



# PUPIL PREMIUM STRATEGY STATEMENT

2023/24

**WICKERSLEY SCHOOL  
AND SPORTS COLLEGE**

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**HEADTEACHER:** Mr T Hardcastle



## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Wickersley School and Sports College
Number of pupils in school	1749
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Tony Hardcastle - Headteacher
Pupil premium lead	Katie Bullock - Assistant Headteacher
Governor / Trustee lead	Lisa Carpenter

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£278,860.00
Recovery premium funding allocation this academic year	£81,240.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£360,100.00

## Part A: Pupil premium strategy plan

### Statement of intent

At Wickersley School and Sports College we have high expectations for all our students and we aim to send every student into an ever changing world able and qualified to play their full part in all aspects of life. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

Our aim is to ensure that the gap in attainment between PP and non PP students is narrowed, that PP students have access to the same cultural capital as non PP students and that levels of engagement in all aspects of school life are high. Our expectations for our PP students are the same as our expectations for non PP students, students will leave us able and qualified to play their full part in all aspects of life beyond Wickersley and show our Wickersley Way attributes across the curriculum. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach is one of focussing on quality first teaching for all our pupils, as a result there is a focus on developing teaching and learning techniques for all our staff to ensure needs are met within the classroom and beyond. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Part of our approach also focuses on barriers to learning that some students face and what we as a school can do to eliminate or lessen the impact of these barriers.

At the heart of our strategy is a focus on the 4 A's. These are:

- Attendance
- Attitudes
- Attainment
- Aspirations

With a sharp focus on these four areas we aim to identify the barriers to learning, progress and engagement for our students. Our support for students is a holistic approach which considers and factors in all we know about the student and what we can put in place to address any issues. 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 pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The overall aims of our PP strategy are:

- To reduce the attainment gap between the school's disadvantaged pupils and others nationally by 10%
- To raise the attainment of disadvantaged pupils
- To provide additional pastoral support to our PP pupils through the work of our PP learning mentor
- To increase the attendance rates for PP pupils, including overall attendance and PA
- To increase the participation rates of our PP pupils in extra curricular activities and therefore

enhancing their access to cultural capital

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<b>Slower rates of progress for high, middle, and low attaining PP students in English and Maths</b> Historically the attainment of our PP cohort has been low when compared to National Average. The 2023 exam data showed that our PP students achieved -1.04 progress 8 compared to our overall progress of -0.36.
2	<b>Literacy and numeracy gap on entry</b> The SAT scores also show that there is a slight gap between the starting points of PP and non PP students, with the current year 7 PP students achieving an average reading score of 103 compared to non PP students at 106. Similarly for Maths PP students average 102 whereas non PP students averaged 105.
3	<b>Lower levels of independence and resilience in lessons</b> Historically our PP students have shown lower levels of independence and resilience with their own learning, this was highlighted during both periods of distance and remote learning as a result of COVID restrictions where the engagement of some of our PP students was lower than their peers. This continues to be a barrier following the return to face to face teaching for our students.
4	<b>Lower aspirations amongst some disadvantaged students and parents</b> Some of our students live and grow up in an area of low social and economic mobility which can in turn lead to lower aspirations for our students. Some of these students would also be the first generation to attend University or Higher Level Apprenticeships. We are working hard to ensure that our students have high aspirations for themselves and dream big.
5	<b>Reading ages and engagement with reading</b> The reading ages of our PP cohorts are generally lower than those of their peers. This is highlighted in the literacy gap statistics above. Research by Marc Rowlands has shown that PP students have a more limited vocabulary and have had access to less words than their peers by the time they start school.
6	<b>Higher rates of absence and persistent absence (PA)</b> Our PP students have historically had a higher level and rate of absence than their non PP peers. This is evident in our PA rate for PP students which has historically been at least 5% higher than their peers.
7	<b>Lower levels of parental engagement with some aspects of school</b> We know that the vast majority of our parents play an active role in their child's education. However for a proportion of our parents this is not practically possible due to commitments with work, caring for dependents or their own physical and mental health barriers. We are always looking for ways to make our communication with these parents more accessible.

