

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	1438
Proportion (%) of pupil premium eligible pupils	16.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-26
Date this statement was published	November 2024
Date on which it will be reviewed - interim	September 2025
Statement authorised by	Emma Hillman, Headteacher
Pupil Premium lead	Zeeshan Ali - AHT
Governor / Trustee lead	Andrew Higgins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240,000

Part A: Pupil premium strategy plan

Statement of intent

We recognise that the progress and attainment of pupils eligible for Pupil Premium funding serve as a benchmark of our success at Wanstead High School and we ensure all staff are aware of the need to serve our disadvantaged community and ensure the best outcomes and KPIs for this group. Pupils eligible for Pupil Premium funding represent a diverse and non-homogeneous group, each with unique needs.

At Wanstead High School, we implement a strategy of bespoke interventions to ensure all our disadvantaged pupils thrive, as well as developing a culture of no opt-out. Our message to staff and parents/carers is clear: all pupils, regardless of their background or the challenges they face, are expected to make excellent progress and achieve high attainment across the curriculum, as well as attending school behaving well and being happy and safe. We are committed to providing them with unparalleled opportunities, ensuring they are not limited by their circumstances.

This message has been communicated through multiple channels, including our vision and values, regular briefings, staff CPD, and training and a commitment to 'knowing your class' and pupils. A rigorous Annual Review process ensures that all leaders and postholders reflect on their results, take accountability and consider next steps to further minimise the disadvantaged gap. Appraisals, department improvement plans, and data analysis are also key components of the 2024-25 School Improvement Plan. All staff understand their responsibility for the outcomes of disadvantaged pupils and are dedicated to raising expectations of what these students can achieve.

A significant improvement over previous years is the increased sense of urgency in our strategy. We now frequently monitor the impact of our actions to ensure that gaps in academic outcomes and opportunities are closing—and that this progress is sustained.

Our primary strategy focuses on delivering high-quality, first-wave teaching for all pupils eligible for Pupil Premium funding. This approach has been proven to have the greatest impact on closing the attainment gap for disadvantaged pupils while also benefiting non-disadvantaged pupils across the school. Questioning, literacy, and feedback and marking continue to be key areas of focus for the school, and all teachers are expected to integrate these elements into every lesson.

Additionally, our disadvantaged pupils are prioritised for both academic and pastoral interventions, particularly in exam groups. From the moment they join the school, these pupils are offered extra resources, based on requests directly from teaching staff. For example, we allocate Chromebooks to pupils who may not have access to technology at home.

In the past, we utilised the National Tutoring Programme (NTP) to provide additional support in Maths and Science for these pupils, which proved to be highly successful. Although we no longer have this invaluable funding, we have reflected on its success and incorporated the most effective aspects of the NTP into our current approach. As part of this, we plan to leverage the talents of our post-16 pupils to run bespoke interventions with small groups or individuals.

We implemented Up Learn as a trial in 2023-24 for Year 12 and 13 learners. It has been difficult to measure impact as there was no key co-ordinator, but we will continue to use this at least for our Year 13s and exploring this for pupils in Year 12 and track the impact in a more coordinated way.

Heads of Department were able to bid for resources to support disadvantaged pupils and analysis of the impact of this is in progress.

In terms of enrichment opportunities, we have ensured that disadvantaged pupils are supported both in terms of access and financial assistance for extracurricular activities, including trips and clubs. Practical support, such as free lockers, is also provided to help ease any financial barriers. While we are under pressure to close the gaps for the current Year 11 and 13 cohorts, we remain focused on implementing strategies for younger pupils to ensure that gaps are addressed from the moment they enter the school.

We look to increase opportunities for disadvantaged pupils at key transition points and all pupils receive a personalised interview for options and priority for any over-subscribed subjects. If pupils wish to stay on in the Sixth Form, we will be flexible, where appropriate, with entry grades. Pupils who are interested in an Oxbridge Pathway have been identified for a focused tutor group and this has included ensuring a proportion of disadvantaged pupils prioritised.

