pandemic approach, with evidence-based actions that we know to work, through both EEF research and our own lived experience.

## Challenges

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

Challenge number	Details of In-school challenges
1	<p><b>Gaps in knowledge and lower progress than non-disadvantaged peers.</b> Following the pandemic and school closures we are aware that there will be gaps in some students' knowledge and understanding across the curriculum. It is important that we are able to identify the gaps in all of our students learning and in particular, our disadvantaged students. A lack of robust external testing means that it has been difficult to identify which students enter the school needing more support in specific areas.</p> <p><i>Please see summary data for 2019-2020.</i></p>
2	<p><b>Organisation, preparedness, and behaviour for learning</b> – a number of disadvantaged students have a lack of organisational and self-management skills.</p> <p><i>Our internal data shows that disadvantaged students acquire more consequences for equipment, missed homework, and uniform issues.</i></p>
3	<p><b>Prior attainment including literacy and numeracy-</b> some students enter with lower literacy and numeracy skills than their peers.</p> <p><i>In 2022 our cognitive ability assessments on entry to Year 7 shows a gap of 4 in the CAT average mean score between disadvantaged (95) and non-disadvantaged (99). In 2021 this gap was 9 (91 to 100) and this is similar to our 2020 intake. The gap in Years 9-11 is significantly lower- on average 3 points. Prior attainment in English and Maths is lower for disadvantaged students than non-disadvantaged peers for students who sat national KS2 tests prior to the pandemic. For our 2022 cohort this is similar with a 9-point gap between the average scaled score for disadvantaged students and their non-disadvantaged peers.</i></p>
4	<p><b>Wellbeing:</b> for some disadvantaged students there are issues surrounding mental-health and wellbeing that can affect their progress and cause them to fall behind their peers.</p> <p><i>Our analysis of data, observations and discussions with pupils and families suggest that the wellbeing of many disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. Pupils and families have identified an increase in social and emotional issues such as anxiety, low self-esteem and depression (diagnosed by medical professionals). Our experience also indicates to us that there is often a need for additional wellbeing and emotional support needed for children with a social worker.</i></p>

5	<p><b>Aspirations and motivation:</b> for some pupil premium students there are issues around regular positive learning habits which can lower aspiration and accessibility regarding ambitious long-term aspirations.</p> <p><i>Our observations suggest many lower attaining disadvantaged students struggle with metacognition and self-regulation strategies when faced with challenging tasks. This can manifest in non-completion of homework tasks and maladaptive responses to tasks during lessons. Disadvantaged students receive a higher proportion of consequences for non-completion of homework and for classwork and behaviour than their non-disadvantaged peers.</i></p>
Challenge number	Details of External challenges
6	<p><b>Attendance rates</b> for students eligible for PP are below the school target for all children and the attendance figure for all students. This reduces their school hours and causes them to fall behind on average.</p> <p><i>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has averaged 3.5% lower than for non-disadvantaged students. Our assessments and observations indicated that absenteeism often negatively impacts disadvantaged pupils' progress. This gap widened during the pandemic and although this has returned to a similar level the attendance of disadvantaged students is still lower than for non-disadvantaged peers.</i></p>
7	<p><b>Parental attendance at school events:</b> in some cases, it can be difficult for parents of students eligible for Pupil Premium to attend key events at school such as information events and parents' evenings which can have a detrimental effect.</p> <p>Our internal data suggests that a higher proportion of parents of disadvantaged pupils are more likely to not attend significant school-based events. This includes parents'/carers' evening, options evenings (KS4 &amp; KS5) and other information evenings.</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
1. Improving our understanding of student progress, identify the knowledge and skills gaps via rigorous assessments systems	<ul style="list-style-type: none"> <li>• NGRT Reading assessment is to be used to identify those with gaps in students' ability to read and access the curriculum. Curriculum Leaders and SLT will scrutinise data and trends internally and when available against historic and external examples. Will be completed by end of November.</li> <li>• Staff development session to focus on strategies for supporting those PP students who are struggling to access subject specific information.</li> </ul> <p>Each team will have a stepped model to ensure knowledge is understood and 'how to' ensure progress for their subject is in place.</p> <ul style="list-style-type: none"> <li>• Gaps in knowledge will be identified for all students and gaps in progress between disadvantaged and non-disadvantage will reduce between reporting periods.</li> </ul>
2. Closing the gap in English and maths to less than half a grade at KS3	<ul style="list-style-type: none"> <li>• Appointment of a literacy coordinator to promote literacy across the curriculum.</li> <li>• Numeracy co-ordinator in post to promote and develop numeracy skills amongst KS3 students.</li> <li>• Decrease the gap in pupil progress for disadvantaged students compared to their non-disadvantaged peers in both English and maths.</li> <li>• Use a reading programme to rapidly improve the literacy of identified students.</li> </ul>
3. Improved attainment & progress for disadvantaged students across the curriculum at the end of KS4	<ul style="list-style-type: none"> <li>• By the end of our current plan in 2023/24 KS4 outcomes demonstrate that disadvantaged students achieve: <ul style="list-style-type: none"> <li>○ Attainment &amp; Progress 8 scores for disadvantaged students are in line with non-disadvantaged students</li> <li>○ % In English and Maths at 4+ = to non-disadvantaged students</li> </ul> </li> </ul>

