

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	William Perkin C of E High School
Number of pupils in school	1395 (1036 in Yr 7-11)
Proportion (%) of pupil premium eligible pupils	22.4%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Amy Newman (Associate Headteacher)
Pupil premium lead	Emily Waspe, Deputy Headteacher, Head of Intervention & Inclusion
Governor / Trustee lead	L George and S Khan (safeguarding governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,070
Recovery premium funding allocation this academic year	£64 032
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	£273 102

Part A: Pupil premium strategy plan

Statement of intent

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, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged 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 for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

Challenges

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

Challenge number	Detail of challenge
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1	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>External assessments have shown that this gap widens to up to 0.6 of a GCSE grade during pupils' time at our school.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. Many disadvantaged pupils also struggle with extended writing tasks and structuring their language effectively to express their ideas. This impacts their progress in all subjects.</p> <p>External assessments show that the gap widened to 0.7 of a GCSE grade during pupils' time at our school.</p>
3	<p>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. Internal monitoring systems during lockdown showed a correlation between disadvantage and lack of engagement with remote learning. This was exacerbated by lack of study facilities at home.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths and science.</p>
4	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.</p> <p>This is exacerbated by lack of study facilities and sometimes lack of an effective academic support network at home.</p>
5	<p>Our assessments (including the annual student 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.</p> <p>During the pandemic, teacher referrals for support for disadvantaged pupils increased. A significant number of pupils currently require additional support with social and emotional needs and are currently receiving individual or small group interventions.</p>
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been on average 4% lower than for non-disadvantaged pupils.</p>

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 pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2025/26, the % of disadvantaged pupils entering the English Baccalaureate (EBacc) will continue to be in line with that for non-disadvantaged students. In 2022/23 this figure was 71% for disadvantaged students and 89% for non-PP students.</p> <p>2025/26 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • % achieving En & Maths is in top FFT 5% for PP students • an average Attainment 8 score in line with non-disadvantaged pupils (for example, in 2022/2023 this would have been 5.7) • Attainment 8 score is in the top FFT 5% for PP students • EBacc average point score in line with non-disadvantaged pupils • % of disadvantaged students entering EBAC is in line with whole school
Improved reading comprehension among disadvantaged pupils across KS3.	Internal December and end-of-year assessments in reading comprehension demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved writing among disadvantaged pupils across KS3.	Internal December and end-of-year assessments in writing demonstrate improved skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by prep and homework completion rates across all classes and subjects as well as students' participation in and understanding of the Retention & Recall (metacognitive) strategies taught and practised through the pastoral self-review programme.
To achieve and sustain improved wellbeing for all pupils, including	Sustained high levels of wellbeing from 2025/26 demonstrated by:

<p>those who are disadvantaged.</p>	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • an increase in participation in extra-curricular activities, particularly among disadvantaged pupils.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to be negligible. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: **£110, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Refresh of standardised diagnostic assessments, including investment in NGRT. Training will be provided for key staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1 2</p>
<p>Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund additional maths groups intervention support groups and access to online maths intervention programme (Sparx) where necessary, and teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD</p>	<p>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) 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 3</p>

<p>offers (including Teaching for Mastery training).</p>	<p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and a school-wide instructional coaching focussed on each teacher's subject area.</p> <p>The strategy has been rolled out over the last 3 years (as part of a 5 year plan) initially focussing on sentence, paragraph and essay structure (art of the sentence) and reading (read aloud, control the game, reading skills) will be rolled out across departments, with a focus in 2023/24 on oracy, to improve attainment for disadvantaged pupils.</p> <p>We will also fund additional literacy classes, in the timetable, for students with a reading age below 10 or below 6 on entry. We will fund staff training and resources to renew and refine literacy programmes to include phonics instruction for the lowest ability.</p> <p>We will fund an additional set (set 9) for the least able students in English in Year 7 to ensure class size is as small as possible and all students can receive bespoke learning programmes to improve their progress in English.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>'Reading at the transition' https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Publications_EvidenceBrief_ReadingAtTheTransition.pdf</p> <p>Reading programmes for secondary schools https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Reading_Programmes_for_Secondary_Students_Evidence_Review.pdf</p>	<p>2 3</p>

<p>We will fund activities to encourage students to read for pleasure, such as book clubs for each key stage, Carnegie book club, and BookBuzz, as well as a termly Love Literacy week with events for students to partake in.</p> <p>We will maintain a subscription to the Sora reading app, enabling students to access audiobooks in and outside of school.</p> <p>We will fund the annual ‘Speak Out ‘ competition to improve students’ fluency and confidence in oracy.</p>		
<p>We will fund the provision of study support, including staffing, (study club) as a daily after school provision for students less able to access technology or support at home. This is staffed by a teacher and gives students access to laptops and school resources.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p><i>“Programmes that extend school time have a positive impact on average (but are expensive and may not be cost-effective for schools to implement.)”</i></p>	3 4
<p>We will fund intervention and support booklets for all subjects (produced by teachers to ensure direct correlation with lessons), enabling students to undertake additional study outside of lessons to consolidate their learning.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1 2 3 4
<p>Funding time and training for focus group of curriculum staff to develop a lower/core curriculum and assessment strategy to better cater to the needs of SEN, SEN K and least able students</p>		1 2 3 4

