

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Upper Wharfedale School
Number of pupils in school	362
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	17/10/2024
Date on which it will be reviewed	17/10/2025
Statement authorised by	Ian Chapman
Pupil premium lead	Howard Barton
Governor / Trustee lead	Adam Winthrop

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68942
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£68942

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Low aspirations of disadvantaged students, especially the higher attaining, often due to lack of experience, self-belief or awareness of future options
2	Very low literacy levels on entry
3	Lack of access to resources due to finances at home
4	Lack of access to outside activities – trips, visits and other SMSC opportunities (cultural capital)
5	High anxiety levels as a result of school, home and/or as a consequence of Covid-19

### 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
Particular focus on those DfE ‘high’ prior attainment students to ensure good progress and progression to post 16	No NEET students and an increase in the number of disadvantaged students accessing L3 courses at post 16. Students entering above standardised score 104 will make progress in line with peers across subjects, as shown in P8 score and in school data
Literacy skills will improve across all subjects, especially for those entering on or below 100 in Years 7-9	PP students will make progress in line with their peers and above that of non-PP students nationally at KS4. Reading ages will improve at an accelerated rate in KS3
No child will be disadvantaged due to home circumstances, especially finances	“Excellence for All” and equality of opportunity provided for both academic and enrichment activities/cultural capital, with student confidence and outcomes showing impact of these

All of the above are directly linked to our vision and values of Successful Learners, Confident Individuals and Active Citizens.

## Activity in this academic year

This details how we intend to spend our pupil premium

**this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 27000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and Retention of Literacy Support Coordinator with QTS (£21,000)	<p>All students will benefit from extra support available, as well as intervention/ Catch up Literacy groups. Students will make at least double ratio gains whilst on the programme. Programmes include Spellzone, Lifeboat, Talisman, Catch-up literacy and inference and SPAG sessions.</p> <p>Intensive small groups support in literacy and phonics.</p> <p>Improvement in Literacy is a key area of development in our strategic plan.</p>	2
Additional Literacy teaching (£14,500)	<p>Subject specialists to deliver English "catch up" lessons for lowest attaining groups in all year groups, enabling students to make progress that is at least in line with their peers.</p> <p>The disruption to learning had an impact on those identified as requiring additional support. As they missed a substantial amount of face to face support, this initiative is essential for their progress in literacy, and especially reading.</p> <p>Students will be better prepared for GCSE courses.</p> <p>Particular focus on those entering school on or below level 4 or below 100 in Reading/Maths, <u>plus</u> higher ability PP students to stretch and challenge.</p>	2

	This initiative has been successful previously, therefore is recurring	
Staff training, mentoring for identified students  (£1,500 training)	Develop academic resilience, aspiration and self-belief for all students who are suffering from poor mental health, but especially those who are otherwise disadvantaged	1, 4, 5

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

Budgeted cost: £20100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader Subscription (£3,500)	<p>Students' reading ages will improve through use of programme. All students ZPD will increase by at least 1.0 during the year.</p> <p>Improvements in Reading age of PP students will increase at a rate at least in line with their peers.</p> <p>Students will develop a love of reading</p> <p>High expectations – differentiated outcomes with ALL 'groups' catered for and stretched.</p> <p>Increased focus on students responding to specific RWCM feedback</p>	1, 2
Establish MAGT reading group to expand vocabulary and targeted interventions for more able (£600)	<p>Students entering above standardised score 104 will make progress in line with peers across subjects, and above that of all students nationally</p> <p>Improved literacy skills across all subjects, high expectations.</p> <p>P8 score and especially "extended writing" questions in KS4 has been weaker than in other areas</p>	1, 2
Staff payment for revision sessions (remote as necessary) during Easter holidays (£3,500)	<p>PP students attend revision sessions and make progress at least in line with their peers</p> <p>Enhanced exam technique and alternative revision strategies, especially for high mark, extended writing questions, which will benefit all students</p>	1, 3
Additional learning support hours – 15 hours per week (£10500)	Students helped 1:1 or small group to improve concentration, focus and academic achievement.	2, 5

