

## 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	357
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	22.11.22
Date on which it will be reviewed	01/03/2023 (Interim review)
Statement authorised by	Catherine Reeves
Pupil premium lead	C Reeves/H Barton
Governor / Trustee lead	Stuart Bond

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (22/23)	£74,309
Recovery premium funding allocation this academic year (22/23)	£14,628
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£88,937</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Upper Wharfedale School, we aim to develop **successful, lifelong learners** by providing an inclusive education that equips all learners for future success. Our curriculum is designed to overcome the barriers to learning which disadvantaged students often face, promote **cultural capital** and involvement in the wider school community, raising **attainment** by bridging the academic gaps in learning.

Our students travel from an area spanning over 200 square miles. Whilst some live in small, local towns; others travel from sparsely populated hamlets and isolated farms. It is important to note that the geographical location and local context presents our students and their families with a set of challenges different to those in more urban areas. The economic downturn has affected rural areas significantly and many working families are facing real difficulties. Salaries are often lower, limited public transport impacts on students' ability to access opportunities and enrichment and for many of our young people school is the heart of their social and cultural lives.

We believe fundamentally that our school has the ability to transform young people's lives. We offer a broad, balanced curriculum, superb pastoral support and an excellent enrichment and co-curricular programme.

Our goal is to equip all of our students with the cultural capital to succeed in the 21<sup>st</sup> century. We want them to feel confident and assured, able to communicate positively in the environments and situations they will encounter in the future.

Our Pupil Premium programme aims to reduce/eliminate barriers to learning or success, to offer enrichment opportunities and to open doors for the future.

In line with best practice approaches highlighted by the recent Social Mobility Foundation report we have always worked with every student as an individual. We do not see our Pupil Premium cohort as a homogenous group of students. Interventions and support is personalised to the individual and their circumstances. Students are part of our PP cohort but their needs, potential barriers, skills/talents and situations are unique to them.

Through targeted support, mentoring, pastoral care, high quality CIEAG and outstanding teaching we aim for all students to leave UWS as confident, well-rounded, informed and active citizens who are ready and able to pursue their chosen next steps successfully.

### Challenges

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

Challenge number	Detail of challenge
1	Lower aspirations amongst disadvantaged students, especially the higher attaining, often due to lack of experience, self-belief or awareness of future options. <i>Evidence base: destinations data, CIEAG feedback, informal student voice</i>
2	Very low literacy levels on entry. <i>Evidence base: KS2 data, baseline assessments in English department, RA/SA data on entry.</i>
3	Lack of access to enrichment and technology resources due to finances at home <i>Evidence base: staff voice, informal student voice, IMD data</i>
4	Limited access (beyond school) to enrichment activities – trips, visits and other SMSC opportunities (Cultural Capital) <i>Evidence base: informal student voice, engagement with trips/visits, IMD data</i>
5	Elevated anxiety levels at school/home and/or as a consequence of C19 <i>Evidence base: referrals for internal support, student voice, parent voice, staff voice</i>
6	For some students, independent learning skills may need developing (e.g, organisation, revision techniques, time management) <i>Evidence base: staff voice, student voice, parent voice, performance data</i>
7	For some students a lack of regular routine and preparation for learning, including reading at home, homework, spelling practice and having equipment could impact on attainment <i>Evidence base: behaviour data (Homework), staff voice, student voice, parent voice, performance data</i>
8	For some students, limited home access to enriching resources such as books may limit their linguistic development <i>Evidence base: informal student voice, staff voice</i>
9	In some cases, maintaining consistently high attendance and excellent punctuality is a concern <i>Evidence base: absence data, punctuality data, persistent absentees analysis</i>
10	Some PP students are not able to access the enrichment activities after school/at weekends etc due to their lengthy travel time to school and reliance on public transport <i>Evidence base: informal student voice, engagement with in-school activities, staff voice</i>

## 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
To maintain the outstanding attainment and progress of disadvantaged students at	Performance data at KS4 Tracking data at KS3 Eliminate within-school variation in

