

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Wadebridge School
Number of pupils in school	1070
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	September 2021
Date on which it will be reviewed	June 2021
Statement authorised by	Tina Yardley Headteacher
Pupil premium lead	Kate Goodwin Assistant Headteacher
Governor / Trustee lead	Stuart Robertson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 227,384
Recovery premium funding allocation this academic year	£30,885
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	£258,269 Allocation (£242555.50 + £12305 bursary + £3408.50 contingency)

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. We aim for disadvantaged students to make at least the same progress as those who are not disadvantaged nationally.

We aim to support disadvantaged students to achieve that goal no matter what their starting point or predicted attainment. Supporting those with additional needs and our highest attainers alike through a supportive programme based on needs assessment.

At the heart of our approach is high quality teaching for all students, no matter their needs or level of disadvantage. This approach is supported by evidence from the EEF and will impact all our students. We intend to support sustained and improved attainment for all whilst raising the awareness of staff of the need of disadvantaged students so that all students can excel.

Supporting our approach are a team of HLTAs and academic mentors who work with teaching staff to identify and intervene at the earliest opportunity to enable effective support for all.

We use robust diagnostic assessment to identify and target students across the school who need support without assumption. This is integral to wider school plans for education recovery offering targeted support to students whose education has been worst effected, including non- disadvantaged students. Part of this support is via our team of academic mentors and development of areas to support student wellbeing through our A3 provision and student support.

Our central aims are:

PP First – whole school approach whereby all staff take responsibility for disadvantaged students' outcomes and raise expectations.

Ready to learn – All students are prepared for school and provided with resources and materials to enable them to access their learning including a breakfast.

All can achieve – Students identified as needing academic support are mentored by academic mentors and supported within lessons by HLTAs. Those requiring support with mental health are identified and supported through student support and the pastoral care team.

Challenges

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

Challenge number	Detail of challenge
1	Persistent absence rates are too high and, although improving, attendance rates are too low for disadvantaged pupils. School average all students = 89.9% FSM6 = 83.8% YTD
2	Low standards of literacy and numeracy of many disadvantaged pupils upon entering the school in Year 7. 50% of students requiring extra support with English through a Phonics programme are PP 43% of students identified for support in Maths through power of 2 are PP
3	Engagement of parents with school is less for disadvantaged students Attendance at parents' evenings and information evenings is lower than that of non-disadvantaged students. In the most recent Y11 parents evening 37% of PP parents made appointments compared to 57% of non- PP parents.
4	Gaps in learning due to COVID-19 greater effect for disadvantaged pupils than for <i>other</i> pupils due to access to home learning. 55% of students achieving less than 10 Engagement points for learning were PP during the second lockdown. Data collected through engagement tracker on class charts
5	CAT test scores – PP students in Y8 have lower CAT scores than similar students- average CAT score = 94 compared to 102 for non-disadvantaged students In year 7 average CAT score = 92 compared to 103 for non-disadvantaged students
6	Less PP student engage with enrichment and extra-curricular activities. 18.3% of PP students access extracurricular clubs compared to 27.6% of all students
7	From data collected from referrals to student support the number of students seeking support for social and emotional issues has increased since the pandemic and the proportion of students who are PP is significantly higher than non-PP. This maybe driven by concerns about changes in family circumstances during the pandemic, lost learning or lack of social interact during this time. A3 access (targeted educational support on-site but in specific supportive environment) 50% of students accessing A3 are PP 7% of all PP compared with 1% non- PP students accessing this environment.

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
Disadvantaged pupils attend school regularly	Disadvantaged pupils' attendance and persistent absence figures improve and become much closer to non-disadvantaged and in line by 2024
Improved numeracy and Literacy among disadvantaged students at KS3	Accelerated reader comprehension tests show smaller disparity between scores of disadvantaged and their non-disadvantaged peers. WRAT scores improved for disadvantaged student following the Power of 2 course
Disadvantaged pupils have cultural capital enhanced by engaging with enrichment and extra-curricular activities	Analysis of participation rates show that disadvantaged pupils are experiencing enrichment activities such as DoE and PE
Increased PP parental engagement through Parents evenings	Increased PP parental engagement through Parents evenings. Greater positive contact from PP parents As shown by quantitative data from appointments system
KS4 outcomes for the whole disadvantaged pupils cohort approaches national figures for <i>other</i> pupils	Positive Progress 8 for disadvantaged pupils in all areas.
Improved wellbeing for all students, including those who are disadvantaged	Sustained levels of wellbeing as measured by pupil voice surveys and analysis of referrals to student support

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: £ 128682

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>HLTAs</i> (£6x20000)</p> <p>In class support for students identified through Horsforth quadrants following progress checks</p> <p>Support outside of the classroom by LRC intervention</p>	<p>+4 TA interventions Moderate impact for moderate cost EEF</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>+5 Phonics programme</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2,4,5
<p><i>Class charts</i> (£2300)</p> <p>Improved communication within the school and between the school and home through improved use of class charts and provision maps</p>	<p>+4 linked to parental engagement</p> <p>EEF _ Important to consider how you engage with parents and offer flexible communications for parents of older students.</p> <p>Offering practical strategies for parents to support learning at home alongside physical resources</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3
<p><i>Academic mentors</i> (£2500, £1941, £1941)</p>	<p>+2 EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	4

