

Pupil premium strategy statement – Winterhill School

This statement details our school's use of pupil premium (and recovery 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	871
Proportion (%) of pupil premium eligible pupils	40.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	Dec 22
Date on which it will be reviewed	September 23
Statement authorised by	Steve Rhodes
Pupil premium lead	Heather Carnegie
Governor / Trustee lead	Drew Woodhouse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£320,618
Recovery premium funding allocation this academic year	£89,838
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
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>	£410,456

Part A: Pupil premium strategy plan

Statement of intent

Our strategy aims to support our students in achieving the very best academic – and wider – outcomes possible, irrespective of challenges which they may face either academically, or pastorally.

The principles of the Pupil Premium Strategy at Winterhill School is firmly based on Quality First Teaching, coupled with a strategic high impact intervention. This can be summarised by the application of the 'Wave Model' of educational intervention. The middle leadership of the school is integral in assuring that there are no in-school gaps, or where they exist, they are closing rapidly.

This strategy is based upon the seven aspects for addressing underachievement in disadvantaged students in a study across 1300 schools. These seven 'building blocks' are:

1. Whole school ethos of attainment for all - 'Everyone Succeeds'
2. Addressing behaviour and attendance
3. High quality teaching for all
4. Meeting individual learning needs
5. Deploying staff effectively
6. Data-driven and responding to evidence
7. Clear, responsive leadership

The report can be found at, <https://www.nfer.ac.uk/pdf/pupil-premium-success-htu.pdf>.

Winterhill School serves a very diverse community, with some areas of significant need and deprivation. However, we prepare our students for the next phase in their lives, so that they can make a valuable contribution to the community. The Pupil Premium Strategy is an integral part of our school ethos - 'Everyone Succeeds'.