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

Budgeted cost: **£70, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>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</p>	<p>2 3</p>
<p>Funding for teachers at the school to provide after-school or lunchtime intervention classes for students not on course to meet their GCSE / A-level targets</p>	<p>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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3 4 5</p>
<p>Funding for the Raising Achievement Cohort groups, following each internal assessment point. RAC cohort are provided with additional support through the Chord intervention & Inclusion centre to meet targets based on behaviour, attendance and progress. Reward trips, monitoring cards and support through small group reading activities. Y7-10</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p>	<p>2 3 5</p>
<p>Funding for the EMS groups at KS4 (additional English, Maths and Science). EMS cohort are provided with additional</p>		<p>1 3 5</p>

support to meet targets in core subjects.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£93,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding of salary for the Deputy Head teacher for Intervention and Inclusion (running our Intervention and Inclusion base which is in operation daily and caters for all vulnerable students, including PP, PLAC and LAC students) and also the Inclusion officer, supporting all aspects of the running of the Inclusion centre	<p>https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018_-_print.pdf</p> <p>“Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.”</p> <p>“Essential life skills (or ‘character’) are important in determining life chances and can be measured in a robust and comparable way”</p>	all
<p>Funding the salary of a learning mentor with responsibility for vulnerable students, including PP and LAC students.</p> <p>The mentor provides a range of interventions for wellbeing, mental health and academic progress, particularly in literacy.</p> <p>The mentor also provides a pathways guidance programme for disadvantaged students not planning to continue on to A-level.</p>	<p>Mentoring methods research advocating a consistent point of contact for mentoring provision and social skills training</p> <p>https://youthendowmentfund.org.uk/toolkit</p> <p>https://youthendowmentfund.org.uk/toolkit/mentoring/</p> <p>https://youthendowmentfund.org.uk/toolkit/social-skills-training/</p> <p>https://youthendowmentfund.org.uk/wp-content/uploads/2021/03/YEF-IN-SIGHTS-BRIEF-Final.pdf</p>	all

<p>Training for lead mentor, learning mentor and HOYs to provide mentoring programme for students requiring help with organisational skills, behaviour, self-regulation, CIAG and any subject-specific support required (study skills, life skills, cultural studies programmes).</p> <p>Funding courses on emotion coaching, and working 1:1 with vulnerable children.</p> <p>Funding courses on PACE model for SLT, disseminated to teachers, and</p>	<p>Mentoring methods research advocating a consistent point of contact for mentoring provision and social skills training</p> <p>https://youthendowmentfund.org.uk/toolkit</p> <p>https://youthendowmentfund.org.uk/toolkit/mentoring/</p> <p>https://youthendowmentfund.org.uk/toolkit/social-skills-training/</p> <p>https://youthendowmentfund.org.uk/wp-content/uploads/2021/03/YEF-IN-SIGHTS-BRIEF-Final.pdf</p>	<p>4 5 6</p>
<p>2 counsellors are employed, one day a week each, and are particularly targeted towards those students who qualify for Pupil Premium and especially those who are looked after children.</p>	<p>Key findings from CCMH reports show that counselling services are effective in reducing mental health distress; depression and anxiety are the most common student concerns; and there has been an increasing trend in student uptake of counselling (CCMH, 2019)</p> <p>https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/</p>	<p>3 5</p>
<p>Funding to allocate a period per week for 4 senior members of staff to hold a strategy meeting (Equality, Diversity, Achievement Group) focussed on disadvantaged students, in addition to weekly Vulnerable Group meetings with a regular</p>		<p>3 6</p>

item on PP students in the relevant year group.		
Funding for 1:1 music tuition, for students who would not have access to this service otherwise (internal peripatetic lessons) available to all PP students.		5
Funding or part funding, or subsidised, for trips / residential trips available to all PP students.		5
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6
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 e.g. Academy 21 in the case of school refusal in Y10/11.	All

Total budgeted cost: £320,000

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.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum.

The outcomes we aimed to achieve in our previous strategy by the end of 2022/23 were not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of 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, which was aided by use of online resources and online lessons.

Attendance continues to be impacted at the start of 22/23, with an average of 90.70% currently, which is why attendance is one focus of our current plan.

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 to part fund the running of our Intervention and Inclusion centre, and targeted interventions where required. We are building on that approach in our new plan.

	PP students WP Summer 2022	Non PP WP Summer 2022	All students WP Summer 2022	FFT/ National comparison
Number of students	45	148	193	
% 4+ in English and Maths	58%	78%	74%	
% 5+ in English and Maths	40%	64%	59%	
% 4+ Maths	60%	82%	77%	
% 5+ Maths	44%	66%	61%	
% 4+ English Lang/Lit	78%	89%	87%	
% 5+ English Lang/Lit	60%	82%	77%	

EBacc Average Points Score	4.3	5.7	5.4	
% Achieving EBacc (grades 9-5)	20%	46%	40%	
Attainment 8	4.7	6.0	5.7	
Progress 8 *	-0.1	+0.6	+0.5	*2023 national data is not available at time of publication. These figures were calculated based on 2022 national data. Due to Covid and the national reset of GCSE grades in 2023 to pre-covid levels we expect the overall Progress figures to improve when the national data is calculated.
Progress 8 English *	+0.1	+0.8	+0.6	
Progress 8 Maths *	-0.2	+0.4	+0.3	

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details

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 also commissioned a pupil premium review to get an external perspective.

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 also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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.