



## 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	Wickersley School and Sports College
Number of pupils in school	1749
Proportion (%) of pupil premium eligible pupils	16.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Tony Hardcastle - Headteacher
Pupil premium lead	Katie Bullock - Assistant Headteacher
Governor / Trustee lead	Catherine Tunnard

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£278,860.00
Recovery premium funding allocation this academic year	£42,340.00
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	£278,860.00

## Part A: Pupil premium strategy plan

### Statement of intent

At Wickersley School and Sports College we have high expectations for all our students and we aim to send every student into an ever changing world able and qualified to play their full part in all aspects of life. 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.

Our aim is to ensure that the gap in attainment between PP and non PP students is narrowed, that PP students have access to the same cultural capital as non PP students and that levels of engagement in all aspects of school life are high. Our expectations for our PP students are the same as our expectations for non PP students, students will leave us able and qualified to play their full part in all aspects of life beyond Wickersley and show our Wickersley Way attributes across the curriculum. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach is one of focussing on quality first teaching for all our pupils, as a result there is a focus on developing teaching and learning techniques for all our staff to ensure needs are met within the classroom and beyond. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Part of our approach also focuses on barriers to learning that some students face and what we as a school can do to eliminate or lessen the impact of these barriers.

Our support for students is a holistic approach which considers and factors in all we know about the student and what we can put in place to address any issues. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The overall aims of our PP strategy are:

- To reduce the attainment gap between the school's disadvantaged pupils and others nationally by 10%
- To raise the attainment of disadvantaged pupils
- To provide additional pastoral support to our PP pupils through the work of our PP learning mentor
- To increase the attendance rates for PP pupils, including overall attendance and PA
- To increase the participation rates of our PP pupils in extra curricular activities and therefore enhancing their access to cultural capital
- To allow our PP students to have the same access to remote learning and distance learning during times of isolation as a result of COVID

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Slower rates of progress for high, middle, and low attaining PP students in English and Maths</b></p> <p>Historically the attainment of our PP cohort has been low when compared to National Average. The 2019 exam data showed that our PP students achieved -0.26 progress 8 compared to non PP which was +0.2, this was still higher than the national of -0.44.</p>
2	<p><b>Literacy and numeracy gap on entry</b></p> <p>NGRT testing of our current Year 7 cohort has indicated that 43% of our literacy cohort are PP along with 17% of our RWI cohort.</p> <p>The SAS scores also show that there is a gap between the starting points of PP and non PP students, with the current year 8 cohort this is a gap of 7 points with the PP score being 98.4 compared to the non PP score of 105. Across the last academic year the non PP students made 4.4 points progress on average, compared to PP students making 4.3 points progress.</p>
3	<p><b>Lower levels of independence and resilience in lessons</b></p> <p>Historically our PP students have shown lower levels of independence and resilience with their own learning, this was highlighted during both periods of distance and remote learning as a result of COVID restrictions where the engagement of some of our PP students was lower than their peers.</p>
4	<p><b>Lower aspirations amongst some disadvantaged students and parents</b></p> <p>Some of our students live and grow up in an area of low social and economic mobility which can in turn lead to lower aspirations for our students. Some of these students would also be the first generation to attend University or Higher Level Apprenticeships. We are working hard to ensure that our students have high aspirations for themselves and dream big.</p>
5	<p><b>Reading ages and engagement with reading</b></p> <p>The reading ages of our PP cohorts are generally lower than those of their peers. This is highlighted in the literacy gap statistics above. Research by Marc Rowlands has shown that PP students have a more limited vocabulary and have had access to less words than their peers by the time they start school.</p>
6	<p><b>Higher rates of absence and persistent absence (PA)</b></p> <p>Our PP students have historically had a higher level and rate of absence than their non PP peers. This is evident in our PA rate for PP students which has historically been at least 5% higher than their peers.</p>
7	<p><b>Lower levels of parental engagement with some aspects of school</b></p> <p>We know that the vast majority of our parents play an active role in their child's education. However for a proportion of our parents this is not practically possible due to commitments with work, caring for dependents or their own physical and mental health barriers. We are always looking for ways to make our communication with these parents more accessible.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve the levels of attainment and progress of all PP students and reduce the attainment gap	<ul style="list-style-type: none"> <li>Levels of attainment and progress increase from starting points in September 2021</li> <li>Decrease in the gap between headline progress 8 scores for PP and non PP students</li> <li>Increase in reading age scores for PP students from starting points in September 2021</li> <li>Improve the number of PP students making expected progress in KS3 and KS4</li> <li>Increase parental engagement in parents evenings and other events to ensure parents are involved in their child's education</li> <li>Destination data to show more PP students are involved in higher education and studying appropriate qualifications</li> </ul>
To raise attendance rates for PP students  Targets 2021-22 15% PP PA 2022-23 12% PP PA 2023-24 10% PP PA	<ul style="list-style-type: none"> <li>Attendance rate improves for PP students from starting points in September 2021</li> <li>PP PA figures improve from starting points in Half Term 1 2021</li> <li>At PA risk cohorts improve in terms of overall attendance</li> <li>Consideration given to COVID attendance issues and associated absences and periods of isolation, where needed there is a narrative to explain figures</li> </ul>
To increase the participation rates of our PP pupils in extra curricular activities and therefore enhancing their access to cultural capital	<ul style="list-style-type: none"> <li>Increase the participation rates of PP students in extra-curricular activities where these are possible based on current situation and circumstances</li> <li>Increase the participation of PP students in the school council and leadership activities</li> </ul>

