

# Wetherby High School's 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	Wetherby High School
Number of pupils in school	622
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 21
Date on which it will be reviewed	September 22
Statement authorised by	Samantha Jefferson
Pupil premium lead	Tom Hudson
Governor / Trustee lead	Denise

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,430
Recovery premium funding allocation this academic year	£24,070
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	£196,500

# Part A: Pupil premium strategy plan

## Statement of intent

At Wetherby High School we are committed to ensuring students that face disadvantage make good progress, in line with their peers, secure aspirational and appropriate pathways post 16 and develop skills and character to be successful in adult life. This includes, but is not limited to, students who receive pupil premium funding.

Our pupil premium strategy is focused on using an informed approach by identifying specific need for each child who receives pupil premium funding. Our school value of 'know our children well' will support this area of work. Through undertaking a diagnostic assessment of need, this strategy is based on the common and individual challenges faced by our disadvantaged students. The strategy is focused on prioritising the actions that are most in our control to overcome these challenges.

The strategy identifies and priorities need in following areas in school:

- Attendance
- Learning behaviours
- Reading/vocabulary
- Engagement in school life
- Mental and emotional wellbeing

We recognise the importance and impact of consistently high-quality teaching in addressing many of the above areas. Along with building relationships and working restoratively with students and families to address the below areas.

The strategy identifies and priorities need in the following areas outside of school:

- Level structure and routine
- Family life as a source of positive interaction and breath of life experience
- Hobbies and interests
- Financial and technological constraints

## Challenges

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

Challenge number	Detail of challenge
1	Attendance – students with disadvantage had lower attendance than student's not with disadvantage pre pandemic and this gap has increased during the pandemic. Attendance impacts on all areas of student development and progress.

2	Self-regulation and metacognition– a diagnostic assessment undertaken by teachers has shown some students facing disadvantage find it more challenging to engage with explanations and focus on individual tasks. This is impacted upon by the complexities some of our students with disadvantage face regarding home life and emotional and mental wellbeing.
3	Memory retention – a diagnostic assessment undertaken by teachers has shown that this is the most significant challenge for some of our students with disadvantage.
4	Additional learning needs – some of our students with disadvantage also have specific learning needs, these are usually related to literacy.
5	Emotional and mental wellbeing – through our observations, discussions with students and families and staff referrals, we have identified this as being a challenge for some of our students with disadvantage. This impacts on attendance and progress.
6	Aspiration – through observations and student voice we have identified that some students with disadvantage find it challenging to believe in themselves and have aspirations and ambitions for the future.
7	COVID 19 – this has impacted upon attendance, emotional and mental health, self-regulation and routines resulting in gaps in knowledge and skills for some of our students with disadvantage.

## 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
Improved attendance	In line with or above national average. A reduction in persistent absentees
To close gaps in progress and attainment data for disadvantaged students	Progress 8 score for students with disadvantage is in line with students not with disadvantage. Attainment 8 score for students with disadvantage is in line with students without disadvantage.
Improved self-regulation and metacognition	PRIME data, student profiles and online learning completion will show an improvements.
To increase and sustain student wellbeing, aspirations and ambitions	Student voice Participation on enrichment activities

## 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: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of diagnostic assessment tools to include CATs and reading assessments. Identified	Effective use of data to ensure we know our children well and can place resource in the areas that will have most impact. The EEF state that diagnostic assessment can lead to an accurate understanding of more specific challenges students with disadvantage face and help in identifying controllable factors to have impact.	2,3,4,7
Senior Leader responsible for ensuring PP data is used for impact in the classroom. CPD for Middle Managers.	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF guide to the Pupil Premium.	1,2,3,4,5,6,7
High quality CPD for teaching staff to develop strategies for meta-cognition and self-regulation.	The EEF have found that explicit teaching of metacognition and self-regulation can lead to students facing disadvantage becoming more independent in their learning.	2,5,7
High quality CPD for teaching staff to develop strategies for memory retention. Remote and home learning to support memory retention.	Established researchers (Alex Quigley, Dr Tracy Alloway and Stephen Park) have written about the importance of memory retention and recall for learning. The EEF supports Mastery Learning.	2, 3, 4, 7

