

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	Whalley Range 11-18 High School
Number of pupils in school – Years 7 to 11	1349
Proportion (%) of pupil premium eligible pupils	50.41%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2025
Date this statement was published	31.12.2021
Date on which it will be reviewed	April 2022
Statement authorised by	Ms Jackie Fahey
Pupil premium lead	Mr Michael Lea
Governor / Trustee lead	Mrs Elaine Ferneley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£645,535
Recovery premium funding allocation this academic year	£82,823
Covid-19 Catch-up funding carried forward from previous years (enter £0 if not applicable)	£44,760
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	£773,118

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges that they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects and that their emotional wellbeing is supported.

The focus of our pupil premium strategy is to support disadvantaged students, 50% of our cohort to achieve that goal, including progress for those who are already high attainers and additional support for the lower attainers so that the progress of our disadvantaged students is in line with their peers.

We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support all students' needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme, school-based tutors and small group additional classes for students whose education has been worst affected, including non-disadvantaged students.

Key Principles

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure our approaches are effective we will:

- ensure disadvantaged students are challenged in the work that they are set
- ensure that all students know how to improve
- act early to intervene at the point need is identified
- ensure that all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that all students have high quality career guidance at every stage

Through our whole school and faculty quality assurance process a focus will be undertaken on the progress of disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	<p>Maths attainment for disadvantaged students is lower than that of their peers and this is evidenced through teacher diagnostic assessment and standardised assessments. Many pupils particularly struggle with problem solving as they have to apply their mathematical understanding.</p> <p>The current year 11 shows that there is a 14% Pupil Premium gap at both grade 4 and grade 5 with similar patterns being seen in the other year groups. From historical progress data the P8 score for maths has been significantly lower for disadvantaged students</p> <p>Based on the CATs the average SSA for disadvantaged students compared to their non-disadvantaged peers.</p> <p>Year 7: PP 95.9 and nPP 96.6</p> <p>Year 8: PP 93.8 and nPP 97.4</p>
2	<p>Students' reading skills have been a significant barrier to the progress of our disadvantaged students. The average reading age of our disadvantaged students compared to their peers is:</p> <p>Year 7: 11/11 (PP) vs 12/4 (NPP) Year 8: 12/11 (PP) vs 13/2 (NPP) Year 9: 13/7 (PP) vs 14/1 (NPP) Year 10: 13/7 (PP) vs 13/9 (NPP) Year 11: 14/1 (PP) vs 14/4 (NPP)</p> <p>The percentage of disadvantaged students whose reading age is below their chronological reading age is:</p> <p>Year 7 (37%) Year 8 (39%) Year 9 (45%) Year 10 (57%) Year 11 (90%^{**})</p> <p>^{**} The reading age test only goes up to 15 years so anyone over 15 years will have a reading age below their chronological age.</p>
3	<p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</p>
4	<p>From our internal assessment data (TAGs and PPEs) we have identified that the Higher achieving disadvantaged students have been impacted significantly during lockdown and are not making expected progress.</p> <p>From internal progress measures (SISRA) there are the following gaps between disadvantaged students and their peers</p> <p>English 0.28 Maths 0.26 Ebacc 0.17 Open 0.25</p>

