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	Mr Mike Lea
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 disadvantaged 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-mentfounda-tion.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 (educationendowmentfounda-tion.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-mentfounda-tion.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

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our review of the final pupil premium expenditure shows that we have had a positive contribution towards many of our gaols, including the key outcome of narrowing attainment gaps for our GCSE cohort. The average Progress 8 measure shows a gap of 0.17 between the pupil premium students and the rest of the cohort, which is very small and has been decreasing over the past three years.

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

Over the past three years, a significant amount of work has gone in to ensuring maths is not the limiting factor for our students. This has been successful, with results in maths at GCSE increasing and the gap narrowing significantly.

2020/21	Pupil Premium	9 - 7 %	9 - 5 %	9 - 4 %	9 - 1 %	Subject Progress Index
Maths	All	14.6	51.1	66.8	98.5	-0.09
	No	20.4	60.6	75.4	97.9	0.11
	Yes	7.9	40.5	57.1	99.2	-0.32
	GAP	12.5	20.1	18.3	-1.3	0.43

2021/22	Pupil Premium	9 - 7 %	9 - 5 %	9 - 4 %	9 - 1 %	Subject Progress Index
Maths	All	23.3	58.9	74.1	98.1	0.43
	No	28.2	66.7	84.6	100	0.68
	Yes	19.6	52.9	66	96.7	0.25
	GAP	8.6	13.8	18.6	3.3	0.43

2022/23	Pupil Premium	9 - 7 %	9 - 5 %	9 - 4 %	9 - 1 %	Subject Progress Index
Maths	All	17.5	47.6	70.6	97.4	-0.06
	No	22.1	58.6	79.3	98.6	0.18
	Yes	12.4	35.7	61.2	96.1	-0.31
	GAP	9.7	22.9	18.1	2.5	0.49

2023/24	Pupil Premium	9 - 7 %	9 - 5 %	9 - 4 %	9 - 1 %	Subject Progress Index
Maths	All	18.5	53.1	71.2	98.2	0.35
	No	20.5	59.8	77.3	97.7	0.44
	Yes	16.5	46.8	65.5	98.6	0.27
	GAP	**4**	**13**	**11.8**	**-0.9**	0.17

Students in Year 11 received over 5200 hours of support through our intervention programme, led by teachers and external providers. All Year 11 students were offered a period 6 lesson each week from January until the exams, which was very well attended with over 80% of the cohort on average attending. In addition to this we also held half term holiday classes, and registration interventions to targeted students, with pupil premium students being given priority.

The maths faculty has developed and used a wide range of resources to support students. Including all students receiving revision guides and workbooks, grade 4/5 booklets to support students with personalised revision plans, and online resources such as Sparx, and methodmaths.

Our string and ambitious curriculum has been regularly reviewed to account for necessary changes and updates to reflect the cohorts needs to ensure it remains challenging but accessible to all. 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 has improved outcomes for students.

Craig Barton, and expert in the field of secondary maths, has been working with our maths department over the past two years supporting staff with the delivery of the curriculum, assessment and checking for understanding. Craig has delivered bespoke CPD, and supported the faculty with a CPD programme going forward.

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). 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

Staff development and training with regards to the challenges students who come from disadvantaged backgrounds has been delivered regularly each 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.

The whole school attainment was 51.85 and reflects students leaving KS4 with an average grade of a 5. The Pupil Premium attainment 8 score was 49.94
The overall Progress 8 score for the cohort is 0.85, this breaks down into 0.76 for the Pupil Premium students and 0.93 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 :

	2023/2024	
	nPP	PP
English	0.90	0.69
Maths	0.44	0.34
Ebacc	1.31	1.14
Open	0.86	0.71

Although there is still a gap between our PP and nPP students, in all areas it is significantly above national and showing that our students are making excellent progress.

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

Reading has been a significant part of our schools focus this past three years in particular with regular whole school CPD delivered to staff during twilight sessions and briefings

WRHS signed up for 'One Education Reading Award' a couple of years ago, part of a Trust-wide initiative to improve reading – we initially achieved the Silver award, and last year managed to go on to achieve the gold award in January!

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, 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.
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)

A 'Love 2 Read' intervention programme has been put in place to support students with lowest SAS but are 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.

A 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 each 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 each academic year. Mass prizes and celebrations have been using books as incentives.

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 a variety of 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. In this final year of the plan, we have combined our CPD focus with adaptation of recommended strategies to foreground literacy needs and take into account SEND, ensuring that teaching staff are mindful of the impact of disadvantage on literacy confidence and the compounding effect of additional needs when planning delivery.

