



Wombourne High School 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	Wombourne High School
Number of pupils in school	865 (Year 7-11)
Proportion (%) of pupil premium eligible pupils	137 Year 7-11 (2021-2022) 8 Year 12 based at the WMB Campus
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Dr G Smith (Head Teacher)
Pupil premium lead	Dee Khakh (Assistant Headteacher)
Governor / Trustee lead	Andy Dyehouse (Link Governor) and Joanne Treacy (Deputy for PP)

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£130, 835
Recovery premium funding allocation this academic year	£20, 590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£151 429

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil Premium Strategy Plan

Statement of intent

Our curriculum and school life intent for disadvantaged students is exactly the same as their peers.

The aim of the curriculum for all students at Wombourne High School is to inspire, to allow individual students to identify their interests and talents, and to develop these. To develop real curriculum passions. To strive for excellence in all its forms, including attainment of qualifications which reflect their capabilities. Through our key values of hard work, positivity and kindness our aim is to develop a 'can do' attitude in all of our students, valuing resilience and determination. Our aim is that all of our students enjoy learning.

Quality first teaching is at the heart our approach; however, we understand that this alone is not enough.

We see a Pupil Premium child at Wombourne as an individual, and we seek to understand the individual challenges some of our students face which impact on their attendance and progress. Fundamentally, the Intent of the disadvantaged policy at Wombourne High School is to use the PP funding to improve the life chances of disadvantaged students. Implicit, is the intention that non-disadvantaged pupils' attainment will be improved alongside the progress for their disadvantaged peers.

Our approach is a whole school approach in which all staff take responsibility for improving the life chances of disadvantaged students. We aim to work closely with students, staff, parents and the community to ensure challenges are identified at the earliest time point and the students' needs met. Central to this work is the role of our Pupil Premium Year group leads, working with our Assistant Head who oversees their role.

Challenges

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

Challenge number	Detail of challenge
1	To improve academic progress of PP students. PP students do not progress at the same rate as non-PP students within the school (2019 data PP -0.79, Non-PP -0.10, 2021 TAGs PP 0.02, Non-

	PP 0.58), this is partly attributed to low attendance and lower engagement with learning outside of school hours. In 2019 the significant challenges to progress for these students was attendance at school (one student never engaged with Wombourne High School after being transferred to the school, and significantly skews the data).
2	<p>To improve attendance of PP students, including persistent absence</p> <p>A small proportion of PP students do not attend school regularly, this significantly impacts their attainment and progress. In 2021 (Covid) school attendance was 94.0%, PP school attendance was 89.7%, a gap of 5.8%. Persistent absence was 14%, PP persistent absence was 27.6%. Two brothers (one in Y8 and one in Y9) do not attend school and we are working with the Local Authority in relation to this situation. However, for other students' school-based strategies to break down challenges to attendance would have a significant impact on student progress.</p>
3	<p>To improve self-esteem and raise aspirations of a small proportion of PP students.</p> <p>Poor mental health and self esteem impacts on attendance, self belief and aspirations. For a very small minority of PP students this is a significant challenge and is having a detrimental effect on their progress compared to their peers. 4 PP students are on the SEN register for SEMH (29% of SEMH students).</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
To improve academic progress of PP students	<p>For all students, including PP students to progress greater than that of all students nationally. PP and Non-PP P8 scores to be above 0.</p> <p>For the gap between PP and Non-PP students, measured by P8, to significantly reduce. The gap to be no greater than 0.2 by 2024.</p>
To improve attendance of PP students, including persistent absence	<p>Attendance for all students to be above 95% (pre-pandemic levels).</p> <p>The gap between PP and Non-PP students to be lower than 3% (currently 5.8%).</p>

	<p>The persistent absence rate of the school to be lower than the national average (2019 13.7%, school rate in 2021 which includes Covid issues at 14%).</p> <p>The persistent absence rate of PP students to be within 4% of that for non-PP students (in 2019 nationally the rate was double at 22.8% for all sectors).</p>
<p>To improve self-esteem and raise aspirations of a small proportion of PP students</p>	<p>Students listed on the SEND register for SEMH to be positive about the support they receive, including PP students.</p> <p>Students listed on the SEND register for SEMH to be attending school regularly, in line with non-PP students.</p> <p>Students on the SEND register for SEMH to have high aspirations, in line with all students at the school.</p>