UWS; continuing to ensure PP students achieve at least as well as non-PP UWS students.	attainment between pp/non-PP students Ensure all PP students achieve their destination of choice at KS4
Students to improve their competence in revision strategies	Student and parent voice Evaluations of Year 11 Study day Performance data: mock examinations and summer 2023
To reduce the attendance gap between PP and non-PP students	Absence data for PP students: no in-school gaps PA data: no PP students meet PA absence criteria Attendance support plans for students not meeting school target (PP)
The % of PP students in Years 7-9 who are assessed to be making at least expected progress is the same or better than for "all UWS" [i.e. non-PP students]	Internal tracking data
All Year 11 PP students make more than expected progress in English Language, Literature and Mathematics from KS2-4	Performance data in Mock Examinations, tracking and summer 2023 results
Tracking for PP students in the current Y11 shows a securely positive P8 score and is at least in line with that for non-PP UWS Y11 students	Internal tracking data
For no PP students in Y10 to show as an attainment or progress concern in interim tracking data this academic year	Internal tracking data Summer examinations outcomes 2023
Particular focus on DfE 'high' prior attainment PP students, ensuring excellent progress and progression to post-16	No NEET students and an increase in the number of disadvantaged students accessing L3 courses 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 at school 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 PP students progress to an appropriately challenging and ambitious post-16 education, placement or employment opportunity	No NEET students and an increase in the number of disadvantaged students accessing L3 courses post 16.

<p>Students with enhanced vulnerability (as a result of the pandemic, family circumstances, trauma or SEND) will find school their “safe space” where they are nurtured and able to learn and achieve well for them as an individual</p>	<p>All students on an appropriately challenging personal learning pathway</p> <p>Nurturing provision in place for the most vulnerable students on transition, adapted according to individual need</p> <p>Curriculum personalisation increasingly possible for students with the most significant level of learning and emotional needs</p>
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**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: £40,840**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retention of Literacy Support Coordinator with QTS (£20,000)</p>	<p>Studies in England have shown that students eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p><a href="http://educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk/literacy">Literacy   EEF (educationendowmentfoundation.org.uk)</a></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>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, Catch-up literacy and inference</p>	<p>2, 3, 6, 7. 8</p>

	<p>and SPAG sessions.</p> <p>Intensive small group support in literacy and phonics.</p>	
<p>Additional specialist Literacy teaching (0.2FTE= £11,500)</p>	<p>Studies in England have shown that students eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies-eee">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></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>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>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>This initiative has been successful previously, therefore is continuing.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/literacy-eee">Literacy   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3, 6, 7, 8
<p>Staff training, mentoring for identified students (£500 for staff CPD)</p>	<p>The Early Intervention Foundation has concluded an in-depth report which shows that approximately one in seven young people aged 11-19 experience at least one mental health disorder. The pandemic and resulting lockdowns have led to a worsening of teenagers’ mental health.</p> <p><a href="https://www.eif.org.uk/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p> <p>Develop academic resilience, aspiration and self-belief for all students who are suffering from poor mental health, but especially those who are otherwise disadvantaged</p>	5, 9
<p>LSA time to work with Year 7 Nurture group (in Group Room Nurture base) for 15 hours per week (£8500)</p>	<p><a href="https://www.nurtureuk.org.uk/jne-volume-8-2022">IJNE Volume 8 - 2022 - NurtureUK</a></p> <p><a href="https://www.researchgate.net/publication/354844447">PDF) The effectiveness of nurture groups on student progress: Evidence from a national research study (researchgate.net)</a></p> <p><a href="#">Pupil Premium menu_evidence_brief.pdf.pdf</a></p>	2, 5, 6, 7, 8, 9

	<a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a>	
Professional development focusing on "Quality First" in-class teaching for PP students  £50	CPD delivery on engaging Disadvantaged learners and the key barriers to learning  <a href="https://d2tic4wvo1iusb.cloudfront.net/Pupil_Premium_menu_evidence_brief.pdf">Pupil_Premium_menu_evidence_brief.pdf</a> <a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a>	1, 2, 3, 4, 6, 7, 8, 10
Professional development session input on Equality Act and patterns in our data for Disadvantaged students  £40	UWS internal data analysis	1, 3, 6, 7, 8, 9, 10
Research Learning Groups: group to focus on Ambition (CIEAG, stretch & challenge)  £250	Internal data analysis  Staff voice feedback  School development plan objectives  Desire for students to make ambitious and challenging options choices (e.g. MFL/EBacc)  <a href="https://d2tic4wvo1iusb.cloudfront.net/Pupil_Premium_menu_evidence_brief.pdf">Pupil_Premium_menu_evidence_brief.pdf</a> <a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a>	1, 4, 8, 10

