

Wombourne High School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024** 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	1097 (Year 7-11) 83 (Sixth Form/registered at WMB Campus) total is 1180.
Proportion (%) of pupil premium eligible pupils	168 Year 7-11 (2023-2025). This is 15.3%. 3 Sixth Form students based at the WMB Campus (2023-2024)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	January 2024
Date on which it will be reviewed	October 2024
Statement authorised by	Ms C. Powell (Head Teacher)
Pupil premium lead	Mrs D. Khakh (Assistant Headteacher/PP Lead)
Governor / Trustee lead	Paul Hampton (Link Governor)

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£154, 215
Recovery premium funding allocation this academic year	£41,676
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£195,891

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 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 our students, valuing resilience, and determination. Our aim is that all 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.

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. In 2023, school progress data for PP students was -0.93 and non-PP P8 -0.08.

	This is partly attributed to low attendance and lower engagement with learning. In 2022-23, the significant challenges to progress for these students are attendance at school.
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.</p> <p>In 2023 school attendance was 90.78%. PP attendance was 85.05%, a gap of 5.73%.</p> <p>Some PP students do not attend school regularly and nationally, and we continue to work with the Local Authority about these situations. However, for other students' school-based strategies to break down attendance challenges would significantly impact 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 small minority of PP students, this is a significant challenge and is detrimental to their progress compared to their peers. Currently, 15 PP students are on the SEN (Special Educational Needs) register for SEMH (Social, Emotional and Mental Health). This is 23% of total PP SEN 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 the end of 2024.</p>
To improve attendance of PP students, including persistent absence	Attendance for all students to be above 95% (pre-pandemic levels). Current attendance is 91.83%, PP attendance is 85.53%, a current gap of 6.3% (this is slightly increased when compared to overall figures last year).

	<p>Note the national current picture (November 2023) for state secondary schools is 92.1% for attendance (gov.uk).</p> <p>The persistent absence rate of the school to be lower than the national average. Persistent absence last year was 29.16%, PP persistent absence was 48.60%. Current persistent is 23.88% and PP persistent absence is 43.93% (a slight improvement when compared to last year, but still a concern overall). National persistent absence rate is 21.2% (gov.uk).</p> <p>The persistent absence rate of PP students to be below a 10% gap of that for non-PP students (In 2021/22 and 2022/23 nationally there has been a 10% gap).</p>
To improve self-esteem and raise aspirations of a small proportion of PP students	<p>Students listed on the SEND (Special Educational Needs and Disability) 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 (Continuous Professional Development), recruitment and retention)

Budgeted cost: £114 000 (2021-2024)

(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 –visualisers in all classrooms in the school)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to implement and refine whole school PP strategies related	EEF Quality first teaching +1.5 years progress and metacognition +7 months. Seating positions and live	1,3

to quality first teaching (for example, developing metacognition, seating plans, live marking).	marking are also +6 on the toolkit.	
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
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
Use online programmes such as SPARX and SENECA to ensure students always have access to learning tools.	HW and other online programmes +5 on the toolkit.	1
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.	High ability disadvantaged students are more in danger of underachieving than their middle/low prior ability peers. Inspiring these students and providing cultural capital experiences can work to address this. This requires specialist staff with passions for their subject and with timetable capacity.	All

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

Budgeted cost: £60 500 (2021-2024)

(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 Lead, SLT, HOY, to identify underachievement at an early point and to effectively intervene, using form teachers, class teachers, tutoring opportunities, and regular interactions with home.	The DfE (Department for Education) have identified tutoring (+4) as one of the most effective tools for helping students recover. This will be used as part of the NTP (National Tutoring Programme), but also within school as part of EEF (Education Endowment Foundation) adding 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 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 (2021-2024)

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer to contact home on the first day of absence and PP Lead, SLT, HOY, HOD at regular intervals following this to support families in the return of students to school and to ensure students are catching up with work.	Students need to be in school to access quality first teaching. Parental engagement +4.	2, 3

Strong liaison between PP Lead, Heads of Year, PSCO's, tutors and SEN team.		
<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>	All
<p>Prioritise PP students for careers guidance by external agencies.</p> <p>PP Lead and HOY 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>	All
<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>	All

Total budgeted cost: £186 800 (2021-2024)

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 2022 to 2023 academic year.

Our internal assessments show our disadvantaged students continue to not progress at the same rate as non-PP students within the school. In 2023, school progress data for PP students was -0.93 and non-PP P8 -0.08. Therefore, the outcomes we aimed to achieve during this three-year strategy so far have not been fully realised. For this reason, quality first teaching continues to be at the heart of our approach; however, we understand that this alone is not enough.

Our assessment of the reason for these differences also points to wider issues linked to the long-term effects of covid, which have been evident nationally.

Attendance in 2022-3 was slightly improved (90.78%), when compared to the previous year (89.12% for all students). PP attendance has also slightly improved (85.05%), when compared to the previous year (83.03%). Therefore, some success has been achieved with improving attendance and reducing the gap (5.73% compared to a 6.03% gap in 2021-2022). However, this is still slightly below the national picture. In relation to persistent absence, disadvantaged pupils PA has also slightly improved (48.60%), when compared to the previous year (56.31%). Also, when compared to all students this has also slightly improved (29.16%), when compared to the previous year (37.84%). However, both are above national persistent absence rates, which are around 20% for non-PP students. For this reason, attendance, especially persistent absence continues to be a focus of our plans.

Also, another long-term impact of covid is behaviour and student well-being. For a minority of our students' behaviour is a key challenge. 31.58% (36 incidences) of pupil exclusions were given to PP students, which, as a percentage is an over representation. However, this is a slight improvement when compared to the previous year 33.61%- 41 incidences. Again, this is why behaviour and well-being are a focus in our current plan.

Here, we continue to have a broad view of what it means to be disadvantaged and understand that strategies need to be highly personalised to have impact.

Finally, it must be noted that research conducted by Stephens (Disadvantaged and PP Students, Education Support, 2024) states that nationally significant funding has had little effect on the disadvantage gap. Further, "It is noticeable from the data that Pupil Premium students tend to do less well in schools where there are relatively few of them. That they tend to do better in schools serving socially and economically deprived

areas”. This suggests that disadvantaged students “will do better in those schools, and indeed all the schools, who prioritise enhancing the life chances of all their students as a key aspect of their vision and culture”.

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