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

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1360
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024/25 2025/26 2026/27
Date this statement was published	31/12/2024
Date on which it will be reviewed	31/12/2025
Statement authorised by	Mike Lea, Headteacher
Pupil premium lead	Christine Plews, Assistant Headteacher
Governor / Trustee lead	Peter Mulholland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£725 550
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*	£725 550

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, over 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 improvement 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 CPL/SCS	**Achievement and outcomes** GCSE outcomes from 23/24 show our disadvantaged students making less progress than their peers. Although gaps are continuing to narrow in all areas, this is one of our

	key challenges to continue to improve the overall progress of all PP students at KS4 (Basics measure, Ebacc, Open, KS2 banding).
2 SPK	**Literacy: oracy, reading and writing (whole school focus)** Accessing a challenging curriculum requires pupils to have adequate literacy skills to access subject specific demands, both in day-to-day practice and for formative and summative assessment points. Our observations show us that our disadvantaged students lack the oral language to be able to successfully communicate within the classroom. The development of exploratory talk is important for these students, as is the teacher modelling and scaffolding of purposeful, structured dialogue in the classroom. We are also aware that our disadvantaged students are more likely to have tier 2 and 3 vocabulary deficits, which will be impacting upon both their reading and oral language development. Students' reading comprehension is also limited by poor reading fluency, which continues to be a whole-school focus through classroom pedagogy and intervention. Most recent reading age screening shows that there is approximately 55% of students, across all years, who have an average or above average reading standardised score. This means that there is approximately 45% of students requiring additional support with their reading. Year 7: 55% in line, 45% below Year 8: 56% in line, 44% below Year 9: 54% in line, 46% below
3 BMU	**Attendance** Attendance and punctuality to school for all pupils remains a whole school focus. Overall PP attendance was 1.1% below the whole school attendance for 2023/2024. There was a gap of 2.1% with PP students when compared to NPP students. In addition, 20% of PP students are also identified as SEND. Nationally pupils with the highest attainment at the end of key stage 4 have higher rates of attendance compared to those with the lowest attainment. Research shows that for the most vulnerable students, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. We have seen progress made with this gap in the previous academic year. https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf
4 SZA	**SEND/EAL – learning difficulties, increased need** These students require tailored and specialist support to ensure they can fully access and engage with the curriculum and achieve their potential. SEND - Physical, Cognitive and Social and emotional disability, medical needs, and often financial hardship, make it very difficult for students and families to value education.
5 JBA	**Quality first teaching – metacognition, science of learning, adaptive teaching** Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment. Especially for socio-economically disadvantaged students.

6 MCO/OBA/B MU/LBC	**Behaviour and culture** Behaviour data shows that disadvantaged students receive a higher number of sanctions when compared to non-disadvantaged students. Between 67 - 70% of total sanctions whole school are received by PP students. Causes for this are varied and broad, but we aim to ensure that individual needs are addressed by using a range of internal and external interventions, and parental engagement supports improvement as much as possible. The introduction of the school's behaviour curriculum including a new rewards system will be used to support and reduce the number of sanctions whole school, in particular disadvantaged students.
7 SZA/MCO	**Mental Health** We have seen a rise in mental health needs amongst students over the past few years such as anxieties, phobias, depression, worsening resilience, lower self-confidence or self-esteem. Since the pandemic this continues to impact various aspects of education, such as attendance, academic outcomes, access to interventions, participation in extracurricular activities, trips and Leadership Ladder.
8 LBC/SMY	**Cultural capital and knowledge** We have identified that some disadvantaged pupils lack the social and cultural background knowledge of the world around them. As a result, students can struggle to access curriculum content and their access to CEIAG educational activities and future career opportunities are potentially limited.
9 All SLT	**Parental engagement** Parental attendance to parents' evenings and Partnership evenings has improved slightly since going away from SLAT and online parents' evenings, however, it is still lower than that of non-disadvantaged students. Attendance to other school events, also tends to be lower. Language barriers at home can make it difficult for parents to fully engage with school.