Evidence
<ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/news/trialled-and-tested-podcast-working-memory?utm_source=/news/trialled-and-tested-podcast-working-memory&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=memory">https://educationendowmentfoundation.org.uk/news/trialled-and-tested-podcast-working-memory?utm_source=/news/trialled-and-tested-podcast-working-memory&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=memory</a></li> <li>• <a href="https://www.entrust-ed.co.uk/insights/five-strategies-helping-children-learn-strengthening-their-working-memory">https://www.entrust-ed.co.uk/insights/five-strategies-helping-children-learn-strengthening-their-working-memory</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=mastrey">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=mastrey</a></li> </ul>

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and one to one teaching – KS3	Intervention targeted for student's with disadvantage in KS3 – mainly based around literacy intervention. The EEF has found small group and one to one intervention can improve progress.	4
Small group teaching – KS4	Subject specific intervention sessions to ensure Mastery Learning. The EEF has found small group and one to one intervention can improve progress.	1,2,3,4,7
Home Learning support	Support through provision of technology and training of how to use this technology for students and their parents/carers. Home Learning club accessible to all students and targeted to students with disadvantage that find completing Home Learning at home challenging. The EEF has found that home work has a positive impact on progress.	2,3,4,7

Evidence
<ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></li> <li>• <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The Pupil Premium - How schools are spending the funding.pdf</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=home%20work">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=home%20work</a></li> </ul>

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

Budgeted cost: £89,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Coaching – high quality CPD for Coaching staff	Evidence shows that investing time in developing strong relationships in schools leads to improved outcomes.	1,2,5,6,7
Dedicated Attendance Officer	The EEF ‘wider strategies’ document states the importance of a whole school strategy to impact on attendance. This is achieved by being led by a Senior Leader and Attendance Officer.	1
Additional support from Student Support Workers to work restoratively with students and families	The EEF state it is crucial to consider how school engages with parents/carers to avoid widening gaps.	1,2,3,4,5,6,7
Emotional Wellbeing Practitioner	Evidence to demonstrate the need for emotional and mental health support for young people.	2, 5
CEIAG, Enrichment and Student Guarantee	Internal evidence demonstrates the impact of engagement in extracurricular activities, CEIAG activities, and guaranteeing all students experience certain life experiences.	1,2,5,6,7

Evidence
<ul style="list-style-type: none"> <li>• <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The Pupil Premium - How schools are spending the funding.pdf</a></li> <li>• <a href="file:///F:/SLT/HOS/SIP%20and%20OBAs/Peace%20Plan/Guidance%20for%20Developing%20Relational%20Practice%20and%20Policy.pdf">file:///F:/SLT/HOS/SIP%20and%20OBAs/Peace%20Plan/Guidance for Developing Relational Practice and Policy.pdf</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental%20engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental%20engagement</a></li> <li>• <a href="file:///C:/Users/sjefferson/Downloads/adolescent-mental-health-summary.pdf">file:///C:/Users/sjefferson/Downloads/adolescent-mental-health-summary.pdf</a></li> </ul>

**Total budgeted cost: £ 199,000**

## 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.

Due to COVID it is challenging to compare data year on year as the data collected and conditions in which the data was collected were not consistent year.

We did see an improvement in Year 11 outcomes last year and a reduced gap between those students with disadvantage and those without. However attendance data and observations related to student wellbeing and mental health, tell us that gaps have widened here.

#### English and Maths Outcomes – Year 11

		English		Maths	
		2021	2020	2021	2020
4+	PP	85%	82%	79%	73%
	Non-PP	90%	87%	89%	84%
5+	PP	72%	69%	50%	44%
	Non-PP	89%	79%	64%	64%

#### Attainment 8 – Year 11

	2021	2020
PP	45.16	44.67
Non-PP	60.53	47.64

#### Progress towards target – Year 11

	English	Maths
% PP on Target	28.12	34.38
% PP above Target	53.13	37.5
% Non PP on Target	28.57	46.15
% Non PP above Target	59.34	28.57