Challenges

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

Challenge number	Detail of challenge
1 - Current School Data Context	<p>In terms of progress measures, Disadvantaged pupils' progress was -0.50 in 2022-23 (gap 0.75) and, at the end of 2023-24, currently stands at 0.13 (gap 0.14) showing the impact of the development work during the year. We have already seen a significant reduction in gaps across all progress elements, with some core areas showing remarkable improvement.</p> <p>In English, the Progress 8 score has improved dramatically, narrowing the gap from -0.48 to -0.06, a reduction of 0.42. The gap in other elements has decreased from -0.46 to -0.15. While the EBacc element still falls below national expectations, it has nonetheless improved by 0.26, reducing the gap from -0.6 to -0.36. This data clearly indicates that our focused efforts on supporting disadvantaged pupils have yielded a positive shift towards closing gaps, reflecting progress against our targets.</p> <p>The challenge now is to sustain this improvement and ensure this is the picture in all curriculum areas.</p>
2 - Closing the Gap in Maths and Science	<p>2023 Data (disadvantaged vs all) - Maths - Progress Gap: -0.48; Science Combined - Progress Gap: -0.2; Biology: -0.49, Chemistry: -0.62; Physics: -0.92.</p> <p>2024 Data (disadvantaged vs all)– Maths – Progress Gap: -0.01; Science Combined – Progress Gap: -0.02; Biology: 0, Chemistry: -0.18; Physics: -0.18</p> <p>Work needs to take place to sustain these outcomes and continue to make better progress for all pupils, with a focus on disadvantaged, across science. The quality of education is not yet consistent for all pupils but there is new leadership and a new curriculum in place which will impact outcomes for all pupils.</p> <p>Although we no longer have this invaluable funding, we have reflected on its success and incorporated the most effective aspects of the NTP into our current approach. As part of this, we plan to leverage the talents of our post-16 pupils to run bespoke interventions with small groups or individuals, as well as continuing to ensure consistency in all areas in terms of the quality of the curriculum and its delivery.</p>
3 - Improving the Quality of Teaching	<p>This ties in with the whole school drive to improve the quality of teaching and learning via the LEARN approach, which will impact all pupils. The SDP and new Teaching and Learning Policy will ensure consistency across departments and classrooms and ensure Middle Leaders are driving improvement, ensuring distributed leadership.</p>

<p>4 - Pathways/ Curriculum</p>	<p>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.</p> <p>The Head of Sixth Form has implemented a strategy to ensure that the IAG and enrolment processes in Year 11 support our disadvantaged pupils, such as targeted post 16 Interviews. These pupils are supported with additional mentoring in the Sixth Form and, in the future, there will be further analysis of pathways post 18, as well as a drive to identify ambitious and HAP in Key Stage 3 and earlier in Key Stage 4 to ensure opportunities that lead to success. We are reconsidering our careers provision to potentially bring this in-house to enable more autonomy over the service.</p> <p>EBacc figures still show a lower uptake for disadvantaged pupils. For the current Year 10, the gap stands at 8% of those entered and in 2023, the gaps were evident in outcomes for a standard pass and a strong pass (7% and 9% respectively). The options process will offer more vocational subjects this year to support all learners and disadvantaged pupils will receive specific advice and guidance re ambitious pathways.</p>
<p>5 - Resources</p>	<p>Surveys and discussions with pupils and parents indicated that approximately 30% of our disadvantaged pupils at the start of 2022-23 did not have access to the IT equipment necessary to access the full curriculum without restrictions. We have ensured that all disadvantaged pupils now have access to a Chrome Book and we continue to prioritise this with each new cohort of the school to ensure this challenge is met. This will be highlighted clearly in the school's developing digital strategy.</p> <p>Software to identify pupils</p>
<p>6 -SEMH/Behaviour</p>	<p>Over the last three years we have observed a change in pupil demographics, which includes a greater number of pupils with more complex needs related to identified and unidentified special educational needs; as well as mental health needs such as anxiety and low mood.</p> <p>These challenges particularly affect disadvantaged pupils, their attendance and then also their attainment and progress.</p> <p>We have implemented a well-being room, bought in a weekly speech and language therapist as well as increased support from a commissioned Educational Psychologist. Pupils who are eligible for PP and PP+ funding are given priority in relation to this support and intervention. We are looking to introduce our own alternative provision to provide bespoke support, as a way of strategically suspensions/exclusions to ensure that figures reduce in all areas; this will impact disadvantaged pupils</p>
<p>7 - Literacy</p>	<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>13.5% of our 2024 Year 7 cohort tested for reading were disadvantaged. A Standard Age Score (SAS) score indicates that a pupil is at an appropriate reading level for their age. The mean number for our disadvantaged cohort is 101.7. Whilst this is higher than the national figure of 100 there is still an 8.8 difference with their non- disadvantage peers.</p> <p>An ambitious literacy programme is in place with whole school objectives as well as additional intervention for struggling readers and also those with SEND needs. This was successful last year and includes software such as Lexonik.</p> <p>15.6% of the first cohort of pupils completing the Lexonik reading intervention were disadvantaged. 80% of this cohort made progress in reading ages and SAS. SAS average pre intervention was 93. Post intervention was 98. SAS improved ranging from +2 to +16 with the average being +5. Reading ages improved from 9 months to 2 years and 11 months.</p> <p>23% of our second cohort were disadvantaged where 67% of this cohort made progress</p>