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: £114 000

(Costing - 11 extra reading lessons on the timetable each week, approximate cost £20 000, GL assessments including reading age assessment approx. £5000, books, Lexia, IT Packages (Tassomi, Hegarty) approx. £7000, Transition co-ordinator role approx. £3000, additional staffing costs for enrichment and targeted activities – 2 additional staff on the overall timetable - £75 000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritise PP students for reading intervention (Y7-9) where students have a lower reading age.	Nationally pupils from a disadvantaged background were about half a month behind non-disadvantaged students in reading on their return to school in autumn 2020. Reading comprehension strategies +6.	1
Continue to implement and refine whole school PP strategies (For example seating, resources, mentoring, live marking)	Seating positions and live marking are also +6 on the toolkit.	1, 3
Use programmes such as Hegarty Maths and Tassomi to ensure students have access to learning tools at all times	HW (Hegarty and Tassomi) +5 on the toolkit.	1
Use whole MAT strategies that are effective in raising PP attainment through shared good practice. Working parties and shared initiatives.	Collaborative work, identifying effective practise in different settings, can be effective.	All
Further develop links with primary schools to develop effective strategies as early as possible. Involvement of transition lead	Identification of challenges which may impact attendance and progress early as possible and close work with families enables effective implementation of strategies.	All
Recruitment and retention of specialist teachers. Capacity in the timetable to all Masterclasses, a rich enrichment programme and the planning and delivery of trips	High ability disadvantaged students are more in danger of underachieving than their middle/low prior ability peers. Inspiring these students and	All

and speakers to enhance the curriculum.	providing cultural capital experiences can work to address this. This requires specialist staff with passions for their subject and with timetable capacity.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £60 500

(Costing – PP year group leads and AST time £11 000, tutoring £8000, Holiday work £10 000, summer school week £31 500)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of PP year group leads to identify underachievement at an early point and to effectively intervene, using class teachers, head of year, tutoring opportunities and regular interactions with home.	The DfE have identified tutoring (+4) as one of the most effective tools for helping students recover. This will be used as part of the NTP, but also within school as part of reading interventions (+6 on EEF learning toolkit).	All
Prioritise PP students for school-led tutoring.	As above. Small group tuition +4.	All
Prioritise PP students for holiday intervention work.	As above. Extending school time +3, although holiday work more effective than evening work for students.	All
Use of summer school to ensure students have meaningful academic work to do in July of Year 6 and to focus on key tasks over the summer holidays.	Research has shown disadvantaged students can make the same progress as non-disadvantaged students during term time but a gap develops over long holidays. Summer schools +3.	1 and 3

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

Budgeted cost: £12 300

(Costing – School councillor £7800, Careers guidance and packages £4500, other costs budgeted for above)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Year group leads to contact home on the first day of absence and at regular intervals following this to support families in the return of students to school and to ensure students are catching up with work.</p> <p>Use of PP year group leads to identify underachievement, including due to poor self-esteem and absence and overcome any challenges a student may have.</p> <p>Strong liaison between PP year group leads, Heads of Year and SEN team.</p>	<p>Students need to be in school to access quality first teaching. Parental engagement +4.</p>	<p>2, 3</p>
<p>Ensure relationships with PP students and their tutor is positive and re-group students where necessary.</p> <p>Prioritise PP students for access to the school counsellor where this is appropriate and necessary.</p>	<p>We find that when students are happy they are more likely to progress well. Ensuring students have mental health support, particularly after Covid, has been important. Social and emotional learning +4.</p>	<p>All</p>
<p>Prioritise PP students for careers guidance by external agencies.</p> <p>PP year group leads to work with Y10/11 students to ensure appropriate destinations</p> <p>Ensure work experience for PP students is appropriate for high aspirations</p>	<p>The EEF toolkit is unclear of the impact of aspirational interventions. However, as a school we find students that have a goal often stay more focussed, this is particularly evident in weaker students that can become disengaged with academic subjects.</p>	<p>All</p>
<p>Use of summer school to ensure students transition to secondary school well and settle quickly</p>	<p>Early identification of barriers to school attendance can have significant gains. Summer school +3.</p>	<p>All</p>

Total budgeted cost: £186 800

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 internal assessments show our disadvantaged students do not progress at the same rate as non-PP students within the school (2019 data PP -0.79, Non-PP -0.10, 2021 TAGs PP 0.02, Non-PP 0.58). Therefore, the outcomes we aimed to achieve by the end of 2020/21 were therefore not fully realised.

Our assessment of the reason for these differences in 2021 points primarily to Covid-19. Attendance to virtual lessons was 99.4% of all students attended at least 1 virtual lesson. Daily attendance was 90%+. Students that did not attend were regularly contacted, some came into school for key worker school. All PP student's IT needs were met. However, as evidenced in schools, across the country, partial closure was most detrimental to our disadvantaged pupils and they were not able to benefit from our intended strategies to the degree that we intended.

Although attendance in 2020/21 was 94.0% for all students. PP attendance was lower compared (89.7%) reflecting a 5.8% gap. In relation to persistent absence, disadvantage pupils PA was higher 27.6% compared to all students (14%). These gaps are why attendance, especially persistent absence is a key focus of our current plan.

Our assessments demonstrated PP sanctions are in line with that of all students. However, for a minority of our students' behaviour is a key challenge Y7 – 1 student identified to date. Y8 – 0 students where this is the key to underperformance. Y9 – 2 students. Y10 – 3 students. Y11 – 2 students. Pupil well-being and mental health were significantly impacted last year, primarily due to COVID-19 related issues. Again, this is why behaviour and well-being are a focus in our current plan.

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
NA	NA

