



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students.

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
The Wensleydale School and Sixth Form	
Number of students in school	348
Proportion (%) of pupil premium eligible students	15.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	November 2022
Statement authorised by	Julia Polley Headteacher
Pupil premium lead	Richard Lundie Inclusion Lead
Governor	Louise Fieldgate –LA Gov

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62245
Recovery premium funding allocation this academic year	£6543
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£68788



## Part A: Pupil premium strategy plan

### Statement of intent

The **Pupil Premium Grant** is additional funding paid to schools in respect of their disadvantaged students (students who have been registered for free school meals (FSM) at any point in the last six years, or are looked after continuously by the local authority for more than six months, or whose parents are currently serving in the armed forces). Schools receive this funding to support their eligible students and narrow any attainment/progress gap between them and their peers.

The level of premium for secondary age students in 2022-23 is £985 per pupil.

Children who are looked after by a local authority, or who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order), will attract a higher rate of funding than children from low-income families - the '**Pupil Premium Plus Grant**', which is £2,410 per pupil for 2022-23.

Students who have parents in the armed forces are supported through the service child premium which for 2022-23 will be set at £320 per pupil.

At Wensleydale, we are committed to raising the achievement for students who are eligible for the Pupil Premium Grant and all our staff work scrupulously to achieve the very best outcomes they can for every child through **quality first teaching**. Using research-informed evidence, such as the [Education Endowment Foundation](#), we invest in high quality training and pedagogy for all staff to ensure that teaching and learning remains at a consistently exceptional standard. We recognise that not every child receiving PPG is socially disadvantaged and also that not every child who is disadvantaged receives PPG. In addition, we are very careful not to confuse eligibility for the Pupil Premium Grant with low ability.

We strongly believe that financial disadvantage should not present as a barrier to students ambition and aspiration .Furthermore we understand that many of these students must make **accelerated progress** compared to their non-eligible peers to achieve this.

As a school we are able to determine how best to use the Pupil Premium grant to support students and therefore raise their progress and attainment. The school rigorously monitors and evaluates the impact of Pupil Premium funding, making adjustments to specific interventions if required using our 100 day School Improvement Plan and strategic approach. By focusing on children's individual needs and barriers, we aim to enable every child to achieve and make the best progress they can. Whilst maintaining a careful track of all students' progress, we also closely track how well PPG children are achieving in comparison to their peers in order to close the gap. All listed strategies and interventions are heavily influenced by the [Education Endowment Foundation](#), the [Sutton Trust](#) and the [Nuffield Foundation](#).



## Challenges

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

Challenge number	Detail of challenge
1	Ensure teaching and learning across the curriculum is consistently excellent so that pupil premium students make progress that is in line with non-pupil premium students. Cover any 'gaps' that have developed during the school closure due to COVID lockdown
2	In line with current research (Alex Quigley), continue to address the vocabulary gap so that pupil premium students have access to an extensive bank of subject specific vocabulary to help them in school and beyond
3	At KS3 in particular, pupil premium students have lower attendance figures than non-PP students, the gap closes at KS4. A clear need is present to ensure that attendance/punctuality is monitored very closely and clear systems remain in place to improve attendance/punctuality for these students
4	A higher percentage of PP students experience wellbeing and mental health issues which may affect their Behaviour for Learning. This has had a detrimental effect on progress and which potentially increased due to the COVID lockdown
5	Develop Enrichment opportunities within the curriculum and beyond, to ensure that disadvantaged children are exposed to cultural experiences and background knowledge that those from more affluent homes may take for granted

## 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
Improve rates of progress for all students eligible for the PPG across all subject areas	Progress 8 score for PP students improves in line with whole school targets. The gap between PP and NPP students shows a year on year reduction.
Address vocab gap to ensure all students have access to a wide range of vocabulary	The gap in attainment/progress between PP/NPP students will continue to close across all subjects where vocab is key. Students add more vocabulary to their 'literacy library'.