## 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: £253,365.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and development of reading strategies and development in all students	Reading comprehension strategies as outlined in the EEF toolkit and Alex Quigley 'Closing the Reading Gap'. Development of reading strategies which can be used in all lessons and at all levels, high focus on the aspect of quality first teaching.	1, 2, 5

<p>Reading INSET and further developments at subject level building on previous training.</p> <p>Developed use of reading ages to inform teaching and learning and direct impact on quality first teaching.</p> <p>Use of NGRT in English lessons this is used as a baseline assessment.</p> <p>NESSY dyslexia screener - used to screen students based on potential concerns around dyslexia traits.</p>		
<p>Further enhancement of our Maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>Staff will be released to attend Maths Hub training and to then use this training to embed key elements into lessons and planning.</p> <p>IDL for literacy and numeracy with identified students.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre of Excellence in the Teaching of Mathematics, drawing on evidence based approaches. 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.</p>	<p>1, 2</p>
<p>Continued development of retrieval practice in all students.</p> <p>Effective lessons training given to all staff to identify what effective teaching and learning looks like with an emphasis on the importance of a knowledge rich curriculum and further</p>	<p>Retrieval practice and the development of knowledge are strands of mastery learning which is identified in the EEF toolkit as having a great impact on students attainment, this also links to the idea and development of metacognition which again is identified within the toolkit as having a great impact.</p>	<p>1, 3, 7</p>

<p>developments at subject level.</p> <p>Revision evenings delivered targeted at exam year groups and their parents, focussed around effective revision and study skills.</p>		
<p>Enhanced literacy intervention to improve attainment levels through the targeted use of Read Write Inc support.</p> <p>Intervention lessons to raise the attainment of students, to have a direct impact on attainment and progress levels in all subjects through improved literacy and reading skills.</p> <p>IDL for literacy and numeracy with identified students.</p>	<p>Building on the reading training and input for those students whose reading and literacy levels are below where they should be for the level the student is at, this approach links into the idea of reading comprehension strategies.</p>	<p>1, 2, 5</p>

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

Budgeted cost: £14,375.00

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Identifying the correct cohort of students for intervention</p> <p>Faculties and the PP team to analyse the results of all data collections.</p> <p>PP learning mentor to work with subject areas to target revision strategies and content, work with the pastoral team to identify which students need to attend</p>	<p>Allows for small group intervention and mentor support to be put in place where needed - links to different elements within the EEF Teaching and learning toolkit, different levels of intervention to be put into place based on the data, this could be small group mentoring, increased levels of feedback from teachers or other appropriate actions based on student need and data.</p> <p>Data analysis will allow the identification of cohorts of students who require intervention to improve attainment and prevent underachievement.</p>	<p>1, 3, 4</p>