## 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 levels of attainment and progress of all PP students and reduce the attainment gap	<ul style="list-style-type: none"> <li>Levels of attainment and progress increase from starting points in September 2022</li> <li>Decrease in the gap between headline progress 8 scores for PP and non PP students</li> <li>Increase in reading age scores for PP students from starting points in September 2022</li> <li>Improve the number of PP students making expected progress in KS3 and KS4</li> <li>Increase parental engagement in parents evenings and other events to ensure parents are involved in their child's education</li> <li>Destination data to show more PP students are involved in higher education and studying appropriate qualifications</li> </ul>
To raise attendance rates for PP students  Targets 2022-23 10% PP PA 2023-24 10% PP PA 2024-25 10% PP PA	<ul style="list-style-type: none"> <li>Attendance rate improves for PP students from starting points in September 2022</li> <li>PP PA figures improve from starting points in Half Term 1 2022</li> <li>At PA risk cohorts improve in terms of overall attendance</li> </ul>
To increase the participation rates of our PP pupils in extra curricular activities and therefore enhancing their access to cultural capital	<ul style="list-style-type: none"> <li>Increase the participation rates of PP students in extra-curricular activities where these are possible</li> <li>Increase the participation of PP students in the school council and leadership activities</li> <li>Increase the participation of PP students in terms of trips out of school</li> </ul>

## 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: £253,365.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and development of reading strategies and development in all students	Reading comprehension strategies as outlined in the EEF toolkit and Alex Quigley 'Closing the Reading Gap'. Development of reading strategies which can be used in all lessons and at all levels, high focus on the aspect of quality first teaching.	1, 2, 5

<p>Reading INSET and further developments at subject level building on previous training.</p> <p>Developed use of reading ages to inform teaching and learning and direct impact on quality first teaching.</p> <p>Use of NGRT in English lessons this is used as a baseline assessment.</p> <p>Pearson dyslexia screener - used to screen students based on potential concerns around dyslexia traits.</p>		
<p>Further enhancement of our Maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>Staff will be released to attend Maths Hub training and to then use this training to embed key elements into lessons and planning.</p> <p>IDL for literacy and numeracy with identified students.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre of Excellence in the Teaching of Mathematics, drawing on evidence based approaches. To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies and help pupils to develop more complex mental models.</p>	<p>1, 2</p>
<p>Continued development of retrieval practice in all students.</p> <p>Effective lessons training given to all staff to identify what effective teaching and learning looks like with an emphasis on the importance of a knowledge rich curriculum and further</p>	<p>Retrieval practice and the development of knowledge are strands of mastery learning which is identified in the EEF toolkit as having a great impact on students attainment, this also links to the idea and development of metacognition which again is identified within the toolkit as having a great impact.</p>	<p>1, 3, 7</p>

<p>developments at subject level.</p> <p>Revision evenings delivered, targeted at exam year groups and their parents, focussed around effective revision and study skills.</p>		
<p>Enhanced literacy intervention to improve attainment levels through the targeted use of a variety of literacy interventions.</p> <p>Intervention lessons to raise the attainment of students, to have a direct impact on attainment and progress levels in all subjects through improved literacy and reading skills.</p> <p>IDL for literacy and numeracy with identified students.</p>	<p>Building on the reading training and input for those students whose reading and literacy levels are below where they should be for the level the student is at, this approach links into the idea of reading comprehension strategies.</p>	<p>1, 2, 5</p>

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

Budgeted cost: £14,375.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identifying the correct cohort of students for intervention</p> <p>Departments and the PP team to analyse the results of all data collections.</p> <p>PP learning mentor to work with subject areas to target revision strategies and content, work with the pastoral</p>	<p>Allows for small group intervention and mentor support to be put in place where needed - links to different elements within the EEF Teaching and learning toolkit, different levels of intervention to be put into place based on the data, this could be small group mentoring, increased levels of feedback from teachers or other appropriate actions based on student need and data.</p> <p>Data analysis will allow the identification of cohorts of students who require intervention to improve attainment and prevent underachievement.</p>	<p>1, 3, 4</p>

