



# The Wilnecote School

## Title: Pupil Premium Strategy

Member of leadership team with lead responsibility for oversight and update of policy	Mr. M Herbert
Approved at SLT	Dec 2024
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## 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	The Wilnecote School
Number of pupils in school	923
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21/22 - 24/25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	David Foskett
Pupil premium lead	Mark Herbert
Governor / Trustee lead	Mike Howell

### Funding overview

Detail	Amount 2024 - 2025
Pupil premium funding allocation this academic year	£244,391.00
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	£244,391.00

## Part A: Pupil premium strategy plan

### Statement of intent

We value and promote three main areas of achievement for all our students, including those in receipt of pupil premium, which are enabled both through curricular and co-curricular teaching and activities.

**Academic Outcomes** - With our parents, The Wilnecote School shares the very highest academic expectations of our students. We are committed to ensuring our students achieve outstanding individual outcomes which afford them the maximum opportunities in future phases of their lives and careers. To achieve the very best for outcomes for students we know we have to provide the very best curriculum both to ensure national requirements which are a passport to future progression are met but also so that individual needs are realised. We are committed to a broad and balanced 21<sup>st</sup> Century curriculum, taught by specialist teachers with a passion for their subject, for teaching and for the future of the young people in their classroom. High quality first teaching makes the biggest difference to a student's experience of school and their outcomes. Our curriculum offers our students a broad and balanced experience and effective progression routes into Post16 education, employment or training.

*Our intent for our students in receipt of PP is that they will bridge the gap to students that are non-PP students in our own Academy.*

**Nurturing Individual Talent** - Achievement of the very best outcomes for students is The Wilnecote School's core business but we also recognise the chance we have as educators to broaden a student's experience beyond the mainstream. Extra-curricular opportunities abound and we strive hard to provide complementary activities, trips and visits to enhance cultural literacy, a valuable commodity in the wider world.

*Our intent for our students in receipt of PP is that, individually, they develop their skills and experience beyond the curriculum and that, collectively their participation is the same as that for their non-PP peers.*

**Attendance** - our intent is for PP students to close the gap on attendance and be above national average. We recognize that the best place for young people to learn is in school.

**Excellent relationships and Personal Development** - The Wilnecote School is a cohesive learning community and the way we behave towards one another is very important in maintaining its character. We take behaviour seriously. Good behaviour which facilitates effective learning is encouraged, rewarded and reinforced. There is a very transparent and universal behaviour policy which is consistently applied and allows students to work in a calm and purposeful environment. Through form tutor support, daily assemblies, our PSHE program and the wider curriculum, as well as through role-modelling from staff, we promote our safe community and the key messages of tolerance, understanding and respect, to ensure students have the space to develop personally as well as academically. Mental health and wellbeing is well-supported and our students flourish.

*Our intent for our students in receipt of PP is that they enjoy strong and consistent relationships with both staff and their peers. Develop characteristics to be successful all of which support and contribute to their development and happiness.*

## Challenges

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

Challenge number	Detail of challenge
1	The disadvantaged cohort has lower attendance than that of non-disadvantaged students and this has been exacerbated by the pandemic.
2	Poor levels of literacy on entry amongst the cohort and a lack of academic and Tier 2/3 generic language.
3	A lack of cultural literacy. Many disadvantaged students have limited cultural experience, and this impairs their ability to access some curriculum content.
4	Limited parental aspirations and low expectations of education can reduce the ambition of some disadvantaged students.
5	<b>Educational disadvantage on arrival from primary partner schools.</b> Prior attainment on entry in terms of Key Stage 2 average point scores has always been significantly lower than the national average. This difference hovers around ---0.82 although there is a more pronounced difference from the national average in 2020-2021 Year 11 cohort.
6	PP students demonstrate less resilience and self-regulation, leading to increased number of low-level behaviour incidents, reducing learning opportunities.

