Whalley Range 11-18 High School Pupil premium strategy statement (2020/21)

1. Summary information

School	Whalley Range High School				
Academic Year	20/21	Total PP budget	£607,380	Date of most recent PP Review	Sep 2020
Total number of pupils	1343 Y7-11	Number of pupils eligible for PP	682 Yr7-11	Date for next internal review of this strategy	Dec 2020

2. Current Achievement

	Pupils eligible	Pupils not eligible for PP
Progress 8 score average		
Attainment 8 score average		

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Poor levels of literacy and numeracy
B.	Lower rates of participation in extra-curricular and leadership opportunities/activities
C.	Risk of exclusion/Less positive attitudes to learning

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Lower rates of attendance

4. Desired outcomes *(desired outcomes and how they will be measured)*

	Desired outcome	How success will be measured
A.	Students meeting age-related expectations in reading and maths	Reading and Numeracy Assessments
B.	Increased numbers of students participate in extra-curricular and leadership activities	Tracking of participation rates
C.	Sustained low exclusion figures	Half-Termly Behaviour Tracking
D.	Sustained high attendance figures	Half-Termly Attendance Tracking

Whalley Range 11-18 High School Pupil premium strategy statement (2020/21)

5. Planned expenditure					
Academic year	**2020/21**				
The seven headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Devices					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
To support PP students with remote learning	To purchase a number of iPads and keyboards that can be used to lend to PP students to support learning.	Many of our PP student only have a phone or one device at home to share with siblings.	As bubbles close these students will be able to take a device home to use to complete lessons on TEAMS. In the event of whole school closure priority would be given to the PP in exam classes.	MLE	Tracking will be on going depending on students' absence from school.
Support for SEND PP students	To purchase reader pens to use in lessons to become normal way of working.	For students who require readers to use reader pens as their normal way of working	Staff and student training Students to be using these in assessments and lessons as the normal way of working	SZA	By Dec 2020
				Total budgeted cost	20,500

Whalley Range 11-18 High School Pupil premium strategy statement (2020/21)

KS4					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
To raise the performance of Pupil Premium students (especially in the EBacc)	PP students' performance significantly lower in the EBacc compared to the NPP	<table><tr><td></td><td>2020 Result GAP</td></tr><tr><td>A8</td><td>7.63</td></tr><tr><td>9-7</td><td>7.3</td></tr><tr><td>9-5</td><td>7.6</td></tr><tr><td>9-4</td><td>10</td></tr><tr><td>EBacc 9-4</td><td>4.9</td></tr><tr><td>EBacc 9-5</td><td>11.7</td></tr></table>	Maths TA to run extra intervention both after school and during lunch time / PE. FLA's to support language learning in class and run extra sessions after school and at lunch time. Humanities – academic mentor to support learning and run extra sessions after school and at lunch time. English Teacher to deliver intervention in PE time.	MLE AKA	Half termly basis looking at the gaps between the PP and NPP.
Improve the PP progress in maths	To improve the progress and attainment of maths so that the matchup between maths and English is improved.	Though there was an improvement in the results from 2019 to 2020 this needs to be sustained and validated through the summer 2020 exam results	Maths TA running intervention sessions at lunch, PE and after school. Maths TA intervention in the classroom Tutor Trust for extra intervention before the PPEs and after the PPEs. All PP students to be completing Hegarty maths each week – tracked by the maths faculty. Computer rooms are open after school for students to use to complete homework and independent study.	MLE AKA	Half termly basis looking at the gaps between the PP and NPP

Whalley Range 11-18 High School Pupil premium strategy statement (2020/21)

