

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Woodhey High School
Number of pupils in school	1120
Proportion (%) of pupil premium eligible pupils	16.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Dean Watson
Pupil premium lead	Lisa Dobson
Governor / Trustee lead	Julie Ainsworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195 634
Recovery premium funding allocation this academic year	£53 447
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	£249 081

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for our disadvantaged students is for there to be no difference between their academic achievements and those of their non-disadvantaged peers; for disadvantaged students to have attendance that is as good as non-disadvantaged peers, exclusions that are low and certainly no higher than their peers; and for their participation in all aspects of school life to be as positive as others in the school.

Our strategy plan focuses on high quality teaching of an engaging, well-sequenced and challenging curriculum delivered by staff who are highly skilled in closing gaps in knowledge, skills and understanding. To support this, our plan also addresses the ways in which we will deliver wrap-around provision for our most vulnerable learners, many who are in receipt of Pupil Premium funding. This work includes a clear programme of internal and external interventions to support students' academic progress, improve behaviour, support positive mental health and well-being.

Challenges

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

Challenge number	Detail of challenge
1	Due to lack of access to reading materials, less opportunity to read outside of school, less opportunity to learn basic mathematics outside school; some of our youngest PP learners join us with lower levels of literacy, lower reading age and lower maths scores than their non-disadvantaged peers. The consequence of this is that the PP students are more likely to underachieve at the end of Year 11.
2	Some disadvantaged pupils have low-aspiration and this can impact on their curriculum choices in Year 9.
3	Some of our PP learners do not have career role models to look up to, may have limited knowledge of the range of future employment and training opportunities, may be exposed to misconceptions about the value of education and training and this impacts on their future aspirations as well as engagement in school.
4	For a wide range of reasons, including issues with transport, perceived costs, caring responsibilities and peer pressure; not as many of our PP learners involve themselves in the wide range of extra-curricular and wider school opportunities available to them in school. This affects their overall engagement in school and reduces their exposure to cultural experiences.

5	Attendance and punctuality of our PP learners remains lower than that of their non disadvantaged peers. The reasons are complex and varied and include (for example) higher levels of mental health issues, less adult support to ensure students attend school and misconceptions about the importance of good attendance. Lower attendance means the PP learners miss out on quality first teaching more often.
6	Due to a range of reasons including adverse childhood experiences, toxic levels of trauma and learned helplessness, some of our PP students find it much more difficult to meet the school expectations around behaviour for learning. This results in higher numbers of behaviour points, detentions and exclusions for this group.
7	In some cases, a small group of parents find it difficult to engage with the school regarding attendance and academic matters which makes it more difficult to develop a co-ordinated plan for improvement.

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
<p>Students who arrive with lower levels of literacy, numeracy and reading age rapidly catch up with their non-disadvantaged peers. Internal tracking data to show a closing of gaps between disadvantaged pupils and their non-disadvantaged peers.</p> <p>PP students are in line with their non-disadvantaged peers by the end of Key Stage 4.</p>	<p>Reading age data shows that PP students make rapid improvements and are reading in line with their chronological reading age.</p> <p>Internal maths assessments at KS3 show that as many PP students are at or above expected standard as their non disadvantaged peers.</p> <p>Published outcomes show attainment and progress to be in line with non-disadvantaged peers.</p>
<p>There is equity in the KS4 curriculum as a result of barriers to opting for those subjects that currently attract fewer disadvantaged learners are effectively addressed during KS3, prior to option choices being made.</p>	<p>Proportion of disadvantaged students taking subjects perceived to be more challenging increases.</p> <p>Targeted financial support in KS3 for disadvantaged learners to take part in extra-curricular activities for dance, drama and music to improve take-up of these subjects at KS4.</p>

