

Pupil premium strategy statement – Whalley Range 11-18 High School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 – Year 7-11	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
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 766,183.50

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.</p> <p>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)</p> <p>Year 8: 12/11 (PP) vs 13/2 (NPP)</p> <p>Year 9: 13/7 (PP) vs 14/1 (NPP)</p> <p>Year 10: 13/7 (PP) vs 13/9 (NPP)</p> <p>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%**) <i>** The reading age test only goes up to 15 years so anyone over 15 years will have a reading age below their chronological age.</i></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</p> <p>Maths 0.26</p> <p>Ebacc 0.17</p> <p>Open 0.25</p> <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.</p>
5	<p>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.</p>

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 groups 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: 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: 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: https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3</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: 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</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>	2, 7

below 8 years through a Reading Recovery programme.	Because Reading was Never 'Just Phonics'	
The Reading Recovery programme is implemented by a Primary teacher trained on how to teach reading.	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	2, 7
<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</p> <p>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 - Teacher-Toolkit and can help students master their learning and show a greater depth of understanding.</p>	5, 6, 7
Retention of knowledge is key in students being able to make progress over time. Key strategies including quizzing, spaced learning are being embedded into the curriculum	<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> <p>EEF Blog: Does research on 'retrieval practice' translate into... EEF (educationendowmentfoundation.org.uk)</p>	3,6

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.	Incorporate the EEF Teaching Assistant EEF practices to maximise impact. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Teaching assistants can improve numeracy and literacy when used... EEF (educationendowmentfoundation.org.uk)	5, 7
TAs to be given bespoke CPD based on the EEF TA framework.		
Preparation for the PPEs for Year 11 as they have not sat external exams or internal assessments in the main exam venues.	For students to build good habits and feel less anxious when going to the exam venues	6
All PPEs to take place in the main venues to model the experience of the external exams.		

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
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.	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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,4, 7
Types of tuition we will be using Pearson NTP / Tutor Trust / WRHS		

teachers / WRHS Foreign Language assistants		
Targeted students to take part in the Reach Out mentoring scheme with a focus on English and maths	<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
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>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
Overstaffing in maths to ensure the quality of the maths provision.	Due to the recent pandemic and on going situation we want to ensure that when maths staff are absent that students will continue to have a specialist teacher to ensure the delivery of the curriculum.	4
<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: Vocabulary Teaching, Tim Shanahan</p> <p>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. 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
Period 6 lessons for targeted small groups across all subjects for Year KS4 students.	<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>	4,6

Homework rooms for students to have access to technology after school.	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
LRC to be open until 5.15pm each night for students to continue learning after school. The LRC is also open from 8-8:30am every morning.	Increasing learning time for students Extending school time EEF (educationendowmentfoundation.org.uk)	

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	Manchester Healthy School programme delivered in school based upon Young Minds research 2017 Information on strategies for supporting mental health	9 4 6

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

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

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 through a variety of areas including:

Interventions

Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils (A considerable proportion of these pupils who receive tutoring are disadvantaged students). In total, 121 students received extra one to one or small group maths intervention in year 11 throughout the year.

The use of a maths KS4 Teaching Assistant, HOF and AHOF in maths to deliver interventions at registration and afterschool has allowed small groups of students to receive targeted interventions in KS4.

Use of University students to work with PP students below target at grade 4/5 afterschool during HT2 All year 11 students invited to an additional period 6 lesson in maths on a Thursday throughout HT3 to HT5 prior to the summer GCSE exams. This was successful and we had over 170 Year 11 students attending each week for the additional maths support.

Easter holiday classes and HT5 holiday classes were put on for targeted grade 4-5 cohort, with centrally planned grade specific resources for the teachers to deliver, these were sent out for students to use as independent revision material with worked examples if the students could not attend. These classes had a focus on modelling (I-WE-YOU) to ensure consistency and structure of exam technique.

Overstaffing in maths to ensure the quality of the maths provision

Due to long term staff absence being a concern in maths the employment of a specialist maths teacher in maths ensured the delivery of the curriculum for these classes.

The disbanding of another year 11 class from a subsequent long term absence, also allowed students to have an experienced teacher delivering the course entitlement.

Curriculum

Over the 2021 – 2023 academic years, the 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.

To support teacher collaboration in maths, timetabling has been organised to facilitate joint planning time for subject teachers so that they can work on MTPs, assessments and related lesson resources together. In addition, faculty meetings/time on twilights has been dedicated to this work.

Craig Barton, and expert in the field of secondary maths, was brought in to support with the faculty development. During his visits he observed maths lessons and delivered focussed CPD to the faculty based on observations that day. He came in for a second visit and worked with the TLR team on the development of a CPD programme for next academic year. He worked closely with the TLRs on the use of PKT, checking for understanding and the curriculum.

Resources to support independent learning.

Hegarty and method maths have been provided as an online resource for students to consolidate learning and support revision. Competitions to encourage independent use Launched in HT3, this was successful and saw a significant increase in the numbers of students engaging with the resource.

