

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	The Wordsley School
Number of pupils in school	970
Proportion (%) of pupil premium eligible pupils	37.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	01/12/2023
Date on which it will be reviewed	31/10/2024
Statement authorised by	Ashley Weatherhogg
Pupil premium lead	Emma Burgess
Governor / Trustee lead	Melvyn Kershaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£331,180
Recovery premium funding allocation this academic year	£81,972
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	£413,152

Part A: Pupil premium strategy plan

Statement of intent

At The Wordsley School, the Pupil Premium Grant (PPG) is used to improve the educational outcomes of pupils eligible for this funding. The grant is spent in one of three ways, as follows:

Teaching

Investing in high-quality teaching

Targeted academic support

Additional support based on pupils' needs

Wider approaches

Support for non-academic issues

Whilst the impact of the grant may also benefit pupils who are not eligible for this funding, the primary objective will always be to impact positively on those pupils who are.

Challenges

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

Challenge number	Detail of challenge
1	Academic progress. The academic progress made by PP pupils with high levels of prior ability (PA) at The Wordsley School is lower than other PA groups. (The average difference between the P8 score for our pupils compared to national non-PP pupils between 2017 to 2019 is -0.49, -0.31 and -0.77, for low, middle and high PA, respectively. The overall P8 score for PP pupils in 2022 was -0.56; further analysis of this will be conducted upon the release of ASP in January 2023. In 2023 the overall Progress 8 for Pupil premium pupils was -0.45. Low -0.32, Middle -0.63 and upper -0.07. Although it looks like progress 8 for middle ability has dropped in 2023, there were 3 pupils who did not sit any exams (Progress 8 excluding these pupils is -0.20).
2	Absence. The relatively high level of absenteeism and persistent absenteeism amongst some of our PP pupils, particularly in year 9 year 10 and year 11.
3	Aspirations. With the 'pupil base' being in the fourth quintile for deprivation nationally and over one in three of our pupils being in receipt of the PPG, we face significant challenges in terms of raising pupil aspirations.
4	Literacy. The proportion of PP pupils at Wordsley with relatively low levels of literacy.

5	Parental engagement. The relatively high proportion of PP pupils whose parents/ carers are difficult to engage with.
6	Access to opportunities. The relatively low proportion of PP pupils who engage in extracurricular activities, additional trips/visits and other school opportunities, related to personal development.
7	Safeguarding, Mental Health and Wellbeing. The proportion of pupils and families that have had concerns or social services intervention is higher with PP pupils than non-PP pupils.
8	Access to technology. The number of PP pupils who do not have appropriate provision to complete online work at home, despite attempts during lockdown.
9	Pupil mobility. The relatively higher level of pupil mobility amongst our PP pupils, compared to non-PP pupils.
10	Behaviour and exclusions. The proportion of negative behaviour referrals and suspensions is disproportionately higher for PP pupils compared to non - PP pupils.

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
PP pupils with high levels of attainment make significantly better academic progress than has been the case in recent years.	<ul style="list-style-type: none"> ● P8 for PP pupils with high levels of PA will be at least -0.40
Improved levels of persistent absenteeism, punctuality and unauthorised absence, amongst PP pupils.	<ul style="list-style-type: none"> ● The proportion of PP pupils with attendance below 90% is lower than 25%
Improved levels of aspiration amongst PP pupils.	<ul style="list-style-type: none"> ● The NEET (Not in education, employment or training) rate for PP pupils is at least in-line with the NEET rate for all pupils in both Brierley Hill district and the wider Dudley borough. ● Pupil voice evidences higher levels of aspiration in terms of progression into further and higher education. ● Greater frequency of planned external input to motivate and inspire PP pupils.
Improved reading and comprehension amongst PP pupils in KS3	<ul style="list-style-type: none"> ● The proportion of PP pupils in each of Year 7, 8 and 9 in stanine 1-3 (NGRT) is at least in line with all pupils of a similar age, nationally.
Improved attendance of PP parents/ carers at school events.	<ul style="list-style-type: none"> ● The proportion of PP parents/carers attending a school event is at least