	One to one tuition EEF (educationendowmentfoundation.org.uk)	
<i>CAT4 test (£1900)</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,4, 6

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

Budgeted cost: £ 24873.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Power of 2. (£462.50)</i> Continue to deliver targeted support through regular short interventions using specifically trained TA support Recruitment of 1x TAs to support Power of two programme (£17000)	+4 Small group tuition EEF The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	2,4,5
<i>Accelerated reader (£7411)</i> <i>Support reading comprehension at KS3 through delivery of</i>	+6 Reading comprehension strategies EEF Reading comprehension strategies can have a positive impact on pupils'	2,5

<p><i>Accelerated reader programme for Years 7 and 8</i></p>	<p>ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	
<p><i>Academic mentoring</i></p>	<p>+2 EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2,4,5</p>

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

Budgeted cost: £ 89000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Breakfast club (£2000)</i></p>	<p>Importance of breakfast on school performance has been highlighted in research</p>	<p>1, 7</p>
<p><i>Well-being suite</i></p>	<p>+1 EEF low impact for low cost.</p>	<p>7</p>
<p><i>Education Welfare Officer (£25000)</i></p>	<p>Support for to improve attendance through supporting vulnerable students and their families</p>	<p>1</p>
<p><i>Attendance strategies</i></p>	<p>Attendance meetings with key stage leaders EWO and attendance Officer, Improved tracking using FFT Attendance tracker. Proactive system of informing parents of attendance issues.</p>	<p>1</p>

<p>Targeted emotional support – Motional programme and support for students unable to attend lessons through TEAMs 1x TA (£17000)</p>	<p>Social and emotional learning +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning TA Intervention +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 7</p>
<p>A3 inclusive curriculum provision- on-site provision for students unable to access a full timetable due to social and emotional issues. Inclusive curriculum Co-ordinator £20000</p>	<p>Social and emotional learning +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,7</p>
<p>Promotion of good health both physical and mental through individual care plans where necessary. Support for students with medical needs School nurse £25000</p>	<p>Social and emotional learning +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>7</p>
<p>Contingency funding for support for students through outside agencies such as HUGs, Remembering our roots etc £3400</p>	<p>Social and emotional learning +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>7</p>

Total budgeted cost: £ 197555.50

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 2020 to 2021 academic year.

A number of interventions outlined in our 20-21 Strategy document have been severely effected by the pandemic and therefore we have chosen to run some strategies into the coming year.

- Early maths and English intervention.

Successful intervention delivered through Power of 2 programme in Maths. (Data from DAB) Delivered remotely during lock down to maintain support.

Accelerated reader was launched in the summer term due to issues with loaning books due to Covid. Initial findings are positive (DAB) We have chosen to continue this programme with year 7 into 8 this year and as well as run it with year 7 as we feel that more time is needed to support these students following breaks in their in-school education.

- Literacy focus

All students in year 7 received a book through the book buzz scheme to promote reading for pleasure. Subject areas have produced Tier 2 and 3 vocabulary banks which have been shared with students. Online resources for students to access books were put in place during lock down using the Borrow box system. Uptake of this was limited.

- Use of CAT 4 testing

Students were identified for support via the phonics programme and power of 2 programme using this data. We also produced most likely grade (MEG) information using FFT to enable us to more accurately track progress of our year 7 students in the absence of SATs data.

- Tracking using Horsforth quadrant and progress checks

Due to pandemic progress checks were not produced for students and therefore this strategy will continue in 21-22.

- Improved parental engagement at parents' evenings

Due to the pandemic parent evenings did not take place however to support students with remote learning all PP students were contacted initially by a member of the PP team and then their tutor to ensure home – school communication was maintained.

All students were offered support with accessing digital resources on line including the provision of 87 laptops and 6 3G Data dongles.

Engagement in online learning was monitored through class-charts and further contact was made with students who failed to engage with these resources. This included home visits by EWO and members of the pastoral team.

- Disadvantaged students to receive individual tuition and feedback

All P students identified to staff using the class-charts system. Students identified on seating plans. HLTAs used within departments to support identified student through use of assessment data.

- Disadvantaged pupils engage fully with educational activity.

Bursary system reviewed and parents informed of changes. Needs of each student assessed and students received resources beyond the value of bursary where the need was identified. Trips, uniform, educational equipment such as calculators and revision guides provided.

- National tutoring programme

23 students in year 9 and 10 identified as needing extra support in English and Maths received 15 hours of one- one online tutoring via the National Tutoring programme. The provision with TLC live was found to be varied in quality and we had several incidents whereby students were left without a tutor for several sessions.

Based on baseline tests sat at the start of the block of sessions little improvement was found and we decided not to run with this programme this year. Also due to problems accessing the tutoring outside of lesson times it was felt that the 15 hours of tutoring were less valuable for the students than the 15 hours of lesson time that they missed in completing the sessions.

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
-----------	----------

National tutoring programme	TLC – Online
Word wall	Wordwall.net

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have support students via providing a breakfast club drop with key staff. Provided digital devices to aid communication with parents when deployed and supported cultural trips. Our PP HLTA has made contact with home and provided information about the support we can provide
What was the impact of that spending on service pupil premium eligible pupils?	We have very small numbers of service children in school. One student has a long term illness which effects attendance and we have worked to provide support when she is out of lessons. This has led to improved attendance and engagement online.