Revision guides and workbooks were given out to all KS4 students free of charge in Year 10 Partnership evening. This opportunity also allowed us to engage parents with how parents can support their daughters with their maths revision amongst other subjects, discussing the importance of routine and moving learning forward.

The results in the summer of the whole cohort are below:

Due to the significant changes over the past few years to exams, it is hard to make measurable comparisons with the data to previous years.

	%	nPP	PP	GAP
9-7	17.7	21.7	13.3	8.4
9-5	47.7	57.2	37.5	19.7
9-4	70.3	76.1	64.1	12

These are in line with 2019 results, pre-pandemic, but there remains a gap between the Pupil Premium and Non-Pupil Premium students in maths. and this is something that we will continue to work to reduce.

Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.

To support the attainment and progress of the students in the Ebacc we had our own teachers delivering tuition afterschool and registration, partially funded from the NTP(National Tutoring Programme). 188 students received small group or one to one targeted intervention in the Ebacc subjects, with a total of over 2200hours of tuition and then in addition to this there were multiple larger group sessions to support Year 11 ranging from 6-15 weeks. Regular meetings with HoF in English and Maths to discuss disadvantaged students and the basics measures, this has supported in ensuring interventions are targeted specifically at key cohorts within 9-7, 9-5 and 9-4 areas.

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 to support the improvement in reading ages. Our own maths KS3 TA, supported small group tuition in maths during period 6 throughout the year.

Staff development and training with regards to the challenges students who come from disadvantaged backgrounds has been delivered at the beginning of the academic year and as part of our whole Trust INSET day to deepen understanding of challenges students encounter and strategies to support them in our classroom.

Work with staff on diagnosing earlier whether students need access arrangements in examinations through developing the range of strategies/support in use as standard classroom practice has been successful, with larger numbers of students identified in comparison with previous years. Students are identified earlier and regularly assessed due to processes embedded for access arrangements. The Inclusion faculty have been working with students to ensure they understand how to best use any additional provision they are entitled to. Students are identified earlier and regularly assessed due to processes embedded for access arrangements.

The whole school attainment was 49.98, and reflects students leaving KS4 with an average grade of a 5. The Pupil Premium attainment 8 score was 44.98.

The overall Progress 8 score for the cohort is 0.38, this breaks down into 0.1 for the Pupil Premium students and 0.64 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 can be seen below :

	nPP	PP
English	0.74	0.05
Maths	0.13	-0.20
Ebacc	0.95	0.35
Open	0.58	0.04

Although there is still a significant gap between our PP and nPP students, for the majority of areas it is still above national and showing that our students are making good progress. Maths is the limiting factor and will continue to be a main area of focus for the following academic year.

49.2% of the Pupil Premium students take the Ebacc pathway, with 33.6% achieving the 4+ and 22.7% the 5+. The biggest challenge with the Ebacc is getting the students to achieve the grades across the full range of Ebacc subjects.

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

This year there has been a significant focus on reading as part of our whole Trust INSET day to support understanding of challenges students face and strategies to support. All staff were provided with a copy of Murphy's *Thinking Reading* to support this drive. In school, staff have had numerous whole school CPD sessions, as part of school twilight and briefings.

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. 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.

With this significant drive on reading, there have been 3 opportunities in the year for students' reading ability to be tested. For students whose SAS is 92 or below, individual testing has been conducted with the Lexplore eye scanner for bespoke testing of reading ability, which then informs the intervention needed. 2 members of staff have been trained and licensed to use Lexonik Advance: an intervention programme for students with SAS between 85 and 99 to improve reading fluency and morphemic knowledge. 2 members of staff have been trained to deliver Lexonik Leap: a phonics intervention programme for students struggling to decode.

'Love 2 Read' intervention programme has been put in place to support students with lowest SAS but able to decode (1:1 reading instruction for twice a week with external reading tutor). A reading mentor programme was launched with students with slightly lower than average SAS.

We have a reading TA who is delivering 1:1 reading instruction and deliver Lexonik Advance. Bedrock Vocabulary used to intervene with students with slightly lower than average SAS (year 7-10)

This years Form time literacy programme and form time reading programme has been designed to support staff with implementation of practice and improvement of students' knowledge of morphology, vocabulary and fluency.

All students across KS3 provided with 3-4 copies of private reading books to read over the course of the year. The LRC (library) stock of reading material is regularly reviewed and updated, using both recommendations and requests from staff and students alike. Over 6500 books were borrowed from the library over the course of the academic year. Mass prizes and celebrations have been using books as incentives (every class received 2x copies of Marcus Rashford books at the end of the half-term to incentivise positive attitude to learning)

WRHS has signed up for the 'One Education Reading Award', part of a Trust-wide initiative to improve reading – We have achieved Silver, but we are now going for GOLD!

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 the science of learning and have looked at strategies to help students Know, Understand and Remember. The cycle of whole school input, followed by faculty follow up, deliberate practice, peer observation/recording, sharing back/reflection on implementation is helping to embed chosen strategies. Input last year included success criteria, activating prior knowledge, making explanations memorable, self and peer explanation, teach a word in a minute and checking for understanding. Engagement with CPD and trialling and embedding of core strategies is an appraisal target to support staff buy in and has been well received by staff.

