

## 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	Werneth School
Number of pupils in school	1,100
Proportion (%) of pupil premium eligible pupils	38%
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 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Andrew Conroy, Headteacher
Pupil premium lead	Gareth Norman, Assistant Head Teacher
Governor / Trustee lead	TBC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£384,865
Recovery premium funding allocation this academic year	£58,580
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
<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	£443,445

# Part A: Pupil premium strategy plan

## Statement of intent

Our core aim is to improve the level of progress made by Pupil Premium students in their core subjects. We are aware that the greatest improvement needs to be made in Maths and Science. Therefore the actions we intend to take are determined by that aim.

The amount of funding from the Pupil Premium budget devoted to Maths and Science has been increased to allow for a greater number of strategies to take place that support Pupil Premium progress.

It is also vital that we improve the quality of teaching and learning that takes place in our classrooms.

Through Quality First Teaching Werneth aims to provide learning opportunities of the highest quality for all its pupils. All departments at Werneth School aim to deliver:

- Highly focused lessons with sharp objectives;
- High demands of pupil involvement and engagement with their learning;
- High levels interaction for all pupils;
- Appropriate use of teacher questioning, modelling and explaining;
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- An expectation that pupils will accept responsibility for their own learning and work independently;
- Regular use of encouragement and authentic praise to engage and motivate pupils.

Our research has allowed us to formulate a set of principles to guide our use of the Pupil Premium. To this end we will:

- Ensure that the Pupil Premium is spent on the target group.
- Maintain high expectations of the target group.
- Thoroughly analyse which pupils are under-achieving and endeavour to work out why.
- Use evidence to allocate funding to big-impact strategies.
- Be relentless in our pursuit of high quality teaching, not interventions to compensate for poor teaching.
- Use achievement data to check interventions are effective and make adjustments where necessary.
- Have a Senior Leader with oversight of how Pupil Premium funding is being spent.
- Ensure that teachers know which pupils are eligible for Pupil Premium.
- Endeavor to demonstrate impact.
- Have a named governor who will oversee and challenge our use of the Pupil Premium.
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## Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium attendance has been below National Average. Attendance rates for PP students drop in Years 10 and 11.

2	The Persistent Absence rate for Pupil Premium students is above National Average.
3	Pupil Premium students have underachieved in Maths. The 2021 Grade5+ pass rate was 23% The target was 45%
4	Pupil Premium students have underachieved in Science The 2021 Strong pass rate was 31.5% The target was 41%
5	There are frequent issues around uniform for PP students. Many of our disadvantaged families struggle to afford uniform. A particular issue is when a child outgrows their uniform mid-term.
6	A number of disadvantaged families are unable to cover the costs of trips, educational visits and educational experiences.
7	A significant number of disadvantaged students require additional educational support. Quite often this has not been identified earlier in their school career. We have needed to access additional Educational Psychologist referrals to assist us in creating support plans for the learning needs of these students.
8	Pupil Premium students demonstrate more challenging behaviours according to the data. A higher proportion of them receive detentions, are Patrolled from lessons and receive exclusions.

## 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
1	To improve Pupil Premium attendance. To achieve National Average for Pupil Premium Attendance (long term plan) To improve FSM attendance.
2	To improve Pupil Premium Persistent absence. To reduce the number of students who are PA. To reduce the instance of PA. To improve FSM Persistent absence. To reduce the number of FSM students who are PA. To reduce the instance of FSM PA.

3	To achieve the FFT target figure in Maths for PP students at Grade 5.
4	To achieve the FFT target figure for Double Award Science for PP students at Grade 5.
5	<p>To provide uniform for families in need and in crisis.</p> <p>The attendance figure for students who have been provided with uniform to improve after receiving support.</p>
6	<p>PP &amp; FSM students able to engage with trips, educational visits and experiences.</p> <p>Such trips should be representative of the school population, so at least 38% of the attendees should be PP.</p> <p>31% should be FSM</p>
7	Provide Educational Psychologist referrals for PP students.

