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 2023 to 2024 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	31.12.2023
Date on which it will be reviewed	April 2024 and September 2024
Statement authorised by	Ms Jackie Fahey
Pupil premium lead	Miss Christine Plews
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 *(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*	£ 766,183.50

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	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. Retention of what has been taught is a large focus in the final year of this 3 year plan.

	The previous year 11 shows that there is a 12.5% Pupil Premium gap at grade 4 and increasing to a 19.2% gap at grade 5. From historical progress data the P8 score for maths has been significantly lower for disadvantaged students.
2	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: 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) The percentage of disadvantaged students whose reading age is below their chronological reading age is: Year 7 (37%) Year 8 (39%) Year 9 (45%) Year 10 (57%) Year 11 (90%**) ** *The reading age test only goes up to 15 years so anyone over 15 years will have a reading age below their chronological age.*
3	From our internal assessment data (SSAs and PPEs) we have identified that the Higher prior attaining disadvantaged students are not making expected progress. From internal progress measures (SISRA) there are the following gaps between disad-vantaged students and their peers English gap of 0.69 Maths gap of 0.33 Ebacc gap of 0.60 Open gap of 0.54 Although the gap in math is significantly smaller in comparison to the other measures, Maths is the only area from above where our disadvantaged students have a negative P8 score. Higher ability students have not developed the level of knowledge and understanding needed to explain to the highest level and lack confidence.
4	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.
5	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).
6	The number of our disadvantaged SEND students have increased over the past few years. 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.
7	Parental engagement has been a challenge, but numbers have increased over the past two years with the strategies we have put into place already. For our Parents

	evenings we have around 70 - 90% attendance whole school, but this decreases further when we look at our disadvantaged students.
8	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. These challenges particularly affect disadvantaged pupils, including their attainment.

Attitude to learning data also shows wider gaps in engagement and motivation for disadvantaged students compared to their peers. |
| 9 | Whole school and disadvantaged students' attendance have been significantly impacted by the pandemic and disadvantaged students' attendance is lower than their non-disadvantaged peers. This obviously negatively impacts progress and requires continued attention, and we have seen progress made with this gap in the previous academic year. |
| 10 | 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
To improve the attainment in maths for the disadvantaged students so that it is not the limiting factor affecting student progress	For disadvantaged students' maths progress scores to be in line with their other subjects

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+.

For maths to more closely match the English grades so that the basics measure improves to:
Basics 9-4 70%
Basics 9-5 50% |
| Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects. | 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%.

2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:
• an average Attainment 8 score of 50+
• an EBacc average point score of 4.6 |

Improved reading, vocabulary, and comprehension among disadvantaged pupils across KS3.	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. 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. Teachers should also have recognised this improvement through engagement in lessons and work scrutiny. For students who have reading ages of 8 years and below to be on a specific curriculum to rapidly improve their reading.
Improved metacognitive / modelling and quality of explanation among disadvantaged pupils across all subjects so that they have a better understanding of the core knowledge	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. Evidenced through being able to demonstrate their understanding, with a specific focus on the key knowledge.
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.	For students with EAL to make progress in the core subjects in line with students with English as a first language. 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).
Improved attainment for students with SEND in core subjects by the end of Key Stage 4	To increase the number of students with SEND on target in core subjects to above 80% each half term. To ensure that SEND students can access the curriculum with adaptations to meet their needs.
To improve parental engagement so that parents are better equipped to support their daughter's progress	To improve parental engagement for disadvantaged students to 70% by 2024/25 with an offer of parental workshops for each year group. For parents with language barriers to be offered additional English classes
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by:

	• all disadvantaged students are signposted to ap-propriate 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils To achieve and sustain reduced persistent absence for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by: • 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
Development of standardised diagnostic assessments. At KS3 standardised assessments will take place twice a year. Training will be provided for staff to ensure assessments are interpreted correctly.	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	1, 3

Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance at both KS3 and KS4. 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).	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 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)	1,3,6
Improving the reading ages of students who have a reading age below 8 years through a Reading Recovery programme.	Research has demonstrated how students need to be taught a range of reading skills, beyond phonics, in order to improve their reading comprehension: Because Reading was Never 'Just Phonics'	2, 6
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 *Thinking Reading*, 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, 6
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. A literacy handbook has been produced and faculty CPD time has been targeted to implement the literacy strategies with a subject context.	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)	2
Developing metacognitive and self-regulation skills in all pupils with a	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:	4, 5, 6

specific focus on modelling and the 'I' 'We' 'You' model. This will involve ongoing teacher training and faculty CPD sessions. We will fund professional development and instructional coaching focussed on each teacher's subject area.	Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF The 'I' 'We' 'You' model is research based The I Do WE Do YOU Do Model Explained - Evidence-Based Teaching (evidencebasedteaching.org.au) Modelling: Classroom Instruction for Teachers - TeacherToolkit and can help students master their learning and show a greater depth of understanding.	
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	Incorporating retrieval into lessons is based on a number of research studies and is shown to have a positive impact on students' progress. EEF Blog: Does research on 'retrieval practice' translate into… | EEF (educationendowmentfoundation.org.uk)	5
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. TAs to be given bespoke CPD based on the EEF TA framework.	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)	4, 6
Preparation for the PPEs for Year 11 as they have not sat external exams or internal assessments in the main exam venues. All PPEs to take place in the main venues to model the experience of the external exams.	For students to build good habits and feel less anxious when going to the exam venues	5

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. Types of tuition we will be using Pearson NTP / Tutor Trust / WRHS teachers / WRHS Foreign Language assistants	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 (educationendow-mentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1,2,3, 6
Targeted students to take part in the Reach Out mentoring scheme with a focus on English and maths	Mentoring is an effective way of supporting the students. Mentoring | EEF (educationendowmentfoundation.org.uk) As well as the mentoring the students will be given tuition in English and maths Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1,2, 6
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	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 (educationendowmentfounda-tion.org.uk) 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 (educationendow-mentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1,3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Overstaffing in maths to ensure the quality of the maths provision.	Due to staff absence 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.	3
Resources to support independent learning • Bedrock to support vocabulary • Sparx and method maths to consolidate learning and support revision • Educake • Revision guides and workbooks	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 Why Closing the Word Gap Matters: Oxford Language Report 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) Teacher Feedback to Improve Pupil Learning	EEF (educationendowmentfoundation.org.uk)	2, 3
Period 6 lessons for targeted small groups across all subjects for Year KS4 students. Homework rooms for students to have access to technology after school. 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.	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 (educationendow-mentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF Increasing learning time for students Extending school time	EEF (educationendowmentfoundation.org.uk)	3,5

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	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.	7

for parents on how they can be supporting their daughter.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
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)	8, 3, 5
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)	8, 3, 5
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)	8, 3, 5
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	Promoting adolescent's mental health and wellbeing: evidence synthesis	8, 3, 5
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	9
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)	9

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.trueeducationpartner-ships.com/schools/what-is-ofsteds-cultural-capital/ | 10 |