## 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
Improved attendance for disadvantaged cohort	<ul style="list-style-type: none"> <li>% attendance for disadvantaged cohort matches that of non PP Students</li> <li>There is little or no persistent absence amongst disadvantaged students</li> </ul>
Improved reading levels across the school and the inculcation of a love of reading in our disadvantaged students.  Academic literacy best practice is embedded into teaching and learning as part of existing Key Stage 3 and 4 curriculum development.	<ul style="list-style-type: none"> <li>Reading data demonstrates a significant difference in attitudes and RA outcomes for PP students.</li> <li>There is evidence of rapid progress for those students with a RA of &lt; 10 years on entry.</li> <li>PP students use academic vocabulary often, across the curriculum and with confidence</li> <li>Attainment in Basics 4+ and 5+ is above national average for all students, closer to the national for non-PP students for GSA PP students.</li> </ul>
Increased cultural capital.	<ul style="list-style-type: none"> <li>Disadvantaged students benefit from a wide-ranging SMSC curriculum in curriculum time and</li> </ul>

<p>PP students are fairly represented and offered equal access to opportunities and access to extracurricular clubs and trips.</p>	<p>through assemblies and PSHE sessions in timetabled form time.</p> <ul style="list-style-type: none"> <li>• Disadvantaged students in Years 7 &amp; 8 access free musical instrument tuition and perform class, assembly and whole school where they can.</li> <li>• PP participation in extra-curricular activities and trips and visits is encouraged, supported financially when appropriate.</li> <li>• Students access homework using the new Go4Schools system.</li> </ul>
<p>Raised aspirations of disadvantaged students and their parents for post-16 and post-18 education, training and employment opportunities.</p> <p>All PP students participate in carers events in school.</p> <p>All PP students receive carers appointments to support choices Post 16.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged students receive effective, personalised advice and guidance to support appropriate post-16 applications.</li> <li>• No NEET PP students, all have a place in Post 16 Education or training.</li> </ul>
<p>Access to tablets to support online learning.</p>	<ul style="list-style-type: none"> <li>• PP students have access to tablet computers in Maths allowing them to access and complete online learning and revision sessions.</li> </ul>
<p>Improved attendance for PP students accessing wider opportunities that school offers, such as extracurricular clubs and educational trips.</p>	<ul style="list-style-type: none"> <li>• All PP Students can take part in extra curricular clubs and are encouraged and supported to take part in the wider community of the school.</li> </ul>

**Activity in this academic year**

**Teaching and Learning**

**Budgeted cost: £ 120,484**

Activity	Evidence that supports this approach	EEF Impact	Challenge number (s) addressed
<p>Curriculum developments to improve literacy and to develop cultural capital</p>	<p>Ongoing curriculum improvements support PP students in developing literacy skills and widening their cultural literacy as part of a universal approach.</p> <p>Curriculum approach to create ‘outstanding’ quality of education supported by evidence based research including: Rosenshine’s ‘Principles of Instruction’, Counsell’s ‘Disciplinary Knowledge’ and the work of Young and Sweller.</p> <p>EEF Impact of High-Quality Teaching and Learning EEF Teaching &amp; Learning Toolkit: Feedback Individualised instruction Mastery Learning</p>	<p>+6 +4 +5</p>	<p>2, 3, 5</p>
<p>CPD focused on Quality First Teaching</p> <ol style="list-style-type: none"> <li>(1) implementation of universal approach / wave 1 provision</li> <li>(2) Explicit teaching and vocabulary</li> <li>(3) Oracy</li> <li>(4) Formative Feedback</li> <li>(5) Rose and Shine Principles</li> </ol>	<p>Best practice approach - Leadership has placed great emphasis on responding to the needs of the individual. Wave 1 is the expectation of ‘Quality First Teaching’, where good quality teaching and suiting work to individual children means that every pupil is included. The needs of all children, including PP are considered, with high expectations for them. This is well supported by whole-school policies and planning.</p> <p>The proven features of this approach according to NASEN are similarly applicable to the PP cohort:</p> <ul style="list-style-type: none"> <li>• A broad, balanced and relevant curriculum with high engagement of pupils</li> <li>• High quality teaching that is personalised</li> <li>• High expectations of every pupil</li> <li>• Ambitious targets based on appropriate assessment and dialogue with pupils and parents.</li> <li>• Potential areas of difficulty addressed and potential barriers to learning removed through the effective employment of resources.</li> <li>• Regular assessment, monitoring and review of children and young people’s development and progress against targets and outcomes</li> </ul> <p>EEF Impact of High-Quality Teaching and Learning</p>		<p>2, 3, 5</p>