CPD for all staff on managing cognitive load, pre-teaching vocabulary, the use of examples and non-examples, effective explanations and dual coding to support the quality and consistency of explaining content across all

subjects. Evidence during QA of strategies shared being employed more consistently, supporting understanding of disadvantaged students.

Continuing focus on the use of modelling as a cornerstone of classroom practice through for example, annotation of model answers or I-We-You modelling of how to construct answers, completed live under the visualiser, evident during QA. This has been built into resources and MTPs.

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 linked to the science of learning. Additional support has been given to teachers supporting the nurture groups to ensure that students need have been met.

Feedback from staff has shown that these have been useful; the positive impact has also been evident thought 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 are able to access 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

Over the past few years, there has been an ongoing focus on CPD related to SEND, embedding key teaching strategies throughout our CPD, and not just an add on. These sessions have been delivered to teachers and teaching assistants on areas of need/ effective support in lessons and access arrangements. The impact of this CPD can be seen 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 last year, allowed all staff to deepen their 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 been key, in identifying students that teachers teach and support, and also to look at specific strategies that support individuals needs.

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 a normal way of working

As you can see in the table below, the P8 score of our SEND students has improved each year since it has been a focus on our plan, and is showing on average our SEND students are doing better than nationally.

	2023/24			2022/23			2021/22		
	SEN support	EHCP	none	SEN support	EHCP	none	SEN support	EHCP	none
Average attainment 8	**4.47**	**3.1**	**5.4**	3.68	1.33	5.29	3.69	2.87	5.46
Average progress 8	**0.6**	**2.43**	**0.89**	-0.06	-1.25	0.46	-0.11	1.08	0.72

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

The way in which we have led parents' evenings has changed post pandemic due to the needs of our parents and carers. Across all key stages we have held 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 from previously holding student led academic tutorials.

Alongside these evenings, we have also been holding Partnership evenings for parents, where parents and students were invited in to attend a presentation on expectations, supporting progression, the importance of attendance and modelling of how to use resources for revision. Parents were also given revision guides for all subjects free of charge. These evenings have been very beneficial for all, and feedback has been positive, with attendance being as high as 86%.

With parental tracking systems in place on SIMS, we are now able to get a holistic overview of what parents/carers have attended in students' school history. This allows us to ensure, those parents/carers that have poor attendance can be contacted prior to the evening to support attendance.

In depth work has been undertaken to streamline Attitude to Learning statements, ensuring they were simplified and 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.

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.

Through a well thought out personal development curriculum with a clear vision has been created 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; women's aid, BROOK and Brave workshops.   Other sessions also included cost of living, forced marriage, personal finances, honour-based abuse and water safety.

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 practitioners, which are also available to support staff. In addition, the Manchester United Foundation has also provided additional support for identified students regarding mental and emotional well-being.

Students have been provided with additional emotional wellbeing support from Paint Me Red, the PRU outreach teach and the Safe Task (Remedi). PREVENT training has been completed by pastoral staff. In addition, pastoral staff completed Early Help and escalation training.

Pastoral teams and safeguarding officers have attended CPD from external agencies to further support students' mental health and wellbeing, vaping, women's aid and mental health first aid and safety planning.

B11 behaviour and student wellbeing audit was completed in HT4. In addition, QA conducted by Debbie Clinton (Education Leadership Expert) in HT6. Feedback from both was positive with many strengths and some suggested areas for development. All feedback and student voice outcomes, has been acted upon and feedback to relevant staff.

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

Consistent approaches and clear messaging, strongly led by our attendance team and their SLT link, combined with a broad programme of rewards and interventions, supports the strong attendance figures for all students. We are very pleased that disadvantaged students' attendance is very nearly matching that of their peer.

Whole school attendance was 93.5% at the end of the academic year (2023/2024) which is +0.7% above the FFT national average. The school's overall PA was 18.69% which was significantly lower than the FFT national average by 8.31%

There is a gap of 2.1% between PP and NPP attendance. This has reduced when compared with the previous years.

We are very proud that the school has received two FFT attendance awards for Term 1, Term 2 and Term 3 (Top 10% for like/similar schools and Top 25% all secondary schools).

The FFT awards for Autumn 2023 and Spring 2024, places us consistently in the top 25% of all secondary schools nationally, and in the top 10% of similar secondary schools.

An attendance audit was completed by SOL in HT 2 which highlighted many strengths and some suggested areas for improvement.

Our thorough attendance tracking and monitoring system has been regularly amended / updated to reflect some suggested improvements by SOL (escalation of declining attendance, traffic light assessment of student attendance etc) .