Challenges

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

Challenge number	Detail of challenge
1	<p>Deprivation impacting levels of literacy and numeracy Above average number of students who arrive in Y7 with below expected standards in reading and maths</p>
2	<p>Deprivation Impacting the Progress and Attainment Gap There is a clear gap in both attainment and progress between disadvantaged and non-disadvantaged students, which fluctuates depending on other factors including gender and qualifications/subjects. We need to ensure accurate tracking of these patterns is used to identify specific individuals and cohorts for targeted interventions.</p>
3	<p>In Year Admissions There is a high number of in year admissions that are processed within the school. This is due to a number of significant factors. In the main the students that are admitted fall into two different categories:</p> <ol style="list-style-type: none"> 1. Those students that are new to the country/education system. These students predominantly meet the criteria for pupil premium 2. Those students are new to the country/local area, but have been in sustained education. These students predominantly do not meet the criteria for pupil premium
4	<p>Above average numbers of students with complex SEND, SEMH and EAL needs which prevents them accessing the full curriculum</p>
5	<p>Deprivation impacting on Cultural Capital and aspirations A lack of exposure to academically enriching materials and experiences out of school ('cultural capital') can limit students': ability to understand and use a wide vocabulary; aspirations for achievement at – and beyond – GCSE/BTEC; understanding of some curriculum content and references in lessons and assessments; and the functional skills required for success in school, and beyond.</p>
6	<p>Attendance and parental engagement with education Higher rates of absence and persistent absence from students eligible for pupil premium funding coupled with lower levels of engagement with school from the parents and carers of these 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																																																																
<p>Improved attainment among disadvantaged students across the curriculum at the end of KS4, particularly in EBacc subjects and English.</p>	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve in line with their peers.</p> <p>Increased uptake of EBACC subjects particularly MFL.</p> <table border="1" data-bbox="837 920 1166 999"> <thead> <tr> <th>English & Maths</th> <th>4+ %</th> <th>5+%</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>44</td> <td>23</td> </tr> <tr> <td>Non PP</td> <td>71</td> <td>47</td> </tr> <tr> <td>Gap</td> <td>28</td> <td>24</td> </tr> </tbody> </table> <table border="1" data-bbox="837 1032 1166 1111"> <thead> <tr> <th></th> <th>A8</th> <th>P8</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>36.7</td> <td>-0.63</td> </tr> <tr> <td>Non PP</td> <td>49.0</td> <td>-0.05</td> </tr> <tr> <td>Gap</td> <td>12.3</td> <td>-0.48</td> </tr> </tbody> </table> <table border="1" data-bbox="837 1144 1362 1223"> <thead> <tr> <th>Buckets (A8)</th> <th>English</th> <th>Maths</th> <th>Ebacc</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>7.9</td> <td>7.0</td> <td>10.0</td> <td>11.7</td> </tr> <tr> <td>Non PP</td> <td>10.7</td> <td>9.3</td> <td>13.8</td> <td>15.1</td> </tr> <tr> <td>Gap</td> <td>2.8</td> <td>2.3</td> <td>3.8</td> <td>3.4</td> </tr> </tbody> </table> <table border="1" data-bbox="837 1256 1362 1335"> <thead> <tr> <th>Buckets (P8)</th> <th>English</th> <th>Maths</th> <th>Ebacc</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>-0.8</td> <td>-0.5</td> <td>-0.8</td> <td>-0.5</td> </tr> <tr> <td>Non PP</td> <td>0.1</td> <td>-0.1</td> <td>-0.2</td> <td>0.1</td> </tr> <tr> <td>Gap</td> <td>-0.9</td> <td>-0.4</td> <td>-0.6</td> <td>-0.6</td> </tr> </tbody> </table>	English & Maths	4+ %	5+%	PP	44	23	Non PP	71	47	Gap	28	24		A8	P8	PP	36.7	-0.63	Non PP	49.0	-0.05	Gap	12.3	-0.48	Buckets (A8)	English	Maths	Ebacc	Other	PP	7.9	7.0	10.0	11.7	Non PP	10.7	9.3	13.8	15.1	Gap	2.8	2.3	3.8	3.4	Buckets (P8)	English	Maths	Ebacc	Other	PP	-0.8	-0.5	-0.8	-0.5	Non PP	0.1	-0.1	-0.2	0.1	Gap	-0.9	-0.4	-0.6	-0.6
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<p>To raise literacy and numeracy levels of students in KS3 to enable full access to GCSE/BTEC qualifications in KS4.</p>	<p>Students who are working below expected standards in reading and maths make rapid progress and catch up to their peers as a result of well-targeted interventions in KS3</p> <p>Reading data demonstrate an improvement in skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</p> <p>QA data demonstrates teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>																																																																
<p>Students' behaviour and attitude to learning improves and is in line with their non-disadvantaged peers.</p>	<p>Pastoral data (Attitude to learning/ attendance/behaviour/suspensions) shows gaps between PP students and their peers are negligible</p>																																																																

Improved attendance of disadvantaged students to levels in line with their peers	21/22 All students 90.5% PP students 88%
To achieve and sustain high levels of wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged students % involved in enrichment in 2022 to reach ----- by 24/25
Aspirational post-16 routes chosen by disadvantaged students as a result of a high-quality diet of enrichment activities which provide the 'cultural capital' for academic success, and the desire to pursue areas of interest within – and beyond – formal education for lifelong learning.	Improve NEETS to less than 2%

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of high quality staff. Enhanced staffing in core subjects Use of TLRs attract high quality staff to vacancies.	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2

<p>To retain staff, TLR3 and Associate SLT opportunities enable them to experience of leadership</p> <p>Opportunities exist across the Trust to retain high quality practitioners.</p>		
<p>High quality wave 1 teaching and learning</p> <p>High quality wave 1 teaching and learning in classrooms focussed particularly on personalised approaches through class profile documents</p> <p>Embed tailored approaches and adaptations to curriculum planning which meet the needs of EAL students, and those with SEND</p> <p>Support CL/SL in the planning and delivery of targeted and meaningful subject specific CPD</p> <p>Ensure a consistent approach to disciplinary literacy:</p> <ul style="list-style-type: none"> - Ensure students are able to decode subject specific vocabulary and use it accurately in their writing. - Consistent teacher exposition for the introduction of disciplinary literacy: writing, communication and reading. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://impact.chartered.college/article/towards-a-national-system-of-subject-specific-cpd/?_gl=1*11vzr0a*_ga*ODc2NDU0MjU5LjE2NzExMDMxMDU.*_up*MQ..</p>	<p>1,2,</p>
<p>Curriculum design</p> <p>Ensure Subject and disciplinary knowledge are clearly built into curriculum planning as well as enrichment and cultural capital wherever possible.</p> <p>Regular retrieval practice is embedded into MTP and visible in classrooms and students work.</p>	<p>https://impact.chartered.college/wp-content/uploads/2018/03/Christine-Counsell-article.pdf</p> <p>Curriculum research_ assessing intent, implementation and impact.pdf</p>	<p>1,2,6</p>