<p>team to identify which students need to attend and work with the students to develop confidence in their learning in the core subjects.</p> <p>Students targeted to attend period 0 and period 5 revision and booster sessions.</p>		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £13,953.20

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Embedding principles of good practice set out in the DfE's improving school attendance advice.</p> <p>Fewer PA PP students and increased attendance figures for all PP students</p> <p>Enhanced focussed on the attendance levels of PP students which in turn will have a positive impact on attainment for these students</p>	<p>Attendance rates amongst PP students are lower than their peers, therefore there is a need to close the gap in percentage figures between PP and non PP students, this is focussed around overall percentage figures and PA figures. Through ensuring that attendance rates improve overall attainment can be improved as a result of students being in school.</p> <p>Attendance incentive schemes to also target overall attendance rates again linking to the idea of students being in school for more time to allow them to access quality first teaching.</p> <p>The NFER report on supporting the attainment of disadvantaged students highlighted the link between low attendance and lower attainment</p>	6
<p>PP students to have the same opportunities to access extra curricular opportunities as non PP students and be represented on the school council and school leadership teams</p> <p>Increased participation rates amongst our PP students to help enhance</p>	<p>The EEF Big picture guidance discusses the importance of enrichment for students and the need to build character and essential life skills in our students. The extracurricular activities offered by the school and the opportunity to get involved in these is crucial to the ability to create lifelong learners and responsible and knowledgeable citizens. PP students should not be underrepresented on things like our student leadership teams and it is important to ensure our PP students feel</p>	4



their cultural capital and access to new opportunities	equipped to get involved in the things offered outside lessons.	
Contingency fund for acute issues.	Based on our experience and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. In the past this has included providing ingredients for students to participate fully in Food Tech lessons, providing uniform for students, providing resources to allow full engagement with lessons and learning.	Could be all areas dependent on student need and context

**Total budgeted cost: £281,693.20**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### Challenge 1 - Slower rates of progress for high, middle, and low attaining PP students in English and Maths - DWG/NTR

During INSET and Twilight, we have provided whole school staff training on quality first teaching including adaptive practice and specifically developed subject specific CPD to further develop subject knowledge and pedagogy. For example, this has included the use of the Maths hub, which provided exam board specific training working on common misconceptions, techniques to improve understanding of the questions, improving understanding of mark schemes and how marks are awarded.

In addition to this, students in KS3 accessed literacy and numeracy lessons, these were developed to ensure that students would gain the foundation skills in literacy and/or numeracy and then be able to apply these to all subjects. Approximately 19% of the students were PP in the school. The table shows the students that were identified for these lessons and the percentage that were PP, it is clear that there the proportion of PP students selected was at least 19%.

	Full Cohort	PP Students	Percentage of PP
Y7 Literacy	77	17	22%
Y8 Literacy	63	25	40%
Y9 Literacy	72	23	32%

The impact of the students at the exit test was encouraging with quite a few students making much higher than expected progress.

To ensure that the middle attainers were also identified, we provided students who should have been targeting "Expected" English and Maths form period sessions that were delivered by the Head of Departments. These interventions were designed to plug gaps in knowledge identified by the "Can Do" statements so that students were able to overcome any misconceptions in particular key objectives.

	Full Cohort	PP Students	Percentage of PP
Y7 Maths	135	33	24%
Y7 English	29	11	38%
Y8 Maths	83	28	34%
Y8 English	20	5	25%
Y9 Maths	144	28	19%
Y9 English	28	6	21%

When analysing the impact most students maintained their grade and consolidated their learning which subsequently helped them in their lessons.

In KS4 we offered interventions that were all staffed by subject specialists and these were used to enhance and improve progress of specific cohorts and these included, 4+, 5+, 7+. The interventions occurred during Form period and/or Period 5 sessions.

