

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	Upper Wharfedale School
Number of pupils in school	350
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	01/10/2021
Date on which it will be reviewed	01/10/2022 (interim review)
Statement authorised by	Andrew Taylor
Pupil premium lead	Howard Barton
Governor / Trustee lead	Stuart Bond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,090
Recovery premium funding allocation this academic year	£6,380 (Oct 20 census)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£203.57
Total budget for this academic year	£67,674

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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £31,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and Retention of Literacy Support Coordinator with QTS (£17,700)</p>	<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, Nessy, 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. Good progress had been made, but the effects of lockdown and partial school closure has hindered this, with a notable decline for some students</p>	<p>2</p>
<p>Additional Literacy teaching (£13,000)</p>	<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>	<p>2</p>

	This initiative has been successful previously, therefore is recurring	
Staff training, mentoring for identified students (£1,000 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: £23,222

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader Subscription (£7,322)	<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 (£3,000)	<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 – 22 hours per week (£12,300)	Students helped 1:1 or small group to improve concentration, focus and academic achievement which has been hindered by lockdowns	2, 5

	In class additional support will benefit students who need to re-engage with school and those who need additional support, either academically in general or as a result of limited progress or access to live lessons during partial closure	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,907

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of additional resources/subscriptions for GCSE subjects, ensuring equal access to course materials, including revision materials and electronic devices (£2,500)	<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
Maths Watch subscription, plus other equipment e.g. Calculators (£1,000)	<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
Duke of Edinburgh Award (£1,000)	<p>ALL Students will 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 10 PP students.</p> <p>Successful in two previous years.</p>	4, 5
Current FSM students to receive a subsidy for trips and visits (£3,000)	<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

Sixth form, university visits and visits to local businesses (£1,000)	<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 (£1,857)	<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
Additional pastoral support for students and families (£1,000)	<p>Evening wellbeing sessions focussing on mental health and how students can be supported at home</p> <p>Students will benefit from mentoring/counselling support to discuss personal circumstances and anxieties, to be in the right frame of mind for learning and re-establishing the social aspects of school life</p>	1, 5
Summer transition event (£1,000)	<p>Following the success of the summer transition event in 2021 and the subsequent improved social confidence, this is an important team-building event for those transitioning to UWS</p>	2, 4, 5
Targeted intervention for Year 11 vulnerable students with persistent absence (£550)	<p>1:1 support for students and families to improve attendance and therefore progress and attainment for this group, who are currently underachieving</p> <p>Previous data proves the correlation between attendance and progress. In 2019 those with 95% attendance or higher achieved almost 1.5 higher P8 score than those below 80%</p>	5

Total budgeted cost: £67,829

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.

Literacy Support Coordinator

Catch Up programme was delivered to Y7 students entering school on or below 100 (using own baseline assessments and past SAT papers)

This had a positive impact on disadvantaged students, as shown below. The data also demonstrates a gap for Year 8 and 9 students when compared to non PP students, hence the decision to expand this programme now that the funding is not exclusively for Y7.

Year Group	Number of students	Number PP Students	PP % making sound or better progress	Non PP % making sound or better progress
7	78	8	62.5	44.3
8	69	13	38.5	46.4
9	63	15	20.0	37.5
10 English Language	68	11	54.6	36.8
10 English Literature	68	11	54.6	36.8

Additional support and intervention from the Literacy Support Co-ordinator had a demonstrative impact on the outcomes of Y11 students

Y11 - number of students in the year group: 55

	English Language	English Literature	Geography	History
Number of PP Students	11	11	4	5
Number of non PP students	44	44	25	12
Average attainment of PP students	5.82	5.55	6.50	5.00
Average attainment of non PP students	5.18	4.91	6.16	4.25

Average KS2 Score for PP students	102	102	103	103
Average KS2 Score for non PP students	101	101	103	99
%4+ PP Students	100	100	100	100
%4+ Non PP students	79.5	81.8	96.0	75
%5+PP Students	81.8	81.8	75	60
%5+ Non PP students	72.7	61.4	88.0	25

Accelerated Reader Subscription

Accelerated Reader was extremely successful with Y7 students, with PP students making 26 months of progress (raising their reading age by, on average, 26 months) within 10 months.

Less successful in Years 8 and 9, but still positive, therefore this will be a focus for 2021-22.