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

Budgeted cost: £22,947

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader ongoing Subscription <i>(£4000: 50% annual renewal due 2023 plus additional subscriptions as required)</i>	<p>Studies have shown that students eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p><a href="https://educationendowmentfoundation.org.uk/Reading-comprehension-strategies-EEF">Reading comprehension strategies   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <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</p>	2, 3, 6, 7, 8

	<p>ALL 'groups' catered for and stretched.</p> <p>Increased focus on students responding to specific RWCM feedback</p>	
<p>Establish Stretch &amp; Challenge reading group to expand vocabulary and targeted interventions for more able (£300)</p>	<p>There is extensive research in England regarding the impact of literacy interventions on lower attaining students <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/literacy-numeracy-catch-up-strategies.pdf">Literacy and numeracy catch-up strategies (publishing.service.gov.uk)</a>, but far less evidence demonstrating stretch and challenge for more able.</p> <p>Research commissioned by the Welsh government shows the importance of challenging more able and talented students, including having access to additional provision and targeted support. <a href="https://gov.wales/more-able-and-talented-thematic-survey-report">More able and talented thematic survey report (gov.wales)</a></p> <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>	2, 3, 6, 7, 8
<p>Staff payment for revision sessions (remote as necessary) during Easter holidays (£3,000)</p>	<p>From our internal research, it can be difficult for some students to find a quiet place, time to study or to self-organise their work. Access to specialist staff will support them with specific aspects of re revision.</p> <p>PP students to attend revision sessions and make progress at least in line with their peers</p> <p>Enhanced examination technique and alternative revision strategies, especially for high mark, extended writing questions, which will benefit all students</p>	1, 2, 3, 6, 7, 8, 10
<p>T&amp;L Ambassadors Peer Tutoring Programme £500</p>	<p><a href="https://educationendowmentfoundation.org.uk/teaching-learning-toolkit/">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 5, 6, 7
<p>Mentoring for all PP students in Years 10 and 11 £300</p>	<p><a href="https://educationendowmentfoundation.org.uk/teaching-learning-toolkit/">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Student and parent voice</p>	1, 4, 5, 6, 7, 9, 10
<p>Homework Club: open every lunchtime (Staffing contribution) £1900</p>	<p>Student voice at UWS</p> <p><a href="https://educationendowmentfoundation.org.uk/teaching-learning-toolkit/">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 6, 7, 8, 10
<p>Y11 Study Day £100</p>	<p><a href="https://educationendowmentfoundation.org.uk/teaching-learning-toolkit/">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 5, 6, 7
<p>Literacy Leaders programme £347</p>	<p><a href="https://educationendowmentfoundation.org.uk/teaching-learning-toolkit/">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/literacy/">Literacy   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 6, 7, 8
<p>Subscription to GCSE</p>	<p><a href="https://educationendowmentfoundation.org.uk/teaching-learning-toolkit/">Teaching and Learning Toolkit   EEF</a></p>	2, 3, 6, 7, 8



revision resource for all students in Y10 and 11 (£2500)	<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	
Targeted creation of Pupil Premium learning profiles and then regular mentoring meetings and reviews with pastoral staff (staff time) (£3000)	<a href="http://educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a> Profiles are student support plans to guide teachers as to students individual barriers to learning, from student voice	1, 3,5, 6,7,9
Targeted small group tuition to meet individual needs following Year 11 mock examinations (to link with Catch up Strategy) [staff time and resourcing] (£4500)	Specific needs to be identified as a result of November mocks 2022; however time will be allocated to additional tuition/small group intervention or to facilitate additional teaching assistant support/intervention as required. <a href="http://educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>	2, 6, 7
Development of whole school Reading Strategy 2022-23 <i>Newspaper subscriptions, rewards, reading challenges etc</i> (£2500)	<a href="http://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	2, 3, 6, 7, 8