SEMH support (£2000)	Students helped 1:1 or small group to support mental wellbeing	1,2,4,5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of additional resources for GCSE subjects, ensuring equal access to course materials, including revision materials (£4,000)	<p>PP students will make comparable progress as a result of extra materials</p> <p>The ability to resource subject areas suitably to ensure quality provision for all.</p> <p>Some students find it difficult to purchase either physical or on-line resources to aid their work and therefore progress</p>	3
Maths Watch subscription, plus other equipment e.g. Calculators (£1,500)	<p>PP students will make comparable progress as a result of extra materials</p> <p>The ability to resource subject areas suitably to ensure quality provision for all.</p> <p>Some students find it difficult to purchase either physical or on-line resources to aid their work and therefore progress.</p>	3
Educake subscription for English, Science and Geography departments. (£2100)	<p>PP students will make comparable progress as a result of extra materials</p> <p>The ability to resource subject areas suitably to ensure quality provision for all.</p> <p>Some students find it difficult to purchase either physical or on-line resources to aid their work and therefore progress the use of this software will support the physical revision guides to allow revision and review on subjects.</p>	3
Purchase school equipment including uniform (£1000)	<p>PP students be able to access all areas of the curriculum.</p> <p>The ability to resource subject areas suitably to ensure quality provision for all.</p> <p>Some students find it difficult to purchase either physical or on-line resources to aid their work and therefore progress</p>	3
Purchase of electronic software Lexia (£1660)	<p>Lexia software is scientifically proven to improve the reading skills of all students of all abilities but has aspects designed to help students who lack basic reading, vocabulary and comprehension skills. The overall package is designed to help</p>	2

	students become more confident readers and better prepared for GCSEs.	
Duke of Edinburgh Award (£1,000)	<p>ALL Students have the opportunity to achieve Bronze Award.</p> <p>Students will have opportunities to participate in activities they would not normally have the chance to take part in,</p> <p>Enhanced SMSC opportunities and self-esteem of Year 9 and 10 PP students.</p>	4, 5
Current FSM students to receive a subsidy for trips and visits (£4,000)	<p>Students have an enriched SMSC experience as evidenced in trip evaluations. Students have an enriched SMSC experience as evidenced in trip evaluations</p> <p>Overcome prohibitive cost of trips and visits.</p> <p>Some of these trips directly linked to curriculum (e.g. Poland, Iceland) therefore of significant benefit for PP students studying History/Geography</p>	4
University visits and visits to local businesses (£2,000)	<p>Increased aspirations for further and higher education</p> <p>PP students need motivation and confidence to realise that university and/or high level employment is not beyond them</p>	1, 4
Targeted CEIG provision (£4,000)	<p>No NEET students</p> <p>Raising aspirations, as shown by student evaluations of careers sessions. Increase of L3 courses.</p> <p>Equality of opportunity</p> <p>Historical low aspirations of PP students at post 16, with some lacking knowledge of different options available to them</p>	1
Summer transition event (£1,000)	Following the success of the summer transition event for students hold a summer social/ Family event to improved social confidence, this is an important team-building event for those transitioning to UWS	2, 4, 5

**Total budgeted cost: £ 69360**

## 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 2023 to 2024 academic year.

Literacy Support Coordinator				
Year Group	Number of students	Number PP Students	PP % making sound or better progress	Non PP % making sound or better progress
7	69	13	46	45
8	70	13	8	35
9	74	10	40	48
10 English Language	78	8	50	46
10 English Literature	78	8	37.5	49
Y11 number of students in the year group 72				
	English Language	English Literature	Geography	History
Number of pp Students	14	14	7	6
Number of non PP students	58	58	43	26
Average attainment of PP students	3.50	3.62	3.00	4.17

Average attainment of non PP students	4.59	4.50	4.05	5.04
Average KS2 Score for PP students	99	99	98	100.5
Average KS2 Score for non PP students	100	100	99	104.5
%4+ PP Students	43	50	29	67
%4+ Non PP students	72	72	51	69
%5+PP Students	21	14	0	33
%5+ Non PP students	47	43	40	65

**Purchase of additional resources for GCSE subjects, ensuring equal access to course materials, including revision materials**

Revision guides and materials provided for all year 11. Progress data shows that PP students are comparable with peers, even though the attainment is below due to the prior attainment of the PP cohort. We had 2 PP students that did not sit any exams due to not being present in the country at the time of the exams and due to severe ongoing health issues PP students achieved an attainment average of 3.03 and progress of -0.38 compared to non PP with an average grade of 4.70 and progress of 0.59. Significant impact on outcomes seen for students who actively used and engaged with the Mathswatch and Seneca programme.