A snapshot of the students that were in form period intervention is shown below

KS4	Full cohort	PP students	Percentage of PP
Y11 Maths	215	40	19
Y11 English	98	18	18

One of the main strengths was identifying the key cohorts and intervening with the students at the appropriate time. Using subject specialist staff and utilising the full 40 minutes in the morning was vital to ensure that the intervention was worthwhile. However, we did notice that it suited Maths students with the little and often approach (once a week), whereas English would have preferred seeing their students for a longer period of time each week.

### Challenge 2 - Literacy and numeracy gap on entry - DWG/NTR

NGRT testing cost/YARC testing/cracking comprehension/Spelling bank:

What did you do? In year 7 pupils are tested on the NGRT and NGST tests and any pupils below SAS of 90 are then given a YARC test to look at where specific support is needed. From this, bespoke interventions in Literacy are identified, these include Spelling, Reading Fluency, Echo Reading and Cracking Comprehension. These are delivered by trained TAs or English teachers.

	Full Cohort	PP Students	Percentage of PP
Y7 Spelling	60	20	33%
Y7 Echo Reading	51	18	35%
Y7 Fluency	16	6	38%

The strength was that students were identified based on their specific weakness and as a result the intervention was targeted and not just generic to the cohort. Weakness was that we found that students either maintained their current levels or were slightly below. As a result, we need to consider a different package to ensure that it will be of benefit to the students to improve and close the gap on entry.

Use of phonics to be incorporated in the intervention.

In year 7 we also assess pupils on their numeracy levels. From these, bespoke numeracy sessions are set up. These are either taught sessions linked to key areas for development or pupils needing practice on TT Rock Stars. These are again taught by training Maths mentors or Maths Teachers.

	Full Cohort	PP Students	Percentage of PP
Y7 Numeracy	29	10	34%

A strength was that students were identified early on so that they could be intervened with and sufficient progress was made. However, embedding the knowledge learnt was inconsistent and further consolidation is needed i.e. increasing the number of sessions per week.

In all cases, quality assurance and better tracking is needed to measure the full impact of the interventions above.

### **Challenge 3 - Lower levels of independence and resilience in lessons - KBK/MSH**

What did you do?

Staff training has been delivered focussing around developing levels of independence in learners, this has also been complimented by the in and out of lessons strategy that has been developed across all Key Stages. There are clear expectations around what effective learners are and what skills they show in lessons. As a result the effort grading system has been changed to reflect language around effective independent learners, and our students can only gain the top effort grade if they have shown independence in their learning. Alongside this training has been delivered on checking learning and progress in lessons with the aim to challenge passivity of all learners in lessons.

How many were involved across all years?

All staff have been trained and as a result this focus on effective teaching and learning is having an impact on all learners.

What was the impact across all years?

We are now seeing through QA and lesson walks that students are becoming more engaged in their learning and the lessons and are being challenged to think and participate in the lessons.

Was it successful?

We are now focussing on learning beyond lessons and the use of home learning and enrichment to develop student engagement and progress. This is in its infancy so it is expected that this will see more of an impact over the coming year as students and staff use home learning more consistently.

What were the areas for development/strengths?

There are clear signs that passivity in lessons is being challenged, there is now a need for us to look at the individual impact on PP students and the impact on progress in all subjects. We continue to focus on the holistic needs of students and continue to identify on a pupil by pupil basis what each students barriers are and what can be done to remove the barrier. All year 11 students have now been bought revision guides to enable them to have the resources needed to revise effectively and this will again be something that we analyse results wise in the summer if this has indeed had the desired impact on student attainment.

Would you do it again?

We need to continue to work on how we further develop independence and resilience in all our learners but our PP students have a certain need around resilience, this needs to be further investigated and developed. Through the work of our PP mentor who works with our students we have identified which students need to be our priority in terms of enhanced support.

### **Challenge 4 - Lower aspirations amongst some disadvantaged students and parents - KBK/HAN/MCE**

What did you do?

