

Wombourne High School Pupil premium strategy statement

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	919 students Yr 7-11 129 year 12 and 13 Total 1048
Proportion (%) of pupil premium eligible pupils	179 students Year 7-11 17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 -2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	C Powell Headteacher
Pupil premium lead	L Fellows Assistant Head
Governor / Trustee lead	L Exton Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,175
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>	£161,175

Part A: Pupil premium strategy plan

Statement of intent

At Wombourne High School we understand that each child is unique: we strive to unlock the potential every young person has by removing any barriers to success, recruiting the best staff and challenging them to be outstanding in their day-to-day practice. We demand the highest commitment from teachers, governors and students.

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 and to strive for excellence in all its forms. 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 of our approach; however, we understand that this alone is not enough. We see a pupil premium child at Wombourne High School as an individual, and we seek to understand the individual challenges our students might face which can impact on their attendance and progress. Fundamentally, the intent of the pupil premium strategy at Wombourne High School is to use the allocated funding to improve the life chances of disadvantaged students. Implicit, is the intention that non-disadvantaged students' attainment will be improved alongside that for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. It is a whole school approach in which all staff take responsibility for improving the life chances of disadvantaged students by ensuring that they are challenged in the work that they're set and that we act early to intervene at the point need is identified. 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	Academic progress of PP students PP students do not progress at the same rate as non-PP students within the school. In 2024, school progress data for PP students was -0.68 and non-PP P8 +0.03 This is partly attributed to low attendance and lower engagement with learning.

2	<p>Attendance of PP students, including persistent absence. A small proportion of PP students do not attend school regularly, this significantly impacts their attainment and progress.</p> <p>In 2023-24 school attendance average was 91.44%. PP attendance was 85.90% with a difference of 5.45%.</p> <p>Some PP students do not attend school regularly and we utilise school-based strategies and also work with the Local Authority to attempt to break down attendance challenges that significantly impact student progress.</p>
3	<p>Persistence of negative behaviours and impact of the intervention strategies implemented.</p> <p>With the adoption of a new behaviour system, we have been able to clearly track and compare the behaviour incidents for all groups. During the academic year so far 32% of all C3 behaviour incidents issued were given to PP students, 40% of all C4 behaviour incidents issued are to PP students. 49% of all refusal incidents in school are for PP students and 44% of all suspensions issued are to PP students. Timely interventions need to be implemented with both pastoral staff and external agencies utilised to meet the needs of individual students.</p>
4	<p>To remove barriers for families in engaging and interacting with school. Data analysis has highlighted that parents of disadvantaged students are less likely to engage with school, in particular in events such as parents' evenings etc. A recent year 10 parents evening data outlines overall attendance with 75.6% of parents attending, but only 46.15% of PP parents.</p> <p>Lack of parental engagement has been seen to lead to more issues arising regarding wellbeing and safeguarding, in addition to the impact on a child's behaviour. 77% of our Early Help referrals are for PP students.</p>
5	<p>Aspirations and self-esteem in 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. Currently, 19 PP students are also on the SEN (Special Educational Needs) register for SEMH (Social, Emotional and Mental Health) needs. This equates to 11% of total PP students.</p> <p>There is a potential for students who are disadvantaged to have lower aspirations based on life experiences. This can be due to influences from home or peers. There is a large focus on this across this school with close attention being paid to the inclusion of careers etc. within specific subjects.</p> <p>It is important to ensure all students' potential is realised and they are given the opportunity to partake in experiences they may never have before.</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
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<p>To improve academic progress of PP students.</p>	<ul style="list-style-type: none"> • For all students including PP students attainment scores to be greater than that of all students nationally. PP attainment scores to be above those nationally and the gap between PP and Non-PP students to significantly reduce. • For all students, including PP students to progress greater than that of all students nationally. PP P8 scores to be above 0 and non PP P8 scores to be above 2.0 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 2027. • Effective transition between Key Stages will ensure the sharing of information and strategies to support the most disadvantaged and vulnerable learners. The early identification of any knowledge gaps will be facilitated through effective partnerships with our feeder schools so that help and support can be continued or initiated; ensuring that students make a seamless transition and settle quickly. • QA of lessons involving disadvantaged students will indicate a high standard of T&L, high expectations and engagement of students, well established routines and high-quality feedback as a result of positive relationships. • Effective data analysis (involving a triangulation of both academic, attitudinal and attendance data) by key personnel (SLT, HoDs & HOYs) based on high quality and accurate assessments will result in interventions being allocated to those disadvantaged students and underperforming students most at need. • Intervention sessions and mentoring will be tracked, quality assured and evaluated for impact and acted on accordingly, to ensure that progress is being made.
<p>To improve attendance of PP students, including persistent absence.</p>	<ul style="list-style-type: none"> • Attendance for all students to be above 95%. • Current attendance is 92.1 %, PP attendance is 85.1, a current gap of 7%. • The persistent absence rate of the school to be lower than the national average. Persistent absence last year was 22.7%, PP persistent absence was 47.37%. • Current persistent absence is 22.1% and PP persistent absence is 45.6%. National persistent absence rate is 23.9% (gov.uk). • The persistent absence rate of PP students to be below a 10% gap of that for non-PP students (in 2023/24 nationally there was a 20% gap). • Effective actions as a result of robust tracking and monitoring of attendance data both daily and weekly will lead to incremental improvements with attendance data so that attendance for disadvantaged students continues to remain in line with national and rise above it over time.