	Higher ability students have not developed the level of knowledge and understanding needed to explain to the highest level and lack confidence post pandemic.
5	Our observations suggest many lower attaining disadvantaged students lack metacognitive / modelling ability / chunking / to manage cognitive load when faced with challenging tasks, notably in the monitoring and evaluation of their answers. This is indicated across the curriculum, particularly across the Ebacc subjects.
6	As our students have not sat external exams, a focus for our disadvantaged students is on the retrieval of information and the preparation for the summative exams (GCSE or internal PPEs or standardised assessments).
7	Our disadvantaged SEND students have been adversely impacted by school closure periods. Their progress in the core subjects is lower than non-SEND students. Internal assessment data shows that this is particularly the case in Maths where students are not making expected progress.
8	Parental engagement has been a challenge since the pandemic. For our SLATs evening we have around 70% attendance whole school, but this decreases further when we look at our disadvantaged students.
9	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Since the return to school, the number of staff and student self-referrals to support students' mental and emotional wellbeing has seen a significant increase (15%-20%). Students require a range of bespoke services to support their emotional needs eg. counselling support, a staged emotional health and wellbeing intervention programme and exam stress support in light of the lack of formal examinations and anxiety around the insecurity of the shape of exams for Summer 2022.</p>
10	<p>Whole school and disadvantaged students' attendance have been significantly impacted by the pandemic and disadvantaged students' attendance is lower than their non-disadvantaged peers. The gap has grown between these two group of students. The persistent absence of disadvantaged students is higher than non-disadvantaged students and disadvantaged students are proportionally over represented in the whole school figures.</p> <p>Attendance 2018/19 whole school (95.4%), NPP (96.1%), PP (94.6%) PA attendance whole school (9.2%), NPP (5.4%), PP (13.1%) Attendance HT1 2021/22 whole school (95.5%), NPP (96%), PP (95%) PA attendance whole school (13.2%), NPP (11.9%), PP (14.8%)</p>
11	Many of our disadvantaged students do not have access to opportunities to develop their wider school experience and therefore developing students' cultural capital is needed to support the curriculum.

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
<p>To improve the attainment in maths for the disadvantaged students so that it is not the limiting factor affecting student progress</p>	<p>For disadvantaged students maths progress scores to be in line with their other subjects</p> <p>By the end of 2024/25 for 50% or more of disadvantaged students to achieve a grade 5+ in maths and 70% or more to achieve a grade 4+</p> <p>For maths to more closely match the English grades so that the basics measure improves to: Basics 9-4 70% Basics 9-5 50%</p>
<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.</p>	<p>By the end of our current plan in 2024/25, 60% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last few years this figure was 55-57%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 50+ • an EBacc average point score of 4.6
<p>Improved reading, vocabulary, and comprehension among disadvantaged pupils across KS3.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>For the gap between the chronological age and the reading age of disadvantaged students to decrease evidenced through the online literacy test / eye scanner / NGRT</p> <p>Teachers should also have recognised this improvement through engagement in lessons and work scrutiny.</p> <p>For students who have reading ages of 8 years and below to be on a specific curriculum to rapidly improve their reading.</p>
<p>Improved metacognitive / modelling and quality of explanation among disadvantaged pupils across all subjects so that they have a better understanding of the core knowledge</p>	<p>Data from the quality assurance processes and student voice suggests disadvantaged pupils are more able to monitor and regulate their own learning due to an increased confidence gained from quality modelling and explanations.</p> <p>Evidenced through being able to demonstrate their understanding, with a specific focus on the key knowledge</p>

<p>For EAL students (S1-S3) to be able to fully engage in the curriculum and achieve outcomes in line with their peers.</p> <p>That EAL (S1-S3) students will be on bespoke programmes to support their acquisition of English.</p>	<p>For students with EAL to make progress in the core subjects in line with students with English as a first language.</p> <p>For students with Bell Foundation grades A, B and C to be able to access the curriculum and make progress in line with their peers as evidenced through quality assurance (learning walks, book scrutinies, completion of homework and student)</p>
<p>Improved attainment for students with SEND in core subjects by the end of Key Stage 4</p>	<p>To increase the number of students with SEND on target in core subjects to above 80% each half term</p> <p>To ensure that SEND students can access the curriculum with adaptations to meet their needs.</p>
<p>To improve parental engagement so that parents are better equipped to support their daughter's progress</p>	<p>To improve parental engagement for disadvantaged students to 70% by 2024/25 with an offer of parental workshops for each year group.</p> <p>For parents with language barriers to be offered additional English classes</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • all disadvantaged students are signposted to appropriate emotional health and wellbeing support and interventions • qualitative data from student voice, student and parent surveys and staff and student self-referrals. • Whole school personal development strategies support the development of resilience of disadvantaged students
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p> <p>To achieve and sustain reduced persistent absence for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 1%. • the percentage of all pupils who are persistently absent being below 8% and the PA gap between disadvantaged pupils and their non-disadvantaged peers being no more than 3%.

