

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	1348
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 - 2025
Date this statement was published	31.12.2022
Date on which it will be reviewed	April 2023 and September 2023
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	£667,224
Recovery premium funding allocation this academic year	£98,962.50
Covid-19 Catch-up 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	£766,183.5

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-ofsted-culture-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 2021 to 2022 academic year.

To improve the attainment in maths for the disadvantaged students so that it is not the limiting factor affecting student progress

A significant amount of work has gone into improving the attainment and progress of the students in maths. This has included 81 Year 11 students taking part in the Student Led Tuition with Pearson and by our own teachers carrying out tuition after school.

In the 10 weeks prior to the summer GCSE exams all the Year 11 maths teachers ran an additional period 6 revision session. This was successful and we had over 200 Year 11 students attending each week for the additional maths support.

To support the catch up and give additional support to our weakest disadvantaged students we added an additional class so that the support could be more carefully targeted as a number of these students had specific learning needed.

An additional maths teacher was employed to be used for additional interventions, but due to significant staff absence the member of staff was used to deliver maths lessons as part of the student's normal curriculum.

The results in the summer of the whole cohort were the highest we have ever achieved, including being higher than both are TAGs and CAGs and this was the same for our disadvantaged students, 53% of Pupil Premium students achieved the 5+ in maths and 66% 4+. These are significantly higher than 2019, but there remains a gap between the Pupil Premium and Non-Pupil Premium students in maths. At 5+ there is a 13.5% gap and an 18% gap at 4+ and this is something that we will continue to work to reduce, The Progress of the Pupil Premium students is good in maths at 0.25, but compared to the non-Pupil Premium students 0.68, the students should be making further progress

Over 2021-22 academic year the maths curriculum has been significantly changed to ensure all students regardless of their teacher got the same mathematical knowledge but in different depths depending on the prior knowledge of the student. The curriculum design has been based around the cognitive science research and has been quality assured across the Trust and by Ofsted, which have both seen significant improvements. The changes to the curriculum design has improved the students experience in maths and will ultimately improve outcomes for students.

Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects. The whole school attainment was 52.73 and reflects students leaving KS4 with an average grade of a 5. The Pupil Premium attainment 8 score was 49.89, which has increased since 2019. The overall Progress 8 score for the cohort is 0.67, this breaks down into 0.49 for the Pupil Premium students and 0.91 for the non- Pupil Premium. This shows that even with a significant gap the Pupil Premium students are making good progress.

The progress of the PP students remains very good and significantly higher than national. But compared to the progress of the nPP there is a significant difference.

- English PP 0.46 nPP 0.92
- Maths PP 0.25 nPP 0.68
- Ebacc PP 0.67 nPP 1.13
- Open PP 0.47 nPP 0.76

There has been a significant improvement in the basics measures since 2019. In 2022 49% of Pupil Premium students achieve English and maths at 5+ and 62.7% 4+.

57% of the Pupil Premium students take the Ebacc pathway, with 44% achieving the 4+ and 33% the 5+. The biggest challenge with the Ebacc is getting the students to achieve the grades across the full range of Ebacc subjects.

To support the attainment and progress of the the students in the Ebacc we had our own teachers delivering tuition after school as well as period 6 sessions in the build up to the exams. In total 2,820 hours of tuition was carried out in 2021-22 and then additional to this there were larger group sessions to support Year 11 ranging from 6-10 weeks. Though the tuition was predominantly carried out at KS4, tuition did take place by Tutor Trust in English, maths and Science at KS3 and a tuition programme by Love to read ti support the improvement in reading ages.

Improved reading, vocabulary, and comprehension among disadvantaged pupils across KS3.

For all prior attainment bands, reading standard age scores increased faster than students' chronological age, particularly across KS3. Pupil premium students progressed at a similar rate to non-pupil premium students, when compared to starting points, with PP students in years 9 and 10 actually making faster progress than their NPP peers. This was due to a combination of an increased focus on reading across school, through the form time reading programme, the reading for pleasure hour and continued staff CPD (alongside assemblies for students and workshops for parents), and targeted support for those students who needed it most, with a particular focus on pupil premium students.