	<ul style="list-style-type: none"> • The school should continue to see a reduction in the percentage of disadvantaged students who are persistently absent from school. • The school should continue to see improved parental engagement by disadvantaged students as indicated by their improved attendance to parents' events evidenced in the parental engagement record and swifter intervention.
To improve the effectiveness of intervention strategies utilised to reduce the number of behaviour incidents and suspensions issued to PP students.	<ul style="list-style-type: none"> • For all PP students to receive timely interventions to support their own social and emotional needs and to ensure that the number of behaviour incidents and suspensions issued are reduced and proportionate to the PP % representation within the school. Currently most of these figures are double the proportion of PP students represented in the school. • To minimise the number of repeated incidents of poor behaviour that students are involved in. • Intervention sessions and mentoring will be tracked, quality assured and evaluated for impact and acted on accordingly, to ensure that progress is being made. • Attitudinal, behaviour and attendance data will be tracked to ensure that students are not missing high quality teaching and learning in lessons. • Parents will be notified (and encouraged to support) all additional (outside of the classroom) interventions and support that is being put in place to minimise the barrier presented by a lack of parental engagement.
To remove barriers for students and families in engaging and interacting with school and accessing the wide range of extra-curricular opportunities available.	<ul style="list-style-type: none"> • Parents will be notified (and encouraged to support) all additional (outside of the classroom) interventions and support that is being put in place to minimise the barrier presented by a lack of parental engagement. • Participation rates in school trips and visits by disadvantaged students should incrementally increase because of support and funding.
To improve self-esteem and raise aspirations of a small proportion of PP students	<ul style="list-style-type: none"> • Students listed on the SEND register for SEMH to be positive about the support they receive, including PP students. • PP students listed on the SEND register for SEMH to be attending school regularly, in line with non-PP students. • Students on the SEND register for SEMH to have high aspirations, in line with all students at the school. • Through an effective CEIAG programme, all disadvantaged students will have access to personalised and independent CEIAG. This should lead to improved ambitions and aspirations and an increase in students' self-esteem. • Disadvantaged students in KS4 will experience at least two careers and guidance meetings / events. This advice will be both independent external and internal.