## 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: **£294,865**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Head Teacher (PP)		1-8
Assistant Head Teacher Behaviour		8
Assistant Head Teacher Behaviour and Culture		1,2,3,4,5,6,8
Year Achievement Leader (x6)		1-8
Manchester United Hub Officer		1-8
AI Team		8
Attendance Support		1,2
Year Inclusion Manager (x5)		1,2,5,6
HART Support		7
Inclusion TA		3,4,7

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

Budgeted cost: **£16,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance	Co-ordinated approach to tackling attendance with a team of out-reach Family support workers helps prevent a decline in attendance. And helps supports improved attendance figures.	1,2

Uniform	Students are able to attend in full school uniform. Improves attendance and attainment figures.	1,2,3,4
Educational Visits	Students are able to access Educational Visits. This improved motivation and builds achievement. Students able to attend reward trips means they are accessible and a motivator to improved attendance and attainment.	1,2,3,4
Transport	Students are able to successfully access alternative provision such as Moat House, Pendlebury, Highfields or college placement. Can also support Families at times of crisis and ensure that students are still able to attend school.	1,2
Educational Psychologist	Successful referrals mean we are able to tailor support and teaching strategies accurately to a student's needs.	7

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

Budgeted cost: **£73,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Food Technology Ingredients	Students able to engage with Food Technology. High level of PP students choose Food Technology at KS4. Food Technology achieves target grade for PP attainment.	
Peripatetic Lessons	PP students who arrive in Y7 already taking Peripatetic Music lessons are able to continue with these.	
HTLA in English & Maths	Identified PP students are able to receive additional support and intervention.	3

Projects	<p>Departments are able to bid for funding to support the attainment of PP students.</p> <p>Subject Leaders are able to identify areas of underachievement and seek funding to support them with initiatives and strategies to close the gap.</p>	3,4,7
Higher Ability	<p>Students that engage with extra-curricular activities are proven to have higher levels of attainment.</p>	3,4,7
Y9 Forest Schools	<p>Students that engage with extra-curricular activities have higher levels of attendance.</p> <p>The Forest Schools also improves self-esteem and resilience.</p> <p>Each of these supports improvements in attainment.</p>	1,2,3,4,6

**Total budgeted cost: £384,865**

## 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.

#### Targets 2020-21

A: Increase the attendance of PP students. To be in line with National Average (92%) or better.

2020-21 PP Attendance was 84.89%

B: Reduce the Persistent Absence figure for Pupil Premium students.

2020-21 PP PA was 65.94%

C: Achieve FFT target in each Core Subject.

Maths.

Target 37%

PP Grade 5+ 24%

Science

Target 36%

PP Grade 5+ 24%

D: Achieve FFT target in GCSE Option Subjects.

14 of 22 subjects beat the FFT Grade 5 target for PP students. (64% of subjects)

Science Achievement Mentor

Target was for 80% of the 24 students to achieve FFT.

44% of them achieved FFT.



#### Maths Achievement Mentor

Target was for 75% of the 39 students they were working with to achieve FFT.  
20% achieved FFT.

#### History Achievement Mentor

Target was for 75% of the students to achieve FFT grade.  
46% achieved target grade.

#### Education Psychologist

Unable to access resource.

#### PP Intervention Bids.

Only half of this allocated budget was spent. Only 7 bids were received.

#### PP Equipment (Maths)

Equipment purchased and use in Maths lessons. PP students able to engage in lessons and with correct equipment.

#### Revision Guides.

Selection of Revision guides for Option subjects supplied to PP students ahead of any further lockdown. Students therefore had physical resources to hand when the January lockdown occurred.

#### Music Peripatetic Lessons.

PP students who receive Peripatetic lessons able to access them.

#### Food Technology Ingredients

80% of PP students received a positive ATL grade.

94% of Y9 on target.

GCSE results hit FFT target.

#### Uniform

Able to support parents by purchasing uniform at times an instances of need.

#### Transport

Able to fund transport to college or other alternative placements. Also support families who were unable to fund transport to school at times of crisis.

Educational Experiences

Did not take place due to Covid restrictions

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

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**