Following assessment of students' literacy needs, intervention was tailored to the specific reading deficit of the student(s). Our Reading Recovery programme, where a trained primary teacher taught the planned curriculum to a small group of PP students, had a significant impact on progress, making an average of 18 months' reading gain in six weeks. The Love to Read intervention programme also yielded positive progress for PP students involved, with 54% of PP students making significant progress in their standard age score. Bedrock Vocabulary continued to have a positive impact with the average % increase of PP students' vocabulary retention at 16%. 47% of students hit their intended outcome for Catch-Up Literacy and over 50% of the PP students who attended Reading Mentors made progress in their standard age score.

Over the course of the year, two-three separate books were bought for all KS3 students to read (beyond their normal curriculum entitlement), with one of these books for the students to keep. 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 access restrictions to the LRC, the school continued with its successful 'Deliver-Read' service to years 7, 9 and 11. Year 8 and 10 could access the LRC as normal and all students could access the LRC after school. 5785 books were loaned in total, demonstrating the success of the LRC and the continued focus on reading for pleasure.

Improved metacognitive / modelling and quality of explanation among disadvantaged pupils across all subjects so that they have a better understanding of the core knowledge

All teaching staff have received research-based whole school training on using the I-we-you strategy for modelling and had an opportunity to complete a peer observation exchange trialling/seeing this strategy being put into action. Our QA processes have identified more frequent use of the strategy and its impact in terms of supporting students to move towards greater independence in their work whilst demonstrating understanding of declarative knowledge and improving application of procedural knowledge.

All teaching staff have followed a similar training process for the use of a 'teach a word in a minute' strategy which supports the quality of explanation across subjects.

We have devised a programme of CPD for this academic year focussed on 'Know, Understand and Remember'. This has already involved all teaching staff in CPD on Attention Training and Activating Prior Knowledge, in readiness to support our next session on Making Explanations Memorable.

We have invested in reading resources to support a core Teaching and Learning team to develop their understanding of research-based practice around key pedagogical skills including metacognitive strategies and quality of explanation, so that they can facilitate training with confidence. We have also bought tripods and stands to encourage teachers to film their practice so it can be shared with others to support learning around effective implementation

For EAL students (S1-S3) to be able to fully engage in the curriculum and achieve outcomes in line with their peers. That EAL (S1-S3) students will be on bespoke programmes to support their acquisition of English.

EAL students have continued to make progress and develop their language acquisition as a result of the in-class support, they have received and engagement in bespoke programmes to support their acquisition of English. CPD has been delivered to staff to embed strategies to support acquisition of English in lessons. EAL tips have also been shared during the academic year to support access to the curriculum. Additional support has been given to teachers supporting the nurture groups to ensure that needs have been met. Feedback from staff has shown that these have been useful; the positive impact has also been evident through the quality assurance cycle. All EAL students (S1-S3) have been fully engaged in the curriculum. Half termly data has shown that they have made progress in line with their ability and are also making progress through the English language acquisition stages. In terms of outcomes at the end of Key Stage 4, the cohort was small (6 students). There were some significant needs in this cohort and although they achieved lower than the whole school figures, there was an improvement in the outcomes in English and Maths.

Students accessed a range of interventions to support their English language development and access to the curriculum. For example, Flash academy was in place for all S1-S2 students to access at registration and at home. This programme develops the language skills for EAL students and provides individual lessons based on need. All students actively engaged in the programme and improved their language development. Additionally, students in Years 7 and 8 accessed discrete EAL lessons delivered by TAs. Also, Key Stage 4 students were supported at registration through mentoring and study support sessions to prepare them for their exams. As a result, student voice showed that this cohort felt more confident in accessing lessons and their exams.

Improved attainment for students with SEND in core subjects by the end of Key Stage 4

Overall, there has been a significant improved attainment for students with SEND at the end Key Stage 4. The results for the SEND cohort were positive this year with an overall SEND P8 total of 0.1 which improved since the 2018/19 results from -0.09. The EHCP cohort of 8 students with significant needs achieved well with a very pleasing P8 score of 1.13 which is also an increase in the P8 score from 2018/19 which was 0.18. Improvements were also made in all core subjects. This positive progress has been a result of the ongoing focus on CPD related to SEND across the year. Regular CPD sessions have been delivered to teachers and teaching assistants on areas of need/ effective support in lessons and access arrangements. The impact of this CPD can be seen not only in the positive results but also through the quality assurance cycle, in lessons, through book scrutinies and student voice. Targeted support was also given to teachers with classes that had significant needs to ensure that relevant teaching strategies were developed to support these groups. The launch of Edukey as a new platform for communicating student needs has also had an impact. Student learning plans are easily available to staff to ensure that they have all relevant information to plan appropriately to support students with SEND.