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
Improved attainment for disadvantaged pupils at the end of KS4, with a focus on narrowing Basics gaps.	The gaps for disadvantaged students will continue to reduce from the 2024 GCSE outcomes: Basics gaps at 9.8% (9 - 5) and 12.6% (9-4). Students achieving the Ebacc gaps at 10.4% (9 - 5) and 9.0% (9-4).
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.

	For 50% or more of disadvantaged students to achieve a grade 5+ in maths and 70% or more to achieve a grade 4+. 2024 outcomes show 46.8% PP achieving 9-5 in maths and 65.5% 9-4.
Improved reading ages and engagement with reading among disadvantaged pupils across KS3/4.	Reading age gaps for disadvantaged students reduce. Marked improvement in teachers' observations of students' oral ability.
Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils.	We have completed a 2-year programme of CPD on the Science of Learning and are confident that all teaching staff have a shared understanding of how students learn and classroom strategies that best support this. We are continuing to embed this work to support the quality and consistency of quality first teaching across all subjects. Use of our Trust's Great Teaching Charter to guide and evaluate core practice in the key areas of curriculum, teaching and assessment and feedback.
Improved overall attendance for all pupils, in particular disadvantaged students at the end of the academic year, and to reduce the gap between PP and NPP students. *To reduce persistent absence for all pupils, particularly our disadvantaged pupils*	The overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 1.5%. PP attendance to continue to be above the national figure. PP SEND attendance to increase overall compared with 2023/2024. The percentage of all pupils who are persistently absent being below 15% and the PA gap between disadvantaged pupils and their non-disadvantaged peers being no more than 8%.
Reduction in the overall sanctions received for all pupils, in particular disadvantaged students at the end of the academic year, and to reduce the gap between PP and NPP students. *To increase the number of rewards received by all students.*	A reduction to less that 60% of total sanctions whole school that are received by PP students. All students will have the opportunity to receive tangible rewards throughout the year to celebrate student successes. Introduction of a new rewards system – Whalley Range Acknowledgement Reward (WRAP). 2024-25 calendar of scheduled rewards trips across the year groups including KS3 pantomime and KS4 bowling.
CEAIG Curriculum plan	Curriculum plan in place for across the key stages including support for year 11 college applications and year 10 work experience.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *236834*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the overall progress of all PP students - Additional core teachers (English/Maths/Science) to reduce class sizes.	Additional staffing in core subjects will be used to provide enhanced support for students in class or in small groups. This is supporting the enhanced impact of the delivery of the curriculum for these students through targeted, high quality teaching, in class support and feedback.	1, 2
Improving the reading ability of students who have a reading standardised score significantly below average through a reading intervention 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' 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	1, 2, 5
To improve the overall progress of all PP students – EAL Hub and staffing	Children with English as an additional language struggle to go into main stream lessons straight away, so the use of our EAL HUB and staffing, ensure that students feel well supported in the bridging gap between being new to a language and new to a school.	1, 2, 4, 5
We will fund professional development and instructional coaching focussed on each teacher's specific subject area and needs.	All teaching staff and TAs being able to access the resources of iRIS Connect, the Chartered College and the National College to enable an individualised programme of CPD to support access to the best of evidence-based practice	1, 2, 4, 5
Developing high quality teaching and ensuring CPD for staff is focussed and subject specific.	An implementation and QI cycle which focuses on Craig Barton's big 6 teaching challenges (based on Josh Goodrich's 'Responsive Teaching', John Catt, and Daniel Willingham's memory model) to diagnose the highest leverage area of focus for subject CPD. This is followed up with tailored CPD to move practice on. Examples of foci arising from QI are further opportunities for thinking hard and oral rehearsal in the 'we' stage of the lesson, more rigorous checking of the understanding of all with no opt out	1, 2, 4, 5