For PP students to be independent learners and raise aspirations	For the PP students to have strategies to improve the retrieval of knowledge and have the resources to support their revision.	90% of parents attending the parental workshops (virtually) 80% A-B in the students attitude to learning. Students and staff engaging with PiXL and Doddle resources.	Parental workshops so that parents are supporting their daughters to access resources. (online) All students receiving free revision guides for all their subjects. KS4 students receiving revision packs including mini whiteboards, revision cards and booklet of strategies to support revision. Teaching staff using the PiXL resources and training to support the students learning and revision. GCSE Mindsets being rolled out across year 10 and 11 through lessons and assemblies. This will require training of both staff and students.	MLE AKA	Half termly reports Evaluation after parental events MLT minutes on effective use of PiXL
Total budgeted cost					200,334

Whalley Range 11-18 High School Pupil premium strategy statement (2020/21)

KS3					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
To raise the performance of Pupil Premium students across KS3.	Regular fortnightly meetings with KS3 coordinators in English & Maths to ensure agreed focus and coordination of approach. Movement of KS3 Parental engagement sessions to a virtual environment. All KS3 students receiving revision materials to prepare them for internal assessments Proactive use of Pastoral data from primary schools with year 7 to enable interventions from HT1. Use of PASS data with year 7 and 8 to enable tailored interventions to be produced. Work with HOY within KS3 and Assistant KS3 to ensure issues surrounding home learning are identified and communicated effectively across school.	PP student performance significantly lower than nonPP students across core subjects. To ensure 80% of PP students are on target for English, Maths & Science. To reduce the gap between PP and nonPP students in basics. **Current KS3 student performance** **Year 9** (see table below) **Year 8** (see table below) **Year 7** (see table below)	Monitoring of data to ensure all students complete CAT, NGRT & PASS testing Planning of 3 year Parental partnership session delivery Parental workshops so that parents are supporting their daughters to access resources. (online) Plan and deliver video resources to model and support goof revision practice. Parental Questionnaires at each online session reviewed. All students receiving free revision guides for all their subjects.	SMY EHM	Half termly basis looking at the gaps between the P and NPP. Line management and Intervention meetings Half Termly through Meetings with key personal. Termly through KS3 and STEAM reports

Year 9

	% 9-5 EM			%9-5 English			%9-5 Maths		
	PP	nPP	Gap	PP	nPP	Gap	PP	nPP	Gap
T	54.5	70.6	16.1	51.3	54.2	2.8	47.8	60.3	12.5
HT6	39.6	53.7	14.1	49.2	50.2	1.0	31.3	47.1	15.8
HT1	40.3	61.0	20.7	48.6	52.4	3.9	34.3	47.1	12.8

Year 8

	% 9-5 EM			%9-5 English			%9-5 Maths		
	PP	nPP	Gap	PP	nPP	Gap	PP	nPP	Gap
T	58.1	63.0	4.9	51.2	54.3	2.7	48.4	54.1	5.7
HT6	46.0	52.7	6.7	50.8	50	-0.8	37.1	47.9	10.8
HT1	44.4	58.2	13.8	49.9	53.1	3.3	37.9	48.6	10.7

Year 7

	% 9-5 EM			%9-5 English			%9-5 Maths		
	PP	nPP	Gap	PP	nPP	Gap	PP	nPP	Gap
T	56.0	63.2	7.2	69.8	71.7	1.9	56.9	65.1	8.2
HT1	50.0	55.9	5.9	64.7	67.1	2.4	52.6	60.5	7.9

	Use online parental questionnaire to evaluate the impact of these sessions. Focus development of online sessions due to Covid situation and how parents can support effective home learning across KS3. Proactive use of pastoral data from primary schools to support year 7 with organisation and wellbeing. PP extracurricular offering in KS3 monitored and tracked effectively through year offices. STEAM coordinator to use online opportunities to tailor offering during Covid pandemic.		Sharing of PASS, NGRT and CATS data effectively with faculty and pastoral teams.		
For the gap between PP student actual reading age & maths ability to be narrowed.	Reading and Communication to continue to be whole school priority (SIP) Whole school reading intervention continue to be undertaken targeting students below expected reading age in all year groups. Focused use of EHM & MU foundation across KS3 to deliver intervention.	All PP students in KS3 to improve their reading age to chronological reading age. All KS3 PP students to improve their Maths score to be above making expected progress in maths.	All students with a reading age of below 9.5 initially and then chronological reading age and maths below expected progress will continue to be targeted for intervention. Maths TA running intervention sessions at lunch, PE and after school. Math TA intervention in the classroom	SMY SPK EHM	Termly via KS3, Maths, literacy & intervention reports