	EEF Teaching & Learning Toolkit: Feedback Individualised instruction Mastery Learning	+6 +4 +5	
Marking and Feedback Policy supports and directs planning of future teaching and learning.	Very high impact for very low cost based on extensive evidence (+6)  According to Hattie and Timperley (2007) feedback is one of the most powerful influences on learning and achievement, They developed a model of effective feedback that identifies the particular properties and circumstances that make it work. Feedback on task, process and self regulation level is far more effective than on the Self-level (e.g. praise which contains no learning information). Descriptive feedback is closely related to providing formative assessment (see above). In an interview Hattie emphasized that the most powerful feedback is that given from the student to the teacher. This feedback allows teachers to see learning through the eyes of their students. It makes learning visible and facilitates the planning of next steps. The feedback that students receive from their teachers is also vital. It enables students to progress towards challenging learning intentions and goals.  EEF Impact of Feedback	+6	2, 4, 5
Continued application of whole school literacy strategy  Targeted programmes for lowest quintile of readers (a) Phonics (b) Reading Comprehension	Reading comprehension strategies - very high impact for very low cost based on extensive evidence (+6) Phonics - very high impact for very low cost based on extensive evidence (+5)  Evidence base includes work of - Quigley, Lemov and Becks  EEF Impact of Phonics	+6 +5	2, 5
Fresh Start and training of staff to deliver Fresh Start to PP students.	PP students identified will receive Fresh Start intervention. Fresh Start (FS) is a catch-up literacy intervention for pupils at risk of falling behind their peers in early secondary schooling. It provides systematic and rigorous practice in phonics so that pupils are at an appropriate level to join the mainstream group after completion of the intervention.  EEF Impact Fresh Start	+3	2,4, 5



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

**Budgeted cost: £63,354**

Activity	Evidence that supports this approach	EEF T and L Impact	Challenge number(s) addressed
<p>SLT PP Champions, identified Key Stage 4 students mentored by members of SLT to support academic and personal progress.</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. (+7) EEF Metacognition Impact</p> <p>Oral language interventions have very high impact for very low cost based on extensive evidence (+6) EEF Oral Language Impact</p> <p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. EEF Mentoring Impact</p> <p>University of Cambridge: Faculty of Education - Dialogic Teaching Research Programme</p> <p>"When students are given opportunities to contribute to classroom dialogue in extended and varied ways, they can explore the limits of their own understanding. At the same time they practice new ways of using language as a tool for constructing knowledge."</p> <p>By engaging students in dialogue, teachers can:</p> <ul style="list-style-type: none"> <li>- explain ideas</li> <li>- clarify the point and purpose of activities</li> <li>- 'model' ways of using language</li> <li>- help students grasp new ways of describing phenomena." </li></ul>	<p>+7</p> <p>+6</p> <p>+2</p>	<p>2, 5, 6</p>
<p>Music Lessons for all PP students in Years 7 and 8.</p>	<p>Arts participation - moderate impact for moderate cost (+3) EEF Art Participation Impact</p> <p>Children in low-income households are half as likely to take music lessons.</p>	<p>+3</p>	<p>3, 2</p>