Attendance of all students is above 95% and there are fewer persistent absences	Attendance figures for the group and key individuals improves and all students feel safe and happy in school.
Address issues of SEMH students eligible for PP to ensure better progress for these students	<ul style="list-style-type: none"> <li>Reduction in behaviour incidents throughout the year, leading to an improvement in progress and overall attainment within key groups.</li> </ul>
Develop cultural capital throughout the curriculum and via extensive extra-curricular opportunities	<ul style="list-style-type: none"> <li>Students enrich their learning by exposing them to a variety of different experiences, both with curriculum and beyond. All students therefore have high aspirations and go onto ambitious destinations and/or places of work.</li> </ul>

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: **£27 873**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use rigorous monitoring and diagnostic systems to acutely identify gaps in knowledge/barriers to learning in order to plan high quality interventions matched to individual needs. Whole school ethos of ' <b>attainment for all</b> ' embedded via staff training, CPD and line management meetings.	<p>"More successful schools have an ethos of high attainment for all students. They view each pupil as an individual and consciously avoid stereotyping disadvantaged students by referring to them as a group – they never assume that all disadvantaged students face similar barriers or have less potential to succeed." - NFER</p> <p>Education Endowment Foundation '<b>Teacher Toolkit</b>' to be deployed via training, CPD and when considering appropriate interventions.</p>	All
All staff will receive ongoing training and development of pedagogy to sustain <b>quality first teaching</b> and curriculum development/enrichment across the school	<u>Excellent teaching has the greatest impact on the outcomes of disadvantaged students</u> in particular, so this must be a priority. Principles of ' <u>what makes great teaching</u> ' to be followed and applied to CPD strategy planning (Sutton Trust research).	1, 2, 5



<p>To develop a love of reading and vocabulary acquisition through high quality teaching of vocabulary and a consistent approach to literacy across all year groups (and the Trust). Lead Practitioner appointed with sole responsibility for vocabulary training and curriculum development with regards to vocabulary and the use of purposeful, curriculum-focused, dialogue and interaction. Mentoring schemes in place for those with low vocabulary/reading scores</p>	<p>“Explicit vocabulary teaching can provide a vital boost to our students’ vocabulary development” - Alex Quigley (Closing the Vocabulary Gap). Initiated by Hart and Risely's landmark research on the vocabulary gap Studies show children with larger vocabularies achieve more academically and display better behaviour. By the end of the Early Years Foundation Stage a third of disadvantaged children have speech, language and communication delays compared with one sixth of their peers. UK children who receive free school meals are 2.3 times more likely to have a speech, language or communication need.</p> <p>According to <u>research by the EEF</u>, oral language and reading comprehension approaches have a high impact on pupil outcomes.</p>	<p>1, 2, 4, 5</p>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: **£27 873**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>KS3 PP targeted reading lists and support strategies Reading Mentors programme with Year 7 and 10. Half of the Year 7 students targeted for intervention are PP. Four out of the seven Year 10 'mentors' are PP. They have received explicit training in language acquisition, specifically focusing on orthography, phonology and semantics.</p>	<p>EEF (Education Endowment Foundation) note that parental engagement is effective in improving performance. Parents could learn more about effective reading strategies to improve reading comprehension. Use of Locality research to engage parents</p>	<p>1, 4, 5</p>
<p>Targeted Pupil Premium students will be targeted and supported in our enrichment pro-</p>	<p>“A student’s availability to learn depends largely on their motivation. Our personal desire to achieve results and improve our knowledge, regardless of the material being studied, is one</p>	<p>1, 4, 5</p>



gramme, to enrich their learning and enhance confidence, self-esteem and motivation	of the most important factors in our ability to learn” - Marslow’s Hierarchy of School Needs	
Targeted Pupil Premium students who are underachieving In English Language/Literacy to be given 1:1 intervention with HLTA	“Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction” - Education Endowment Foundation	1, 4, 5
School to timetable both numeracy (selective) and literacy intervention sessions at KS3 (when the gap is larger). Numeracy interventions to be designed in liaison with CL Maths.	“The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require students to take greater responsibility for their learning and develop their understanding of what is required to succeed” - Education Endowment Foundation	1, 4
All Pupil Premium students will be prioritised for intervention and revision sessions. Jan 2023	Evidence consistently shows the positive impact that <a href="#">targeted academic support</a> can have, including on those who are not making good progress across the spectrum of achievement.	1, 4, 5
GCSE Revision material and KS 3 workbooks prioritised for PP students	Provision of study and revision materials to help student progress. Has proven successful for previous cohorts.	1,4
School curriculum has been rewritten and comprehensively follows the mastery curricula theory. Built in time for Green pen and mastery sessions. Seating plans reflect PP students are given additional guidance	Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.	1,2,4

