

Pupil premium strategy statement – Wolgarston High School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	839
Proportion (%) of pupil premium eligible pupils	11.92%
1	2024/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jo Fairclough
Pupil premium lead	Matt Skinner
Governor / Trustee lead	Chris Curtis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,350.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£91,350.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students make good progress and achieve high attainment across the curriculum. As a school we are committed to providing exceptional teaching and learning with the focus that this strategy supports disadvantaged students, who may have different needs, to achieve that goal. Hattie's Visible Learning is key to our approach. As a result of this, we take an evidence-based approach to our teaching in order to benefit disadvantaged and non-disadvantaged students.

A key part of this includes ensuring teachers 'know their impact', using formative assessment to evaluate and alter their teaching in-the-moment, responding to the feedback from the students in front of them. We also want all of our students to be able to 'become their own teachers' (another aim of Visible Learning). Part of this strategy, therefore, focuses on equipping students with effective study skills to ensure they all know how to learn. This, we feel, is particularly important for our disadvantaged students.

We recognise the importance of reading; to meet the demands of the curriculum, students need to be able to read age-appropriate texts fluently and we aim to support our students in meeting age related expectations in their reading. Improving attendance and participation of disadvantaged students is also vital: they need to be in school to benefit from our teaching. Students will also be given the opportunity to participate in extra-curricular activities, it is our role as a school to not only provide the opportunity for them to do this, but to ensure as many disadvantaged students as possible take up this provision.

Challenges

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

Challenge number	Detail of challenge
1	Attendance- Persistent absenteeism of FSM6 students: 88.4% overall attendance for FSM6 (2023/2024) 90.3% overall attendance for Non FSM6 (2023/2024) 45% of FSM6 students are persistently absent (2023/2024) 18% of Non FSM6 are persistently absent (2023/2024)
2	Parental Engagement- Some parents/ careers need additional information, support and guidance to help their child.

3	Aspirations- Lack of involvement in enrichment/cultural capital
4	Achievement- Disadvantaged pupils on average attain lower and typically make less academic progress. Over the last 3 years, our attainment 8 gap between disadvantaged and non-disadvantaged students has been 1.25, 1.12 and most recently 0.93. We would like this gap to continue to diminish.
5	Behaviour & Attitudes- Some disadvantaged pupils need some additional support to ensure their attitudes and behaviour are conducive to success.

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
Attendance-	<ul style="list-style-type: none"> Attendance figures to show that difference in attendance for PP & non PP students is diminishing. Disadvantaged students attendance is at least in line with the national average for all pupils. Overall attendance up to 21 Nov 2024 94.3%, November 2023 95.14%, November 2022 94.4 %, November 2019 (pre covid) 96.2%. Number of pupils PA % up to 21 Nov 2024 (84) 13%, November 2023 (39) 8%, November 2022 (52) 10.9% and November 2019 (31) 6.8%.
Parental Engagement-	<ul style="list-style-type: none"> Increase parental attendance at school events. (Parents evenings & Parent information evenings) Ensure 100% engagement with ClassCharts
Aspirations-	<ul style="list-style-type: none"> High level of engagement with wider curriculum opportunities. (D of E, Clubs, Intra school competitions, Visits, Careers Encounters) Well prepared for post 16 pathways.
Achievement-	<ul style="list-style-type: none"> To continue the trend of attainment 8 figures gap in attainment for PP & non PP students within our own school diminishing from 1.25 in 2021/22, to 1.12 in 2022/23 and most recently 0.93 in 2023/24. Disadvantaged students attainment is at least in line with the national average for all pupils nationally. The gap has also been diminishing from 0.53 in 2021/22, to 0.46 in 2022/23 and then to 0.42 in 2023/24. Gaps between age expected reading score and actual reading score are reducing.
Behaviour & Attitudes-	<ul style="list-style-type: none"> Behaviour and attitude to learning of disadvantaged students is in line with other students or shows an improving trend across all years groups.

	<ul style="list-style-type: none"> The proportion of disadvantaged students who are excluded is below national average.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD</i>	Staff library, Visible Learning resources, Challenging education resources, Creative Education resources, Safeguarding network, Staff INSET, Curriculum Leader meetings,	4, 5
<i>Classroom Culture</i>	Resources, (staff time, classroom resources, planners)	3, 4, 5

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

Budgeted cost: £31,648.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning mentors</i>	Learning resources centre administrator, Learning mentors, (EEF research indicates that Learning Mentors can provide a large positive impact on learning outcomes.)	4, 5
<i>Reading support</i>	Accelerated Reader programme	4,
<i>Resources</i>	Provide revision guides to PP students Maths Watch	4, 5
<i>Interventions</i>	Targeted intervention with additional English & Maths. (EEF states that small group tuition has an average impact of 4 months additional progress) Y11 intervention revision classes after school.	4, 5

	Study Skills externally provided workshop for Year 11	
6 th Form 'Elephant Group Project'	Targeted activities designed to support capable students into the universities and career paths that they deserve.	3
UCAS	Financial support for disadvantaged students UCAS applications	3

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: ££26,702.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EWO</i>	VIP	1
<i>Leadership capacity</i>	SAS RADY project	2, 3, 4, 5
<i>Uniform and Transport</i>	Student uniform. Student transport	1, 2, 3, 5
<i>School Trips</i>	Visits & D of E	1, 3, 5
<i>Extra curricular sports activities</i>	PE Equipment for Lend Out Shed, Table Tennis, 3G access, and other sports clubs.	1, 3, 5
<i>Music tuition</i>		4
<i>Careers Guidance</i>	Careers advisor	3, 4
<i>Rewards & Recognition</i>	Prom tickets	1, 3, 5
<i>ClassCharts</i>		1, 2, 3, 4, 5
<i>Work Experience</i>		1, 3, 4, 5
<i>School holiday revision sessions</i>	Targeted support for identified students	1, 2, 3, 4, 5

Total budgeted cost: £ 91,350.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The data for our pupils shows that the attainment 8 gap between our disadvantaged and non disadvantaged pupils has been decreasing since 2021/22.

2017/18 Gap 0.68 (12% PP)

2018/19 Gap 0.88 (17% PP)

2021/22 Gap 1.25 (14% PP)

2022/23 Gap 1.12 (12% PP)

2023/24 Gap 0.92 (11% PP)

In comparison with national averages, when compared with **non-pupil premium students** nationally, the disadvantaged pupils at our school do on average a ½ grade below in attainment 8.

In previous years we have not collected reliable data on the engagement of our students in enrichment activities and are looking to develop this. This will allow us to assess whether we are achieving proportional representation, which is our aim.

Through our use of Classcharts, we can see that behaviour figures show that at the end of the academic year 2023/2024, the ratio of positive to negative points given by staff to non-Pupil Premium students was 93% and to Pupil Premium students was 88% showing a significant difference of 5% in the number of negative points accrued. However, currently due to our strategies to address this, we are already seeing changes in our figures which show an improvement with non-Pupil Premium at 97% and Pupil Premium at 94% with a 3% difference in negative points accrued. Overall data shows that this academic year we have a 51% reduction in detentions, 42% reduction in suspensions and 62% reduction in days missed due to suspensions

Attendance continues to be an area of concern for our disadvantaged students please see the figures below for 2023/2024. |

- 88.4% overall attendance for FSM6 (23/24) **86.8% 22/23**
- 90.3% overall attendance for Non FSM6 (23/24) **92.7% 22/23**
- 45% of FSM6 students are persistently absent (23/24) **53% 22/23**
- 18% of Non FSM6 are persistently absent (23/24) **21% 22/23**

Commented [SS2]: [@M Skinnel](#)