	<ul style="list-style-type: none"> Disadvantaged students in Year 11 will experience bespoke packages of careers and education guidance and support, including independent external support. The school should continue to see a reduction or zero number of NEETS (students not in education or training post 16).
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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: £101,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to implement and refine whole school PP strategies related to quality first teaching (for example, developing metacognition, seating plans, live marking). <ul style="list-style-type: none"> Continue to develop whole school metacognition and self-regulatory strategies to support students to know how to learn Continue to embed and develop whole school approach to teaching students to 'learn more and remember more' through our '4Rs for Retrieval' so that students become more aware of learning processes so that they become better learners who are able to retrieve their own knowledge more readily Continue to maintain high quality personalised feedback and ensure that disadvantaged students receive individual and personalised feedback 	EEF - Quality first teaching +1.5 years progress EEF - metacognition +7 months. EEF - Seating positions and live marking +6. EEF – feedback +6 EEF – individualised instruction +4	1,4 & 5.
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
Literacy strategy <ul style="list-style-type: none"> To continue to develop the Forensic Reading Program to explore and embed key oracy strategies. The purpose of forensic reading is to make 	EEF - Reading comprehension strategies +6.	1, 3 & 5

<p>our students better readers, to develop their oracy skills and close the vocabulary gap between PP and non-PP students.</p> <ul style="list-style-type: none"> Continue to embed READ programme during tutor time to develop reading comprehension strategies and develop the use of oracy strategies within this program. <p>Prioritise PP students for reading and literacy intervention where students have a lower reading age.</p> <ul style="list-style-type: none"> Implement use of SPARX reader. Implementation of a phonics program to boost student literacy, spelling and reading abilities Additional literacy intervention for those identified as reading below their academic reading age 	<p>EEF – Oral language interventions + 6</p> <p>EEF - small group /individualised tuition +4</p>	
<p>Continue to ensure that all students are able to access support, help and learning package software to support their learning and progress</p> <ul style="list-style-type: none"> Use of SharePoint for internal resources Subscription to SPARX in all English, Maths and Science. GCSE Pod utilised in Geography and History 	<p>EEF - HW programmes +5 on the toolkit.</p> <p>EEF – digital technology +4</p>	1
<p>Recruitment and retention of specialist teachers.</p>	<p>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.</p>	All

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure early identification of student concern groups and groups within groups through regular systematic tracking, monitoring and detailed analysis following data drops.</p> <ul style="list-style-type: none"> • Ensure that the outcomes of analysis and any current progress concerns are shared with Senior Leadership Team and wider staff through Head of Year / Heads of Department/whole staff briefings etc • Ensure that all (HOYs and HODs are systematically monitoring and challenging student underachievement through existing support programmes or new initiatives. • RAG team meetings with HOYs and HODs following data input drops. 	<p>EEF NA</p> <p>Underachievement in challenged promptly will all key personnel involved</p>	<p>1,3 & 5</p>
<p>Continue to develop and instigate programmes that combat anxiety and low self-esteem and improve literacy.</p> <ul style="list-style-type: none"> • Deliver intervention programmes on reading, phonics, self-esteem, and aspirations aimed at students who are identified as disaffected by staff and students themselves through or via RAG/Pastoral Team recommendation. • Use of Deputy Designated Safeguarding Lead to oversee all intervention provision and map both external and internal support providers. • In-school counselling provided through trained and accredited staff member. • In-school Art Therapy and self-esteem programmes utilising external agencies such as Tranquillity and Wolves interventions. 	<p>EEF - reading comprehension support + 6</p> <p>EEF – Phonics +5</p> <p>EEF – individualised instruction + 4</p> <p>EEF-mentoring +2</p> <p>EEF – Social & Emotional Learning +4</p>	<p>1, 2, 3, 5</p>
<p>Continue to build and develop programme of Mentoring & Support</p> <ul style="list-style-type: none"> • Mentoring and academic support offered by pastoral staff for both students and parents to access. • Develop a wider reaching peer mentoring scheme throughout all years, including Sixth Form. 	<p>EEF – mentoring +2</p> <p>EEF – peer mentoring+5</p>	