Whalley Range 11-18 High School Pupil premium strategy statement (2020/21)

			Promotion of parental engagement of reading & maths intervention.		
Prompt assessment of SEN needs of PP students (SPLD Assessment)	To allocate additional funding for swift intervention where an SPLD need is identified.	Schools lack resources to gain access to SPLD assessments. To purchase in SPLD assessors time to swiftly assess the PP students need so that where appropriate support and intervention can put in place.	PP Students who are identified through the internal referral system with SPLD concerns can be identified and the SPLD assessor time commissioned swiftly. These would be reviewed and identified in the referral meeting	SZA KRO	Weekly referral meeting Inclusion faculty report
				Total budgeted cost	75,374

Whalley Range 11-18 High School Pupil premium strategy statement (2020/21)

Attendance					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
PP attendance is in-line with NPP and national average attendance of all students (94.5%). and at least in-line with national average for the same cohort (91.8%)	Clear systems in place for early identification of school avoidance -Risk factors identified - Support plans developed by Year teams - Pastoral CPD - Personalised rewards	PP attendance was 94.6% compared to NPP 96.1% in 2018/19. NA for PP is 91.8% and NPP is 95.5%	- Conduct an audit into school protocols - Promotion of emotional Wellbeing and prevention of Anxiety based school avoidance - Creation of dedicated marksheets and SIMS reports - Development of an assessment and diagnostic resource that identifies risk factors and provides intervention for individual needs	BMU	Half-term student well-being /HOY reports Weekly reports generated from SIMS Weekly YC /HOY meetings Interim reviews individuals and relevant staff
PP attendance of SEND e.g. EHCP to be in-line with national average for all students (94.5%) and at least in-line with national average for the same cohort (91.4%)	Attendance lead to work with Inclusion team to identify risk factors and implement individualised support plans. Additional layer of attendance monitoring for key individuals by Inclusion team Personalised rewards for key students Relevant professionals to be included in meetings with identified	PP SEN – EHCP was 89.7% in 2018/2019. NA for EHCP is 91.4%	Attendance lead to meet with HOF for Inclusion to identify risk factors and develop an overview action plan for identified ENCP/ Cohort Ensuring that attendance is a standing item on all SEN meetings SEN TA mentors for targeted students Student Voice to be conducted with targeted students Working with external agencies e.g. School nurse, MUFC,	BMU	Half – term student wellbeing reports Half-term Inclusion faculty reports Dedicated SIMS marksheets/reports to track and monitor identified students

	students e.g. school nurse, Attendance e officer, Year team				
To reduce the gap between PA of PP (13.1%) students and NPP (5.4%) students	Completion of EHAs by LPE /Attendance officer Rewards to be given to targeted students Clear systems in place for early identification of school avoidance -Risk factors identified - Support plans developed by Year teams - Pastoral CPD	PA PP was 13.1% and NPP was 5.4% 2018/19 compared to PP 24.7% and NPP 9.1%	- Early intervention and implementation of EHA plans - Conduct an audit into school protocols - Promotion of emotional Wellbeing and prevention of Anxiety based school avoidance - Creation of dedicated marksheets and SIMS reports - Development of an assessment and diagnostic resource that identifies risk factors and provides intervention for individual needs	BMU	Half-term student well-being /HOY reports Weekly reports generated from SIMS Weekly YC /HOY meetings Interim reviews individuals and relevant staff
				Total budgeted cost	208,256

Whalley Range 11-18 High School Pupil premium strategy statement (2020/21)