QA processes have identified more frequent use of the strategies embedded and their impact in terms of supporting students to move learning forward.

We have devised a programme of CPD for this academic year building on the 'Know, Understand and Remember' strategies we have used so staff can see the purpose of this progression and make links.

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 EA strategies to support acquisition of English in lessons regularly at briefing and as part of whole school CPD. Additional support has been given to teachers supporting the nurture groups to ensure that students 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 students S1-S3 are in lessons accessing the curriculum. In class support focuses on developing their language skills so that they can continue to access the curriculum alongside their peers. Half termly data has shown that they have made progress in line with their ability.

Targeted students also received 6 additional lessons of EAL each week to continue to support their language acquisition. In addition to these students access an EAL programme Flash Academy to develop their vocabulary

With an increase in numbers of students with little/no English. New S1 students are admitted to the school through the Learning Zone where they were given a settling in phase with intensive support before going into lessons with support. This has included first language assessments where possible.

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.

EAL profiles are updated for each student and regular reminders were sent to staff about how to access them on Edukey to support teaching.

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

This year there has been an ongoing focus on CPD related to SEND. Regular CPD session 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 through the quality assurance cycle, in lessons, through work 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.

A focus on SEND as part of our whole Trust INSET day to deepen understanding of challenges students face and strategies to support- support strategies shared for weakest students. Attention was also on SPLD and how staff can best support students in lessons in this area

The use of Edukey as a 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.

Work with staff on diagnosing earlier whether students need access arrangements in examinations through developing the range of strategies/support in use as standard classroom practice. Working with students to ensure they understand how to best use any additional provision they are entitled to. An increased number of referrals for students to be assessed for access arrangements in total there were 36 completed access arrangements assessments and 8 full SPLD assessments. Alongside this, briefing sessions have taken place on embedding access arrangements into lessons as normal way of working

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 and this has increased parental attendance.

Continued work was undertaken to streamline Attitude to Learning statements, ensuring they were accessible to parents and carers and subject specific action statements created by each faculty to ensure parents and students know what they needed to do to improve learning.

At the start of the year, we restructured the Year 11 Partnership evening, instead of seeing the whole year group we targeted a key group of parents from our most underachieving and disengaged students. Parents were invited in to meet with a member of SLT to discuss PPE results, college applications and to set actions going forward, developing relationships between school and these key students.

For the Year 10 Partnership evening, all year 10 parents and students were invited in to attend a presentation on expectations of KS4, how to support daughters' progression and modelling of how to use resources etc. parents were also given revision guides for all subjects free of charge.

As part of the Parent Pledge, letters to parents and texts have been sent home for all interventions at KS4 that are taking place, informing parents of the intervention and the importance of attending the intervention. All interventions are now recorded on Edukey, parents/carers can see what their daughters are invited to.

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. Sessions that have been delivered to students include; healthy sleep patterns, first aid, youth produced sexual imagery, FGM, LGBTQ, self-care, domestic violence, and breast awareness. In addition, the Manchester United Foundation has also provided additional support for identified students regarding mental and emotional well-being

Specialist staff in school are available to support students' health and wellbeing, including an Emotional health and wellbeing nurse, I-thrive, school nurse, counsellors, and MIND practitioner. MIND practitioner also available to support staff. New safeguarding officer was appointed to work 5 days (previous post holder, 3 days) to include health and wellbeing support.

Pastoral teams and safeguarding officers have attended CPD from external agencies to further support students' mental health and wellbeing for example, The 'First aid' mental health, 2-day accredited course.

Emotional health and wellbeing nurse has delivered sessions alongside side external mental health agencies to train staff to develop safety plans and how to identify mental health concerns, triggers, and relevant support.

Whole and specific staff training and CPD sessions including mental health, substance misuse, on-line safety, prevent.

Regular student voice was conducted, feedback provided by students is acted upon by year teams. Staff and parent surveys conducted throughout the year.

The C4 room was opened to support students 5 days a week to allow for opportunities to work with identified students. A new C4 manager was appointed in July 2023 and plans to further develop the systems are being developed.

All students in school have a 'Whalley Range experience', with a greater range of whole year activities on offer including 'farm trip', theatre trips funded from school budget and partially funded reward trips.

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 92.5% at the end of the academic year (2022/2023) compared to the national figure of 90.8%. These figures were below expected targets however, when compared to local and national figures the school performed better in both overall attendance and PA figures. To aid this result there were many layers put into place. The development of the attendance team to support students/cohorts with attendance. Home visits and weekly parental meetings were conducted with an offer of early help provision to support parents/carers. This was to prevent and support students falling into the PA category.

The development of a holistic tracking and monitoring of attendance escalation procedures helped ensure that all students were provided with appropriate support and intervention at all stages, The appointment of a new safeguarding officer will also allow for collaborative working with attendance team on early intervention strategies and ABSA.