



# PUPIL PREMIUM STRATEGY STATEMENT

2023/24

**WICKERSLEY SCHOOL  
AND SPORTS COLLEGE**

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**HEADTEACHER:** Mr T Hardcastle



## Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the 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	17.4%
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 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Tony Hardcastle - Headteacher
Pupil premium lead	Katie Bullock - Assistant Headteacher
Governor / Trustee lead	Lisa Carpenter

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£278,860.00
Recovery premium funding allocation this academic year	£81,240.00
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	£360,100.00

## 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.

At the heart of our strategy is a focus on the 4 A's. These are:

- Attendance
- Attitudes
- Attainment
- Aspirations

With a sharp focus on these four areas we aim to identify the barriers to learning, progress and engagement for our students. 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

## Challenges

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

Challenge number	Detail of challenge
1	<b>Slower rates of progress for high, middle, and low attaining PP students in English and Maths</b> Historically the attainment of our PP cohort has been low when compared to National Average. The 2023 exam data showed that our PP students achieved -1.04 progress 8 compared to our overall progress of -0.36.
2	<b>Literacy and numeracy gap on entry</b> The SAT scores also show that there is a slight gap between the starting points of PP and non PP students, with the current year 7 PP students achieving an average reading score of 103 compared to non PP students at 106. Similarly for Maths PP students average 102 whereas non PP students averaged 105.
3	<b>Lower levels of independence and resilience in lessons</b> 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. This continues to be a barrier following the return to face to face teaching for our students.
4	<b>Lower aspirations amongst some disadvantaged students and parents</b> 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.
5	<b>Reading ages and engagement with reading</b> 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.
6	<b>Higher rates of absence and persistent absence (PA)</b> 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.
7	<b>Lower levels of parental engagement with some aspects of school</b> 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.

## 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 2022</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 2022</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 2022-23 10% PP PA 2023-24 10% PP PA 2024-25 10% PP PA	<ul style="list-style-type: none"> <li>• Attendance rate improves for PP students from starting points in September 2022</li> <li>• PP PA figures improve from starting points in Half Term 1 2022</li> <li>• At PA risk cohorts improve in terms of overall attendance</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</li> <li>• Increase the participation of PP students in the school council and leadership activities</li> <li>• Increase the participation of PP students in terms of trips out of school</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>Pearson 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>	1, 2
<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>	1, 3, 7

<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 a variety of literacy interventions.</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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identifying the correct cohort of students for intervention</p> <p>Departments 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</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>team to identify which students need to attend 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 5 revision and booster sessions.</p>		
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,953.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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</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</p>	4

their cultural capital and access to new opportunities	equipped to get involved in the things offered outside lessons.	
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 providing 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 2021 to 2022 academic year.

Education has continued to have a lasting impact from the two years of COVID disruption and the associated issues. Some students have struggled with re-engagement into classrooms and a “normal” experience of school. As a result a continued focus of the work of those staff working with our PP cohort was around re-engagement and focus in lessons. Due to the success of the use of peripatetic music lessons to help engage students this has now been rolled out as a curriculum entitlement to all our year 7 and 8 students. Students requiring additional peripatetic lessons have continued to be offered and paid for and these are used to help with positive engagement in school around their attitudes to learning.

Another area to consider is the economic background of some of our students which has seen an impact in terms of attendance at school. As a result support has been given to our students in terms of support with purchasing uniform, PE kit and in some cases supporting them in terms of purchasing school lunches. This again feeds into our holistic approach to students and what they need, responding to student need on a case by case basis. Linked to this has been the approach of supporting students with their revision and independent learning where support has been given in terms of revision resources and support for learning in lessons has been offered to students. This continues to be a crucial part of our approach in terms of identifying what the barrier is for each child and supporting holistically with what is needed to help each student.

Although overall attendance in 2022/23 was lower than in the preceding three years at 95% it was higher than the national average. The gap between Pupil Premium attendance and non pupil premium continues to be a concern and these gaps are larger than in previous years which is why attendance is a focus of our current plan. Our attendance lead has looked at pupil cohorts to identify what barriers there are to attendance in our pursuit to improve attendance. As a result of the work of the entire attendance lead and our senior leader for attendance Pupil Premium attendance is now heading in the right direction but there is still more work to be done this year to narrow the gap.

The previous academic year can be classed as a “normal” school year in terms of our extra curricular and enrichment offer that we give our students. A return to residential visits and experiences which enrich our students experience has enabled students to engage in learning beyond the classroom. As part of this students have visited the theatre to watch the performances that compliment their studies in GCSE English, careers visits and experiences have returned to our calendar and students in Year 10 have participated in work experience, a vital part of preparing them for the next stages in their education. Our extra curricular offer continues to be broad and varied and includes opportunities from sport clubs such as Netball and Football to new and alternative clubs such as Book Club. Our school council and school leadership teams continue to be an integral part of our inclusion of students in the decision making of the school and we also continue to offer the Wickersley Pledge which is open to all students.

With the return to a relatively “normal” suite of exams for our Year 11 and 13 pupils a major focus was on preparation for revision in terms of effective independent learning beyond the classroom to support students for their exams. Intervention and attendance at revision sessions was supported by our mentor team who worked to ensure that students had what they needed prior to completing the exams and to ensure that a thorough programme of revision was planned and carried out by our students.

### 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

### 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?	
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.