	in-line with the equivalent proportion for non-PP parents/carers.
Improved rates of engagement of PP pupils in extra-curricular activities, additional trips/visits and other school opportunities.	<ul style="list-style-type: none"> • The proportion of PP pupils attending extra-curricular activities is at least in-line with the equivalent proportion for non-PP pupils. • Every PP pupil is offered the opportunity to attend at least one school trip/visit every academic year. • The proportion of PP pupils represented in the school's Pupil Parliament is representative of the proportion of PP pupils in the school.
Improved rates of aspirations and access to opportunity.	<ul style="list-style-type: none"> • Implementing careers information into form time every week. • Widening the resources used to incorporate future opportunities into school life.
Eliminating low level safeguarding concerns for PP children, by offering more rapid initial intervention.	<ul style="list-style-type: none"> • The proportion of safeguarding referral rates for PP pupils decreases from 65% to 55%.
Decrease rates of exclusions amongst PP pupils.	<ul style="list-style-type: none"> • The proportion of exclusion rates for PP pupils decreases from 73% to 63%.

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: £189,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing a whole school instructional coaching, to support	Evidence-informed Teaching Strategies — WalkThrus	1

<p>teachers in identifying and addressing areas of further development in their teaching, so as to positively impact on academic pupil progress.</p>		
<p><i>Retaining a low pupil:staff ratio, to ensure that teachers have high levels of flexibility with regard to organising pupils and have the time to provide high quality feedback, which has a high impact on academic pupil progress.</i></p>	<p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	1
<p><i>A non-teaching Pupil Premium Leader, whose sole responsibility is to lead Pupil Premium provision across the school.</i></p>	<p>Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</p>	All
<p><i>Four Assistant Heads of House, whose TLR is solely attributed to the leadership of Pupil Premium provision for PPG pupils in each respective house.</i></p>	<p>Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</p>	All
<p><i>Two whole-school Literacy Leaders to lead the strategic development of literacy provision across the school.</i></p>	<p>Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	1 and 4
<p><i>Continued use of CATs tests for all pupils to complete on entry to the to best support their</i></p>	<p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1

<i>integration and using the assessment data.</i>		
<i>Purchase of NGRT reading tests for pupils in year 7-10 to complete on a bi-annual basis (year 11 once a year), coupled with training to support relevant staff in administering and using the assessment data.</i>	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1 and 4
<i>Purchase of UNIFROG; a destinations platform aimed at raising aspirations of pupils in KS3</i>	Aspiration interventions EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with the NTP (School-led tutoring) to provide Year 11 pupils with high-quality, small group support in preparation for their GCSE examinations	National Tutoring Programme EEF (educationendowmentfoundation.org.uk)	1
<i>Purchase of Accelerated Reader programme to support identified groups of pupils in their development of literacy</i>	Phonics EEF (educationendowmentfoundation.org.uk) Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	1 and 4

	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	
<i>Engagement with the NTP (School-led tutoring) to provide Year 7 and 8 pupils with high-quality, 1:1 support in English and maths.</i>	One to one tuition EEF (educationendowmentfoundation.org.uk)	1
<i>Reciprocal reading intervention programme (Reader Leaders) to support PPG pupils in their comprehension.</i>	Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of use of the wifi hubs throughout the school to ensure that pupils are able to be taught by staff remotely, in the event of the need for remote learning.	Providing remote education: guidance for schools - GOV.UK (www.gov.uk) Feedback EEF (educationendowmentfoundation.org.uk)	1, 5 and 6 34
<i>Financial support for PPG pupils, to provide access to opportunities.</i>	Arts participation EEF (educationendowmentfoundation.org.uk) School trips help schools succeed Education Business (educationbusinessuk.net)	6 15