<p>4. Improving attendance</p>	<ul style="list-style-type: none"> <li>• Attendance officer is in place, reviews of attendance, letters, referrals, home visits and improving attendance figures.</li> <li>• 5 Year Team Leaders chasing attendance to 96%. By 2024/25 attendance for all is above national average.</li> </ul>
<p>5. Students are ready to learn and wear full school uniform and are equipped for all lessons.</p>	<ul style="list-style-type: none"> <li>• Logged consequences for uniform, equipment and homework are reduced and in line with non-disadvantaged peers.</li> <li>• Personalised support for resolving these issues.</li> </ul>
<p>6. To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged</p>	<ul style="list-style-type: none"> <li>• Sustained high levels of wellbeing from 2024/25 demonstrated by:</li> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities among disadvantaged pupils.</li> <li>• high behavioural standards across the school as evidenced in learning walks, lesson observations and behaviour records.</li> </ul>

## 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: £83,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase CATs testing for year 7</i>	<ul style="list-style-type: none"> <li>The EEF report highlights Year 6 Pupil Premium group could now be around 7 months behind the non-Pupil Premium group.</li> <li>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</li> </ul>	1
Creation in Year 7 of an additional and small English group to support low levels of literacy through lost learning.	<ul style="list-style-type: none"> <li>Evidence shows that students of low ability will make much slower progress than their peers. In order to support them to close the gap they require a higher level of support and intervention.</li> </ul>	3
SLT and pastoral team mentoring of PP students in Key Stage 4	<ul style="list-style-type: none"> <li>Each SLT and governors as appropriate to mentor 2 Key Stage 4 students throughout the year, helping direct them towards their GCSE examinations, prepare them for KS5 and ensure they are equipped.</li> </ul>	2
Afterschool Homework Club lead in place and actively promoting this to disadvantaged students	<ul style="list-style-type: none"> <li>Research demonstrates that one of the most effective ways to improve progress for disadvantaged students is to enable them to complete homework. This will provide an opportunity for a supportive homework programme to be run after school.</li> <li>PP student transport to be offered to assist attendance at after school homework and revision sessions.</li> </ul>	2, 5



Embed Metacognition in curriculum and pastoral areas	<ul style="list-style-type: none"> <li>EEF research suggests the average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</li> </ul>	1,2
Use NGRT tests to establish need for intervention in reasoning, reading, phonic decoding, spelling, visual and auditory-verbal memory and phonological awareness. Use intervention to rapidly improve identified students' literacy.	<ul style="list-style-type: none"> <li>Tests are standardised.</li> <li>EEF research suggests that reading comprehension strategies equate to +6 months academic progress.</li> </ul>	3
Train members of staff to deliver secondary phonic interventions. IDL intervention is taking place in the stead of Phonics. Training on phonics has taken place too.	<ul style="list-style-type: none"> <li>EEF research suggests that phonics interventions can help students to make an additional 5 months progress over the course of a year. Whilst the majority of studies have been conducted in primary schools there are now a number of successful studies undertaken with secondary age pupils with a similar overall impact (+5 months).</li> </ul>	3
	<ul style="list-style-type: none"> <li></li> </ul>	