<p>PP students all understand the range of choices available to them at the end of Year 11 and their achievements allow them to pursue their desired pathway. These students, like all in our school, have the drive and desire to be the best they can be.</p>	<p>All disadvantaged pupils to have applied for appropriate post-16 provision and are supported in doing so, through our Information and Guidance offer (all pupils had an offer in 2021).</p> <p>Improvement in sustained progression rates post-16 for disadvantaged pupils.</p> <p>Numbers of RONI/NEETs remain low and below national average for all students. All pupils in this category to receive additional support to ensure progression onto appropriate post-16 study.</p> <p>More PP students to have had first-hand experience of tertiary education including university experiences. (In 2019-20 no experiences were provided because of Covid.)</p>
<p>PP students can all access wider and extra curricular opportunities. Barriers such as poverty, caring responsibilities and lack of role model at home do not prevent them engaging.</p>	<p>Proportions of PP students who participate in wider and extra curricular opportunities are greater than non PP, and as an absolute minimum there is proportional representation of PP students in all wider opportunities.</p> <p>The proportion of PP students in leadership roles (senior ambassadors, student council and form captains, for example) is in line with or exceeds the proportion of PP students in the school.</p>
<p>Barriers that our PP learners face to not get in the way of great attendance and being on time to school.</p>	<p>Attendance is as good as non disadvantaged students nationally. Punctuality is improved and numbers of persistently absent PP learners decreases year on year.</p>
<p>Our behaviour and relationships policy, (behaviour management, form tutors...rewards?) alongside trauma-informed approaches and understanding of ACES contributes to a package of support to help learners reach the high standards expected in our school.</p>	<p>Internal rewards and sanctions data shows improvements and PP learners aligned with non PP.</p> <p>Reduction in fixed term exclusions bringing figures in line with national for non PP.</p>
<p>We aspire to engage with every parent/carer of a PP student in our school.</p>	<p>Percentage of PP parents attending parents evenings (compared to non PP).</p> <p>When Parents in Partnership meetings resume, there is again proportional representation of PP families at these meetings.</p> <p>Records show more communication with home for PP than non PP students.</p>

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: £69785

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy HT (who is PP lead) engaging in EEF research project "Making the Difference for Disadvantaged Learners".	This is a research project run by the EEF based on their knowledge base around disadvantaged youngsters.	All
Build upon core pedagogy idea of 'thinking, talking, doing' (see RAP 2021-22 for further details)	Research shows that students need to think about the curriculum to retain their learning long term (Professor Daniel T Willingham, "Why don't students like school?"). 'A model for great teaching' (Coe et. al) and the Magenta Principles (Mike Hughes) activate hard thinking through questioning, explaining, embedding and activating knowledge.	1, 2,5 & 6.
Undertake a review of assessment practices to ensure that teachers use a range of evidence to assess pupils' skills, knowledge and understanding. Staff in triads to focus on providing clear and direct feedback and ensure that disadvantaged pupils act upon that feedback.	EEF teaching & learning toolkit shows that effective feedback can add up to 6 months additional progress. Tom Sherrington's WalkThrus on developing questioning strategies and approaches to clear and direct feedback.	1, 5 & 6
In our whole school development of subject pedagogy (see RAP plan) teachers will take into account cultural capital and the enrichment of this. This will be specified in the schemes of work. In addition, subjects will specify career opportunities through curriculum delivery.	Ofsted Research Review series, EEF Resources. The paper ' Disconnected: Career Aspirations and Jobs in the UK ' by the charity Education and Employers highlights the disconnection between the aspirations of young people and current vacancies and the importance of meaningful careers support to help tackle this.	1,2,3,4,5,6

<p>Support the professional learning of teachers through effective CPD using Thinking Differently for Disadvantaged Learners as a thread through our training activities.</p>	<p>As quoted in the National College for School Leadership paper "Great professional development which leads to great pedagogy: nine claims from the research" "...Educators must be knowledgeable and wise. They must know enough in order to change. They must change in order to get different results..." (Easton, 2008). The resource 'Thinking Differently..' helps our teachers to know more and supports them to change their practice.</p>	<p>1, 5 & 6</p>
<p>Specific training on understanding adverse childhood experiences and how this impacts on students, developing the school's trauma informed approach.</p>	<p>The Centre for Mental Health charity published a briefing paper (Trauma, challenging behaviour and restrictive interventions in schools) that summarises the wealth of evidence that supports a trauma informed approach, particularly for those who are more vulnerable.</p>	<p>1,5, 6 & 7</p>
<p>Full Curriculum Review to ascertain the impact of current pathways on all learners and in particular those who are most disadvantaged.</p>	<p>The article 'Crafting your curriculum with poverty in mind' by Sean Harris outlines the evidence that socio-economic disadvantage impacts on a student's access to the curriculum and therefore it must be designed with these pupils in mind.</p>	<p>1,2, 5 & 6</p>