	<p>The MU report “Understanding how income affects likelihood to learn an instrument” (September 2018) suggests only 19% of children from families earning less than £28,000 learn a musical instrument, compared with 40% of those in high-earning households. Ed Psych contribution to the report - “The power of music to young people is palpable, as access from a young age can not only positively impact a child’s cognitive abilities, but their social and emotional development too.”</p> <p>“Parents from lower socio-economic backgrounds often have so many additional stressors that accessing music may be low down on the priority list for their child. It is the role of government and schools to nurture and encourage children’s exploration of music as a powerful learning and social tool.”</p> <p>The school has a strength in this area which supports this approach: The school has received the ‘Gold’ award for music provision from Staffordshire LA. Main findings:</p> <ul style="list-style-type: none"> <li>• There is a rich and comprehensive music curriculum in place, pupils make good progress throughout the key stages and many develop as strong musicians.</li> <li>• Instrumental work - Students make good progress.</li> <li>• There is an established programme of musical performances throughout the year.</li> <li>• Sharing between pyramids of schools is used to develop programmes of learning and support.</li> <li>• The school is applying to achieve an ‘Artsmark’ award from the Arts Council England demonstrating a commitment to arts, culture and creativity.</li> <li>• Our leader of music has been invited to join a development group of Lead Practitioners.</li> <li>• “The Wilnecote School continues to be a beacon of good quality music provision in Staffordshire.”</li> </ul>		
<p>Attendance at extra-curricular and on trips and visits encouraged, supported financially when applicable and monitored</p>	<p>Research conducted by the US National Center for Education Statistics found that participation in extracurricular activities have a positive correlation to the students’ attendance, GPA, test scores, and expected educational goals. (Nov 2014)</p> <p>Benefits of participation in extra-curricular activities have been found to include:</p>	<p>N/A</p>	<p>3,6</p>

	<ul style="list-style-type: none"> <li>• Improvement in academic performance</li> <li>• Opportunities for exploration of interests and the creation of broader perspectives</li> <li>• Higher self-esteem</li> <li>• Social opportunities</li> <li>• Productive breaks</li> <li>• Development of essential life skills</li> <li>• Additionally in CVs</li> <li>• Enhanced university applications</li> </ul>		
Designated transition interview programme with PP students and their parents/carers.	<p>Parental engagement - moderate impact  “The engagement of parents in their children’s education is an important factor in raising attainment. Their active support at transition has also been found to be important in easing the transition from primary to secondary school.” Supporting learning in the transition from primary to secondary schools” University of Bristol Feb. 2017.</p> <p>EEF Parental Engagement</p>	+4	4
Dedicated work-related learning and careers programme for Key Stage 4 PP students	<p>Raising aspirations has proven impact on pathway progression and as a result the higher outcomes that are demanded are more likely to be met  This approach is in keeping with the government’s emphasis on careers advice and their best-practice documentation - Careers Leader in place (at senior level) driving ‘The Wilnecote Way’ strategy.  DfE Careers Guidance and Inspiration in Schools (2015)  “Young people who are uncertain or unrealistic about career ambitions are three times more likely to spend significant periods of time not in education, employment or training.  (NEET). Providing improved careers services will ensure that young people can select educational routes (and then begin their working life in a job) that are suitable for them.”  EEF Careers Education (July 2016) Careers education works best when it is personalised and targeted to individuals’ needs from an early age. This, together with school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people’s transitions into education, training and employment.</p> <p>Our approach thus far has given us some strong destination data for disadvantaged students and an extension will only enhance</p>	N/A	4, 6

	their provision and outcomes.		
<p>Year 11 PP students receive core subject revision guides (English, Maths, Science)</p> <p>Go4Schools used to allow students and parents to see homework set</p>	<p>Investing in these resources to support the students will remove a barrier to access revision and homework. EEF report homework having a positive impact on students, particularly secondary aged students. Homework linked to the core subjects will be more effective on impacts of learning. Research shows it will also have a positive impact on reading.</p> <p>EEF Homework Impact Parental Engagement</p>	<p>+5 +4</p>	

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

Budgeted cost: £60,553

Activity	Evidence that supports this approach	EEF Impact	Challenge number(s) addressed
<p>Pastoral meeting standing agenda item focussed on PP students in House including the review of VP Points and possible interventions arising</p>	<p>Approach ensures closer monitoring of student engagement in school by tutors and supports better engagement with parents/carers (see above)</p> <p>Led by Assistant Headteacher</p> <p>Emphasis on importance of Value Points system for PP students and their learning behaviors - ‘putting in place clear reward systems can improve pupil behaviour in the classroom, not just for those pupils most likely to misbehave.’ EEF Improving Behaviour in Schools, Evidence Review December 2019</p>	<p>N/A</p>	<p>1, 3, 6</p>
<p>Attendance and behaviour data used in departments to monitor PP students and promote intervention</p>	<p>Behaviour interventions (such as use of Inclusion Team) Moderate impact for low cost based on limited evidence (+4)</p> <p>Led by Head of Department/Faculty</p> <p>Approach ensures closer monitoring of behaviour attainment and progress in school by individual subject teachers - multi faceted approach.</p>	<p>N/A</p>	<p>1, 4, 6</p>
<p>Regular meetings of the attendance team focus on interventions for students who are PP</p> <p>Targeted EWO involvement where necessary to support PP students and families with attendance.</p> <p>Targeted PP Workshops for identified students.</p>	<p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons. ‘The link between absence and attainment at KS2 and KS4’ DFE March 2016</p> <p>EWO workshops working with targeted disadvantaged students. These workshops will be focussed on Year groups with the biggest gap in attendance from non-disadvantaged students. These have started with Year 10 students and attendance data will be tracked to monitor impact.</p> <p>‘Improving attendance at school’ DFE 2012</p>	<p>N/A</p>	<p>1, 2, 3</p>
<p>PP students targeted, prioritised and supported in undertaking Duke of Edinburgh award.</p>	<p>Proven benefits of a national programme which supports students’ development, both academic and personal. This is investment on the future of our PP cohort</p>		<p>3, 4, 6</p>

	<p>The benefits are that the programme develops the skills and attitudes they need to become more rounded, confident adults. Qualities that colleges, universities and employers are attracted to.</p> <ul style="list-style-type: none"> <li>- Self-belief and self-confidence</li> <li>- A sense of identity</li> <li>- Initiative and a sense of responsibility</li> <li>- A real awareness of their strengths</li> <li>- New talents and abilities</li> <li>- The ability to plan and use time effectively</li> <li>- Learning from and giving to others in the community</li> <li>- Forming new friendships</li> <li>- Problem solving, presentation and communication skills</li> <li>- Leadership and teamworking skills.</li> </ul> <p>EEF Outdoor Adventure Learning</p>	+1	
PP Students supported in attending and mentoring support offered through extracurricular clubs	<p>EEF mentoring builds relationships with young people either in school or at the end of the school day. Mentors can meet in groups, this also becomes a form of peer tutoring (EEF state this to be high impact). Parental engagement will also be part of these sessions. EEF key findings states this will have a positive impact and support progress.</p> <p>EEF Mentoring Impact</p>	+2	6
Improved Aspirations for PP students at The Wilnecote School	<p>All Year 9 PP students will have aspirational worked based, motivational and aspirational speakers coming into school and presenting to them. The Wilnecote Way will deliver PSHE carers sessions.</p>	N/A	4
Improved behaviour choices for PP students.	<p>Support disadvantaged with behaviour. Data is used to identify disadvantaged students whose behaviour in school is causing concern. PP specific inclusion support is in place to support those students and behaviour data is used to monitor impact.</p> <p>PP students will also have access to our internal AP, refocusing our most challenging student's classroom behaviour with high level intervention. Data on all aspects of these students is used to measure impact, including attendance, behaviour and SEMH.</p>	+4	6

	EEF Behaviour Impact EEF Metacognition and Self-Regulation	+7	
PP ting Students join up English and Maths results at GCSE	Support disadvantaged students in English and Maths interventions. We will ensure students are able to attend and offer PP specific interventions. Incentives to attend will also be used. Attendance data as well as Internal and external monitoring will be used to measure impact.  EEF Impact Small Group Tuition	+4	2,4,5

## Part B: Review of outcomes in the previous academic year

### 1) Academic Attainment

External Examination Attainment Year 11 - Attainment 8

%	2019	2020	2021	2022	2023	2024
PP 4+	9.7	55.8	33.3	38.5	29.7	37
PP 5+	35.5	23.3	14.8	26.9	13.5	19.6
Non-PP 4+	34.7	60.9	66.7	66.3	51.4	60.7
Non-PP 5+	66.3	39.1	46.7	39.1	27.9	34.4

There have been improvements in the attainment of PP students in external examinations. However, the gap between PP and non-PP students remains.

CPD focused on quality first teaching has had an impact on the outcomes of students together with the curriculum development and Year 11 sprint finish. Further impact of curriculum development should be seen as students continue through their education journey.

#### PP SLT Champions

English Language PPE	Grade	Difference	English Literature PPE	Grade	Diff	Maths PPE	Grade	Difference	Average
3	6	3	2	7	5	4	4	0	2.7
3	5	2	2	5	3	4	4	0	1.7
3	5	2	4	5	1	4	5	1	1.3
4	3	-1	2	5	3	1	2	1	1.0
4	4	0	2	4	2	5	6	1	1.0
1	3	2	2	3	1	4	4	0	1.0
3	5	2	2	1	-1	3	4	1	0.7
4	3	-1	2	4	2	4	5	1	0.7
3	4	1	3	4	1	5	5	0	0.7
3	3	0	1	3	2	1	1	0	0.7
2	2	0	2	3	1	4	4	0	0.3
3	3	0	3	4	1	4	4	0	0.3
5	3	-2	2	3	1	4	3	-1	-0.7
Average Change		0.6			1.7			0.3	0.9

SLT PP Champions initiative had a positive impact in core areas for students. On average there was an improvement in core subject grades of nearly a grade.



## 2) Improved attendance for disadvantaged cohort

- % attendance for disadvantaged cohort matches that of non-PP students
- There is little or no persistent absence amongst disadvantaged students

	PP Attendance	Non-PP Attendance	Gap
20-21	83.03%	88.9%	5.87%
21-22	85.82% ↑	90.15%	4.33% ↑
22-23	86.72% ↑	90.04%	3.32% ↑
23-24	88.4% ↑	91.7%	3.3% ↑

Attendance has improved each year for our PP students and is above the national average for PP students. The gap between PP and Non PP students has closed slightly compared to the previous year.

The attendance workshops run by the EWO targeting PP students, together with the standing item agendas on Pastoral SLT and attendance meetings has demonstrated an impact on supporting PP students with PP.

### Persistent Absence (less than 90%)

	PP	Non-PP	Gap
20-21	14	14.3	0.3
21-22	12.4	18.7	6.3 ↑
22-23	11.5	13.7	2.2 ↓
23-24	11.8	14.2	2.2 ↓

The gap between PP and non-PP Persistent absences has demonstrated a big reduction in the gap between PP and Non-PP from 21-22. It remained well below the national average.

## 3) Improved reading levels across the school and the inculcation of a love of reading in our disadvantaged students. Academic literacy best practice is embedded into teaching and learning as part of existing Key Stage 3 and 4 curriculum development.

- Reading data demonstrates a significant difference in attitudes and RA outcomes for PP students.
- There is evidence of rapid progress for those students with a RA of < 10 years on entry.

### Standard Age Score (SAS)

Students in both Year 8 and Year 9 completed SAS reading tests, which were administered in different ways between October and July. Despite the differences in test administration between the Autumn and Summer terms, above age expected progress has been made by Pupil Premium (PP) students.

## Reading

	Greater than age related progress	Above age related progress
Year 8	29%	13%
Year 9	33%	4%

## Spelling

	Greater than age related progress	Above age related progress
Year 8	29%	3%
Year 9	31%	14%

### 4) Behaviour

	21-22	22-23	23-24
% of DISADVANTAGED of their cohort receiving 1 or more suspensions	23.44% (49/209)	22.41% 54/241 ↓	16.38% 29/177 ↓
% of DISADVANTAGED of their cohort receiving 3 or more suspensions	10.4 (21/209)	9.96% 24/249 ↓	5.65% 10/177 ↓

There have been significant improvements in student behaviour. The percentage of Pupil Premium students receiving suspensions is well below the overall percentage of PP students in the school, allowing these students to maintain access to the lessons and curriculum.

The Inclusion Department has provided targeted support to a high number of PP students, with 48% of the students they supported being PP. This support focused on key areas such as anger management, behaviour improvement, conflict resolution, and social, emotional, and mental health (SEMH) needs.

The school's internal Alternative Provision (AP), which represents the highest level of support available, has also played a crucial role. Of the students working in AP, 35% were PP. This intervention has positively impacted behaviour and attendance, with an average attendance increase of 3.4% among these students and significantly reduced suspension.

Learning walk data further demonstrates an improvement in behaviour across the school. This is corroborated by staff feedback, which highlights noticeable behaviour improvements coupled with a reduction in sanctions.

Staff voice 57% of teachers reporting that behaviour is now good,

'Consistency with behaviour is better than has been across the school'.

'Good overall, most year groups respond well to staff and are polite and positive'.

### 5) Increased cultural capital.

- Monitoring extracurricular clubs and trips demonstrates that PP students are fairly represented and offered equal access to opportunities.
- Disadvantaged students benefit from a wide-ranging SMSC curriculum in curriculum time and through assemblies and PSHE sessions in timetabled form time.
- Disadvantaged students in Years 7 & 8 access free musical instrument tuition and perform class, assembly and whole school where they can.
- PP participation in extra-curricular activities and trips and visits is encouraged, supported financially when appropriate.

Attendance of PP students has meant a higher number are accessing the SMSC curriculum through assemblies and PSHE sessions during tutor time.

PP student accessing extracurricular clubs has increased from term to term. However, they are still not fully represented at clubs, a further identification and targeting of PP students that have not accessed clubs needs to be done to support them into accessing extra-curricular.

	Term 1			Term 2			Term 3		
	All	PP		All	PP		All	PP	
<b>KS3</b>	162	47	29%	152	41	27%	70	22	31%
<b>KS4</b>	125	34	27%	193	47	24%	93	28	30%
<b>Totals</b>	287	81	28%	345	88	26%	163	50	31%

Music lessons for PP students has been taken up and continued by a small amount of students. All the students that have taken up the opportunity have expressed their enjoyment. Although it's a small number the impact on those students is excellent. A focused drive to encourage more take up by the Music department will hopefully drive the numbers higher, however the sessions are before school (the only time we are able to offer the sessions) is something that students have reported being a factor in their ability to access the sessions.

Students have spoken highly of the experience and opportunity to take part in Music lesson Student A - 'My music lessons are great; I have really enjoyed learning a musical instrument'. Student B - 'I love being able to learn how to play'.

	Year 7	Year 8	Year 9
<b>23-24</b>	7	4	3
<b>22-23</b>	6	5	4

### 6) Raised aspirations of disadvantaged students and their parents for post-16 and post-18 education, training and employment opportunities.

- All PP students participate in carers events in school.
- All PP students receive carers appointments to support choices Post 16.
- Disadvantaged students receive effective, personalised advice and guidance to support appropriate post-16 applications.
- No NEET PP students, all have a place in Post 16 Education or training.

All PP students went on to a destination Post 16 after receiving careers advice and guidance through the school PSHE guidance. PP students received several independent careers advice and guidance interview allowing them to have a personalised plan moving into post 16 education.

	% PP Neets
20-21	0%
21-22	0%
22-23	0%

### 7) PP Students have access to Tablets to support online learning in Maths.

- PP students have access to tablet computers in Maths allowing them to access and complete online learning and revision sessions.

PP funding supported the purchase of Maths tablets, enabling all students to access online assessments during lessons, engage with live feedback, address misconceptions, and explore various graphing software. This technology facilitated the use of live feedback through the Eedi software, which supports learning in Maths. Teachers measure progress by using Personalised Learning Checklists (PLCs) after assessments to help students practice skills on SparxMaths.

Additionally, the Desmos graphing calculator provides students with visual examples during their studies, enhancing their understanding of complex concepts. Year 11 students have also benefited from OnMaths, which aids exam practice and preparation.

Impact Evidence: Internal Year 11 data showed a notable improvement. A comparison of PPE 1 (October 2023) to PPE 2 (December 2023) revealed an average increase of 1 grade against PP students' target grades.

Sustained Impact: The use of tablets continues to support students across different year groups, ensuring PP students in Maths have access to technology that enhances their learning experience in lessons.

### 8) Improved access to wider opportunities for PP students that school offers, such as extracurricular clubs and educational trips.

- All PP Students can take part in extracurricular clubs and are encouraged and supported to take part in the wider community of the school.

The offer to students to take up the opportunity to access trip and visits is growing school all the time. Development of the Policy around trips and visits will have a specific focus on PP students.

The Year 9 trip to London Natural History Museum was well represented by PP students.

	Number	%
PP	35	25

Duke of Edinburgh is a new offer to students at The Wilnecote School, all PP students had fully funded participation places to access the award. PP students also have free access to expedition equipment (including tents and rucksacks).

The proportion of PP students taking DofE was 19%. It has had an impact on students in school. We measured behaviour data of PP students engaging in DoE.

<b>Month Before Trip</b>	<b>Month After Trip</b>
84 positive points	137 positive points

The data shows a 63% increase in the positive behaviour points awarded in school

Inspirational talks were delivered through and PSHE days, these included Michael Bibring, a Second-Generation Holocaust speaker delivering a talk to Year 9's and Adventure Man. Two small groups of PP students from across the school had workshops with him. Student voice from the sessions was 'amazing to hear him talk about his experience'. 'Brilliant!'. 'Inspiring to hear him talk about his life'. 'He was great!'

Attainment (2020 and 2021) - Centre and Teacher Assess Grades				
	2020		2021	
Total Cohort	158		132	
PP Cohort	43		27	
	PP	Non PP	PP	Non PP
% achieving Grade 5 or above in English and Maths	23.3%	(39.1%)	15.1%	(46.7%)
% entered for English Baccaalaureate	10.7%	(1%)	18.5%	(16%)
% achieving grade 5 or above in the English Baccaalaureate	2.3%	(13.9%)	4.1%	(4.1%)
Progress 8 score			-0.74	(-0.15)

Attainment - External Assessment						
	2022		2023		2024	
Total Cohort	118		148		168	
PP Cohort	26		34		46	
	PP	Non PP	PP	Non PP	PP	No PP
% achieving Grade 5 or above in English and Maths	26.9%	(39.1%)	6%	(24%)	19.6%	(34.4%)
% entered for English Baccaalaureate	6.1%	(22.8%)	0%	(26%)	28%	(20%)
% achieving grade 5 or above in the English Baccaalaureate	0%	(23.1%)	0%	(6.8%)	23%	(44%)
Progress 8 score	-1.01	(-0.15)	-0.93	(0.48)	-0.77	(0.23)

**Further information (optional)**

**Attendance**

PP funding is being used to support external workshops led by the Education Welfare Officer (EWO) to work with targeted disadvantaged students. These workshops focus on year groups with the largest attendance gaps between disadvantaged and non-disadvantaged students.

Impact will be measured through attendance data and both internal and external progress monitoring.

**Behaviour**

Funding is being used to address behaviour concerns among disadvantaged students. Actions include:

- Using behaviour data to identify students whose conduct is a concern.
- Implementing PP-specific inclusion support to address behavioural challenges.

- Providing access to the school's internal Alternative Provision (AP) for high-level intervention, helping refocus classroom behaviour for the most challenging students.

Impact will be measured using a variety of data, including attendance, behaviour, and SEMH (social, emotional, and mental health) metrics.

#### **Fresh Start**

Students in Year 7 who require additional intervention will be identified and supported through targeted strategies. The **Fresh Start** program will be delivered within designated English sets specifically created to provide focused support. PP students will be proportionally represented within these sets to ensure equitable access to intervention.