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# Waseley Hills High School: Pupil Premium Strategy Statement

## School overview

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| Detail | Data |
| School name | Waseley Hills High School |
| Number of pupils in school | 769 |
| Proportion (%) of pupil premium eligible pupils | 23% (174) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022  to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Mr A Boot, Acting Headteacher |
| Pupil premium lead | Mrs E Dodds, Acting Deputy Headteacher |
| Governor / Trustee lead | Helen Williams |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £143,225 |
| Recovery premium funding allocation this academic year | £21930 |
| 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 | £165,155 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **CRST Waseley Hills High School Disadvantaged and Vulnerable Strategy: *Making the difference for disadvantaged pupils***  At Central Regions School Trust our vision is to develop confident and creative young people who thrive in a changing world. All leaders in each Academy, including the Governors, are committed to ensuring the Pupil Premium funding is targeted to provide the best possible outcomes to pupils that may be at a disadvantage.  At Waseley Hills High School we make a difference by providing a broad and ambitious curriculum for all, with an emphasis on targeted support, where needed, to stop a pupil’s circumstances affecting their academic progress and therefore life chances.  Our priority at Waseley Hills High School is to implement our vision through highly effective classroom teaching supplemented by interventions to support vulnerable learners. In planning our Pupil Premium Strategy, we have drawn on a range of experience, evidence-based research and best practice from across the Trust and the Education Endowment Foundation’s Teaching and Learning Toolkit, which found that the most important factor in improving narrowing the disadvantage gap is effective teaching day after day. High quality Teaching and Learning is therefore the most effective strategy in narrowing this gap but our schools’ plan also details a range of out of lesson interventions to support pupils further. The causes and consequences of disadvantage affect all pupils differently and as such our interventions are bespoke and targeted depending on the pupils needs.  Waseley Hills High School use the EEF tiered approach. [EEF’s pupil premium guide](https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/):   1. High Quality Teaching 2. Targeted Academic Support 3. Wider Strategies relating to significant non-academic barriers including attendance, behaviour and Social and Emotional Learning/support.   The tiered approach is outlined within this plan, with clear strategies for our school in each area; underpinning the tiered approach all teachers at Waseley Hills High School must know all of their Pupil Premium pupils and ensure thoughtful seating arrangements are in place to support those pupils.  All data is always broken down to include sub-groups of Pupil Premium (including when monitoring online remote learning and device access during the global pandemic). Here at Waseley Hills High School we are driven by a moral imperative to improve outcomes and experiences for learners from disadvantaged backgrounds and staff understand the tiered approach and agreed focus areas within each tier.  We recognise that our pupil’s emotional wellbeing has been impacted by the pandemic and we have accounted for this within our approach. At Waseley Hills High School we use Pass to support profiling so we can disrupt emerging patterns which cause concern; alongside Pass we also utilise “Resilience Questionnaires” within our Jigsaw PSHE programme. We then utilise this quantitative and qualitative data to plan group and individual based interventions as part of our Tier 3 wider areas. Attendance is also integral to our wider Tier 3 strategies as we recognise that without good attendance pupils cannot access the curriculum.  High-quality teaching with a real focus on oracy, reading and disciplinary literacy is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 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.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. For some pupils post pandemic attendance to school has become a real concern, we recognise the need for emotional well-being support and attendance improvement within our Tier 3 approaches.  As a Trust we are committed to improving our expertise as leaders and teachers working with the disadvantaged and most vulnerable learners and are working closely with the EEF, the guidance documents and the Big Picture teaching and Learning Toolkit [EEF Big Picture](https://educationendowmentfoundation.org.uk/school-themes/) |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Our assessments, observations, discussions with pupils and an external review of our special educational needs provision indicate there is inconsistency with Quality First Teaching (QFT) across subject areas. This has a particular impact upon disadvantaged pupils who also have special educational needs. |
| 2 | The English attainment of disadvantaged pupils is generally lower than that of their peers; a number of disadvantaged pupils are below standard-aged score for reading in current Y7 and Y8. Upon exit at KS4, overtime, data has shown disadvantaged pupils progress 8 figures to behind that of non-disadvantaged pupils.  Assessments on entry to year 7 in the last two years indicate that a proportion of our disadvantaged pupils arrive below age-related expectations compared to their peers. Subsequent internal and external (where available) assessments show that this gap widens over time at our school. |
| 3 | Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.  On entry to year 7 in the last two years, a number of our disadvantaged pupils arrive below age-related expectations for reading (NGRT) compared to their peers. This gap remains steady during pupils’ time at our school. |
| 4 | Assessments, observations, and discussion with KS3 and KS4 pupils indicates that disadvantaged pupils generally have less oral comprehension than their peers. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. |
| 5 | Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.  This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in Maths and English. |
| 6 | The Maths attainment of disadvantaged pupils is generally lower than that of their peers. Upon exit at KS4, overtime data has shown disadvantaged pupils progress 8 figure to be behind that of non-disadvantaged pupils.  Assessments on entry to year 7 in the last 2 years indicate that a number of our disadvantaged pupils arrive below age-related expectations compared to their peers. |
| 7 | 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. 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.  During the pandemic, teacher referrals for support increased. A proportion of the school population required additional support with social and emotional needs, either one-to-one or small group-based interventions, with a number of those being disadvantaged pupils. |
| 8 | Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 2 – 4% lower than for non-disadvantaged pupils.  Whole school attendance figures have shown over the last two years that a proportion of the school population have been deemed to be ‘persistently absent’ (10% absence). Of those whole school figures, a large number of persistent absences have been disadvantaged pupils. Although our persistent absence figure was lower pre-pandemic, persistent absence figures for our disadvantaged pupils has remained largely the same. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |

## 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.

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| Intended outcome | Success criteria |
| Improved attainment among disadvantaged pupils at the end of KS4, with a focus on English and Maths. | Learning walks, lesson observations, book scrutiny and key assessment points. Pupil questionnaires and feedback. |
| Improve Quality First Teaching throughout all areas of school by embedding the Trust Teaching Cycle and embedding the “Big 5” (Identification of barriers, feedback, targeting, questioning and seating plans to support talk). | Learning walks, lesson observations, book scrutiny and key assessment points. Pupil questionnaires and feedback. |
| Improved reading and oracy comprehension among disadvantaged pupils across KS3. | Reading comprehension tests will benchmark progress and progress within Accelerated Reader. Teachers will also recognise this improvement through engagement in lessons, opportunity for oracy development and book scrutiny. |
| Develop and embed PSHCE/RSE curriculum to support social and emotional learning, targeting specific skills such as resilience and empathy (KASE: knowledge, attributes, skills and experience) | Group based and individual therapeutic interventions to support social and emotional learning. Improvements will be seen in Attitude to Learning (AtL) data. Opportunity to develop KASE (knowledge, attributes, skills and experience) throughout the curriculum. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained and improved high attendance from demonstrated by:   * the overall absence rate for all pupils being no more than 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2 – 4% * the percentage of all pupils who are persistently absent being below 10% |

## 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: **£90,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Support Trust Teaching & Learning cycle delivery model with sustained CPD, to develop Quality First Teaching and embed the “Big 5” (Identification of barriers, feedback, targeting, questioning and seating plans to support talk). | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them: [EEF High Quality Teaching](https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching) | 1, 2, 3, 4, 5, 6 |
| Enhancement of current English curriculum planning in line with DfE KS3 and EEF guidance. | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them: [EEF High Quality Teaching](https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching) | 1, 2, 3, 4, 5, |
| Improve disciplinary literacy across the curriculum, particularly in KS3. | Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach pupils how to read, write and communicate effectively in their subjects: [Improving Literacy in Secondary Schools](https://rsaacademy-my.sharepoint.com/personal/edodds_waseleyhills_worcs_sch_uk/Documents/Documents/Pupil%20Premium/2021%20Data/Disciplinary%20literacy%20is%20an%20approach%20to%20improving%20literacy%20across%20the%20curriculum.%20It%20recognises%20that%20literacy%20skills%20are%20both%20general%20and%20subject%20specific,%20emphasising%20the%20value%20of%20supporting%20teachers%20in%20every%20subject%20to%20teach%20students%20how%20to%20read,%20write%20and%20communicate%20effectively%20in%20their%20subjects.) | 1, 5 |
| Enhancement of our Maths curriculum planning and teaching in line with DfE KS3 and EEF guidance. | 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:  [Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)](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)](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 1, 5, 6 |
| Focus on oral comprehension and reading, embed throughout school (providing opportunities for structured purposeful talk: EEF Literacy guidance reports) | Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:  [word-gap.pdf (oup.com.cn)](https://www.oup.com.cn/test/word-gap.pdf)  There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language: [EEF Oral Language Interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 4 |