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: £ 236,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. At KS3 standardised assessments will take place twice a year.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 3
<p>Standardised GL maths assessment to take place twice a year to benchmark progress across KS3 and have a detailed QLA to support the planning and delivery of maths moving forward.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance at both KS3 and KS4.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	1,3,4, 7
<p>Improving the reading ages of students who have a reading age below 8 years through a Reading Recovery programme.</p>	<p>Research has demonstrated how students need to be taught a range of reading skills, beyond phonics, in order to improve their reading comprehension:</p> <p>Because Reading was Never 'Just Phonics'</p>	2, 7

<p>The Reading Recovery programme is implemented by a Primary teacher trained on how to teach reading.</p>	<p>Fluency and Comprehension: the bridge over the reading gap <i>Thinking Reading</i>, James and Dianne Murphy How to teach fluency so that it takes, Tim Shanahan Building reading stamina, Tim Shanahan Support for weakest readers and limits of intervention programmes, Tim Shanahan</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>A literacy handbook has been produced and faculty CPD time has been targeted to implement the literacy strategies with a subject context.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	2
<p>Developing metacognitive and self-regulation skills in all pupils with a specific focus on modelling and the 'I' 'We' 'You' model.</p> <p>This will involve ongoing teacher training and faculty CPD sessions.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>The 'I' 'We' 'You' model is research based The I Do WE Do YOU Do Model Explained - Evidence-Based Teaching (evidencebasedteaching.org.au)</p> <p>Modelling: Classroom Instruction for Teachers - TeacherToolkit</p> <p>and can help students master their learning and show a greater depth of understanding.</p>	5,6, 7
<p>Retention of knowledge is key in students being able to make progress over time. Key strategies including quizzing, spaced learning</p>	<p>Incorporating retrieval into lessons is based on a number of research studies and is shown to have a positive impact on students' progress.</p>	3,6

<p>are being embedded into the curriculum</p>	<p>EEF Blog: Does research on 'retrieval practice' translate into... EEF (educationendowmentfoundation.org.uk)</p>	
<p>Teaching Assistants to be used effectively in lessons to ensure that opportunities are not missed to maximise students' progress and support or to enable the class teacher to further support targeted students.</p> <p>TAs to be given bespoke CPD based on the EEF TA framework.</p>	<p>Incorporate the EEF Teaching Assistant EEF practices to maximise impact.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching assistants can improve numeracy and literacy when used... EEF (educationendowmentfoundation.org.uk)</p>	<p>5, 7</p>
<p>Preparation for the PPEs for Year 11 as they have not sat external exams or internal assessments in the main exam venues.</p> <p>All PPEs to take place in the main venues to model the experience of the external exams.</p>	<p>For students to build good habits and feel less anxious when going to the exam venues</p>	<p>6</p>

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

Budgeted cost: £ 319,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Types of tuition we will be using Pearson NTP / Tutor Trust / WRHS teachers / WRHS Foreign Language assistants</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4, 7
<p>Targeted students to take part in the Reach Out mentoring scheme with a focus on English and maths</p>	<p>Mentoring is an effective way of supporting the students. Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>As well as the mentoring the students will be given tuition in English and maths Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2, 7
<p>Small group maths tuition by a qualified maths teacher who has been employed as a maths TA to work with small groups and class withdrawal</p>	<p>Structured intervention to provide early additional support for students is recommended by the EEF to support in maths. Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,4
<p>Overstaffing in maths to ensure the quality of the maths provision.</p>	<p>Due to the recent pandemic and on going situation we want to ensure that when maths staff are absent that students will</p>	4

	continue to have a specialist teacher to ensure the delivery of the curriculum.	
<p>Resources to support independent learning</p> <ul style="list-style-type: none"> • Bedrock to support vocabulary • Hegarty and method maths to consolidate learning and support revision • Educake • Revision guides and workbooks 	<p>Research has demonstrated the lasting impact that vocabulary retention can have on students' ability to access texts. Bedrock Vocabulary uses a range of strategies to encourage students to learn and remember a range of tier 2 and 3 vocabulary:</p> <p>Vocabulary Teaching, Tim Shanahan Why Closing the Word Gap Matters: Oxford Language Report</p> <p>The online resources also link to the retrieval of knowledge and feedback to move the learning forward.</p> <p>EEF Blog: Does research on 'retrieval practice' translate into... EEF (educationendowmentfoundation.org.uk)</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	2,3,4
<p>Period 6 lessons for targeted small groups across all subjects for Year KS4 students.</p> <p>Homework rooms for students to have access to technology after school.</p> <p>LRC to be open until 5.15pm each night for students to continue learning after school.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Increasing learning time for students</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	4,6