Wellbeing					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
To support students' social and emotional wellbeing in light of the national and regional landscape	Bespoke support provided by EHWO /Counsellors/School nurse through referral service CPD/staff briefings to focus on social and emotional wellbeing PSHRE activities to focus on 'time to talk' activities with a link to whole school literacy programme and relevant topics Website, FROG pages to signpost additional support for students	Lockdown has increased the gap between PP and NPP students and had a bigger impact on PP emotional and social wellbeing	Monitoring of Student voice activities Monitoring of Staff voice activities PSHRE working group to identify relevant topics DLD topics Monitoring referrals to EHW/ Counsellors Monitoring 'traffic' to students accessing on-line resources CPD – Emotional wellbeing and PSHRE Monitoring EHA referrals Programme for outside agency support e.g. speakers, use of resources Reduction in number of behaviour sanctions	BMU/MCO	SWB report HOY report Emotional Health and wellbeing reporting

Whalley Range 11-18 High School Pupil premium strategy statement (2020/21)

Targeted intervention for targeted PP students to reduce the number of behaviour sanctions and exclusions for PP students	To develop systems for early identification of students. Relevant staff to meet with identified students (LPE, SLT, HOY, MUFC etc.) to assess, develop individualised support, signpost to additional support staff and programmes and to conduct reviews.	The number of sanctions and exclusions for PP to be reduced in line with NPP students 2018/19 - PP - 68% of C3s - 69% of C4s - 82% of FTE	Identify target students LPE role to be redeveloped to support key students Weekly behaviour meetings MUFC hub coordinator to attend weekly behaviour intervention meetings Development of EHA for identified students Dedicated SIMs reports Development of in-house programmes utilising Learning Zone/C4 room Weekly monitoring, tracking and updates to staff of Learning Zone. MUFC to work with identified students and to measure impact of interventions Student Voice and whole school behaviour audit Pastoral CPD linked to behaviour strategies	BMU/MCO	HOY HT reports SWB report MUFC impact report Weekly tracking and analysis to show comparison of PP and NPP student data
To ensure that all PP students access CEAIG through the opportunity to engage in careers discussion, exploration and have priority for individual CEAIG advice and guidance	Identification of vulnerable PP students in Year 11 and Year 10 Early and additional CEAIG appointments Small group work for targeted students Referrals and work with	Lockdown has increased the attainment gap between PP and NPP students. It is therefore important to provide PP students with support and access to career advancement and pathways	Early identification of vulnerable students through Year Offices and Inclusion faculty Priority lists established for 1:1 interview	BMU/MCO	CEAIG termly report Tracking document of CEAIG interviews

	TYSS Tracking of intended destination data of PP students with swift intervention throughout Year 11 with signposting to careers advisor. The college application process is an integral part of mentoring sessions with vulnerable students.		Support from CEAIG administrator to attend the 1:1 interview Additional support for PP students on alternative provision (including supported college application process) Early identification of students who may need support of TYSS Mentors ensure that the PP vulnerable students have been supported through the college application process.		
			Total budgeted cost		88,145

Whalley Range 11-18 High School Pupil premium strategy statement (2020/21)

EAL					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
To accelerate the progress of pupils with EAL, especially PP students and to narrow the gap further between PP & non-PP EAL students	In-class intervention across the curriculum targeting EAL teaching and learning strategies, particularly around vocabulary, comprehension and writing development. Bespoke EAL intervention programmes, including phonics, Introductory EAL, Intermediate EAL. FlashAcademy and EAL reading mentors.	Bespoke intervention programmes written using research into effective reading practice.\n\nStudents with lower levels of literacy are much less likely to succeed in school or later in life.\n\nTargeted EAL intervention for PP, based on evidence, should help close the PP gap.	Comprehensive staff training to implement best practice. Research presented to staff with links to how this translates to school context\n\nRegular testing of students to assess efficacy of intervention\nStudent and staff voice	KRO	Intervention progress assessed half termly\n\nHalf-termly student data across the curriculum\n\nTermly QA cycle – book trawls, student/staff voice,
To increase the opportunities for PP students across	Study booklets to be given to	Many students don't have a range of	KRO to create booklets and videos to be uploaded	KRO	Half-Termly through faculty report