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

Budgeted cost: £63,261

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use a Maths HLTA to work with small groups of students with a focus on disadvantaged students.	<ul style="list-style-type: none"> <li>Due to the impacts of COVID-19 we have more students requiring additional support. The existing Maths HLTA funded by Pupil Premium will provide support for disadvantaged students.</li> <li>EEF evidence on small group tuition can add an additional 4 months progress on average.</li> </ul> <p>Maths data, maths and English GCSE.</p>	3
Develop a programme of tutoring that supports those who still have gaps in their learning.	<ul style="list-style-type: none"> <li>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: EEF evidence and can provide approximately five additional months' progress on average.</li> </ul>	1, 3
Use an academic mentor and The Brilliant Club to inspire and develop learning skills for disadvantaged students	<ul style="list-style-type: none"> <li>EEF research suggests that one to one tuition can be effective, providing approximately five additional months' progress on average.</li> </ul>	2,5
Use educational resources to ensure all students have full access to the curriculum.	<ul style="list-style-type: none"> <li>Supporting the revision space after school allows disadvantaged students to ensure they are revising correctly.</li> </ul> <p>GCSE Pod, Seneca, Sparks maths,</p>	2
Revision materials purchased to support KS4 students as they prepare for their examinations.	<ul style="list-style-type: none"> <li>Supporting the access to relevant materials will allow disadvantaged students to revise effectively.</li> <li></li> </ul>	

Use the summer School to prepare our disadvantaged students (2023 cohort) are prepared to start Wollaston School.	<ul style="list-style-type: none"> <li>EEF evidence suggests that summer schools make a moderate impact for a moderate outlay and can provide approximately three additional months' progress on average.</li> </ul>	5
Motivational speaker utilised to work with Year 11 students through the year to inspire and support with examination preparation.	<ul style="list-style-type: none"> <li>Ensures that disadvantaged students are working consistently towards their goals and have the knowledge and confidence required for academic success.</li> </ul>	

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

Budgeted cost: £86,405

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use the well-being student support officer to work with students showing early signs of decreased mental health.	<ul style="list-style-type: none"> <li>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</li> <li>Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</li> </ul>	4, 6
Use of counselling for students in need of intervention for mental health issues, ACEs.	<ul style="list-style-type: none"> <li>In the last two years there has been a substantial increase in the number of students having mental health difficulties. There has been an increase in SEND SEMH. Providing a counsellor will help to remove barriers to learning.</li> <li><a href="#">DfE 2016, Counselling in schools: a blueprint for the future</a></li> </ul>	4, 6
Use Behaviour student support officers to support positive behaviour for disadvantaged students.	<ul style="list-style-type: none"> <li><a href="#">DfE, 2014: Mental Health and Behaviour in Schools</a></li> </ul>	4,5

To train staff in Zones of Regulation and use this as an intervention curriculum for identified at risk students.	<ul style="list-style-type: none"> <li>• <a href="https://www.zonesofregulation.com/index.html">https://www.zonesofregulation.com/index.html</a></li> <li>• EEF research suggests the average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</li> </ul>	6
Support provided for disadvantaged students to be involved in extracurricular activities, music lessons, trips, visits and sporting events.	<ul style="list-style-type: none"> <li>• This enriches student opportunities and is proven to support students who make more progress. Opportunities to extend and expand their exposure to cultural opportunities enhances their progress.</li> <li>• EEF research suggests that arts participation can add an additional 3 months progress on average.</li> </ul>	5
Co-curricular rite of passage: all students to engage in at least one cultural experience per year.	<ul style="list-style-type: none"> <li>• This enables all disadvantaged students at Wollaston School have at least one cultural experience per academic year.</li> </ul>	5
Funding provided for uniform, specialist curriculum equipment	<ul style="list-style-type: none"> <li>• Disadvantaged students can feel they are excluded and isolated from their peers.</li> <li>• Provision to ensure these students are fully included in the community, removing isolating barriers which can affect well-being, aspiration, and confidence.</li> </ul>	2, 4
Use the parental Engagement strategy to increase efficacy of parental engagement for disadvantaged students.	<ul style="list-style-type: none"> <li>• EEF research suggests that this strategy can add an additional 4 months progress on average.</li> </ul>	6