Our KS4 cohort have been involved in career activities that have been designed to inspire and motivate students. Both our Y10 and Y11 students have all had a careers day, this involved dedicating 4 sessions to looking at post 16 career options and creating networking opportunities for our students with representatives from the world of work, to develop their own career aspirations.

In addition, Y11s have also taken part in mock interviews, representatives from over 25 different establishments carried out mock interviews to allow our students the opportunity to experience an interview for the first time, but also to reflect on feedback to allow them to develop their technique for future interviews for both higher education settings but prospective employers.

Y11, 10s and 9s have also had a range of external providers deliver assemblies on apprenticeships, to educate and inform them on post 16 opportunities. Providers such as ASK apprenticeships and RNN group.

Year 10 parents have been invited into school to find out more about work experience and post 16 options in order to ensure that they are engaged in and aware of the process.

How many were involved across all years?

Y11s- all

Y10s - all

Y9s- all

What was the impact across all years?

We have a closely monitored list of Year 11 students who are supported to try to ensure they do not become a NEET. Pupil Premium students have been prioritised for 1 2 1 careers advice and parents have been informed throughout the process.

What were the areas for development/strengths?

A clear strength is the variety of ways we attempt to raise aspirations, specifically using a variety of channels to do this, allow students first hand experience to shape and influence their goals. Using external representatives has been found beneficial so students can get a glimpse of the outside world.

Whilst our KS4 cohort has a large range of opportunities being provided to raise careers aspirations, more varied opportunities could be provided to our KS3 cohort to ensure aspirations are raised earlier in their academic career, to shape their learning experiences earlier and provide students with a direction.

Would you do it again?

Year 10 and 11 careers day and fairs to be offered again next year.

Year 10 work experience is embedded into our curriculum now.

#### **Challenge 5 - Reading ages and engagement with reading**

NGRT testing cost/YARC testing/cracking comprehension/Spelling bank: £4000

Staff training costs: £2000

Cost to purchase class sets of novels: £7500

Cost of Teaching Assistants for delivery of interventions:£3000

CPD has focused on the use of strategies to enable staff (teaching and support) to specifically teach tier 3 vocabulary and on the use of reciprocal reading strategies. Support staff have received additional training on the use of YARC testing, cracking comprehension, echo reading and spelling bank. A total of 127 students have accessed morning literacy interventions including 44 pupil premium students in Y7. YARC testing was used to identify the most suitable intervention program for the identified students.

A reading for pleasure programme has been introduced during morning reading time and includes class novel, thematic reading and oracy and free read time. Quality assurance visits show that students are engaging in this reading and students speak positively of the texts within student voice and are able to compare these texts to those read during English curriculum time. Anecdotal evidence also shows more students reading for pleasure during social times in school.

Reading ages have continued to improve through the use of the literacy interventions both for identified students in the form of spelling bank and echo reading and also through the wider literacy strategies being used across the curriculum. Further development is needed in these areas to secure the improvement

NGRT testing showed the following improvements for Y7 and 8 students. students receiving free school meals made slightly less progress than non free school meal students in year 7. For those students in the cracking comprehension group students showed a decline in SAS with students accessing FSM seeing a larger difference.

How many were involved across all years? (Dan and Emma this needs the data for the reading interventions)

Every student participates in the reading for pleasure.

What was the impact across all years?

Our QA highlights that the engagement with reading has increased and student attitudes are positive, this is especially the case with the younger year groups who have had this approach from the beginning of their time with us at WSSC.

Quality assurance shows that tier 3 vocabulary is being explicitly taught but that there is still ongoing work needed to embed this and ensure consistency of use

Was it successful?

The teaching of specific tier 3 vocabulary in each subjects area needs to be further embedded to have impact and will need additional staff CPD to develop this further

Whilst QAs have identified that reciprocal reading is being used the strategies to ensure the text is fully understood needs to be more consistently implemented

The impact of the literacy interventions needs to be analysed more effectively to ensure that they are having the desired impact

What were the areas for development/strengths?