<i>Restructuring of roles in the school's attendance team to ensure that the attendance of PPG pupils is prioritised.</i>	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	2 10
<i>Purchase of a software package, to track behaviour and communication home called Class Charts.</i>	Providing remote education: guidance for schools - GOV.UK (www.gov.uk)	1, 5 and 6 4
<i>Purchase of a software package to enable online Parents' Evenings to take place.</i>	Providing remote education: guidance for schools - GOV.UK (www.gov.uk)	1 and 5 4
<i>Use of an external anxiety specialist to support target PP pupils with high levels of anxiety prior to their GCSEs.</i>	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2 4
<i>Funding for Trips and celebrations.</i>	A sum of funds set aside to ensure that PP pupils are able to access opportunities through trips and reward celebrations.	1, 3, 5 and 8
<i>Contingency fund</i>	A small sum of funds is necessary to retain in reserve, in order to provide an effective and rapid response to urgent issues that often arise without warning.	All 5

Total budgeted cost: £304,512

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 2022 to 2023 academic year.

Intended outcome 1 - PP pupils with high levels of attainment make significantly better academic progress than has been the case in recent years

- The overall academic performance of PP pupils in 2021/22 (P8 -0.56) was similar to that in 2018/19 (P8 = -0.37). The overall P8 for PP pupils in 2023 is -0.45.

Intended outcome 2 - Improved levels of persistent absenteeism (PA), punctuality and unauthorised absence, amongst PP pupils

- Whilst the overall rate of PA (40%) is still higher than the benchmark we have set for the end of our three-year plan (25%), we are pleased to see some progress in this area, amongst pupils in KS3, which is a result of the focus we have placed on this aspect of our strategy with these year groups. Specifically, the rate of PA in Year 7 and 8 is currently 29% and 34%, respectively.

Intended outcome 3 - Improved levels of aspiration amongst PP pupils

- The NEET rate for leavers in 2022 at The Wordsley School (1.2%) was lower than our local area (1.8%) and only marginally higher than the wider Dudley borough (0.9%).

Intended outcome 4 - Improved reading and comprehension amongst PP pupils in KS3

- At the outset of 2021/22 the proportion of pupils in KS3 with overall stanines of 1-3 (below average) was 38%, compared to 23% nationally. At the end of 2021/22, this proportion had fallen to 32% (Year 8) and 28% (Year 9).

Intended outcome 5 - Improved attendance of PP parents/ carers at school events

- The proportion of parents/carers of PP pupils attending school events has increased. At the recent Year 11 Parents' Evening, 27% of the pupils attending were parents/carers of PP pupils, compared to the 32% of PP pupils in the cohort. At the recent Year 9 options evening, 25% of the pupils attending were parents/carers of PP pupils, compared to the 35% of PP pupils in the cohort.

Intended outcome 6 - Improved rates of engagement of PP pupils in extracurricular activities, additional trips/ visits and other school opportunities

- Pupils are offered 43 extra-curricular clubs per week. In 2021/22 537 unique pupils attended clubs with 32% of those being PP, which is broadly in-line with the proportion of PP pupils in our school. • Add detail (Pupil Parliament) **Intended outcome 7 - Improved rates of aspirations and access to opportunity**

- Pupils in each year group now receive aspirational and motivational talk about Further Education, careers and the working world as part of our ‘Wordsley Work Wednesdays’ in form time every week.
- All years now have access to ‘careers & croissants’ every month. This is an event where a person from different careers comes into school and talks about their career and opportunities in the work place.
- Our careers advisor is in the process of collating KS4 aspirational information following the external speakers Year 10 and 11 have seen this year. Due to the new PAL (Provider Access Legislation) pupils in Years 8-11 will now receive talks with companies or placements that provide jobs, further education and apprenticeships.
- Our first cohort of The Brilliant Club (100% PP pupils) graduate in February 2023.

Intended outcome 8 - Eliminating low level safeguarding concerns for PP children, by offering more rapid initial intervention

- The proportion of safeguarding referrals from PP pupils (22%) is now lower than was the case at the same point last year (65%). Intended outcome 9 - Decrease rates of suspensions amongst PP pupils • The proportion of suspensions for PP pupils has reduced marginally, from 72% (2020/21) to 70% (2021/22), however, this continues to remain a priority for us.

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
Online parents’ evening platform	School Cloud
Satchel One (Seating)	Class Charts
Satchel One (Behaviour)	Class Charts
Academic data platform	SIMS
Pupil destinations platform	UNIFROG