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

Budgeted cost: £146696

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a teacher to oversee mentoring and appoint & train two academic mentors to support target PP learners and help them catch up with their peers.	EEF toolkit identifies that mentoring can provide 2 months additional progress. Details from the most effective mentoring approaches in this research have been used to inform the approach to mentoring at Woodhey.	All
Coordination of the Accelerated Reader programme to ensure that both timetabled lessons for Year 7 and Year 8 as well as targeted intervention for some; is delivered effectively.	Durham University carried out independent research for the EEF into the impact of Accelerated Reader and concluded it added 3 months progress for learners engaged in this.	1, 4, 5
Appointment of a wider literacy co-ordinator who will carry out research and formulate a strategic plan for improving literacy across the whole school.	In the EEF report " Improving literacy in secondary schools " it makes it clear that the approach of prioritising 'disciplinary literacy' across the curriculum is key, and therefore a co-ordinator will help us to research and develop our approach to whole school literacy.	1, 4, 5
Maths, English and science interventions are timetabled so that PP learners can receive additional support.	EEF toolkit shows that small group tuition can add 4 months progress.	1, 3, 4, 5
Launch of an in-house tutoring programme for PP learners to receive 1:3 or 1:4 bespoke academic support.	See above.	1, 3, 4, 5
Homework club to support PP learners who are unable to study at home. Specific invitations are used, students also have drinks and snacks at the club.	EEF toolkit identifies homework support to have high impact (+5 months).	1, 4 & 6

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

Budgeted cost: £32600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club provision offered to all disadvantaged learners. During this time, as well as eating breakfast, learners are able to complete homework, check in with academic mentors and prepare for the day ahead.	The DfE evaluation of breakfast club provision identified a wide range of benefits for students. Internal evidence shows that the breakfast club helps students to make a positive and punctual start to the day.	All
Wider learning opportunities such as dance, drama, music and art are funded for PP learners.	The Social mobility commission report ' An unequal playing field ' outlines the substantial evidence of participation in wider opportunities such as sport and music as significant in helping students to pursue further education.	3,4, 5, 6
For PP learners who are attaining highly we will target them for aspirational university and college experiences.	Similar approaches, such as those used in the 'Aim Higher' work, show an increase in the likelihood of disadvantaged students applying for and being accepted to HE. Review report here	3, 4, 5, 6
Pastoral mentor support and work of the attendance officer are targeted towards the PP learners with attendance and punctuality issues.	The link between attendance and attainment is well documented.	4,6
Launch of a new whole school behaviour policy that involves more positive recognition for all learners including those who are PP.	See earlier section on trauma informed approach evidence.	4,5,6
Engagement in EEF project on learning behaviours by the school lead on teaching and learning.	This is a research project run by the EEF based on their knowledge base around disadvantaged youngsters.	

Additional support for some parents of PP learners to ensure they register for and attend important parent engagement activities in the school (e.g. parents evenings).	According to the EEF toolkit, parental engagement can add 4 months progress.	6 (linked to all others)
For specific PP families the school will assign a designated member of staff to maintain a positive and consistent relationship with them.	See above	6 (linked to all others)
“Parents in partnership” events are organised and delivered to ensure that parents have a good overview of the journey their son/daughter will be making through school this year. Provide a forum for parents to ask questions and build relationships with key members of staff.	As above	6 (linked to all others)
Through use of the termly Shaw Trust parent survey, review parent opinions and ensure that PP parents are represented in these surveys.	As above	6 (linked to all others)
To review and publish our communications strategy and ensure that communication and engagement of PP families is central to all our school communication.	As above	6 (linked to all others)

Total budgeted cost: £ 249081

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.

Intended outcome	Success criteria	Impact	Next steps																
<p>Students who arrive with lower levels of literacy, numeracy and reading age rapidly catch up with their non-disadvantaged peers. Internal tracking data to show a closing of gaps between disadvantaged pupils and their non-disadvantaged peers.</p> <p>PP students are in line with their non-disadvantaged peers by the end of Key Stage 4.</p>	<p>Reading age data shows that PP students make rapid improvements and are reading in line with their chronological reading age.</p> <p>Internal maths assessments at KS3 show that as many PP students are at or above expected standard as their non-disadvantaged peers.</p>	<p>2021-22 Accelerated Reader data: 24 pupils targeted. 25% now reading at age-appropriate level. 100% improvement in reading fluency.</p> <p>2021-22 internal KS3 data for maths shows that the intervention sessions have not yet had the impact expected. PP students on/above target has improved since the start of the year but the gap between PP and Non PP remains:</p> <table border="1"> <thead> <tr> <th>Maths</th> <th>Y7</th> <th>Y8</th> <th>Y9</th> </tr> </thead> <tbody> <tr> <td>Non PP</td> <td>82.4%</td> <td>70.2%</td> <td>77.6%</td> </tr> <tr> <td>PP</td> <td>47.1%</td> <td>32.4%</td> <td>45.2%</td> </tr> <tr> <td>Gap</td> <td>35.3</td> <td>37.8</td> <td>32.4%</td> </tr> </tbody> </table>	Maths	Y7	Y8	Y9	Non PP	82.4%	70.2%	77.6%	PP	47.1%	32.4%	45.2%	Gap	35.3	37.8	32.4%	<p>Implement literacy strategy plan including: Phonics programme (Read, Write inc) & Accelerated reader intervention</p> <p>Maths & English intervention using NTP funding for targeted pupils.</p> <p>Academic mentors to support underachieving PP promoting excellence in revision skills, study skills and preparation for exams.</p>
Maths	Y7	Y8	Y9																
Non PP	82.4%	70.2%	77.6%																
PP	47.1%	32.4%	45.2%																
Gap	35.3	37.8	32.4%																