<p>and work with the students to develop confidence in their learning in the core subjects.</p> <p>Students targeted to attend period 0 and period revision and booster sessions.</p>		
---	--	--

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

Budgeted cost: £13,953.20

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Embedding principles of good practice set out in the DfE's improving school attendance advice.</p> <p>Fewer PA PP students and increased attendance figures for all PP students</p> <p>Enhanced focussed on the attendance levels of PP students which in turn will have a positive impact on attainment for these students</p>	<p>Attendance rates amongst PP students are lower than their peers, therefore there is a need to close the gap in percentage figures between PP and non PP students, this is focussed around overall percentage figures and PA figures. Through ensuring that attendance rates improve overall attainment can be improved as a result of students being in school.</p> <p>Attendance incentive schemes to also target overall attendance rates again linking to the idea of students being in school for more time to allow them to access quality first teaching.</p> <p>The NFER report on supporting the attainment of disadvantaged students highlighted the link between low attendance and lower attainment</p>	6
<p>PP students to have the same opportunities to access extra curricular opportunities as non PP students and be represented on the school council and school leadership teams</p> <p>Increased participation rates amongst our PP students to help enhance their cultural capital and</p>	<p>The EEF Big picture guidance discusses the importance of enrichment for students and the need to build character and essential life skills in our students. The extracurricular activities offered by the school and the opportunity to get involved in these is crucial to the ability to create lifelong learners and responsible and knowledgeable citizens. PP students should not be underrepresented on things like our student leadership teams and it is important to ensure our PP students feel equipped to get involved in the things offered outside lessons.</p>	4



access to new opportunities		
Contingency fund for acute issues.	Based on our experience and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. In the past this has included provided ingredients for students to participate fully in Food Tech lessons, providing uniform for students, providing resources to allow full engagement with lessons and learning.	Could be all areas dependent on student need and context

**Total budgeted cost: £281,693.20**

## 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.

The current context of educating and teaching under COVID cannot be ignored and these circumstances potentially have a greater impact on our PP students. This is also evidenced in other schools across the country, partial closure was most detrimental to our disadvantaged students and they were not able to benefit from our PP funded improvements to teaching and targeted interventions to the degree that we intended. During the first and second Lockdown period a lot of focus was placed on ensuring that our students had access to IT facilities to ensure they could access the remote learning that was offered by teachers. Support was given to students in Year 10 and 12 to ensure that they did not fall behind their peers and where necessary students came into school and worked on a one to one basis with our mentor team to ensure they accessed the work and kept up to date with where they needed to be. During the second lockdown period last year we were better prepared for online learning however it was our PP students that on the whole did not engage as well with the virtual learning and therefore our focus became around ensuring they did not fall behind their peers. Our teaching staff and support staff team have worked to support students to re-engage with learning in lessons and to help students transition back into classroom based learning.

During the last academic year the realities of students having to isolate has continued to highlight the need to ensure that our students have IT facilities at home to allow them to access the remote learning and support from their teachers. This has continued into this year and we are still ensuring that students have access to IT facilities as and when they are isolating from lessons as a result of COVID.

Although overall attendance in 2020/21 was lower than in the preceding three years at 95% it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4% higher than their peers and persistent absence was 10% higher. These gaps are larger than in previous years which is why attendance is a focus of our current plan.

The realities of extra curricular activities should also be addressed, school visits were not offered due to guidance from the DFE unless these activities were crucial to the assessment at the end of the course. Our extra curricular offer was significantly scaled back compared to previous years as a result of operating bubbles and staggered start and finish times. Peripatetic lessons were offered by the school however our Drama and Performing Arts offer was also limited in scope. Our school council and school leadership teams still functioned during the last academic year and we did offer the Wickersley Pledge which was open to all students.

It is also worth noting that a number of the plans for 2020/21 were interrupted by the onset of COVID and in some instances the work to support PP students changed significantly from the original plan, therefore when considering the review of expenditure for last academic year this also needs addressing.

### 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*

<b>Programme</b>	<b>Provider</b>
Pearson Tutoring programme for a cohort of students in Year 10 focussing on English, Maths and Science.	Pearson/Bramble

### Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.