

Wetherby High School's Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 2026 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	829
Proportion (%) of pupil premium eligible pupils	27.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	December 25
Date on which it will be reviewed	September 26
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	£335,937
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	£335,937

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 needs 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 identities 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 identities and priorities need in the following areas outside of school:

- Level of structure and routine
- Family life as a source of positive interaction and breadth 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 have lower attendance than student's not with disadvantage. Attendance impacts on all areas of student development and progress.

2	Self-regulation and metacognition—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 –this can be a 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.

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 improvement.
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 **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnostic assessment strategies used to identify need.	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
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
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,
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

Evidence
<ul style="list-style-type: none">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulationhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&utm_medium=search&utm_campaign=site_search&search_termhttps://www.entrust-ed.co.uk/insights/five-strategies-helping-children-learn-strengthening-their-working-memoryhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&utm_medium=search&utm_campaign=site_search&search_term=masteryhttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback

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

Budgeted cost: £122,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and one to one teaching	Intervention targeted for student's with disadvantage – mainly based around literacy intervention. The EEF has found small group and one to one intervention can improve progress.	4
Small group teaching	Intervention targeted for student's with disadvantage – mainly based on SEMH intervention. The EEF has found small group and one to one intervention can improve progress.	1,2,3,4,6,7
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
Mentoring	Mentoring by trained members of staff and older students. This keep students at risk of not engaging in learning and school engaged.	1,2,5,6

Evidence
<ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 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://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework&utm_medium=search&utm_campaign=site_search&search_term=homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies

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

Budgeted cost: £146,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Additional capacity for attendance work	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 additional staffing capacity to challenge/support PA's.	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, CEAIG activities, and guaranteeing all students experience certain life experiences.	1,2,5,6,7
Parent engagement	Strong home – school relationships help to challenge and support children through their education. This includes attendance, engagement, learning, homework, enrichment etc.	1,2,3,4,5,6

Evidence
<ul style="list-style-type: none"> 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://www.devon.gov.uk/support-schools-settings/document/guidance-for-developing-relational-practice-and-policy/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parental%20engagement Adolescent mental health - A systematic review on the effectiveness of school- based interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Attainment 2025

- Attainment 8 score for all students 49.2
- Attainment 8 score for disadvantaged students 42.88

Progress 2024

The academic outcomes for disadvantaged students in 2024 showed a decrease in the gap between disadvantaged and non-disadvantaged student compared to 2023. Whilst this is positive, we remain fully committed to closing this gap.

- Progress 8 score for non-disadvantaged students 0.29
- Progress 8 score for disadvantaged students 0.14
 - o This shows a decrease in gap from -0.71 in 2023 to a gap of -0.15 in 2024 Progress 8 score for English for non-disadvantaged students 0.43
 - o This is also the first-time disadvantaged students have attained a Progress 8 score of above 0.
- Progress 8 score for English for disadvantaged students 0.42
 - o This shows a decrease in gap from -0.59 in 2023 to -0.01 in 2024 Progress 8 score for maths for non-disadvantaged students 0.36 Progress 8 score for maths for disadvantaged students 0.02
 - o This shows a decrease in gap from -0.44 in 2023 to -0.34 in 2024

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils