

Pupil premium strategy statement 2023-24

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	St. Wilfrid's RC College
Number of pupils in school	1,374
Proportion (%) of pupil premium eligible pupils	29.5%
Academic year/years that our current pupil premium strategy plan covers (This is year 3 of the overall plan)	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	LGC on 5 December 2023
Pupil premium lead	Denise Ritchie
Governor lead	Emma Shaughnessy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	356,040.00
Recovery premium funding allocation this academic year	90,252.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	446,292.00

Part A: Pupil premium strategy plan

Statement of intent

In alignment with our whole school ethos of ***faith, learning and support***, we uphold our high expectations for all pupils, regardless of their socio-economic background. As part of a caring Catholic community, we nurture and develop our pupils and strive for the best in all aspects of school life - we embrace our school motto of “getting better never stops” in a drive for continual learning and improvement to support our school community. We understand the additional challenges our disadvantaged pupils face, exacerbated by the pandemic, and through our thorough and robust analysis, treat each child as an individual to identify and target support where it is most needed. We are driven by pupil need, not labels.

Our strategy sits alongside our School Development Plan with key foci for our more vulnerable students centered around improving literacy, stretch and challenge for our higher attaining pupils and supporting our community recover from the pandemic. We understand that the language gap is the attainment gap and as such, literacy is a key focus not just this year but as part of our long-term strategic goals.

We want to remove any barriers to the school day for our most vulnerable pupils, ensuring they can access a broad and balanced curriculum, top quality levels of pastoral care and achieve in line with their non-PP peers. We will do this through an evidence informed Teaching and Learning strategy, targeted academic support and wider support to help our whole school community, as detailed below.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low literacy levels on entry to the school</p> <p>Evidence: <u>Reading age:</u> Year 7 2022 below chronological reading age:</p> <ul style="list-style-type: none">• PP: 23%• Non-PP: 12.8% <p>2023- 26% of Year 7 have a reading age below 9:06 (the functional literacy level) Of those 26%, 40.8% are PP 15% of our Year 7 cohort entered with KS2 reading results below expected levels of progress. 29% of this cohort are PP.</p>
2	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers.</p>

	<p>Evidence: Year 7 gap: PP = 103, non-PP = 105 Year 11 gap: -0.47 Question level analysis of KS2 SAT papers indicated that pupils have a significant gap between arithmetic and reasoning/ problem solving. Y7 struggled with FDP and geometry problems, question level analysis of Y11's end of year 10 assessments indicated that disadvantaged pupils struggle with geometry and measure- similar shapes, trigonometry and transformations.</p>
3	<p>Poor attitudes towards attainment from some students and poor parental engagement from some parents. Lack of understanding of job roles, financial implications and routes into HE in some families.</p> <p>Evidence: For example, Year 10 parents' evening in June 2023: 78% of parents of non-disadvantaged students attended 47% of parents of disadvantaged students attended</p>
4	<p>Poor attendance amongst some students (particularly older students)</p> <p>Evidence: <u>2022-2023 academic year - gaps between non-PP v PP</u> Year 7 gap - 94.50% v 89.96% Year 8 gap - 93.43% v 89.48% Year 9 gap - 93.19% v 87.61% Year 10 gap - 92.89% v 88.57% Year 11 gap - 93.40% v 94.00% All school gap - 93.48 % v 89.92%</p>
5	<p>Additional barriers caused the cost of living crisis. Wider challenges such as food provision, hygiene provision, access to tech and learning resources.</p>
6	<p>Poor mental health, exacerbated by the pandemic and cost of living crisis. Evidence: 61.5% of students accessing wellbeing support during social time are Pupil Premium. 89 students received counselling in the last academic year, of these 47% are disadvantaged.</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
Closing of the gap in literacy levels of those pupils entering Y7, Y8 and Y9 with a low reading age (Challenge 1)	<ul style="list-style-type: none"> - Engagement with our bespoke interventions to address specific barriers for individual children with the lowest reading ages. - Engagement with the Accelerated reader programme leading to improved scores in reading tests and improved confidence in and enjoyment of reading - Use of library for reading for pleasure and scholarly reading - Improvement over time in extended writing tasks - Progress evidenced through work scrutiny and pupil voice in our monitoring across all subjects
Closing of the maths attainment gap between disadvantaged students and their peers (Challenge 2)	<ul style="list-style-type: none"> – White Rose maths fully implemented across both key stages – Continued forensic analysis of assessments to identify specific gaps in knowledge and skills, with subsequent repairs – Engagement with bespoke interventions, including use of school-led tutor – Further embedding of our Trust’s Numeracy Guiding Principles across the school – Closing of the attainment gap in all year groups
Improved aspirations and parental engagement (Challenge 3)	<ul style="list-style-type: none"> - Improved pupil attendance at extracurricular clubs and homework clubs - Proportional representation of PP students at ‘Proud of our work’ events - Parental attendance at parents’ evenings in line with non-PP parents - Launch of aspirations programme for Year 9 students - Individual interviews for Y9, Y11, Y12 with Careerwave leading to positive conversations about future options and careers
Improved attendance (Challenge 4)	<ul style="list-style-type: none"> - Further embedding of our Trust’s Guiding Principle for Attendance - PP attendance to be in line with whole-school attendance. Aim for 100% attendance for all pupils, regardless of background.

	<ul style="list-style-type: none"> - For all pupils to be able to access all aspects of the school day. For socio-economic background not to limit opportunities for our pupils to engage in learning and wider school life
Improved attitudes towards attainment and subsequently improved attainment (Challenge 3)	<ul style="list-style-type: none"> - Improved performance in assessments and progress in line with non-PP peers - Active engagement and response to feedback - Participation in the Brilliant Club Scholars' programme
Closing of the gap between PP and non PP pupils (Challenges 1-6)	<ul style="list-style-type: none"> - Performance in assessments throughout the school year and summative, external examinations in line with non-PP peers
For any barriers to effective participation in the school day to be removed – both learning and attendance (Challenge 5)	<ul style="list-style-type: none"> - Increased pupil participation in events and school activities evidenced by School Cloud
Increased independence via homework completion (Challenge 3 and 5)	<ul style="list-style-type: none"> - Reduced number of sanctions for lack of homework. - Attendance at homework club and supported study club (Y11)
Increased exposure to a wide range of life journeys, careers and routes into employment (Challenge 3)	<ul style="list-style-type: none"> - Informed decision making regarding next steps - Increase in sixth form numbers
To improve pupil mental health and wellbeing (Challenge 6)	<ul style="list-style-type: none"> - Improvement in results from the MSLSS survey from the start of the year. - Pupil voice - HoH reports - Reduction in Class Charts incidents

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: £ 162,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit and retain high quality staff to ensure quality first teaching for all pupils	<p>All teachers and TAs have access to the Great Teacher Toolkit for bespoke, self-led and targeted CPD for continued improvement</p> <p>EEF Attainment Gap Report 2018 – <i>"Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. It is crucial; therefore, that schools focus all their resources on proven ways of improving teaching."</i></p>	1-6
Support staff to develop effective, research-informed teaching practices with a particular focus on our literacy and assessment strategies	<p>Embedding of our reading, writing and communicating strategy.</p> <p>All staff to use the bespoke CPD library to target specific areas for development identified in quality assurance processes and driven by whole school and departmental priorities.</p> <p>EEF - Feedback 5+ months. Clear and actionable feedback allows pupils to understand their specific strengths and areas for improvement.</p> <p>Maths mastery training and introduction of White Rose maths at KS3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1,2,3,6
Dedicated reading time each day – our reading canon	The reading gap is the attainment gap.	1, 6

	<p>“When it comes to social mobility, reading can work as a powerful boost to life chances. Reading for pleasure is one of the most important predictors of test scores at age 16, regardless of background. In fact, children from disadvantaged backgrounds who read often tend to score better than more privileged pupils who do not read at all. “</p> <p>https://tra-resources.s3.amazonaws.com/uploads/entries/document/3132/A Society of Readers - Formatted 3 .pdf</p> <p>EEF 7+ months progress over the course of a year - Successful reading comprehension allows pupils to develop their reading capabilities in an environment which allows effective but not overwhelming challenge.</p>	
<p>Development of school library and wellbeing area</p>	<p>Encourage a love of reading https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>Support literacy - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Support mental health - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1,2, 6</p>
<p><u>Raising aspirations</u></p> <p>School Colours programme for character development – Students who have previously achieved School Colours to mentor students who would like to apply this academic year.</p> <p>Careers programme:</p> <ul style="list-style-type: none"> ● Careers week ● STEM Fayres ● Use of Unifrog <p>Links with local universities</p> <p>Talk The Talk – PP students in Year 12 and (HP & PP) in Year 11 to participate in a ‘Talk About The Future’ workshop, aiming to relate skills and qualities to their</p>	<p>EEF – Life Skills and Enrichment: <i>“At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well- rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils’ attainment”</i></p> <p>EEF – Careers Education states: <i>“Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well-informed, relevant choices and plans for their future. This is especially true of pupils from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.”</i></p>	<p>3,5,6</p>

future career aspirations and the associated application and interview process.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 155,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group intervention and mentoring for KS4 pupils (Blue Support cohort, academic mentoring, HPA boys mentoring, STEP)</p> <p>Blue Support - Year 11 academic mentoring programme. Cohort includes students who are HPA and PP, and/or SEND, and/or under 95% attendance last academic year. Students have weekly target setting/review meetings with their mentor.</p> <p>STEP – Year 11 group intervention for targeted students on a Tuesday, Wednesday and Thursday after school, with PP students given priority. A range of subjects covered, but Maths, Science and English given priority on a Tuesday, Wednesday and Thursday respectively. Short cycles for vocational subjects takes place during prelim marking periods.</p> <p>Revision skills intervention for disadvantaged SEND students.</p>	<p>As this EEF report suggests, we will ensure the mentoring programme has a clear structure and expectations, that our mentors are provided with a detailed mentoring booklet and that our pupils are provided with ongoing support once the programme ends to ensure the positive changes persist. Mentors will be experienced and specifically chosen and matched to their mentees. These processes should ensure successful outcomes for our pupils.</p> <p>Through effective diagnostic assessment and targeted academic support we have followed the EEF guidance on implementing a small group intervention programme called STEP for our Year 11 pupils.</p> <p>Revision skills intervention is planned and delivered using the principles of the EEF Metacongnition seven-step model- Supporting Revision and the ‘Seven-step Model’ EEF (educationendowmentfoundation.org.uk). A variety of research informed revision strategies are explicitly taught in line with the strategies used by subject teachers.</p>	<p>3,5,6</p>
<p>Small group interventions</p>	<p>Small group literacy and numeracy intervention for a specifically targeted group of pupils, as suggested by the EEF.</p>	<p>1,2,3,4,5,6</p>
<p>School-led tutoring in mathematics</p>	<p>Small group tutoring in mathematics – use of a maths teacher to remove barriers to understanding and to build confidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2</p>

<p>Homework Clubs</p> <p>Open to KS3 and KS4 pupils - some pupils will attend voluntarily and others will be directed to attend by SLT or HOH. Support provided for those with SEND needs, tech provided for those who need to access work online.</p> <p>Supported study provided for Y11 and Y13 students after school each day.</p>	<p>EEF 5+ months over a year. High quality homework and the opportunity to complete this work within school supports disadvantaged pupils who may have difficulty accessing quiet work spaces and/or technology</p>	<p>1,2,3,4,5,6</p>
<p>Reading time interventions:</p> <p>Phonics</p> <p>Small group reading</p> <p>Pre-teaching vocabulary</p> <p>Accelerated reader</p>	<p>“Pupils who struggle to read struggle in all subjects” Nick Gibb (DfE)</p> <p>Our reading programme is in line with our Trust’s Guiding Principles on Reading, Writing and Communication. These principles draw on evidence from EEF, Alex Quigley and Daniel Willingham.</p> <p>KS3 literacy strategies – targeted and specialist intervention with pupils during reading time with English teachers and teaching assistants</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Reading_Programmes_for_Secondary_Students_Evidence_Review.pdf?v=1666895127</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>Phonics interventions – EEF 5+ Months over a year when taught explicitly and systematically to support children in making connections between sounds and written word. Some disadvantaged pupils may not have developed phonological awareness at the same rate as others.</p>	<p>1,6</p>
<p>Literacy interventions in English lessons</p>	<p>Use of accelerated reader data to inform book choices and in-class intervention during reading lessons.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p>	<p>1,5,6</p>

Numeracy interventions and small group tutoring	Evidence on mathematics from the Teaching and Learning Toolkit alongside the findings from recent EEF projects suggest that interventions should include: explicit and systematic instruction, clear support for whole class instruction and must motivate pupils.	2
<u>Raising aspirations</u> Brilliant Club Scholars' programme: https://thebrilliantclub.org/the-scholars-programme/ Bright Futures access for vulnerable girls (South Tyneside LA)	Analysis by the Sutton Trust has revealed that the gap between disadvantaged pupils and their peers accessing university has widened over the last three years, from 23 percentage points in 2019, before the Covid health crisis, to 25.6 percentage points in 2022.	3

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

Budgeted cost: £ 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Study Club A classroom supervised by a member of staff is available each lunch time for Year 11 students to complete independent study. 6/10 sessions in the two week timetable are in computer rooms.	Voluntary study club – snacks, laptops – build a sense of belonging and collaboration. Link to Peps McCreas research on motivational drivers .	1,2,3,4,5,6
Build on our work with Children North East's Poverty Proofing the School Day programme to support pupils to remove barriers to learning caused by food provision, technology, hygiene and school resources	Work with Poverty Proofing suggested the benefit of the following support in order to remove barriers to learning during the school day and beyond: Breakfast Laptop provision Art and DT resources for homework and cooking Food parcels Homework club Hygiene banks	5

<p>Free breakfast provided to support families who might need it most.</p>		
<p>Rewards based strategy to motivate and encourage pupils in their learning. Rewards for credits – Headteacher and House awards each week – celebrating successes</p> <p>Departmental and House postcards home</p> <p>“Proud of our work” events – Year 7 and 8 students who bring work they are proud of to receive a small reward after a conversation with Year 12 students. Students receive a gold star badge for attending two events.</p> <p>PSHE Achievement Award – One student in each year chosen at the end of each rotation/term who receive a trophy to keep the following rotation/term as well as an excellence award on the whole school behaviour system.</p>	<p>Motivating learning: https://pepsmccrea.com/resources/motivation/</p> <p>Student voice is very positive regarding ‘Proud of our work’ events – they enjoy their conversations with sixth form students and attendance at these events is increasing over time, eg 37% increase in number of students attending between October and February.</p>	<p>3,6</p>
<p>School trips subsidised to support our PP families in accessing these activities</p>	<p>To help build cultural capital and the wider experiences of PP pupils during their time at St. Wilfrid’s, as well as removing any barriers they may face to participating in something their non-PP classmates can participate in, we will offer a range of trips this school year which will be subsidised for PP students https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>3,4,5,6</p>
<p>CEAIG programme: Individual and small group careers interviews rolled out with Y9, Y11, Y12 to focus on transitions and thinking about the future</p>	<p>EEF – Careers Education states: <i>“Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well-informed, relevant choices and plans for their future. This is especially true of pupils from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High</i></p>	<p>3,5,6</p>

<p>Year 9 options interviews for PP/SEND students with an appropriate member of staff, SLT/HoH/AHoH/SENDCo/ Assistant SENDCo – Support students in ensuring the subjects they choose match their career aspirations.</p>	<p><i>quality careers education can help them progress smoothly into further learning and work.”</i></p>	
<p>Mental Health support</p> <p>Wellbeing area in school and school chapel</p> <p>Access to counsellors every day of the week in school</p> <p>Access to YMHFA training for all HoH and SLT</p> <p>School Chaplain to support with bereavements and losses</p> <p>Mental Health Ambassadors in school</p>	<p>https://educationhub.blog.gov.uk/2021/09/21/the-big-ask-survey-the-findings/</p> <p>MSLSS survey data for cross section of school community</p>	<p>6</p>
<p>Extracurricular clubs</p> <p>PE and Sport – A range of sports which match the curriculum offer, as well as additional activities, during both active lunch and after school.</p> <p>Music – A range of clubs before school, at lunch and after school.</p> <p>Chess Club</p> <p>STEM Club</p> <p>Library Club</p> <p>Year 10 Computer Science Club</p> <p>Eco-Club</p> <p>Arabic Club</p> <p>Philosophy & Ethics Club</p> <p>Two week timetable shared daily during morning registration. Available for parents to view on the school website and social media.</p>	<p>Evidence to support arts participation (+ 3 months) and physical activity (+ 1 month)</p> <p>In particular, for our more disadvantaged pupils “Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.” EEF</p>	<p>3,5</p>
<p>Subsidised/free music lessons</p>	<p>Arts participation, three months additional progress according to the EEF Toolkit.</p>	<p>3,4,6</p>

<p>Attendance officer focus on attendance of disadvantaged pupils, liaising with families and tracking progress</p> <p>Return to school meetings with PP students are scheduled with Heads of House to ensure that students are welcomed back and that the importance of good attendance is reinforced.</p> <p>Year 11 Strategy – Students who have had 100% attendance, are entered into a prize draw the following Monday to win a £10 gift voucher.</p>	<p>As students miss more lessons in secondary schools, their attainment across a range of measure declines. Attendance makes a difference to student attainment. Our KS4 outcomes demonstrate this trend.</p>	<p>3</p>
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Total budgeted cost: £ 447,000

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 2021 to 2022 academic year.

Our 6 challenges for 2022-2023

- 1) Low literacy levels on entry to school
- 2) The maths attainment of disadvantaged pupils is generally lower than that of their peers.
- 3) Poor attitudes towards attainment from some students and poor parental engagement from some parents
- 4) Poor attendance amongst some students (particularly older students)
- 5) Additional barriers caused by the pandemic. Wider challenges such as food provision, hygiene provision, access to tech and learning resources
- 6) Poor mental health, exacerbated by the pandemic, lockdowns and periods of remote learning.

Results of external examinations:

St Wilfrid's RC College had a cohort of 215 students sitting terminal exams, including GCSE's and BTEC's, in 2023, of this cohort 51 (23.7%) had PP status. When considering the cohorts as Pupil Premium (PP) and Non Pupil Premium

(NPP) a gap was evident upon entry. The average KS2 SSS for PP students was 103.5 compared to 107 for NPP, with the national average for this year group being 104.8.

The outcomes for PP students are highlighted below:

	PP	Non PP	National Average (all)
Ave Total A8	38.09	51.06	46.42
Ave Total P8	-0.71	-0.09	0.01
% Achieving 9-7 inc E & M	3.9	13.5	12.5
% Achieving 9-5 inc E & M	21.6	46.6	44.7
% Achieving 9-4 inc E & M	31.4	69.3	60.8
% Achieving 5 standard passes inc E & M	37.3	72.4	65.4
% Achieving 5 strong passes inc E & M	34.4	58.8	46.7

At STW, in 2023, outcomes for PP students were lower than Non PP students, in terms of attainment and progress against KS2 entry points. PP students achieved an average A8 grade of 3.8, with non PP students a grade higher at 5.1. PP students made less progress than NPP students, with a gap of 0.62. A smaller % of PP students achieved 9-7, 9-5 and 9-4 grades than their NPP colleagues, this was replicated in the % of students who achieved five strong and standard grades.

PP girls (28) achieved slightly lower outcomes than PP boys (23).

	Ave A8	Ave P8
Girls	36.71	-0.76
Boys	39.78	-0.66

High (10) and Mid (28) prior attaining PP students made significantly less progress than lower (10) prior attaining students.

	Ave A8	Ave P8
Low	29.18	+0.32
Mid	37.57	-0.84
High	49.85	-1.39

PP progress was relatively consistent across GCSE's (-0.80) and Vocational qualifications (-0.75) It is worth noting that the 'old' (-0.70) and reformed BTECS (-0.80) achieved similar outcomes.

PP students achieve relatively well in English Language, 51 students achieving on average 0.4 grades better in this subject than their others, Computer Science (ave 0.35 grades better), Art (average 1.56 grades better).

Review of last year's strategy:

Intended outcome	Success criteria	Progress made in 2022-23 academic year	Moving forward...
Closing of the gap in literacy levels of those pupils entering Y7, Y8 and Y9 with a low reading age (Challenge 1)	<ul style="list-style-type: none"> Improved scores in reading tests Improved confidence in and enjoyment of reading Progress evidenced through work scrutiny and pupil voice in our monitoring e.g. 4 lens Assessment data demonstrates gaps are closing 	<p>Of the students involved in literacy interventions:</p> <p>7.5 % have improved by 3 years or more 15 % have improved by 2 years or more 42.5% have improved by more than 1 year</p> <p>The students that did not demonstrate a positive change in reading age are continuing to access intervention in 23-24. Whilst the reading age data does not show an improvement, interventions did have an impact on students' attitude towards learning, reading and there was still success. This has been captured in individual case studies.</p>	<p>Interventions have expanded to offer a larger phonics support group.</p> <p>Intervention staffing is more stable than it was in 22-23 and staff have all been trained to deliver literacy interventions.</p> <p>23-24 interventions will continue to develop with the inclusion of a pre-teaching group to support students to access the curriculum.</p> <p>Consistent use of Accelerated Reader data allows us to identify any rogue test results and target our intervention with increasing accuracy.</p>
Raise maths attainment and progress of disadvantaged students to be in	<ul style="list-style-type: none"> Improved outcomes for disadvantaged students Improved outcomes in numeracy intervention Improved engagement in maths homework 	<p>The disadvantage gap between maths and other subjects has reduced.</p> <p>2022/23 difference of -0.17</p>	<p>Maths continues to be a subject of focus. Bespoke and specific in-class and out of class interventions continue.</p> <p>Focused use of timetabled opportunities within the</p>

line with their peers (Challenge 2)		<p>School-led tutoring for maths for identified cohort of underachieving PP students.</p> <p>Numeracy Intervention (46% of the cohort was disadvantaged- SEND and PP)</p> <p>Sparx Maths intervention online access for disadvantaged students with specialist teacher 3x times a week</p>	<p>school day (eg use of reading time post-Christmas)</p> <p>Additional support provided by school-led tutoring for specific students with multiple barriers.</p>
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<p>Improved aspirations and parental engagement (Challenge 3)</p>	<ul style="list-style-type: none"> ● Improved pupil attendance at extracurricular clubs ● Parental attendance at parents' evenings in line with non-PP parents ● Launch of aspirations programme. ● Launch of online family learning sessions, including literacy and numeracy. 	<ul style="list-style-type: none"> ● The Brilliant Club Scholar's Programme Year 12 (100% PP) ● Year 12: 14% PP, 36% no parental history of higher education, 57% living in 40% most deprived areas according to IDACI, 64% target students meeting 1 or more of 3 criteria. ● KS3: 14% PP, 36% no parental history of higher education, 64% living in 40% most deprived areas according to IDACI, 71% target students meeting 1 or more of 3 criteria. ● Year 11 careers interviews, Year 11 sixth form interviews and Year 9 options interviews for PP/SEND students with SLT/HoH/AHoH/SENDCo/Assistant SENDCo. ● Termly Careers focus in all subjects now written into schemes of learning – positive feedback from students ● Extensive use of Compass+ as a tracking system for pupil involvement in careers-based activities. ● 100% for 7 out of the 8 Gatsby Benchmarks ● Year 11 Parent Information Evening – Post-Christmas to share information regarding the strategies to be implemented for the remainder of the academic year as well as a Maths, Science, English carousel for parents to receive information on how they can support their students with revision specifically in their subject. Positive feedback received. ● Year 10 Parent Information Evening – Summer term to share information regarding the strategies to be implemented next academic year. Positive feedback received. 	<ul style="list-style-type: none"> ● Phonecalls to parents of PP students who have not booked appointments to continue ● Parent information evenings to continue – eg supporting your child to revise ● Appointment of permanent 'Raising Aspirations' Assistant Headteacher to continue the momentum and focus
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<p>Improved attendance (Challenge 4)</p>	<ul style="list-style-type: none"> ● PP attendance to be in line with whole-school attendance. Aim for 100% attendance for all pupils, regardless of background. ● For all pupils to be able to access all aspects of the school day. For socio-economic background not to limit opportunities for our pupils to engage in learning and wider school life 	<p><u>2022-2023 academic year - gaps between non-PP v PP</u></p> <p>Year 7 gap - 94.50% v 89.96% Year 8 gap - 93.43% v 89.48% Year 9 gap- 93.19% v 87.61% Year 10 gap - 92.89% v 88.57% Year 11 gap - 93.40% v 94.00% All school gap – 93.48 % v 89.92%</p> <p><u>2021-2022 academic year</u></p> <p>Year 7 gap- 95.7% v 94.72% Year 8 gap- 94.71% v 92.66% Year 9 gap- 94.05% v 87.42% Year 10 gap- 92.74% v 87.46% Year 11 gap- 85.39% v 81.78%</p> <p>Improvements can be seen in KS4 year groups.</p>	<ul style="list-style-type: none"> ● Year 11 attendance strategy ● Continued targeted focus on key subgroups by specific members of the pastoral team ● Calendar of analysis at SLT meetings ● PP return to school meetings to be conducted by HoH following absence from school ● Continued use of Trust Attendance Guiding Principles
<p>Improved attitudes towards attainment and subsequently improved attainment (Challenge 3)</p>	<ul style="list-style-type: none"> ● Improved performance in assessments and progress in line with non-PP peers ● Active engagement and response to feedback 	<ul style="list-style-type: none"> ● Proud of our Work KS3 events. Staff encouraged to celebrate the achievements and efforts of our PP pupils in particular. October - 31% of attendees PP. February - 34% of attendees PP ● Data across the school demonstrates widening gaps in attainment and progress between disadvantaged students and their peers. Training was delivered for new staff (our key barriers and strategies to overcome) and all staff regarding strategies for closing gaps in learning within the classroom and beyond. ● New assessment policy implemented across school at KS3 to focus on adaptive teaching and formative assessment. 	<ul style="list-style-type: none"> ● Proud of our Work to focus on KS3 alone. Might this be a culture we can embed and “bring up” as pupils move through the school. ● Continue with QFT strategies for in-class support / intervention; continue to prioritise disadvantaged students for out of class interventions and mentoring

<p>Closing of the gap between PP and non PP pupils (Challenges 1-6)</p>	<ul style="list-style-type: none"> ● Performance in assessments throughout the school year and summative, external examinations in line with non-PP peers 	<ul style="list-style-type: none"> ● Data above – note that students with multiple barriers have reduced attainment and progress compared with peers. For example, in outgoing Y11 data the largest gap existed between SEMH disadvantaged students and their peers; disadvantaged SEND students perform significantly worse than SEND students. ● Blue Support mentoring ● STEP (On average, 30% of the cohort was disadvantaged) ● Increased provision of revision guides for PP students – now includes Science, English Language, MFL and History. ● Ranstad tutoring – English Language for identified cohort of underachieving Y11 PP students. ● School-led tutoring for maths for identified cohort of underachieving PP students. ● Numeracy Intervention (46% of the cohort was disadvantaged- SEND and PP) ● Sparx Maths intervention online access for disadvantaged students with specialist teacher 3x times a week 	<ul style="list-style-type: none"> ● Continued forensic analysis of PP progress – bespoke and specific interventions and mentoring to continue in a timely manner ● Bespoke support in wellbeing area during school day. ● Implementation of a revision skills intervention for disadvantaged SEND students.
<p>For any barriers to effective participation in the school day to be removed - both learning and attendance (Challenge 5)</p>	<ul style="list-style-type: none"> ● Increased pupil participation in events and school activities 	<ul style="list-style-type: none"> ● Re-launch of Canny Clean with school council. Supplies maintained throughout the year to ensure full access. ● National Breakfast programme – excellent attendance. ● Calm start in wellbeing area, supervised by Teaching Assistants and Assistant SENDCo. ● 17% of students accessing music tuition are PP. 	<ul style="list-style-type: none"> ● To continue

<p>Increased independence via homework completion (Challenge 3 and 5)</p>	<ul style="list-style-type: none"> • Increased engagement with homework tasks 	<ul style="list-style-type: none"> • Homework club continues to be well attended. 56% of regular attenders are disadvantaged • Attendance at Y11 supported study – 37% of PP students regularly attended • Between 2021-2022 and 2022-2023 there was a 35% increase in credits for excellence, effort and homework. • Evidence in place to show improvement in number of debits once directed to homework club 	<ul style="list-style-type: none"> • Introduction of D1 sanction for incomplete homework – to allow teacher to support student with homework completion, therefore ensuring understanding of tasks. • Continue to monitor impact of homework club with all key stages. • Continue to run supported study sessions for Y11 students at lunchtimes and after school.
<p>To improve pupil mental health and wellbeing (Challenge 6)</p>	<ul style="list-style-type: none"> • Pupil voice • HoH reports • Reduction in CPOMs incidents 	<ul style="list-style-type: none"> • 31% of students regularly accessing extracurricular activities, including active lunch) are disadvantaged. • Wellbeing room/library now open for support in social time. 61.5% of users during social time are PP. • Blue support mentoring (30% PP) • Launch of anti-bullying ambassadors • Senior Mental Health Lead – Deputy Headteacher • Increased counselling offer (includes virtual counselling as well as 5 days per week on site). Of 89 referrals for counselling, 46% were PP students. • Mental health audit and action plan completed 	<ul style="list-style-type: none"> • Further development of wellbeing area • Continued access to YMHFA training • Further development of use of ambassadors • Use of school council as a vehicle for promoting self-care, resilience and positive mental health.

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
The Brilliant Club - The Scholars Programme	The Brilliant Club
School Led Tutoring	Randstad

Further information (optional)

Our PP strategy employs a learning led approach, not a label led approach, ensuring we use robust data to target pupils who need the support most. Our six key challenges tie in to our whole-school development plan and we plan to use the EEF implementation guide to support in discussions on how to strategically explore and identify challenges and allow us to build in regular opportunities to evaluate the impact of the strategies we have chosen to support our aims, allowing us to have responsive “exit ramps” to pause, amend or stop initiatives if we believe our actions are not having an impact.

We are aware of pupils who face multiple hurdles of disadvantage (such as FSM, SEND etc) and our needs-driven approach allows us to target the most effective support for those pupils based on needs, rather than labels.

Our school has an evolving cohort with increased diversity in younger years in particular due to changes in schools in the local area. We have a larger intake than ever before. The school has just opened a building extension to cater for growing pupil numbers and we have ambitious targets for increased pupil numbers at Key Stage 5 too. Our PP strategy is designed to allow us to extend the impact and sustain the covid bounceback strategies we have in place to ensure all pupils, from all backgrounds are able to succeed in school life at St. Wilfrid's.