

# Pupil premium strategy statement – Wanstead High School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1474
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 to 2023-24
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Emma Hillman, Headteacher
Pupil premium lead	Sean Jeffery, Director of Learning – secondment to SLT
Governor / Trustee lead	Ian Selby

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,550
Recovery premium funding allocation this academic year	£ 52,000
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 250,550

# Part A: Pupil premium strategy plan

## Statement of intent

*We will provide high quality education with character: inspiring our young people, keeping them safe, and preparing them fully for life in the modern world.*

*We will continue to improve the quality of teaching and learning across the school so that all pupils receive an entitlement to excellence and to education with character.*

- We will deliver curriculum that best meets the needs of every single pupil, ensuring that our high quality assessment, tracking and intervention systems maximise the attainment and achievement of every pupil. Our curriculum will be broad, balanced and inclusive.*
- We will ensure all pupils are safe, healthy and happy, and have the skills, knowledge, and qualities needed to thrive in the modern world, including a respect for each other, for their community, and their planet.*
- We will ensure we promote modern British values including a respect for the rule of law and tolerance of all faiths and communities*

Since September 2022, and the arrival of a new Headteacher, we have ensured that the life chances of disadvantaged pupils is high on the agenda and part of our core purpose. The school has stuck with the previous vision statement for the time-being but this will be reviewed in a timely fashion to ensure it fits the school in the 'new' world and our desire to grow and develop to be the very best we can be, providing outstanding opportunities for all our pupils, with a focus on our disadvantaged pupils and narrowing the gap for this key group (and other groups over or under-represented in key performance indicators.)

Our clear message and intention to all staff and parents/carers is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across the curriculum, providing them with unrivalled opportunities to ensure that they are not limited by life experiences. This message has been disseminated in many ways; including in regular briefings, staff CPD and training, appraisal, data analysis and sharing and is a key part of the 2022-24 School Improvement Plan. All staff are aware of and understand they need to take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Although this had been a previous focus of the school, impact of the strategy has not been robustly monitored and gaps have not been narrowing rapidly enough in terms of academic outcomes and opportunity.

The focus of our disadvantaged strategy is initially the clear identification of pupils to all school staff and the delivery and monitoring of the highest quality education in and outside of the classroom. Quality-first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Challenge is a key focus for the school and all teachers need to consider this in every lesson.

In addition, our disadvantaged pupils are prioritized for intervention (especially for exam groups) both academic and pastoral, additional resources – with requests coming directly from teaching staff, Chrome Book allocation and we are utilizing the NTP for support in Maths and Science for these pupils. In terms of opportunities, we have ensured disadvantaged pupils are supported with extra curricula opportunities both in terms of opportunity and financial support (trips, clubs etc) and they have also been offered practical support such as free lockers in school. We are very careful, despite the pressure of closing the gaps for the current Year 11 and 13 cohort, to

implement strategies lower down the school to ensure gaps are narrowed from the moment pupils arrive in school.

Looking forward, we are looking to increase opportunities for disadvantaged pupils at key transition points and all these pupils will receive a personalized interview for options and priority for any over-subscribed subjects and a focus on EBacc choices. If pupils wish to stay on in the Sixth Form, we will be flexible, where appropriate, with entry grades.

Some of the activities we have outlined in this statement are also intended to support the needs of all pupils, regardless of whether they are disadvantaged or not.

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. In some of the activities, we are taking positive action to narrow the gap for the group of pupils identified as disadvantaged, as well as other pupils who may not qualify by the 'official' definition but are deemed vulnerable for other reasons. This also includes pupils with SEND as this is also a key part of the SIP.

Our approach will be responsive to common challenges and individual needs, rooted in robust analysis of data, not assumptions about the impact of disadvantage. This has been backed up by a focus on pupil voice for this key group. The approaches we have adopted complement each other to help pupils excel both in school and in their future.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress data for disadvantaged pupils at the end of KS4 is below that of their peers. Disadvantaged P8 = -0.3 vs +0.31 for the whole school. Disadvantaged A8 = 46.5 vs 56 for the whole school.
2	A corollary to the lower attainment at KS4 is that many disadvantaged pupils do not progress to the school's A Level only academic sixth form provision. The proportion of disadvantaged pupils in the Sixth Form is 12% versus 18% for the rest of the school. To put that in the context of pupil numbers, we would have expected 24 disadvantaged pupils in our 2022-23 year 12 intake, rather than 16. EBacc figures show a lower uptake for disadvantaged pupils. For the current Year 10 the gap is x of those entered and in 2022, the gaps were evident for entered, a standard pass and a strong pass (8%, 12.8% and 15.6% respectively)
3	Surveys and discussions with pupils and parents indicates that approximately 30% of our disadvantaged pupils do not have access to the IT equipment necessary to access the full curriculum without restrictions.
4	In line with national studies, disadvantaged pupils at Wanstead High School have been disproportionately affected by school closures during the COVID-19 pandemic. This can primarily be seen in the widening KS4 P8 gap since 2019 for disadvantaged pupils at Wanstead High School.