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

Budgeted cost: **£13 042**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Addressing attendance through weekly Inclusion Lead meeting with Attendance Officer, clear	“More successful schools set up rapid response systems to address poor attendance. If the	3



<p>accountability systems, pastoral support, relationships with parents/carers/external agencies and strategic monitoring and planning</p>	<p>problem persists, staff work with families to address any barriers they face in getting their children to school” - DfE research</p>	
<p>All staff will receive on-going staff training in Pivotal technique especially around tutor support and well being and monitoring to ensure that behaviour for learning remains exceptional. Investment in clear systems to monitor and support students. A clear focus and training on implementation using <a href="#">Rosenshine’s Principles of Instruction</a></p>	<p>“More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help students in need of additional support, including through working with their families” - DfE research</p>	<p>1, 4</p>
<p>To meet the SEMH of all Pupil Premium learners to ensure that they are ready to learn by knowing the potential barriers to learning and therefore putting targeted and personalised interventions in place to support them in school. This includes financial support with trips, equipment and monitoring attendance at extra-curricular clubs/events (including the Enrichment Programme)</p>	<p>Diagnostic assessment is crucial for understanding the specific elements of education that students are finding challenging. Schools should also develop an understanding of any non-academic challenges that students are facing that are negatively affecting their education and impact their access to teaching - DfE guidance</p> <p>“More successful schools see students as individuals, each with their own challenges, talents and interests” - NFER</p>	<p>4, 5</p>
<p>Boys’ and Girls engagement projects to be launched Jan 2022 marginal gains to improve engagement, confidence and self-esteem of key groups of boys and girls. Peer mentoring groups trained and in place</p>	<p>Wellbeing in Mind and MIND Darlington, recruited to provide in school support. Priority given to PP.</p> <p>“1. The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.</p> <p>2. Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour.</p> <p>3. Both community-based and school-based approaches can be successful.</p>	<p>3,4,5</p>



	4. Mentor drop-out can have detrimental effects on mentees. It is important to consider how to support mentors." EEF	
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**Total budgeted cost: £68 788**





## 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 students in the 2021-2022 academic year.

Desired Outcomes	Success Criteria	Impact 2021-22
High levels of progress in literacy and numeracy for KS3 students eligible for PPG.	Students eligible for PP in KS3 who have been identified as having weak literacy and/or numeracy will make good progress by the end of Ks3 100% will continue to make expected progress by remaining on their entry flightpath. 50% will exceed expected progress and move onto the next flightpath in either maths or English or both	50% Year 7 cohort targeted made improvement between 1 and 3 years in reading age.  65% Year 8 cohort improved by over 1 yr. 4 students improved by 4 chronological years  81% Year 9 cohort improved by 1 yr.  .
Improved attendance and behaviour of PP students	Records of parental contact and weekly attendance analysis show improved rates of attendance. Timely analysis allows early intervention and action to be taken.	23 of PP student attendance Improved to the 97%+ band across the year.
Increased progress rates for PP students and increased uptake of EBacc.	Students make as much progress as non PP students across each key stage so they are on track for at least 4 levels of progress by the end of KS4. Increased % on EBacc	PP student in Yr 11 did not perform as well as other. On average -0.7 grades away from non. However multiple very high needs and complex EHCP and SEND needs in this group. Also very small cohort which makes data unreliable statistically insignificant.
To improve the engagement and achievement for our most	Attendance for PP students is higher than the national average and exclusion rates are as they are for non PP students.	Exclusion rates extremely low – 49% of all exclusions were 12 PP students however of all PP students this accounted for 10% of PP subject to exclusion.



To offer opportunities to PP students to increase aspiration, overall and increase engagement in subjects within school.	All PP students have a clear Post 16/18 destination.	ALL PP students enrolled on Post16 provision or Apprenticeships. No NEET
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## Externally provided programmes

Programme	Provider
Wellbeing counselling	Wellbeing in Mind
Wellbeing counselling	MIND
Careers Intervention	NYCC Careers officer

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We have both a CCF and Service Pupil champion in school. We offer additional emotional and financial support to aid participation in trips. We engage with the local Garrison and family days experiences to promote service life and support service students. This supports friendships between service students.</p> <p>A dedicated member of staff is available to support service students with anxiety and loss when a family member is deployed.</p>
What was the impact of that spending on service pupil premium eligible students?	We have a stable and growing service student population. Attendance and support for additional resources, uniform and trip has meant a large proportion of service families have engaged with wider enrichment activities.