**Total budgeted cost: £233,396 (with additional £19,208 to be allocated on receipt of delayed PP+ funding)**

## 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 2021 to 2022 academic year.

*To analyse the impact of the current strategy we have deliberately used comparative data of two periods:*

*2017-2019 (pre-pandemic) & 2021-2023 (our post-pandemic response).*

*This explores 4 academic years in total and provides an overview of how effective the strategy has been against the backdrop of the pandemic recovery.*

#### **Attainment and progress**

There is a clearly diminishing gap between disadvantaged and non-disadvantaged pupils achieving grade 4+, 5+ and 7+ in English and Maths.

This attainment gap at Wollaston has diminished beyond pre-pandemic levels. The national 'attainment gap' for PP and Non PP pupils with English and Maths combined in 2023 stands at 3.95; Wollaston's gap is 1.9.

Overall Attainment 8 and Progress 8 data shows little evidence of either an increase or diminished gap between disadvantaged and non-disadvantaged pupils. When data is combined across subject areas the outcomes for disadvantaged pupils shows that they are less likely to meet or exceed the national average in comparison with non-disadvantaged pupils at Wollaston.

This is less likely in core subject areas which demonstrate impact of current strategy in these areas.

## **Behaviour and Attendance**

Suspension and exclusion rates remain higher than pre-pandemic however the percentage of disadvantaged pupils has returned to a level that was seen pre-pandemic.

Based on data from 2022/23 disadvantaged pupils are not significantly more likely to be suspended than non-disadvantaged pupils.

Based on 2022/23 data the gap in attendance between disadvantaged pupils and non-disadvantaged pupils has returned to levels seen pre-pandemic with disadvantaged pupils at Wollaston having better attendance to the national picture. FFT data for 2023 shows the national average attendance for pupil premium to be at 85.3%; Wollaston PP is 86.2% (+0.9)

The average number of positive points awarded in KS3 has significantly improved for both disadvantaged and non-disadvantaged pupils since pre-pandemic times.

A Year 7 disadvantaged pupil at Wollaston in 2018 on average received 14 negative behaviour points and 89 positive points.

A Year 7 disadvantaged pupil at Wollaston in 2023 on average received 12 negative behaviour points and 253 positive points.

A Year 9 disadvantaged pupil at Wollaston in 2018 on average received 18 negative behaviour points and 67 positive points.

A Year 9 disadvantaged pupil at Wollaston in 2023 on average received 62 negative behaviour points and 172 positive points.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Action Jackson	Fix up team
Scholars' Programme	The Brilliant Club

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	In the academic year 22-23 Wollaston School has 2 pupils eligible for SPP. The funding has been utilised across the academy to support the provision of our pastoral department where we have 5 Student Support Officers, along with our safeguarding and pastoral support team. This ensures that additional support when required is available to all children of service personal. The funding is also used to support counselling provision where required.
What was the impact of that spending on service pupil premium eligible pupils?	<p>The progress of students of service personal is in line with the academy's outstanding progress and this is expected to be maintained. Behaviour and attitude of this cohort of students is also very strong because of the support and the strong teaching they receive.</p> <p>In particular one of the two students has gained the GCSE results needed to get into her desired destination by achieving her benchmarked Maths &amp; English grades, grade 8 in music and making 0.4 progress 8 overall.</p>