school to make progress in their English language skills both in school and at home	EAL students to complete at home. Regular update of FROG/Teams with EAL lessons which can be studied and revisited independently – to accompany booklets. Class readers bought for EAL S1-S3 students to promote additional reading FlashAcademy	resources to support EAL at home. Providing booklets will ensure that students are acquiring the language and its structures in a systematic way, supported by research evidence. Providing books and reading opportunities in school for students to read will instil good reading habits and complement language acquisition.	Pupil and staff voice Parental workshops so that parents are supporting their daughters to access resources. (online)		
			Total budgeted cost		81,078

Whalley Range 11-18 High School Pupil premium strategy statement (2020/21)

Literacy					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
To accelerate the progress of pupils with lower than average literacy, especially PP students	Repeated testing of students with low reading age, using alternative comprehensive tests. In-class intervention across the curriculum targeting reading strategies, particularly vocabulary and fluency. Bespoke literacy intervention programmes, including phonics, Catch-Up Literacy, Bedrock Vocabulary, reading mentors and alternative curriculum reading development.	Research around effective testing of literacy. Bespoke intervention programmes written using research into effective reading practice. Students with lower levels of literacy are much less likely to succeed in school or later in life. Targeted literacy intervention for PP, based on evidence, should help close the PP gap.	Comprehensive staff training to implement best practice. Research presented tO staff with links to how this translates to school context Regular testing of students to assess efficacy of intervention Student and staff voice	SPK	Whole-school literacy ability assessed termly and reported through literacy report Intervention progress assessed half termly
To increase the reading opportunities for PP students across the school	'Deliver-Read' system launched to ensure books can be loaned while observing pandemic protocols. Regular purchasing of up-to-date fiction and non-fiction texts in LRC. 3x individual reading for pleasure book bought	Many students don't have a range of books to read at home. A combination of students' requests and monitoring of latest YA releases to promote reading for pleasure. Providing books and reading opportunities in school for students to read for pleasure	JDA to check books out and create packs; Year co-ordinators/admin team to deliver to students Staff training on reading expectations with subsequent monitoring and reminders of expectations Pupil and staff voice	SPK	Termly through literacy report

Whalley Range 11-18 High School Pupil premium strategy statement (2020/21)

	for all KS3 students to ensure quality.	will instil good reading habits as well as providing them with 'quality' reading material.			
To ensure literacy strategies across school are co-ordinated and drive progress with an enthusiasm for reading	Regular competitions driven through LRC and literacy team to promote reading Regular and consistent staff training to encourage and remind of best practice around literacy	Regular competitions and incentives have been shown to promote literacy awareness Repeated and continual training and briefing will keep literacy at the forefront of effective practice.	School QI processes: learning walks, observations and book scrutiny Student and staff voice	SPK	Termly through literacy report
				Total budgeted cost	28,681
				Total planed expenditure	673,696

Whalley Range 11-18 High School Pupil premium strategy statement (2020/21)

6. Review of expenditure			
Previous Academic Year	**2020/21**		
KS3			
Desired outcome	**Chosen action / approach**	**impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)

Whalley Range 11-18 High School Pupil premium strategy statement (2020/21)

KS4			
Desired outcome	**Chosen action / approach**	**impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)

Whalley Range 11-18 High School Pupil premium strategy statement (2020/21)

Attendance			
Desired outcome	**Chosen action / approach**	**impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)

Whalley Range 11-18 High School Pupil premium strategy statement (2020/21)

Wellbeing			
Desired outcome	**Chosen action / approach**	**impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)

EAL			
Desired outcome	**Chosen action / approach**	**impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)

Whalley Range 11-18 High School Pupil premium strategy statement (2020/21)

Literacy			
Desired outcome	**Chosen action / approach**	**impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)