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

Budgeted cost: £ 297,552

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve parental engagement through offering incentives (resources) to attend parental events and have bespoke training for parents on how they can be supporting their daughter.	Positive parental engagement can significantly impact on the progress of students especially when it develops the parents' skills in being able to support their daughter as research in the EEF has shown. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	8
To set up provision and support for students preparing for their examinations who are experiencing anxiety	Manchester Healthy School programme delivered in school based upon Young Minds research 2017 Information on strategies for supporting mental health Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	9 4 6
To ensure that all students who require support for their emotional health and wellbeing receive targeted support through I Thrive, school counsellors, emotional wellbeing nurse. Support will comprise of workshops, individual support sessions	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund 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: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk) Counselling in schools: a blueprint for the future Advice template (publishing.service.gov.uk)	9 4 6
To provide high quality staff CPD to provide staff with the relevant skills to effectively support student mental well-being.	Manchester Healthy School programme delivered in school based upon Young Minds research 2017 Information on strategies for supporting mental health Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	9 4 6

<p>To offer bespoke provision to support identified student's emotional wellbeing and to build resilience through pastoral support, personal development curriculum, Manchester United Foundation, NCS</p>	<p>Promoting adolescent's mental health and wellbeing: evidence synthesis</p>	<p>9 4 6</p>
<p>To implement the ABSA toolkit to support students' anxiety-based absence.</p>	<p>West Sussex Educational Psychology Service (2018) Emotionally Based School Avoidance: Good practice guide for schools and support agencies</p>	<p>10</p>
<p>The employment of attendance officer to support students, parent carers to improve absence and reduce persistent absence.</p>	<p>Developing individualised packages to support disadvantaged student attendance</p> <p>Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (nfer.ac.uk)</p>	<p>10</p>
<p>To offer a broad range of experiences and opportunities to develop students' cultural capital.</p> <p>Eg. Access to peripatetic lessons, the Duke of Edinburgh's Award, funded theatre trips</p>	<p>https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-cultural-capital/</p>	<p>11</p>

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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.

All Pupil Premium students were given devices to support learning from home; KS4 students who did not have their own device were loaned a lap top and KS3 students who did not have a device were loaned either a lap top or an I Pad. During the lockdown periods online learning attendance was tracked and monitored for every lesson and follow up took place each day for students who missed the on-line lessons.

All Pupil Premium students at KS4 were give a revision guide and workbooks to support their independent learning, a resource to support online learning and a revision tool. At KS3 all students received a revision guide and workbook in English, maths and science.

Raising attainment KS4

There was significant disruption to KS4 last year, which impacted on the Year 11 students. Extra staffing was put in place for English, maths and science to support intervention, but to also ensure subject specialisms when teachers were absent due to isolation.

A programme of intervention took place when the students were in school, but there were significant issues with attendance due to students and staff isolating. The students targeted for this intervention were the most disadvantaged and did not engage in remote learning during the first lockdown period.

From the Teacher Assessed grades the overall attainment for Pupil Premium students was 0.8 of a grade lower than the non-Pupil Premium students. This gap has increased since 2020 and reflects the national picture. Using the SPI from SISRA analytics to look at the progress the Pupil Premium students have made is 0.35, which shows that they have made good progress, but the amount of progress remains significantly lower that that of a non-disadvantaged student.

	2020 CAG Result Gap	2021 TAG Results Gap
A8	7.63	8.25
9-7	7.3 %	8.5%
9-5	7.6 %	20.4%
9-4	10 %	18.3%
EBacc 9-4	4.9	15.9%
EBacc 9-5	11.7	12.9%

The model of how Foreign Language Assistants worked with the students was modified to allow class withdrawal within their zone, which became an effective way of working.