	Ongoing reference to our playbook of one pagers, focussing on science of learning-based strategies, for example cognitive load, pre-teaching vocabulary, the use of examples and non-examples, effective explanations and dual coding A lesson study pilot being rolled out during the year to all faculties to support integration of science of learning strategies when collaboratively planning subject curriculum.	
Metacognition strategies to be evident in teaching – retrieval practice, explicit instruction, modelling, desirable difficulties, classroom dialogue	EEF metacognition and self-regulated learning + 7 months Addressing Educational Disadvantage – 'It is important for teachers to explicitly teach metacognitive skills within their domain'	1, 2, 4, 5
Training staff to coach one another to be the best practitioners they can be.	Development of a team of coaches through a cascading roll out of peer observation and coaching based around a similar diagnostic model to the one mentioned above developed by Craig Barton and taught by him to our first cohort of coaches. Each coachee focus on the highest leverage action step to improve their classroom practice. Typical highest leverage steps link to the science of learning and metacognition e.g. focus on quality of explanations and modelling, opportunities for thinking hard and retrieval.	1, 2, 4, 5
Supporting staff in the classroom through CPD	All teaching staff (main scale and UPS) having one Professional Learning and Improvement Goal based on improving their classroom practice – these are linked to key areas of focus for school improvements in classroom practice and supported by Professional Learning Communities and PLC leads. Foci are – adaptive teaching and supporting diverse learners, behaviour and culture, assessment, curriculum, science of learning and classroom practice and literacy. All teaching staff involved in the PLI process will have opportunities to engage in goal related deliberate practice, peer observation and reflection.	1, 2, 4, 5
Support for staff with adaptive teaching for our students with additional needs or low prior attainment to ensure they make the best progress possible.	Continuing to support teachers of nurture groups with social support through networking opportunities and bespoke CPD delivered by a Lead Practitioner from the T+L Team A menu of workshops accessible to Faculty leads to 'buy-in' for their faculties supporting adaptive practice.	1, 2, 4, 5
Develop staff awareness and strategies to ensure that the needs of neurodiverse students and those with mental health needs are met across the school	Deliver high quality CDP to all staff to raise awareness about neurodiversity and ways to support students in lessons / social times	4,5,6,7
Develop links with key groups of SEND/EAL parents to ensure that they can support their children to make progress	Establish regulate parent forum meetings Link with the Manchester Parent/carer forum	4,9

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

Budgeted cost: £ *117697*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention by subject specialists. 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 Tutor Trust / WRHS teachers / WRHS Foreign Language assistants	Evidence from EEF suggests students make on average +4 months progress from involvement in small-group tuition. Ours varies from 3:1 to 6:1 and is delivered by our intervention tutors. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 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
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.	1 , 2
Support departments with the purchase of online/physical resources Bedrock to support vocabulary; HfL Reading Fluency project and Lexonik Advance to improve	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: Why Reading Fluency Should be Hot https://www.shanahanonliteracy.com/blog/vocabulary-teaching#sthash.lB9uuREQ.f0QdHq2h.dpbs http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk The online resources also link to the retrieval of knowledge and feedback to move the learning forward.	1, 2

| reading fluency; Lexonik Leap to teach phonics

Sparx and method maths to consolidate learning and support revision

Educake

Revision guides and workbooks	https://educationendowmentfoundation.org.uk/news/does-research-on-retrieval-practice-translate-into-classroom-practice?utm_source=/news/does-research-on-retrieval-practice-translate-into-classroom-practice&utm_medium=search&utm_campaign=site_search&search_term=retrival	

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

Budgeted cost: £ *371019.50*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage parents in more aspects of students' learning and life in school to improve outcomes for them in every area.	EEF evidence with strong evidence suggests +4 months progress can be made using appropriate techniques to engage parents. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	9,
SEMH specialists to work with vulnerable students	Addressing Educational Disadvantage – 'Ensure that the social, emotional and mental health of pupils is prioritised'	7
Disadvantaged students will be supported in ensuring they have opportunities to increase cultural capital	Addressing Educational Disadvantage – 'ensure that disadvantaged pupils experience the same formal and informal curriculum opportunities as their peers where possible' Addressing educational disadvantage: from… | Unity Research School	8
Purchase of a variety of pieces of equipment that help students access the school day and curriculum (e.g. uniform, school bags, alarm clock, stationary)	if students do not feel prepared for school they are less likely to access school.	3, 8

Total budgeted cost: £725,550.