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

Budgeted cost: **£37, 500**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Adopting the use of Lexia to improve reading skills at KS3. Teachers can use it to target struggling readers, as a whole class or whole school intervention, or as a home use supplement to teaching. | Research has identified remedial, and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils’ individual abilities and needs given the potential for such programmes to adapt and focus on the child’s learning needs. Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:  [Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/)  [Lexia Core Reading Five: EEF](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia?utm_source=/projects-and-evaluation/projects/lexia&utm_medium=search&utm_campaign=site_search&search_term=reading) | 3 |
| 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 across all year groups. | 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 (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 2, 3, 5, 6 |
| Maximise the use of TA’s in lessons and within targeted interventions. | Given that SEN pupils and low-attaining pupils are more likely to claim Free School Meals (FSM), TAs work with our most vulnerable pupils. Research has shown that improving the nature and quality of TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. [Making Best Use of Teaching Assistants](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=English) | 1, 5 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)** Budgeted cost**: £37, 500**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.  This includes training for school staff, collaboration with our local behaviour hub and teacher release time. | There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:  [Cognitive Behavioural Therapy - Youth Endowment Fund](https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/)  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)](https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions) | 7 |
| Develop and embed PSHCE/RSE curriculum to support social and emotional learning, targeting specific skills such as resilience and empathy through KASE (knowledge, attributes, skills and experience); explicitly integrating them into everyday classroom practice | Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social, emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment: [Social and Emotional Learning EEF](https://rsaacademy-my.sharepoint.com/personal/edodds_waseleyhills_worcs_sch_uk/Documents/Documents/Pupil%20Premium/2021%20Data/Evidence%20suggests%20that%20children%20from%20disadvantaged%20backgrounds%20have,%20on%20average,%20weaker%20SEL%20skills%20at%20all%20ages%20than%20their%20more%20affluent%20peers.%20These%20skills%20are%20likely%20to%20influence%20a%20range%20of%20outcomes%20for%20pupils:%20lower%20SEL%20skills%20are%20linked%20with%20poorer%20mental%20health%20and%20lower%20academic%20attainment.) | 7 |
| Embedding principles of good practice set out in DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  Engagement with a school-based Family Support Officer. | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels: [Rapid Evidence Assessment on Attendance and Interventions for School-Aged Pupils](https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf) | 8 |
| Contingency fund for acute issues. | Based on our experiences 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. | All |

**Total budgeted cost: £165, 155**

# 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.

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| Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure. This included targeted groups of students accessing the Lexia programme to support literacy attainment in addition to live lessons and at times, a blended approach to learning.  To support all pupils, we engaged with online learning, ensuring all children were in receipt of an electronic device to be able to do so. This came with a degree of ensuring all staff were able to access online teaching and where necessary training was provided to support this. We continued to engage with a Malachi Family Support worker who continued to support allocated families during and over the Covid-19 closures.  Though overall attendance in 2020/21 at 91% was lower than in the preceding year at 94% it was higher than the national average; these gaps are larger amongst our disadvantaged pupils.  Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required; we are building on that approach in our new plan. |

## Externally provided programmes

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| Programme | Provider |
| Family Support Worker | Malachi |

# Further information

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| **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:   * 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](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#MHST) 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; we will have a member of the Mental Health Support Team working school this academic year to support our most vulnerable pupils. * 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/Arete), 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 also commissioned a pupil premium review in 2018 to get an external perspective.  We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF’s families of schools database to view the performance of disadvantaged pupils in school like ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.  We looked at several 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 several studies about the impact of the pandemic on disadvantaged pupils.  We used the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) 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. |