The biggest impact on the Pupil Premium students' attainment and progress is their performance in maths. When school was open extra maths session took place after school and smaller targeted group were receiving additional maths lessons in PE curriculum time. The overall SPI progress in maths for the Pupil Premium students was -0.29

compared to 0.13 for the non-Pupil Premium students and as a result the basics gaps have significantly increased. This has identified significant issues that will be addressed through 2021/22.

15 students were targeted as part of an English and Maths Tutor Trust programme, 60% achieved their target grade in English and 33% in maths.

To support the students the KS4 Progress and Achievement coordinator organised study skill sessions for all the students along with resources to support independent learning and revision. They were also all given a pack of resources to support these study skills. Short videos were made on how to use these different techniques effectively so that the students could refer back to them at any point. To complement these resources some aspects of the GCSE mindset resources were used with positive feedback from the students.

Raising attainment KS3

There was a large amount of disruption to KS3 last year, this affected all year groups. With year 7 being especially affected and having a very different transition experience to normal. Data provided by primary schools was used more effectively within the year 7 team to proactively target students for intervention. A process was developed to ensure all in-year admissions sat their CAT, NGRT & PASS surveys and this data shared with staff to enable better support of our students at their arrival.

Headline measure: Progress in Basics (En & Ma)	% PP Making at least expected progress	% nPP Making at least expected progress	Gap	% PP Making below expected progress	% nPP Making below expected progress	Gap
Year 9	62	80	18	37	19	18
Year 8	69	80	11	31	24	7
Year 7	72	81	9	28	17	11

Our first virtual Student Led Academic Tutorial evening was held with year 7. Students were provided with video resources modelling how to access the event and devices shared, with attendance positive.

Due to restrictions Parental Partnership evenings were unable to be held face to face, so resources were produced for: how to use revision guides, how to support your daughter with home learning. These were shared on our website so parents and students can access them at any time.

To support the students in their end of year KS3 assessments, the KS3 Progress and Achievement coordinator organised study skill sessions for all the students along with resources to support independent learning and revision. They were also all given a pack of resources to support these study skills. Short videos were made on how to use these different techniques effectively so that the students could refer back to them at any point.

A programme of intervention took place when the students were in school for English, maths and science at KS3, but there were significant issues with attendance due to students and staff isolating. The students targeted for this intervention were the most disadvantaged and did not engage in remote learning during the first lockdown period.

Attendance

Whole school attendance was 92.5% (PP attendance was 91.4% a gap of 1.1%) at the end of the academic year (2020/21), however, this figure was based on students who were expected to be in school and did not consider students with codes related to covid. When taking into account all students (including covid related absence) the overall figure is below 90%. In addition, attendance of vulnerable students, including those with EHCP, had a negative impact on the overall attendance due to these students being eligible to attend during school closures. These students

were marked as absent as parents had the right to keep these at students at home. DfE and Local Government guidelines were also amended which had an impact on the school's ability to follow usual statutory protocols.

The schools' current attendance and punctuality procedures were reviewed and amended when necessary and regularly reviewed. A system to identify students who were at risk of anxiety-based school avoidance was implemented and support document for pastoral attendance monitoring was deployed within each year group. This also included the review and amendment of tracking and monitoring reports that were utilised consistently whole school. In addition, separate systems were also set up to track and monitor covid related absence. To further support students with attendance and punctuality concerns identified students were supported by MUFC in one to one and group sessions. Within assemblies and the personal development curriculum students' emotional wellbeing was consistently promoted. The year teams also conducted termly wellbeing surveys to identify any concerns and to support identified students with appropriate intervention. Overall, throughout the year, it was extremely difficult to consistently implement attendance and behaviour strategies due to school closure and the impact of students continuous Covid related absences.

