

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Wildern School
Number of pupils in school	1949
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ceri Oakley, Headteacher
Pupil premium lead	Mark Chance, Deputy Headteacher / Amanda Warner, Assistant Headteacher
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238272.50
Recovery premium funding allocation this academic year	£ 36250.00
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	£274522.50

# 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 attain highly across the curriculum in all subjects. We believe that nurturing students to be the best that they can be in order to maximise their life chances is integral to our roles as educators.

The focus of our pupil premium strategy is to support all disadvantaged students in achieving this goal. At the heart of our provision, we aim to ensure that students reach their potential in all aspects of school life so that they enter adulthood as the best version of themselves. We will carefully consider the challenges faced by vulnerable students, such as those who have a social worker or are young carers. The activity outlined in this statement is intended to support the needs of all students, regardless of whether or not they are disadvantaged.

Central to our approach is a commitment to high quality teaching and learning and within this, we prioritise a focus on areas of school life where our pupil premium students require the most support. This is proven to have the greatest impact on diminishing the disadvantaged attainment gap and at the same time will also benefit 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 a key element of our whole school plans for educational recovery through targeted support through the National Tutoring Programme for students who have been the most significantly affected. This includes our disadvantaged students as well as our non-disadvantaged students.

We have based our strategy on an approach that responds to both common challenges and individual needs. Our response is based on robust, diagnostic assessment about the current students within our school community rather than generalised non-evidence based assumptions about the impact of disadvantage. We have carefully considered the most effective strategies to support our students both in terms of their academic progress and attainment, as well as their holistic pastoral well-being. For our school community, it is essential that all of our students leave us with the skills necessary to have the best possible life chances in order to be happy, successful adults and responsible members of society. To ensure this, we will:

- ensure that disadvantaged students are challenged with the work that they are set through high expectations

- closely monitor progress and anticipate needs in order to put in place early intervention
- adopt a whole school approach in which staff consistently and collectively take responsibility for disadvantaged students' outcomes and support them in fulfilling their potential both within their curriculum and pastoral aspects of their development

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are supported by several national studies. This has resulted in significant knowledge gaps resulting in students falling further behind age related expectations and their peers, particularly in English, Maths and Science.
2	Our Assessments, observations and discussions with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.  On entry to year 7 in the last 3 years, 42% of our disadvantaged students arrive below age-related expectations compared to 15% of their peers. This gap is exacerbated for our SEND students who are also disadvantaged.
3	The maths attainment of disadvantaged students is generally lower than their peers and teacher diagnostic assessments suggest that many students struggle with problem solving tasks. Assessments on entry to Y7 in the last 3 years indicate that 42% of our disadvantaged students arrive below age related expectations compared with 20% of their peers. Subsequent internal assessments show that this gap widens for some students during their time at our school.
4	Our observations suggest that many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably when completing tasks that require resilience such as reasoning, evaluation and synthesis of ideas to justify an opinion.
5	Whole school attendance data over the past 3 years indicates that attendance among disadvantaged students has been lower than for non-disadvantaged students.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic.

These challenges particularly affect disadvantaged pupils, including their attainment and correlate with lower attendance and poor punctuality.

## 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 among disadvantaged students across the curriculum	<p>By the end of our current plan in 2024/25 more disadvantaged students will enter the English Baccalaureate (EBacc) to bring them inline with expectations and the percentage of their peers. In the last year the figure was 30% disadvantaged compared to 60% non-disadvantaged</p> <p>2024/25 outcomes will demonstrate that the gap between disadvantaged and non-disadvantaged students achievement will be significantly reduced from the 2021 figures:</p> <p>2021 disadvantaged average Attainment 8 score: 45.22            2021 non-disadvantaged average Attainment 8 score :58.39            2021 disadvantaged Ebacc average point score:4.00            2021 non-disadvantaged Ebacc average point score: 5.46</p> <p>2024/25 outcomes</p> <ul style="list-style-type: none"> <li>• a reduced gap between the average Attainment 8 score of disadvantaged and non-disadvantaged students</li> <li>• an reduced gap between the Ebacc average point score of disadvantaged and non-disadvantaged students</li> </ul>
Improved reading and comprehension among disadvantaged students across KS3	Reading and comprehension tests demonstrate improved comprehension skills among disadvantaged students and a diminished gap between them and their non disadvantaged peers. This should be evident through engagement in lessons and through assessed pieces of work
Improved metacognitive and self-regulatory skills among disadvantaged students across the curriculum	Teacher reports and learning walks suggest that disadvantaged students are more able to monitor and regulate their own learning both in class and in home studies.
To achieve and sustain improved attendance for all students, especially our disadvantaged students	<p>Sustain high attendance from 2024/25 by:</p> <ul style="list-style-type: none"> <li>• the overall attendance rate for all students being no less than 96% and a reduction in the attendance gap between disadvantaged students and their non-disadvantaged peers</li> <li>• the percentage of all students who are persistently absent being on a par with their peers</li> </ul>