Significant focus was given to developing effective support in lessons by using the EEF guidance on best practice for teaching assistants. Teaching assistants improved their practice by focusing on modelling, scaffolding, using flash cards to develop vocabulary and improving planning with teachers. The impact of this development can be seen in the improved outcomes for students with SEND and through positive student voice.

In addition to CPD, students with SEND were supported through a range of targeted interventions to focus on developing their skills. For example, all Key Stage 4 students attended study support /mentoring sessions at registration to help them prepare for exams.

To improve parental engagement so that parents are better equipped to support their daughter's progress

Across Key Stage 3 we moved from a Student Led Academic Tutorial model to holding full Parents'/Carers' Evenings for all year groups. This ensures that all parents/carers have the opportunity to discuss progress and ATL with their daughter's class teacher. This was trialled with year 8 and initial attendance was strong.

Work was undertaken to streamline Attitude to Learning statements, ensuring they were accessible to parents and carers and that these statements referenced familiar school systems.

Students' reports were updated to provide Progress Targets where students were making below expected progress. This provides parents with a tangible target to work on with their daughter, where previously the feedback was general and non-specific.

This year we will be creating a Parental Partnership page on the school website which will ensure that all resources shared to support parents can be found in one place, making it easier for parents to find the resources they need

Attendance to Parent/Carer Evenings remains a challenge, especially as parents gain confidence since the pandemic. The percentage of Pupil Premium parent/carers attending parent/carers evening or partnership evenings ranged from 60 – 70%

To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged

A well-planned Personal Development curriculum with a clear vision has been developed that meets the needs of all students and the statutory guidance (66 statements). The content of the PD curriculum is delivered with the age of pupils in mind and designed to their age-appropriate experiences. This includes the consistent delivery of the Personal Development programme with clear supportive materials for delivery for staff and the thoughtful deployment of resources supporting students' social and emotional wellbeing. A wide range of external providers have provided additional specialised support on the school's Personal Development days including sessions on physical, social, emotional and mental health. Additional funding has now been agreed to enable the school to further support the emotional and mental health of students by employing external organisations such as Manchester Mind. Regular student voice was conducted each half term and any concerns raised were addressed by the Year teams. Throughout the year staff have attended CPD sessions related to mental health and wellbeing. In addition, the Manchester United Foundation has also provided additional support for identified students regarding mental and emotional well-being.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and to achieve and sustain reduced persistent absence for all pupils, particularly our disadvantaged pupils

Whole school attendance was 92.9% at the end of the academic year (2021/2022). This was a slight increase of 0.4% when compared to the school's 2020/2021 whole school attendance figure. In addition, the school's overall attendance was above both the local and national attendance for secondary schools. SEND attendance was 91.8%, EHCP – 89% and PP was 93.1%. Although these figures are slightly below previous years, it is important to note that overall attendance was still impacted by Covid related absences.

The school's overall PA was 17.3% at the end of the academic year (2021/2022). This was lower than both the local and national PA figures. Although this figure is below previous years (2018/19 - 9.2%) it is important to note that overall attendance was still impacted by Covid related absences. SEND PA was 10.04%, EHCP was 21.05% and PP was 25.89%. Towards the end of the academic year following Local Authority guidance, the school also began to issue statutory action for students with sporadic absences and taking leave of absence during term time.

Due to staff changes within the attendance team at the start of HT4 a temporary reorganisation was implemented which resulted in the school purchasing support from One Education. A total of 192 home visits were conducted to meet with parent/carers regarding absences and the successful introduction of the attendance clinics for parents/carers to provide additional support and mentoring. In addition, student attendance successes were celebrated in assemblies and with rewards throughout the year. To further support attendance concerns, identified students were supported through one-to-one mentoring and group sessions by the Manchester United Foundation.

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.