Y9 PP students made 11 months of progress within 10 months on average

Y8 PP students made over 11 months of progress within 10 months on average

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. PP students achieved an attainment average of 5.65 compared to non PP with an average grade of 5.15. Significant impact on outcomes seen for students who actively used and engaged with the GCSE POD programme.

GCSE Pod was accessible to all students of the 3997 views of the pods approximately 22.5% were viewed by PP students, which is positive

Mathswatch Subscription

Analysis shows that Y11 PP students attained higher, on average, than non PP students. Although it is difficult to attribute this to any single factor, this subscription was of significant benefit to all students, with a direct correlation between usage and academic progress.

Evidence shows that the usage of PP and non PP students was very similar. Disadvantaged students would not be able to access this resource without PP funding due to financial restrictions.

	Average hours	Average practice Questions completed	Assignment questions completed	Average videos watched
PP	12.4	24	280	10
Non PP	12.1	36	293	10

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	78	8	87.5	65.7
8	69	13	23.1	60.7
9	63	15	20.0	43.8
10	68	11	45.5	45.6

Y11

	Maths
Number of pp Students	11
Number of non PP students	44
Average attainment of PP students	5.36
Average attainment of non PP students	4.86
Average KS2 Score for PP students	102
Average KS2 Score for non PP students	101
%4+ PP Students	90.9
%4+ Non PP students	84.1
%5+PP Students	72.7
%5+ Non PP students	59.1

Purchase of ClassCharts software

All staff able to identify students easily. Seating plans highlight PP students. LSAs directed to support as appropriate. The use of ClassCharts 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. Although successful, this will not be continued due to a new MIS system which enables staff to do this.

Duke of Edinburgh Award

Due to COVID, the D of E award could not be completed.
Most of the training activities did take place towards the end of the academic year, however, with extremely positive student voice. Expedition to be completed Autumn 2021

Current FSM students to receive a subsidy for trips and visits

Carried forward to 2021-22

Targeted CEIG provision

Of the Year 11 cohort, all students progressed to post 16 study, with 91% undertaking Level 3 courses.

Of these, 67% are A Levels, 35% L3 vocational courses and 2% apprenticeships

100% of PP students progressed to L3 courses, with 45% of these following A Levels

Staff payment for revision sessions during Easter holidays

Due to the school lockdown, these could not take place

Purchase of electronic devices

During the partial closure, students identified as having limited or no access to electronic devices to access assignments and live lessons from home were supplied. This enabled full participation in learning for all students.

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

Programme	Provider
Accelerated Reader	Renaissance
Class Charts	TES

Service pupil premium funding

Measure	Details
How we spent our service pupil premium allocation last academic year	Revision materials and lunchtime additional support (one student)
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.

	All students	PP students	Not PP Students
Total number of students	55	11	44
KS2 Average	101	102	100
% grade 4 - 9 in both English* & maths GCSEs	80	90.9	77.3
% grade 5 - 9 in both English* & maths GCSEs	54.5	72.7	50.0
% GCSE English language at 4+	87.3	100	84.1
% GCSE English language at 5+	76.3	81.8	72.7
% GCSE maths at 4+	85.5	90.9	84.1
% GCSE maths at 5+	61.8	72.7	59.1
% EBacc Defined as grades 5 – 9 in both English** and maths GCSEs, and C or above in other subject areas	1.8	9.1	0
% EBacc Defined as grades 4 – 9 in both English** and maths GCSEs, and C or above in other subject areas	7.3	27.3	2.3
Progress 8	N/A	N/A	N/A

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	
B	7	8	Yes	Yes	
C	6	5	Yes	Yes	
D	5	5	Yes	Yes	
E	8	7	Yes	Yes	
F	6	6	Yes	Yes	
G	9	5	Yes	Yes	
H	5	5	Yes	Yes	
I	5	7	Yes	Yes	
J	5	4	Yes	No	
K	4	4	Yes	No	

3 students only had 2 of the 3 slots filled in their EBacc bucket

Particular notes/case studies/exemptions

Measure	PP	Not PP
Average attainment 8 grade	5.65	5.15
Average Ks2 prior attainment	102	100
Average total P8 **	N/A	N/A
Maths progress	N/A	N/A
English progress	N/A	N/A