Behaviour

The number of behaviour sanctions (C3 - 2018/19 1009 to 2020/21 797 and C4 from 161 to 112) and FTE reduced (FTE by 20 students when compared to 2018/19) in number for the last academic year (2020/21). However, the reduction of sanctions can be in part related to then reduced number of days students were expected to be in school. New systems that were introduced also contribute to the reduction in sanctions. The introduction of shorter social times (break and lunch), social and year zones reduced student movement, the restructured year system for detentions that were managed by year teams all had a positive impact on student behaviour. In addition, the improved utilisation of intervention systems and procedures including the Hive, the Learning Zone, C4 room and bespoke programmes for identified students in collaboration with the Manchester United Foundation also had a positive impact on student behaviour. Regular student voice activities were completed by all students and feedback was analysed and year teams provided additional support and intervention where appropriate. An area for improvement that was identified related to issues regarding bullying. As a result, PSHRE, assemblies, pastoral CPD sessions focused on promoting antibullying strategies. Weekly behaviour intervention meetings were structured to ensure that appropriate signposting of support and interventions were implemented. In addition, pastoral teams were heavily impeded due staff absence throughout the academic year.

Literacy

Overall, despite significant disruption to the year, reading ages still increased roughly in-line with chronological age. Not all planned testing could take place but enough testing could still happen to reflect students' progress. Accelerated progress was made by students in years 7 and 8 (with exception to LAP students) with reading ages plateauing for years 10 and 11. It is important to note that this is both reflective of the national picture and as a result of the upper limit of the LAO reading age being 15 years old.

Bedrock Vocabulary proved to have some positive impact with the average % increase of all students at 23% (again, the breakdown of year groups demonstrates accelerated progress for year 7: Year 7 – 31%; Year 8 – 23%; Year 9 – 18%). Social restrictions made other interventions difficult to facilitate.

Over the course of the year, two separate books were bought for all KS3 students to read (beyond their normal curriculum entitlement). Students were provided with the opportunity to read for pleasure at the start of English lessons and for one hour a week in a different subject area. In addition to this, due to the closure of the LRC, the school introduced a 'Deliver-Read' service, where students were able to log on to the school library catalogue and borrow books. 1398 books were loaned in total, demonstrating the success of the service and the continued focus on reading for pleasure.

Staff CPD remained focussed on developing staff's knowledge and understanding of teaching reading skills. This included training on the delivery of the form time literacy programme, which student and staff voice revealed to be effective.

SEN

Support has been in place for students who have had SPLD in a number of ways to ensure that their needs are met. Although there was significant disruption for these students during the course of the academic year some of the interventions and the use of reader pens had a positive impact in terms of accessibility in lessons. Reader pens were issued to some PP students in Year 10 and 11 however the impact was limited due to the amount of time students were out of school and the fact that some of these students did not find them useful. Therefore to support these students further strategies were given to staff to help them in lessons. Strategies were also circulated in terms of supporting accessibility to lessons for students with SPLD. Microsoft Teams to support the delivery of live lessons . During the course of the year 16 PP students with SPLD were assessed and now have relevant access arrangements in place which will support their progress in lessons. There was an increase in the number of inclusion referrals related to SPLD during this academic year. A new Dyslexia screener was introduced as a 'pre - screener' for specific literacy needs. As a result a further 28 students were identified in the current Year 8

Staff training was delivered on ensuring that access arrangements are part of the 'normal way of working' in classrooms which is a JCQ requirement. The Inclusion Faculty supported internal assessments by providing readers/scribes as necessary for key PP students with SPLD. A rigorous process was in place to support the TAG process whereby each teacher had to complete a form to indicate if the access arrangement was in place and whether the students used this . Feedback from students showed that they found the access arrangements in place beneficial. Moving forward, students will trial reader pens earlier on for example from Year 7 to help them to get the most benefit from them.

EAL

Overall, students with EAL have continued to make progress through the NASSEA levels in spite of the disruption. Accelerated progress was made by students at S1 and S2 in developing their language acquisition across the 4 skills but this progress was less notable with the students at S3 who were not able to access regular and consistent intervention.

FlashAcademy proved to be a valuable resource in targeting the needs of students at S1 and S2. Not only did it support in consolidating the foundations of the English language but the ability to design bespoke lessons also had a positive impact on student progress, especially at KS3 – an average of 84.2% on target across the core subjects. Students at S1-S3 were also provided with a self-study guide which they were encouraged to complete independently to build on their English language acquisition. Student voice revealed that the students appreciated these guides.

Staff CPD remained focussed on teaching and learning strategies to support those newest to English. A series of EAL tips were shared which provided staff with quick wins for the classroom. Feedback from staff showed that these strategies were valuable.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.