Yr 11 outcomes in Maths – PP and non PP

Year Group	Number of students	Number PP Students	PP % making sound or better progress	Non PP % making sound or better progress
7	69	13	23	21
8	70	13	31	46

9	74	10	40	56
10	78	8	50	41

**Y11**

	Maths
Number of pp Students	14
Number of non PP students	58
Average attainment of PP students	3.29
Average attainment of non PP students	4.74
Average KS2 Score for PP students	99
Average KS2 Score for non PP students	100
%4+ PP Students	50
%4+ Non PP students	62
%5+PP Students	21
%5+ Non PP students	52

**Purchase of Bromcom software**

All staff able to identify students easily. Seating plans highlight PP students. LSAs directed to support as appropriate. The use of Bromcom enabled more focused tracking and early intervention for those needing support. The data can be used to monitor classroom teachers and Directors of Learning to track the impact. system.

#### **Duke of Edinburgh Award**

50percent of students last year who got financial support for Duke of Edinburgh have achieved the bronze award.

#### **Current FSM students to receive a subsidy for trips and visits**

Carried forward to 2021-22

#### **Targeted CEIG provision**

**100% of 23-24 students have gone on to study post 16 including the 2 Pupil Premium student who did not sit exams in the summer.**

#### **Staff payment for revision sessions during Easter holidays**

Highly successful with over 70% uptake in all subjects

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance
Maths Watch	Mathswatch Ltd
Lexia	Cambium Learning Group
Educake	Twinkl

## **Service pupil premium funding (optional)**

N/A this year

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Revision materials
What was the impact of that spending on service pupil premium eligible pupils?	9 GCSEs achieved all 5+ KS2 103

## Further information

### **YEAR 11 OUTCOMES**

*Due to the small number of students eligible for FSM and the small cohort, the statistical significance of the data below must be treated with caution. \*Provisional data prior to DFE release Jan 2025*

	All students	PP students	Not PP Students
Total number of students	74	16	58
% grade 4 - 9 in both English* & maths GCSEs	63.5	33.3	70.7
% grade 5 - 9 in both English* & maths GCSEs	35.1	8.3	41.1
% GCSE English language at 4+	68.6	50	72
% GCSE English language at 5+	42.9	25	47
% GCSE maths at 4+	71.4	42	78
% GCSE maths at 5+	45.7	17	52
Total number of students entered into EBacc	17	2	15
% EBacc  Defined as grades 5 – 9 in both English** and maths GCSEs, and C or above in other subject areas	65	50	66
% EBacc  Defined as grades 4 – 9 in both English** and maths GCSEs, and C or above in other subject areas	82	50	86
Progress 8*	0.50	-0.09	0.59

### **YEAR 11 OUTCOMES FOR INDIVIDUAL PP STUDENTS**

Student	Attainment in English (Best)	Attainment in Maths	English and Maths GCSE standard pass	English and Maths GCSE strong pass	Progress 8 score
A	5	3	No	No	1.04
B	1	-	No	No	-

C	3	4	No	No	0.06
D	5	4	Yes	No	0.41
E	3	2	No	No	0.41
F	4	4	Yes	No	0.01
G	5	5	Yes	Yes	0.05
H	-	-	No	No	-
I	3	2	No	No	-1.00
J	4	4	Yes	No	-
K	6	5	Yes	Yes	-
L	4	3	No	No	-0.32
M	4	5	Yes	No	-0.97
N	4	3	No	No	-0.42
O	3	2	No	No	-0.27
P	-	-	No	No	-

**2 students did not sit any exams due to serious health concerns and not being in the country**

Particular notes/case studies/exemptions

Measure	PP	Not PP
Average attainment 8 grade	3.03	4.69
Average Ks2 prior attainment	99	102
Average total P8 **	-0.38	0.59
Maths progress	-0.32	0.72
English progress	-0.41	0.51