<p>Ensure a consistent approach to disciplinary literacy:</p> <ul style="list-style-type: none"> - Ensure students are able to decode subject specific vocabulary and use it accurately in their writing. - Consistent teacher exposition for the introduction of disciplinary literacy: writing, communication and reading. 		
<p>Reading strategy</p> <p>Prioritise reading to allow students to access the full curriculum:</p> <ul style="list-style-type: none"> - Develop students' ability to read fluently and improve comprehension. - Increased opportunities to engage with subject specific texts. - Strategy to ensure students are encouraged to read for pleasure, widely and often. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	1,2,3, 5
<p>Assessment</p> <p>Students are assessed regularly and high quality interventions close gaps quickly, including phonics for the students furthest behind their age expectation.</p> <p>Deliver training on the use of data to support staff in tracking and monitoring student progress</p> <p>Develop the use of ongoing formative assessment to inform adaptive curriculum planning and delivery.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf</p> <p>Didau & Rose (2016) Chapter 9 - Assessment (1).pdf Testing and Motivation.pdf Assessment Procedures.docx 3 4 5 8 m planning</p>	2
<p>High-Quality SEND provision</p>	<p>https://schoolleaders.thekeysupport.com/pupils-and-parents/sen/managing/sen-provision-requirements-for-</p>	1,2

<p>Continue to develop effective systems to identify and address the SEN of these students</p> <p>Regular review of attainment, progress and pastoral data to ensure all students with SEND need are being provided with the support to reach their potential.</p> <p>Recruit and training effective teaching assistants to support</p>	<p>schools/?marker=module-top5-recent</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	
<p>Academic mentoring</p> <p>Develop academic mentoring systems for students in Ks4 to holding students to account and put the onus on them to take responsibility for their learning</p> <p>Training for staff to develop their ability to mentor successfully</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	2,3,4,5
<p>Numeracy across the curriculum</p> <p>Ensure a consistent approach to the development of disciplinary Maths with a focus on basic skills</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p>	1

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading interventions</p> <p><i>Development of fresh start small group interventions for student who's reading age is below expected standards</i></p> <p><i>Training of key staff to deliver this programme in Ks3 and to EAL learners with poor English proficiency</i></p> <p>To support students in their recovery curriculum, small group sessions and one-to-one support in lessons.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>This is in addition to and explicitly linked with normal lessons, as recommended by the EEF. They will be regular sessions over a fixed period of time and teachers will closely monitor the impact on pupil achievement.</p> <p>EEF toolkit impact on student progress: Small group tuition + 4 months Reducing class size + 2 months DfE School Led Tutoring Guidance: School led tutoring + 4 months</p>	1
<p>Numeracy interventions</p> <p>To support students in their recovery curriculum, small group sessions and one-to-one support in lessons.</p>	<p>This is in addition to and explicitly linked with normal lessons, as recommended by the EEF. They will be regular sessions over a fixed period of time and teachers will closely monitor the impact on pupil achievement.</p> <p>EEF toolkit impact on student progress: Small group tuition + 4 months Reducing class size + 2 months DfE School Led Tutoring Guidance: School led tutoring + 4 months</p>	1
<p>High-Quality SEND provision</p> <p>Small group nurture provision in Y7-9 (ACE)</p> <p>Small group nurture provision inc AP in Y10-11 (STEPS)</p>	<p>Small group specialist provision for students arriving in school significantly behind their peers</p> <p>Small group specialist provision for students at risk of exclusion and NEET</p>	1,2,
<p>EAL interventions</p> <p>To support pupil premium students new to English</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EAL_Systematic_review.pdf?v=1671043553</p>	1,3,4,5

to enable them to access the full curriculum	EEF toolkit impact on student progress: Small group tuition + 4 months	
Tutoring To close achievement gaps in English and Maths for pupil premium students	EEF toolkit impact on student progress: Small group tuition + 4 months Reducing class size + 2 months DfE School Led Tutoring Guidance: School led tutoring + 4 months	1,2,3
Language development To support pupil premium students new to English to enable them to access the full curriculum	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EAL_and_educational_achievement_Prof_S_Strand.pdf?v=1671044906	1,2,4,5