5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and depression. These challenges particularly affect disadvantaged pupils, including their attainment.
6	<p>Assessment of our year 7 pupils indicate that, on average, disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in 2022-23, approximately 50% of our disadvantaged pupils arrived below age-related expectations compared to 21% of their peers. Even when removing outliers, the averaged scaled reading score for disadvantaged pupils was 10% below that of their peers.</p>
7	Data shows that attendance for disadvantaged pupils has been lower than that of their peers across all year groups.

## 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
Improved attainment and progress across the curriculum among disadvantaged pupils by the end of KS4.	<p>A reduced P8 gap between disadvantaged and non-disadvantaged pupils at Wanstead High School (without reducing progress 8 overall). In 2022, this figure was -0.3 (dis) vs +0.31 (overall).</p> <p>2023-24 outcomes will demonstrate that disadvantaged pupils can achieve:</p> <ul style="list-style-type: none"> <li>• An average A8 score broadly in line with the national average for non-disadvantaged pupils (around 50)</li> <li>• Broadly in line with the national average for non-disadvantaged pupils achieving 5+ in English and Maths (57% in 2022 and 50% in 2019)</li> <li>• A progress gap of less than 0.3</li> </ul>
Improved retention of disadvantaged Wanstead High School pupils in our post-16 provision and increased focus on ambitious choices for Year 9 pupils, including the EBacc route	<p>By 2023-24, the proportion of disadvantaged pupils will be approximately equivalent to the proportion from the intake year group. i.e. The Year 11 2023-24 proportion should be equivalent to the Year 12 2024-25 proportion.</p> <p>We aim that by 2023-24, there is negligible difference between EBacc entry and any difference between standard and string passes reduced to below 8%.</p>
Improved access to IT equipment for all disadvantaged pupils	By 2023-24, barriers to learning caused by insufficient IT equipment at home will be reduced. This will be measured through pupil and parent surveys, as well as evident through improved outcomes.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing and engagement in the school community by 2023-24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• A reduction in KPIs for behaviour and increase in attendance</li> </ul>

	<ul style="list-style-type: none"> <li>• qualitative data from pupil voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities among disadvantaged pupils.</li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3.	<p>By 2023-2024:</p> <ul style="list-style-type: none"> <li>• Reading comprehension tests demonstrate the proportion of pupils with reading ages below the expected age-related standard reduces as they progress through the school.</li> <li>• Further to this, the average scaled score for disadvantaged pupils will have improved.</li> </ul>
To achieve and sustain improved attendance for our disadvantaged pupils.	Median attendance for disadvantaged pupils will be within 2% percentage point of our non-disadvantaged pupils.

## 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: £ 167,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a whole-school in-class intervention strategy to support all pupils that are underachieving in lessons.	<p>High quality teaching is the most important lever schools have to improve school outcomes. Developing high quality strategies for supporting pupils that are underachieving is part of this.</p> <p><a href="#">High Quality Teaching   EEF</a></p>	1, 2, 4
Develop a more robust system of appraisal to support a culture of development through CPD and effective line management based on coaching principles.	<p>Evidence shows that high-quality, targeted and personalised CPD can improve outcomes:</p> <p><a href="#">Effective Professional Development   EEF</a></p>	1, 2
Develop and embed a whole-school literacy strategy to improve disciplinary literacy and reading comprehension	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools   EEF</a></p>	1, 2, 6

across all subjects in the school.	<a href="#">Reading Comprehension Strategies   EEF</a>	
Ensure that whole-school CPD is targeted toward areas of need among the staff body.	High quality teaching is the most important lever schools have to improve school outcomes. Developing staff pedagogy and overall efficacy supports this.  <a href="#">High Quality Teaching   EEF</a>	1, 2, 5, 6
Provide additional resources to staff on request to support teaching and learning.	Departments are able to enrich their teaching and learning offer with additional resources.  <a href="#">School Planning Support   EEF</a>	1,2
Invest in reading development programmes to support pupils who are below age-related expectations.	Reading comprehension is heavily linked with attainment.  <a href="#">Reading Comprehension   EEF</a>  <a href="#">word-gap.pdf (oup.com.cn)</a>	1, 2, 6

