

# 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	Wye School
Number of pupils in school	572
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> )	2021/22-2023/23
Date this statement was published	10 <sup>th</sup> September 2021
Date on which it will be reviewed	1 <sup>st</sup> September 2022
Statement authorised by	Luke Magee
Pupil premium lead	Jon Rutland
Governor / Trustee lead	Margaret Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,905
Recovery premium funding allocation this academic year	£14,935
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# 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	Disadvantaged students join Wye School with, on average, a lower prior attainment than their non-disadvantaged peers and therefore require support with catching up.
2	Attendance for disadvantaged students is, on average, lower than that of non-disadvantaged students.
3	Raising the aspiration of disadvantaged students so that they access aspirational destinations and achieve highly in studies beyond their time at Wye School.
4	Offering students individualised guidance and support where there are emotional, social or behavioural issues resulting in difficulty in accessing the curriculum fully.

### 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 improve the progress made by disadvantaged pupils	Progress 8 score is in line with non-disadvantaged students at Wye School.
Raise the overall attainment of disadvantaged students	Achieve national average for disadvantaged students at Wye School and narrow the in school 2021 gap between disadvantaged students and other students.
Raise the percentage of students achieving Grade 5+ in English and maths	40% of disadvantaged students to achieve a grade 5+ in English and Maths in 2022.
Improve the attendance of disadvantaged students.	Disadvantaged student attendance to reach and sustain 95% from the academic year 2021/22.
Improve the careers provision to ensure that disadvantaged students access sustained and individualised careers provision throughout their time at Wye School	Individualised careers advice and guidance to be offered to ensure that all students, particularly disadvantaged, can access high quality advice.

## 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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed, monitor, and develop a shared approach to teaching and learning across the school through ongoing CPD, intensive support for ECTs and rigorous support in place for all staff.</p>	<p><i>The EEF state that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. All staff are supported to keep improving and is this is the priority for Pupil Premium spending.</i></p>	<p>1, 2</p>
<p>Reducing set sizes for lower ability students through using Pupil Premium funding for salary contribution.</p> <p>Maintaining four sets across core subjects to support with literacy and numeracy and timetabling intervention groups using additional staffing capacity.</p>	<p><i>The EEF state that reducing class size has a moderate impact when class size is fewer than 20. To improve progress for lower ability pupils, certain groups in core subjects are limited to 20 students.</i></p>	<p>1, 2</p>

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

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional careers meetings with an external careers advisor during year 10.</p>	<p><i>The Gatsby Benchmarks are central to the planning and delivery of the careers provision at Wye School. These benchmarks detail the components of good practice from a broad range of international research.</i></p> <p><i>The EEF states that ‘young people from poorer backgrounds are more likely to have career aspirations that are misaligned with their educational ambitions’.</i></p>	3
<p>Additional individualised support offered through Period 6 lessons and additional parental support, including targeted parents’ evenings.</p>	<p><i>The association between parental engagement and a child’s academic success is well established. Evidence suggests that flexibility is encouraged to maximise engagement. Furthermore, the EEF promote the importance of giving parents advice and guidance in supporting students. Both our Parent Information Evenings and targeted parents’ evenings support with this.</i></p>	1, 2
<p>Additional curriculum time offered to students through, specifically designed to support disadvantaged students:</p> <ul style="list-style-type: none"> <li>- extending the school day on Tuesdays and Thursdays.</li> <li>- Offering the National Tutoring Programme</li> <li>- Additional intervention offered outside of term time using Wye School teaching staff.</li> </ul> <p>Funded extra-curricular activities for disadvantaged students, including trips and visits and music lessons.</p>	<p><i>EEF evidence states that, ‘on average, pupils make two additional months’ progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months’ additional progress.’</i></p>	1, 2
<p>Extra-curricular literacy and numeracy lessons offered to small groups, focussing on disadvantaged students where support is required for them to fully access the curriculum.</p>	<p><i>Evidence shows that ‘small group tuition is effective and, as a rule of thumb, the smaller the group the better’ (EEF). Guided Reading is specifically identified as being effectively taught through small groups.</i></p>	1, 2, 4

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

Budgeted cost: £ 46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club to resume from September 2021 – disadvantaged students will be offered free breakfast.	<p><i>The Institute of Fiscal Studies conducted a study into school breakfast for disadvantaged students which found that:</i></p> <ul style="list-style-type: none"> <li>- <i>Pupil absence declined.</i></li> <li>- <i>Behaviour and concentration in the classroom improved.</i></li> <li>- <i>Greater progress was made by schools where the provision was available.</i></li> </ul>	4
Providing additional, personalised, and intensive academic and pastoral support for disadvantaged students through 1:1 mentoring with Behaviour for Learning Coach; LAC Designate and Head of Year staffing contribution; offsite small group provision and funding for enrichment activities, including D of E, music tuition and funding of trips and educational visits.	<p><i>The EEF states that the social and emotional learning that is offered by the Behaviour for Learning Coach and LAC Designate role have 'an identifiable and valuable impact on the attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i></p> <p><i>'Adventure Learning' such as DofE, and Arts Participation is said to have a positive impact on disadvantaged pupils.</i></p>	1, 2, 4
Reading programme adopted across the school for all learners.	<p><i>'On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.'</i> (EEF)</p>	1, 2
Resources provided to disadvantaged students, including stationery, uniform, equipment and travel expenses.	<p><i>School uniform and equipment is subsidised to maximise attendance and engagement.</i></p>	2, 4

**Total budgeted cost: £ 100,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Disadvantaged pupil performance overview for last academic year:

Progress 8	+0.27
Ebacc entry	42%
Attainment 8	40.35
Percentage of Grade 5+ in English and maths	26%