



# Woodrush High School

An Academy for Students Aged 11-18

## Pupil premium strategy statement 2021-22

### School overview

School name	Woodrush High School
Pupils in school	1016
Proportion of disadvantaged pupils	18.9%
Pupil premium allocation this academic year	£170, 945
Academic year or years covered by statement	2021-22
Publish date	September 2021
Review date	September 2022
Statement authorised by	Ms N Rancins
Pupil premium lead	Mr D Monk
Governor lead	

### Disadvantaged pupil performance overview for last academic year

Progress 8	+0.02*
Ebacc entry	29%
Attainment 8	47.5
Percentage of Grade 5+ in English and Maths	47%
Percentage of Grade 4+ in English and Maths	71%

\* - Teacher Assessed Grading – (2019 P8 Score -0.49)

### Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Continue to reduce the gap between Pupil Premium and Non-Pupil Premium students to 0.2 whilst maintaining positive Progress overall	August 2022
Attainment 8	Continue to achieve above National Average for all PP students	August 2022
Percentage of Grade 5+ in English and Maths	Achieve English and Maths 5+% in line with similar schools	August 2022
Attendance	Improve attendance to be at 94% for all PP students (Review with Impact of COVID) 92% for FSM	August 2022
Behaviour and Attitudes to Learning	There is no difference in internal and external exclusions between PP and Non-PP students	August 2022

### Teaching priorities for current academic year

Measure	Activity
Priority 1	<b>Teaching and Learning</b> – Ensure consistency of Quality First Teaching through Professional Development of Teaching staff through ‘WALKTHRUS’ and Internal CPD
Priority 2	<b>Assessment</b> - Improve the monitoring and performance of PP students in KS3 & KS4 through rigour and improved Faculty Recording systems (9-1 New Assessment System) and implementing effective interventions including the National Tutoring Project (NTP)
Barriers to learning these priorities address	<b>High Quality Teaching and Learning</b> - Improving pedagogy to support high quality teaching and learning for all students <b>Improving Students Outcomes</b> - Improving outcomes in English and Maths through monitoring and interventions
Projected spending	<b>£70,000</b>

### Targeted academic support for current academic year

Measure	Activity
Priority 1	<b>Interventions</b> - Providing high quality interventions including use of the NTP funding to improve academic and behavioural outcomes – including academic mentoring, online revision platforms, tutoring and school based alternative provision
Priority 2	<b>Attitudes to Learning (A2L)</b> – Students should be able to display a positive attitude to their learning; to show positive behaviour, interest and enthusiasm that enable them to achieve in line with all students.
Priority 3	<b>Parental Engagement and Involvement</b> – Introduce new Pupil premium Family Support Progress Leader - Improve communication with parents to support academic, attendance and behavioural outcomes as well as supporting families with the schools Early help offer to most vulnerable families – identification of vulnerable students and individual support
Barriers to learning these priorities address	<b>Parental Involvement and Engagement</b> - Low levels of parental support or involvement in student outcomes - Improving academic outcomes of PP students through parental engagement and family support through revision and examination period – development of Progress Leader for PP student’s role
Projected spending	<b>£70,000</b>

### Wider strategies for current academic year

Measure	Activity
Priority 1	<b>Attendance</b> - Improving attendance of PP students through improved monitoring of absence and programs of support for targeted groups. Led through Pupil Premium Family Progress Leader. This includes the use of PP progress Leader in developing cohorts of vulnerable attendees and development of individual form for PP persistent absentees with program of intervention
Priority 2	<b>Wellbeing and Mental Health</b> - Improving the Wellbeing of all students through effective Mental Health and Wellbeing strategies, opportunities and education for students
Barriers to learning these priorities address	<b>Attendance</b> – The Attendance of Pupil Premium students is below that of non-Pupil premium students, impacting outcomes for those students. Students currently in receipt of FSM are of specific concern due to lack of parental support in implementing change.