	<p>Published outcomes show attainment and progress to be in line with non-disadvantaged peers.</p>	<p>GCSE data shows gap between PP and non-PP has narrowed since 2021 TAGs</p> <table border="1" data-bbox="1093 268 1496 639"> <thead> <tr> <th>P8</th> <th>2022</th> <th>2021</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Non PP</td> <td>0.02</td> <td>0.99</td> <td>0.24</td> </tr> <tr> <td>PP</td> <td>-0.81</td> <td>-0.16</td> <td>-0.45</td> </tr> <tr> <td>Gap</td> <td>0.83</td> <td>1.15</td> <td>0.69</td> </tr> </tbody> </table>	P8	2022	2021	2020	Non PP	0.02	0.99	0.24	PP	-0.81	-0.16	-0.45	Gap	0.83	1.15	0.69	
P8	2022	2021	2020																
Non PP	0.02	0.99	0.24																
PP	-0.81	-0.16	-0.45																
Gap	0.83	1.15	0.69																
<p>The curriculum is aspirational and ambition for PP learners enabling them to access the full EBACC offer and progress in line with non PP pupils post 16</p>	<p>Proportion of disadvantaged students taking EBACC and academic routes increases.</p>	<p>High uptake for EBacc and separate science for disadvantaged.</p> <table border="1" data-bbox="1093 818 1525 1190"> <thead> <tr> <th>EBacc</th> <th>2022</th> <th>2021</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Non PP</td> <td>72.3%</td> <td>79.7%</td> <td>83.7%</td> </tr> <tr> <td>PP</td> <td>47.6%</td> <td>45.9%</td> <td>80.6%</td> </tr> <tr> <td>Gap</td> <td>24.5</td> <td>33.8</td> <td>3.1</td> </tr> </tbody> </table>	EBacc	2022	2021	2020	Non PP	72.3%	79.7%	83.7%	PP	47.6%	45.9%	80.6%	Gap	24.5	33.8	3.1	<p>Support for PP learners during options process – high aspiration.</p>
EBacc	2022	2021	2020																
Non PP	72.3%	79.7%	83.7%																
PP	47.6%	45.9%	80.6%																
Gap	24.5	33.8	3.1																

		3 sci	2022	2021	2020	
		Non PP	36.2%	23.1%	28.7%	
		PP	19.6%	8.1%	8.3%	
		Gap	16.6	15	20.4	
	Targeted financial support in KS3 for disadvantaged learners to take part in extra-curricular activities for dance, drama and music to improve take-up of these subjects at KS4.	High take-up of music lessons (22 PP pupils on funded music tuition), dance (1 pupil on funded dance tuition), some sport (boxing, rock-climbing)			Targeted financial support in KS3 for disadvantaged learners to continue and be promoted to further increase uptake.	

