

WHA 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	Winterstoke Hundred
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ian Garforth, Principal
Pupil premium lead	Steve Holland, Vice Principal
Governor / Trustee lead	Felicity Williamson, Chair of Academy Council

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,363
Recovery premium funding allocation this academic year	£4,800
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	£50,163

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
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1	<p>The English and maths achievement of disadvantaged pupils is generally lower than that of their peers as evidenced in trust wide assessments</p> <p>Assessments on entry to year 7 in the last 2 years indicate that a higher % of our disadvantaged pupils arrive below age-related expectations compared to their non PP peers. Subsequent internal and external (where available) assessments show that this gap widens by the end of year 8 without precise intervention.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 2 years, a higher % of our disadvantaged pupils arrive as non-functional readers compared to their non-PP peers. This gap remains steady during pupils' time at our school.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</p> <p>Our observations suggest many disadvantaged learners opt out of enrichment experiences that can provide cultural capital. This is backed up by several national studies.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social, emotional and wellbeing issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support are high. 54 pupils (23 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
5	<p>Our attendance data over the last 15 months indicates that attendance among disadvantaged pupils has been between 4.6% lower than for non-disadvantaged pupils.</p> <p>27.7% of disadvantaged pupils have been 'persistently absent' compared to 14.6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	<p>By the end of our current plan in 2024/25, 50% of disadvantaged pupils enter the English Baccalaureate (EBacc).</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • An average Attainment 8 score of 5.5 • A Progress 8 score of 0.5 • 5+ Basics of 50% • 4+ Basics of 75%
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Engelmann corrective reading direct instruction data provides statistical evidence of this.</p>
Improved 'opt in' by disadvantaged learners for optional enrichment activities	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Cultural capital opportunities undertaken through the WHA guarantee</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.

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| | <ul style="list-style-type: none">• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers. |
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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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	1, 2
<p>Opportunities to observe colleagues and network from with the WHA, the trust and beyond.</p>	Supply budget	All

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted Engelmann direct instruction corrective reading programme as a reading intervention for disadvantaged pupils who need additional help to</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	2

comprehend texts and address vocabulary gaps.		
Engaging with the National Tutoring Programme to provide an in-house blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	4
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	5

and implement new procedures.		
Fund for subsidised enrichment opportunities and cultural capital experiences	Based on research around the impact on enrichment on academic success and own internal observations we have set aside an enrichment fund. The fund subsidises certain trips (part of the WHA guarantee) and enrichment activities that provide cultural capital like music lessons by 50%.	3

Total budgeted cost: £

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.

Our investment in English and Mathematics staff last year showed significant impact. Students who used these courses make good progress from starting points compared to their peers from across the Trust.

We also invested in a specific Teaching Assistant to enable her to support some of our families and students, and this member of staff has created significant change in our delivery, including creating and running our Homework club, creating and running our Quiet Room, and creating and running after school provision such as Film Club. All of these elements of her role target and support PP students.

Finally, we invested in various items of school uniform to loan or give students and families in need. All of these items were used, and supported some of our vulnerable families.

Externally provided programmes

Programme	Provider
NA	NA