The next area for us to develop is oracy and this will be a feature of next years CPD offer and development of teaching and learning.

Further CPD for staff will be needed to ensure consistent implementation on the use of strategies to develop and teach tier 3 vocabulary and reciprocal reading

Literacy interventions including echo reading and spelling will be continued with year 7 and 8

Further development will be needed to include phonics intervention and this is currently a feature of our ongoing CPD.

Would you do it again?

Yes - we continue to evaluate the reading for pleasure curriculum and refine it in terms of the texts being used along with the non fiction topics and how these fit with our wider pastoral curriculum.

### **Challenge 6 - Higher rates of absence and persistent absence (PA) - LTY**

What did you do?

- 1) Pupil premium students with an attendance concern were divided into two 2 cohorts:

GOPA - pupils who could get out of PA by next half term

NPA - pupils who were not in PA but were close to it

Attendance of these students was recorded daily which linked to a countdown of days of when the GOPA pupils could no longer get out of PA or when the NPA students would fall into PA. This allowed staff to target pupils when they came close to the threshold.

LTY/BDG conduct form meetings with all GOPA/NPA cohorts including PP students, however with the appointment of Kay Kitson she took over the meetings with PP pupils.

During the meetings, it is emphasised that it is a supportive process and barriers to school are discussed to see if school can support with anything.

- 2) Attendance pathway

A new pathway was introduced in September to increase communication between school, pupils and parents.

Pathway stages:

Phase 1 - letter home to raise attendance concern

Phase 2 - telephone meeting with attendance manager or PP mentor for PP pupils

Phase 3 - in school meeting with attendance head of year

Phase 4 - in school meeting with assistant head for attendance

Different interventions are discussed/offered at each stage to help pupils overcome any potential barriers to school.

How many were involved across all years?

PP GOPA Cohort - 27

PP NPA Cohort - 52

PP Pathway Cohort:

Phase 1 - 43

Phase 2 - 21

Phase 3 -28

Phase 4 - 71

What was the impact across all years?

	Att HT3	PA HT3	Att HT2	PA HT2	Att HT3 2022/23	PA HT3 2022/23
PP	86.3%	37.9%	86.4%	39.6%	86.2%	45.9%

Was it successful?

Attendance comparison between HT3 and HT2 is 0.1% **below**

PA comparison between HT3 and HT2 is 1.7% **below**

Attendance comparison between HT3 22/23 and HT3 23/24 is 0.1% **above**

PA comparison between HT3 22/23 and HT3 23/24 is 8% **below**

What were the areas for development/strengths?

Strengths

- Increased communication between school/pupils/parents
- Intelligence gathered re pupil barriers to school
- PA has decreased

Areas for development

- Increased meetings during form time for NPA/GOPA pupils
- Phase meetings in a more timely manner (number of pupils triggered has caused a backlog of meetings) Pathway triggers have been altered to accommodate this

Would you do it again?

Yes due to PA decreasing and relationships created between pupils, parents and school.

### **Challenge 7 - Lower levels of parental engagement with some aspects of school - DWG/MCE/HAN**

What did you do?

Parents evenings promoted to all parents and a form tutor approach to build relationships with parents and form tutors. Our Pupil Premium mentor and non teaching heads of year have helped to encourage some of our less engaged parents to attend the event. We offered canteen tasters during the event and ensured that parents were aware of pricing of food and canteen offer.

More Year 6 transition events inviting parents into school for 4 evening events. Our transition coordinator helped to encourage parents of pupil premium students to attend.

We have an online parent survey that we encourage parents to complete after every parent event and have started to request parent voice on what we could do to improve as well as what is working well at the events that we offer.

How many were involved across all years?

All parents are invited at all of these events



What was the impact across all years?  
 High levels of parental attendance to our transition events with 280/350 families attending our events last year

Was it successful?  
 Year 6 transition worked well and our parents felt supported during this process

What were the areas for development/strengths?  
 We will continue to identify hard to reach parents and families and utilise our PP mentor to engage these parents and build positive relations with them.

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

**Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.