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to ensure that transition between primary and secondary school supports students to settle into their new learning environment quickly so that there is no dip in learning and any identified KS2 gaps are identified and addressed quickly.</p> <ul style="list-style-type: none"> • Maintain summer liaison and visit programme by transition lead to all primary schools to obtain background information. • Maintain SENCO liaison programme. • Continue to develop Transition Days and bespoke 'small group' additional transition days for disadvantaged and vulnerable students • Run a Summer School Programme for all • Strategic review and allocation of tutor/tutee to support integration into Secondary school. 	<p>EEF - small group tuition +4</p> <p>EEF-sport participation+1</p> <p>EEF-arts participation +3</p> <p>EEF – Social & Emotional Learning +4</p> <p>EEF- Summer School +3</p>	<p>All</p>
<p>To remove barriers for families in engaging and interacting with school.</p> <ul style="list-style-type: none"> • Continue to ensure that close working relationships between school and parents means that we can encourage those families / parents who are on the threshold of deprivation to seek out support through Early Help or financial assistance (FSM claims etc) who may not ordinarily do so. • Increase and widen Pastoral Support Team to include a Deputy Designated Safeguarding Lead. • Continue to support the development and training of Pastoral Support Officers (Early Help / Mental Health & Well-being / Safeguarding Training). 	<p>EEF – Parental Engagement +4</p> <p>EEF – Social & Emotional Learning +4</p>	<p>4, 5</p>
<p>Attendance and Punctuality Monitoring Ensure that daily attendance and punctuality of Pupil Premium students is high profile and reported at weekly meeting.</p> <ul style="list-style-type: none"> • Maintain robust system to record, track and monitor attendance • Maintain daily contact with priority students from AO 	<p>EEF – Parental Engagement +4</p>	<p>2</p>

<ul style="list-style-type: none"> • Use of AO to identify families in need of support and direct Instil Excellence to access and families in need of early help. • Continue to ensure appropriate staffing is in place to support students and their families and provide additional guidance and support required 		
<p>Maintain strategies to provide real life context to learning and opportunities to explore, experience and discuss aspirations and appropriate progression routes</p> <ul style="list-style-type: none"> • University encounters / Skills Show visit /Apprenticeship events etc. 	<p>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.</p>	<p>5</p>
<ul style="list-style-type: none"> • Building cultural capital – ensure that students are able to access a wide range of different enrichment opportunities, including trips and visits and are not disadvantaged as a result of socioeconomic circumstances • Track and monitor student participation in enrichment activities, so that we can ensure students access a broad and balanced range of activities and new opportunities. • Trip support Duke of Edinburgh Award financial support available for enrolment fees and equipment. • Develop and further extend our Student Leadership programme to encourage all students to hold least one leadership role and equip all students with the skills, confidence and self-esteem to believe that they can. 	<p>EEF – arts participation +2</p> <p>EEF – Collaborative Learning + 5</p> <p>EEF – Oral language interventions + 6</p>	<p>All</p>

Total budgeted cost: £161,175

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our results show our disadvantaged students do not progress at the same rate as non-PP students within the school. In 2023-24, school progress data for PP students was -0.68 and non-PP P8 was 0.08. This has been the highest Progress 8 data result for PP students since 2019 but the outcomes we aimed to achieve during the previous strategy so far have not been fully realised therefore this priority remains a focus within this plan. It is also for this reason that quality first teaching continues to be at the heart of our approach; however, we understand that this alone is not enough.

Attendance in 2023-4 was slightly improved (91.40%), when compared to the previous year (90.78% for all students). PP attendance has remained in line (85.90%), when compared to the previous year (85.05%). Therefore, attendance improvements have not progressed as intended in the previous plan, in terms of reducing the gap, however it has not widened further. It is also still slightly below the national dataset. In relation to persistent absence, disadvantaged students PA has also slightly improved (47.37%) when compared to the previous year (48.60%). When compared to all students this has also slightly improved (22.70%), when compared to the previous year (29.16%). For this reason, attendance, especially reducing persistent absence continues to be a focus of our strategy.

For a minority of our students' behaviour is a key challenge. 44% of suspensions were given to PP students, which, as a percentage is an over representation. This is an increase when compared to previous years (32%), however this could also be attributed to the increase in student numbers and the implementation of more robust behaviour systems during this academic year. This is why behaviour and well-being are still a focus in our current plan, with the intervention and parent engagement strategies incorporated as a key priority focus for this strategy.

Externally provided programmes

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

Programme	Provider
N/A	N/A