<p>PP students all understand the range of choices available to them at the end of Year 11 and their attainment allow them to pursue their desired pathway. These students, like all in our school, have the drive and desire to be the best they can be.</p>	<p>All disadvantaged pupils to have applied for appropriate post-16 provision and are supported in doing so, through our Information and Guidance offer (all pupils had an offer in 2021). Improvement in sustained progression rates post-16 for disadvantaged pupils. Numbers of RONI/NEETs remain low and below national average for all students. All pupils in this category to receive additional support to ensure progression onto appropriate post-16 study. More PP students to have had first-hand experience of tertiary education including university experiences. (In 2019-21 no experiences were provided because of Covid.)</p>	<p>2022 – 1 NEET 2021 – 0 NEET</p>	<p>Ensure a rigorous CEIAG offer that offers timely advice, guidance support and tracking.</p> <p>Effective transition support inclusive of college and university visits, tasters sessions, college and university lectures and assemblies.</p> <p>Introduce alumni programme to raise aspiration and celebrate pathways of former pupils.</p>
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<p>PP students can all access wider and extra curricular opportunities. Barriers such as poverty, caring responsibilities and lack of role model at home do not prevent them engaging.</p>	<p>Proportions of PP students who participate in wider and extra curricular opportunities are greater than non PP, and as an absolute minimum there is proportional representation of PP students in all wider opportunities.</p> <p>The proportion of PP students in leadership roles (senior ambassadors, student council and form captains, for example) is in line with or exceeds the proportion of PP students in the school.</p>	<p>Focus in 2021-22 was greater representation on the student council for PP. Each form had 2 or 3 representatives and 1 was PP.</p>	<p>Continue to provide opportunities for pupil to take on leadership roles and celebrating/promoting this to encourage further uptake</p> <p>Survey pupils to ascertain clubs attended/desired inside and outside of school.</p> <p>Implement school tracker for students attendance at EC to allow for scrutiny and increased support to facilitate a wider enrichment offer for PP pupils.</p> <p>Pastoral mentors to work with pupils and families to encourage increased uptake of extra - curricular clubs and enrichment opportunity.</p>									
<p>Barriers that our PP learners face to not get in the way of great attendance and being on time to school.</p>	<p>Attendance is as good as non - disadvantaged students nationally. Punctuality is improved and numbers of persistently absent PP learners decreases year on year.</p>	<p>PP attendance & punctuality improved in 2021-22 but the gap between PP and Non-PP remains.</p> <table border="1" data-bbox="1093 1166 1458 1410"> <tr> <td>PA</td> <td>2021</td> <td>2022</td> </tr> <tr> <td>Non PP</td> <td>29.2%</td> <td>15.44%</td> </tr> <tr> <td>PP</td> <td>39.1%</td> <td>26.2%</td> </tr> </table>	PA	2021	2022	Non PP	29.2%	15.44%	PP	39.1%	26.2%	<p>Introduce a graduated approach to attendance with a key focus on /SEND so that all personnel are very clear on their role and which cohorts of students are their priority for monitoring and chasing attendance.</p>
PA	2021	2022										
Non PP	29.2%	15.44%										
PP	39.1%	26.2%										

<p>Our behaviour and relationships policy, (behaviour management, form tutors...rewards?) alongside trauma-informed approaches and understanding of ACES contributes to a package of support to help learners reach the high standards expected in our school.</p>	<p>Internal rewards and sanctions data shows improvements and PP learners aligned with non PP.</p> <p>Reduction in fixed term exclusions bringing figures in line with national for non PP.</p>	<p>2021-22 data shows the proportion of ACE points to be in line with the proportion of PP in the school.</p> <p>Disruptive incidents: DBs and Red Lines remain high (25.5% of all DBs and 39% of Red Lines are awarded to PP students)</p>	<p>Pastoral, curriculum and SEND leaders meet weekly to discuss key students with SEMH needs and formulate key actions and next steps.</p> <p>LA representative meets with this team fortnightly to offer LA support and signposting to effective agency support for most complex students.</p> <p>New behaviour policy and vision raises standards and expectations of students.</p> <p>Effective CPD for staff in executing new policy into practice.</p>
<p>We aspire to engage with every parent/carer of a PP student in our school.</p>	<p>Percentage of PP parents attending parents evenings (compared to non PP).</p> <p>When Parents in Partnership meetings resume, there is again proportional representation of PP families at these meetings.</p> <p>Records show more communication with home for PP than non PP students.</p>	<p>Data from 2021-22 shows high attendance rates for PP (higher than for face-to-face historically)</p>	<p>Return to face-to-face parents' evenings in 2022-23.</p> <p>Pupil conferencing including parents/parent voice</p> <p>Tracking of parental attendance at parent evenings and rigorous, unrelenting follow up of non-attenders.</p>

Externally provided programmes

Programme	Provider
Accelerated reader	Renaissance
Thinking differently for disadvantaged learners	Challenging education
Literacy for Learning	National Literacy Trust

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This is included in the full PP budget and is not considered as a separate cost. Staff are made aware of the different categories within Pupil Premium and so are aware of which children are on the register as a 'service child'. Staff are also aware of the characteristics associated with a pupil being a 'service child'.
What was the impact of that spending on service pupil premium eligible pupils?	N/A