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all in-school intervention programmes prioritise disadvantaged pupils where appropriate.	In-school evidence of our interventions have shown these to have impact and prioritising disadvantaged pupils will help to promote attainment and progress for this group of pupils.	1, 2
Engage with the National Tutoring Programme to ensure that disadvantaged pupils across the attainment range have access to academic tutoring.	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 and in small groups.  <a href="#">One-to-one tuition   EEF</a>  <a href="#">Small group tuition   EEF</a>	1, 2
Establish a programme of peer tutoring by using sixth form pupils to support the	Peer tutoring has been shown to have a positive impact on both tutees and tutors and provides a cost-effective way	1, 2

attainment of pupils in Maths.	to provide one-to-one or small group tuition in school.  <a href="#">Peer Tutoring   EEF</a>	
Establish a mentoring programme for disadvantaged pupils	Evidence shows that mentoring for pupils from disadvantaged backgrounds can improve non-academic outcomes such as attitudes to school, attendance and behaviour.  <a href="#">Mentoring   EEF</a>	1, 2, 5, 7

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

Budgeted cost: £ 62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide laptops to pupils that do not have access to IT equipment at home.	Pupils require resources and IT access to access homework. The EEF suggests homework can have high impact on outcomes:  <a href="#">Homework   EEF</a>	1, 2, 3
Support disadvantaged pupils with funding to access arts participations e.g. music/dance lessons.	Arts participation is intrinsically valuable and our own research suggested disadvantaged pupils were significantly under-represented in our extra-curricular arts clubs. There is also some evidence to suggest it can benefit engagement and outcomes in other subjects:  <a href="#">Arts Participation   EEF</a>	1, 5, 7
Provide disadvantaged pupils with revision materials or removal of obstacles to learning such as revision books and flash cards for all of their GCSE courses, lockers etc.	Anecdotal evidence suggests many of our disadvantaged pupils do not have access to the same variety of independent learning resources as their peers.	1,2
Offer a range of SEMH interventions for targeted pupils, many of whom are disadvantaged.	Being able to effectively manage emotions is beneficial to the well-being of young people. There is also evidence this can have a positive impact on academic outcomes.  <a href="#">Social and emotional learning   EEF</a>	5

<p>Provide disadvantaged pupils with financial support to ensure equity of access to extra-curricular trips and activities. E.g. Duke of Edinburgh.</p>	<p>Extra-curricular trips have intrinsic value and enable “Education with Character” – the school’s motto. Our own research shows that disadvantaged pupils were not proportionately represented on trips and extra-curricular activities.</p>	
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**Total budgeted cost: £ 250,550**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

As already outlined, impact on disadvantaged pupils under the previous leadership has not been as robust or rapid as we would have hoped. We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key Stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.3. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 46.5. We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.8. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was +0.47, and the Attainment 8 score was 56.9. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches used previously to boost outcomes for disadvantaged pupils had less impact than anticipated.

EBacc entry for disadvantaged pupils was 23.08%, which is similar to the previous X years and 18.4% below that for non-disadvantaged pupils.

Absence among disadvantaged pupils was 3.31%% higher than their peers in 2021/22 and persistent absence also higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

We have a new, clear and transparent strategy and have made changes to how we intend to use some of our budget this academic year, as set out in this document.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Mentoring	Evolve and Adapt
Boxing	Box Up

## Further information (optional)

Our pupil premium strategy will be supplemented by additional funding and other areas of the SIP. That will include:

- embedding more effective practice around challenge and feedback. [EEF evidence](#) demonstrates this has significant benefits, particularly for disadvantaged pupils.
- ensuring all stakeholders - including Governors - understand our strategy by providing clear information about the support disadvantaged pupils will receive. Governors will be robust about their challenge. The SIP provides further clarity.
- Ensuring Annual Review and data analysis focus on outcomes of these key groups
- utilising support from external agencies such as Evolve and Adapt
- ensuring primary-secondary transition highlights the challenges our new intake have faced before they come to the school
- continuous recognition and challenge of unconscious bias
- visiting of other schools with excellent practice.

### **Planning, implementation, and evaluation**

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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 implemented a robust evaluation framework for the duration of our two-year strategy and will adjust our plan over time to secure better outcomes for pupils.