Projected spending	<b>£30,000</b>
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### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> <li>Monitoring and use of strategies developed during CPD time for staff – giving staff time to develop their own path of improvement</li> <li>WalkThrus development ensures this time is built in</li> </ul>	<ul style="list-style-type: none"> <li>Use of Wednesday CPD to develop and review strategies</li> <li>WalkThrus strategies</li> </ul>
Targeted support	<ul style="list-style-type: none"> <li>Development of Pupil Premium Family Progress Leader role</li> <li>Development of effective support and intervention for individual students that students and parents engage with</li> <li>Increase the use of NTP using PP funding – numeracy and maths focus</li> </ul>	<ul style="list-style-type: none"> <li>Use of planned in school intervention and development of HOYPL to support individuals and families</li> </ul>
Wider strategies	<ul style="list-style-type: none"> <li>Engaging with families to support attendance of most vulnerable and the development of a Wellbeing 'strategy' supporting the needs of all learners</li> <li>PP Family Support</li> </ul>	<ul style="list-style-type: none"> <li>Develop the roles of all Progress Leaders to give greater time to support families of vulnerable learners (Careers/aspirations, learning, attendance, behaviour)</li> <li>Program of wellbeing support in place to support vulnerable learners</li> </ul>

### Review: last year's aims and outcomes

Aim	Outcome
Quality of Teaching for All	<ul style="list-style-type: none"> <li>The ability to monitor and QA the quality of teaching was truncated by the COVID pandemic – The ability to receive high quality CPD geared towards online learning supported high quality online lessons (parent/student feedback)</li> <li>The use of MS Teams supported effectual feedback during the period students were at home and when they returned – supported by assessment in Teacher Assessed Grades) TAGs at the end of the year.</li> <li>Outcomes for students in both English and Maths are improving for PP students and positive P8 was achieved for the first time across all subjects. The use of TAGs showed a small closure in the Gap between PP and Non-PP students indicating no bias in the grades awarded. Both PP and Non-PP attainment on entry was similar.</li> </ul>
Targeted Support	<ul style="list-style-type: none"> <li>There remains a difference in the A2L of students who are PP compared to non-PP students although the pandemic showed an overall decline in A2L Across the school</li> <li>Internal Exclusions remain higher for PP students</li> <li>Several year 7 and year 10 students received tutoring through the National Tutoring Project – Initial findings proved difficult due to attendance issues created by 'bubble' closures in school and also</li> </ul>

	<p>due to a lack of tutoring availability. (Catch Up Funding) Normal tutoring on one-to-one levels did not take place in school.</p> <ul style="list-style-type: none"> <li>• The Attendance of PP students through 2020-21 showed some variability and was lower than the previous academic year. This was in part due to the pandemic and PP families being harder to engage with compliance with attendance following school closure. Several PP students did not attend through the year due to medical reasons impacting overall attendance rates</li> <li>• The use of online platforms for revision were less effective in 2020-21 due to exams being cancelled. GCSE Pod was used in the lead up to TAGs – 2200 pods were watched during the period of March to June with 5400 being watched in the academic year, supporting PP groups in year 11</li> <li>• Increased number of wellbeing and Mental Health interventions were seen in this academic year – a greater variety of approaches is sought to support greater numbers in academic year 2021-22</li> <li>• Attendance intervention sessions were attended well in KS3 (11) and KS4 (12)– more than half of students attending improved attendance in Autumn term 2 – again curtailed through Pandemic Lockdown</li> </ul>
Other Approaches	<ul style="list-style-type: none"> <li>• Unfortunately COVID reduced all extracurricular activities in 2020-21</li> <li>• 27 PP students benefited from free Music Tuition – increasing numbers of PP students are choosing Music as an option at GCSE and more receiving music lessons in KS3</li> <li>• Resources for subjects such as Art, Photography, English, Food Technology and Product Design were also purchased for PP students to support their GCSE courses – improved outcomes for PP students were seen in the majority of subjects</li> <li>• Some events such as Mental Health Support evening and revision conferences were cancelled because of the pandemic</li> </ul>