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

**Budgeted cost: £25,150**

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)	Some students find it difficult to purchase either physical or online resources to aid their work and therefore progress  PP students will make comparable progress as a result of extra materials  The ability to resource subject areas suitably to ensure quality provision for all.	2, 3, 6, 7, 8
Maths Watch subscription, plus other equipment e.g. Calculators (£1,000)	Mathswatch enables student to access learning 24 hours a day from anywhere and can help with revision as well as during any periods of remote learning: <a href="http://mathswatch.com">MathsWatch</a>  <a href="http://educationendowmentfoundation.org.uk">Mathematics   EEF (educationendowmentfoundation.org.uk)</a>  PP students will make comparable progress as a result of extra materials/resources. The ability to resource subject areas suitably to ensure quality provision for all.  Some students find it difficult to purchase either physical or online resources to aid their work and	2, 3, 6, 7, 8

	therefore progress.	
Duke of Edinburgh Award (£1,000)	<p>Independent research by the University of Northampton demonstrated the impact of the D of E award on self-esteem and achievement:</p> <p><a href="#">Impact of the DofE - The Duke of Edinburgh's Award</a></p> <p>WE aim for all PP students to achieve their Bronze Award</p> <p>PP 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>	1, 4, 10
PP students to receive a subsidy for trips and visits (£3,100)	<p><a href="#">School trips help schools succeed   Education Business (educationbusinessuk.net)</a></p> <p>Students have an enriched SMSC experience as evidenced in our own trip evaluations. They have the potential to build confident, form relationships and positive attitudes which lead to improvement academic achievement.</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>	1, 4, 10
Sixth form, university visits and visits to local businesses (£1,000)	<p>The gap in participation in HE between disadvantaged and other students is well documented</p> <p><a href="#">Department for Education (publishing.service.gov.uk)</a></p> <p>PP students need motivation and confidence to realise that university and/or high level employment is not beyond them</p> <p>Increased aspirations for further and higher education</p>	1, 4, 10
Enhancing our CIEAG provision <i>TLR3 Careers Lead</i> <i>Increased external adviser time</i> <i>Online CIEAG resources</i> (£6000)	<p>Historical low aspirations of PP students at post 16, with some lacking knowledge of different options available to them</p> <p>Raising aspirations, as shown by student evaluations of careers sessions. Increase in those pursuing L3 courses.</p> <p>No NEET students as a result</p> <p>Equality of opportunity</p> <p><a href="#">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4, 10

<p>Additional pastoral support for students and families (£1,000)</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <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>	<p>1, 3, 5, 7, 8, 9, 10</p>
<p>Summer transition event (£1,000)</p>	<p>Following the success of the summer transition event in 2022 and the subsequent improved social confidence, this is an important team-building event for those transitioning to UWS.</p> <p>Evidence from the Education Endowment Foundation suggest that students make more progress if they attend some form of summer school, either academically or socially:</p> <p><a href="#">Summer schools   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 4, 5, 10</p>
<p>Targeted intervention for Year 11 vulnerable students with persistent absence (£550)</p>	<p>Previous data proves the correlation between attendance and progress. Those with 95% attendance or higher achieved almost 1.5 higher P8 score than those below 80%</p> <p>On a national level, poor attendance is very closely linked to poor academic attainment.</p> <p><a href="#">Attendance-REA-protocol-21092021.pdf</a> (<a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a>)</p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK</a> (<a href="http://www.gov.uk">www.gov.uk</a>)</p> <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>1, 9</p>
<p>Funding of Emotional Literacy Support Assistant training and ongoing supervision/CPD plus time to facilitate interventions (from existing staff team) £2000</p>	<p><a href="#">Behaviour interventions   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Social and emotional learning   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 2, 5, 6</p>
<p>Establishment of in-school small group Nurture provision, developing for Sept 2023 (Post-COVID plus high needs students transitioning to UWS) £2000</p>	<p><a href="#">Social and emotional learning   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Behaviour interventions   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 2, 5, 6</p>

Funding of school uniform and equipment items, as required, for PP students and families in need £2000	<a href="#">School uniform   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Child poverty and education - A survey of the experiences of NEU members dated.pdf (cpag.org.uk)</a>	3, 9
Funding of Enrichment/Alternative curriculum week in July 2023 (Transport/activities: £2000)	<a href="#">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,4,5,10

**Total budgeted cost: £80,950**



## 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.

*We detail here the impact of our interventions in the 2021/22 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	73	12	8.3	38.5
8	79	8	75.0	56.3
9	68	11	45.5	52.6
10 English Language	59	13	38.5	39.1
10 English Literature	59	13	30.8	50.0