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attitude towards learning Promote positive attitudes towards learning through the development of clear descriptors linked to the schools rewards and sanctions system	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2,5
Parent engagement Increase parental engagement through subject specific sessions led by MLs to help support students tackle GCSE examinations. Increase uptake at parents evenings - introduction of online booking systems.	https://www.basw.co.uk/system/files/resources/basw_33043-1_0.pdf	6

<p>Enrichment</p> <p>Continue to widen the schools after school activities. Track and monitor student attendance to these opportunities to increase participation of PP students.</p>	<p>https://www.suttontrust.com/our-research/subject-to-background-disadvantaged-pupils-enrichment-homework/</p>	<p>5,6</p>
<p>Attendance interventions and rewards</p> <p>Increase attendance of PP students, tracking and ensuring timely interventions where required.</p> <p>Promote good standards of attendance through assembly and the tutor programme as well as regular meaningful rewards for students.</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://www.ucl.ac.uk/ie/research-projects/2022/jan/school-absences-and-pupil-achievement</p>	<p>4,6</p>
<p>Careers and raising aspirations</p> <p>Promote ambition and aspirations for Post-16 and beyond through the PSHCE curriculum .</p> <p>Full time careers officer to ensure high quality career guidance which can raise aspirations and help young people make informed choices about their future. However, research suggests that young people from disadvantaged backgrounds may be less likely than their peers to engage with careers provision</p> <p>Meet Gatsby benchmark 6 by ensuring all KS4 students have experience of a workplace</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1023814/For_Publish_-_Pathway_to_success.docx_1_.pdf</p> <p>High quality work experience makes a real difference to all students in helping them to decide on an appropriate career path. It also supports students in making the right post-16 options choices based on their future career aspirations.</p>	<p>5</p>

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

.Attendance

	2020-2021	2021-2022
Pupil Premium	86.7	87.8
All Students	93.7	90.4

Behaviour

	2020-2021		2021-2022	
	No. Days Lost	No. Repeat Offenders	No. Days Lost	No. Repeat Offenders
Pupil Premium	54	9	95	9
All Students	66	10	134.5	14

Impact summary

Pupil premium students performed less well than non pupil premium students in 2022 examinations, following national trends. In fact the disadvantaged gap index rose to its highest value since 2012, demonstrating a nationally declining picture for the achievement of pupil premium students. Gaps at Winterhill however, remained consistent, or narrowed slightly in all areas other than English, demonstrating a positive impact of our approaches to supporting academic progress post pandemic.

10 students completed fresh start phonics, leading to improvements in reading age on average by 14 months. This approach will be strengthened in the next strategic plan.

Pupil premium students' engagement with school improved, with the average ATL grade for pupil premium students and non-pupil premium students being equal - 2. This measure was calculated by reviewing the ATL across at all years in English and Maths, and by executing this approach it was also possible to show that they was no disparity in individual year groups.

There is a greater number of students engaging with enrichment. For the first half term of the academic year 2022-23 there was over 190 students that had experienced some level of curriculum enrichment. This was approaching 40% of the total number of students that had engaged with enrichment.

For the 2022 Y11 Leavers in over 55% of these students embarked on a Level 3 course, with the significant majority of these students studying the traditional A-Level pathway. There was a cohort of 5.6% of students who were classified as NEET, as of November 2022. These students had a range of complex needs, who were impacted by the pandemic disproportionately compared to their peers.

Attendance gaps have closed from 7% to 2.6% post pandemic, again bucking national trends with a similar, though smaller improvement in the persistent absence gap.

The behaviour of pupil premium students has also improved, with the gap in the total numbers of days lost in education lowering by 11%. The number of repeat offenders remains the same over the timescale of this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.