<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"><li>● qualitative data from student voice, student and parent surveys and teacher observations.</li><li>● a significant increase in participation in enrichment activities, particularly among disadvantaged students.</li><li>● Applying for DfE Senior Mental Health lead funding to develop a whole school approach to mental health and wellbeing</li><li>● Adapting and developing the mental health and wellbeing policy and the behaviour policy to support disadvantaged students specific needs</li></ul>
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## 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: £50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing metacognitive and self-regulation skills in all students through who school CPD sessions. These will be delivered through morning registration sessions and in curriculum areas as well as pastoral assemblies</p>	<p>Teaching metacognitive strategies to students can significantly aid their learning by enabling them to work more independently and problem solve.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	<p>4, 2, 3, 1</p>
<p>Improving literacy across the curriculum in line with recommendations in the EEF improving literacy in secondary schools guidance</p>	<p>Acquiring and enhancing core literacy skills is crucial to student progress as an aid to learning and accessing the curriculum</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>Reading, comprehension and vocabulary as well as other literacy skills are significantly linked with attainment in all subjects, particularly English and Maths</p> <p><a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a></p>	<p>2, 1</p>
<p>Enhancement of our maths teaching and curriculum planning in</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the</p>	<p>3,1</p>

<p>line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://www.gov.uk/guidance/teaching-mathematics-at-key-stage-3">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for students whose education has been significantly impacted by the pandemic. A high proportion of students who will receive tutoring will be disadvantaged</p> <p>Alongside the above CPAs will be used to provide interventions in core subjects</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind. This is applicable both one to one and in small groups</p> <p><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 2, 3, 4</p>
<p>Adopting a reading intervention programme for disadvantaged students who need help to comprehend texts and address vocabulary gaps</p>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text which helps them to access their learning</p> <p><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-interventions">https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-interventions</a></p>	<p>1, 2</p>

<p>Apollo Group for Y7 students with additional needs</p> <p>Wave 3 intervention programmes to support reading</p>	<p><a href="#">ning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £188272.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance for improving school attendance</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p>Attendance officers will be appointed to specifically monitor and improve attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels</p>	<p>5, 6</p>
<p>Intervention for specific students who require support in regulating their behaviour and emotions alongside their mental health and wellbeing</p> <p>This includes the funding of our:</p>	<p>The EIF analysis of interventions that support the mental health and wellbeing of young people socially and emotionally provides some useful evidence on strategies that can reduce symptoms of anxiety and depression</p> <p><a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a></p>	<p>5, 6</p>



<ul style="list-style-type: none"> <li>- Student Services and Inclusion Team,</li> <li>-Onsite Learning Hub</li> <li>-School Counsellor</li> <li>-Young Carers' support group</li> <li>-ELSA support</li> <li>-Apollo Group</li> <li>- Additional transition for vulnerable Y6 students</li> <li>-Y10 and Y11 academic mentoring</li> <li>-Music enrichment and support</li> <li>-Lead Practitioner for Pupil Premium with oversight of interventions</li> </ul>	<a href="https://www.gov.uk/guidance/senior-mental-health-lead-training">https://www.gov.uk/guidance/senior-mental-health-lead-training</a>	
<p>Contingency fund for acute issues</p>	<p>Based on our prior experience we have identified a need to set aside a small amount of funding in order to be able to respond quickly to needs that may not yet have arisen or been identified</p>	<p>All</p>

**Total budgeted cost: £274522.50**

## 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 2020 to 2021 academic year.

In 2021 70% of Pupil premium eligible students achieved a grade 4 or above in English

In 2021 68% of Pupil premium eligible students achieved a grade 4 or above in Maths

In 2021 57% of Pupil premium eligible students achieved a grade 4 or above in both English and Maths

In 2021 our PP students achieved 44.77 in the 8 GCSEs (or equivalent) the government recognised in their Attainment 8 calculation

Our internal assessments during 2020 / 21 have suggested that in maths, the performance of disadvantaged students was higher than in the previous year. However, despite being on track during the first year of their GCSE, the disruption of the pandemic had an impact on attainment in English. As evidenced nationally, the partial closures as a result of the pandemic had the most detrimental impact on our disadvantaged students. Although our remote learning provision was meticulously planned and delivered, these students were not in school to benefit from our pupil premium funded improvements, most notably targeted interventions. This was mitigated by high quality teaching and learning resources that ensured that we continued to provide students with access to a high quality curriculum but as a whole cohort, our disadvantaged students found the partial closures harder than their peers.

Attendance overall in 2020/21 was lower than in preceding years but this was higher than both the local and national average. During periods when students were expected to be in school, the attendance of our disadvantaged students was lower than their peers. Persistent absence among disadvantaged students was higher than their peers which is why attendance is a focus of our current plan.

Our internal assessments, monitoring and student voice evaluations have suggested that student behaviour, wellbeing and mental health were detrimentally impacted by the impact of Covid-19 and circumstances related to this. This impact was particularly acute for disadvantaged students. As a result, we have used pupil premium funding to provide wellbeing support for all students including targeted intervention as and when required. This approach will continue in our new strategy plan.

## 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 students, particularly disadvantaged students.
- ensuring students 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 student anxiety.
- 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 students 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 wanted.

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 students. We also used the EEF's families of schools database to view the performance of disadvantaged students in school similar to ours and found similar patterns.

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 students.

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 students.