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

**Summer 2022 Y11** - number of students in the year group: 67

	English Language	English Literature	Geography	History
Number of PP Students	10	10	7	4
Number of non PP students	57	57	38	20
Average attainment of PP students	5.3	5.2	5.71	5.5

Average attainment of non PP students	5.02	4.8	5.16	4.55
Average KS2 Score for PP students	104.5	104.5	106	106.5
Average KS2 Score for non PP students	97	97	99.5	92.5
%4+ PP Students	90	90	85.7	75
%4+ Non PP students	82.1	78.6	78.9	70
%5+PP Students	70	60	57.1	75
%5+ Non PP students	58.9	62.5	57.9	55

### **Accelerated Reader Subscription**

Accelerated Reader was extremely successful with Y7 students. Of the 12 students, 2 did not get a full set of data as they joined part-way through the year. Another students had a reading age over 16 so was not included in the data. The average gains for the other students within 10 months was 16.8 months.

For Y8 the average gains for the 8 students was 26.5months in 10 months.

Y9 PP students: the average gain was 19.8 months in 10 months although some of that data was not over 10 months (5 students) and 2 reached the maximum reading age the test can record which is over 16.

### **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 average Attainment 8 score of 5.48 compared to non PP with an average grade of 5.10. There was positive impact on outcomes for a small number of students who actively used and engaged with the GCSEPod programme. (This is why this is being reviewed for 22/23)

### **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.

### **Summer 2022 GCSE outcomes in Mathematics**

**4+ in Mathematics (PP: 90%, non-PP: 80.7%)**

**5+ in Mathematics (PP: 60%, non-PP: 68.4%)**

### **Duke of Edinburgh Award**

8 students completed the D of E Bronze award last academic year; one of these students was eligible for Pupil Premium funding.

18 students have signed up for this year and 4 of these are eligible for Pupil Premium.

#### **Targeted CIEAG provision**

Of the Year 11 cohort, all students progressed to post 16 education, employment or training of their choice.

36% all students to A Level study

9% all students to Apprenticeships

10.5% to other L3 qualifications (inc. T levels)

12% to other vocational qualifications (L1 or L2)

31% all students to a BTEC programme

1.5% all students to employment

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

#### **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*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance
GCSE Pod	GCSE Pod
MathsWatch	Mathswatch

## **Service pupil premium funding**

<b>Measure</b>	<b>Details</b>
How we spent our service pupil premium allocation last academic year	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



## 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 UWS students	PP students at UWS	Non-PP Students at UWS
Total number of students	67	10	57
KS2 Average	103	104.5	102.5
% Grade 4-9 in both English* & Mathematics	77.6%	80%	77.2%
% Grade 5-9 in both English* & Mathematics	62.7%	60%	63.2%
% GCSE English at 4+	86.6%	90%	86%
% GCSE English at 5+	67.2%	70%	66.7%
% GCSE Mathematics at 4+	82.1%	90%	80.7%
% GCSE Mathematics at 5+	67.2%	60%	68.4%
% achieving the EBacc at Grade 5-9  (Grades 5- 9 in both English** and Mathematics GCSEs, 5+ in other areas)	9%	10%	8.8%
% those entered for the EBacc who attained this at Grade 5+	54.5%	33%	62.5%
% achieving the EBacc at Grade 4-9  Defined as grades 4 – 9 in both English** and maths GCSEs, 4+ in other subject areas	13%	30%	10.5%
% those entered for the EBacc who attained this at Grade 4+	82%	100%	75%
Progress 8	0.57	0.47	0.57

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

<b>Student</b>	<b>Attainment in English (Best)</b>	<b>Attainment in Mathematics</b>	<b>English and Maths GCSE Standard pass</b>	<b>English and Maths GCSE Strong pass</b>
A	3	4	No	No
B	6	5	Yes	Yes
C	5	4	Yes	No
D	6	7	Yes	Yes
E	7	7	Yes	Yes
F	8	9	Yes	Yes
G	4	4	Yes	No
H	6	5	Yes	Yes
I	4	2	No	No
J	6	5	Yes	Yes

<b>Measure</b>	<b>PP</b>	<b>Not PP</b>
<b>Average Attainment 8 grade</b>	5.48	5.10
<b>Average KS2 prior attainment</b>	110	106
<b>Average total P8</b>	0.47	0.57
<b>Mathematics progress</b>	0.36	0.38
<b>English progress</b>	0.17	0.71