	<p>in reading ages and SAS.</p> <p>SAS average pre intervention was 92. Post interventions was 94. SAS improved ranging from -3 to +7 with the average being +1. Reading ages improved by at least 12 months.</p>
<p>8 - Attendance</p>	<p>Analysis of attendance data tells us that absence within our disadvantaged cohort is significantly higher than their peers who are not disadvantaged. At the end of the academic year 23-24 the absence rate of disadvantaged pupils was 13.5% compared to non-disadvantaged 6.9%.</p> <p>This group is a concern across all year groups from Year 8 - 11 and they remain a key focus in terms of our attendance improvement work and strategy</p> <p>Actions taken to raise the attendance of disadvantaged /vulnerable pupils from September 2024</p> <p>Appointment of additional full time attendance administrator who carries out daily absence processes, allowing us to fully invest in a full-time attendance and home liaison officer who supports our strategic work on improving attendance across key groups. Including the systematic tracking and monitoring of pupils and co-ordinating meetings and communication with parents/carers.</p> <p>Head of Year caseload - pastoral lead to oversee and review support and intervention for individual pupils. Including the use of 'my attendance success plans 'a framework and document to underpin supportive meetings with Heads of Year and pupils.</p> <p>Fortnightly attendance meetings with HOYs, PSM, Attendance officer and EWO to monitor, track and plan intervention for key pupils. The team is aware that disadvantaged cohorts and those with high rates of absence are the priority.</p> <p>To encourage attendance to school and participation in the wider life of the school a % of places on school visits, trips and enrichment are reserved for PP and parents are contacted to ensure they are aware that part or fully subsidised places are available on paid visits.</p> <p>The current absence rate for pupils eligible for PP funding is 12%</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**. This relates to our SDP.

Intended outcome	Success criteria
Improved attainment and progress across the curriculum among disadvantaged pupils by the end of Key Stage 4.	<p>2023-24 outcomes will demonstrate that disadvantaged pupils can achieve:</p> <p>Broadly in line or exceeding with the national average for non-disadvantaged pupils achieving 4 + and 5+ in English and Maths</p> <p>A progress gap of less than 0.2 for both disadvantaged vs all and disadvantaged vs non-disadvantaged</p> <p>Sustained increased progress and attainment</p>
Increased ambitious pathways for disadvantaged pupils	<p>By 2023-24, the proportion of disadvantaged pupils at post 16 will be approximately equivalent to the proportion from the intake year group. i.e., The Year 11 2023-24 proportion should be broadly equivalent to the Year 12 2024-25 proportion.</p> <p>We aim that by 2024-25, there is negligible difference between EBacc entry and any difference between standard and strong passes reduced to below 10%.</p>
Improved access to IT equipment for all disadvantaged pupils	<p>Each year, 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.</p>
To achieve and sustain improved behaviour and wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing and engagement in the school community by 2024-25 demonstrated by:</p> <p>A reduction in KPIs for behaviour and increase in overall attendance and reduction in the number of PP pupils who are persistently and severely absent</p> <p>qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p> <p>a continued increase in participation in enrichment activities among disadvantaged pupils.</p>
Improved reading comprehension among disadvantaged pupils across KS3.	<p>By 2024-2025:</p> <p>Reading comprehension tests demonstrate the proportion of pupils with reading ages below the expected age-related standard reduces as they progress through the school.</p> <p>Further to this, the average scaled score for disadvantaged pupils will have improved.</p>
To achieve and sustain improved attendance for our disadvantaged pupils.	<p>Median attendance for disadvantaged pupils will be above 90% across year groups 7-10 and within 3% percentage point of our non-disadvantaged pupils in Year 11.</p>

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. This is a continuation from 2023-24 as this has had significant impact on outcomes and should be further embedded.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to additional classes in Maths and English	Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. Reducing Class Size EEF	1, 2, 3
Develop a whole-school in-class intervention strategy to support all pupils that are underachieving in lessons – this includes questioning, literacy and marking and feedback.	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. High Quality Teaching EEF	1, 2, 3, 5
Develop a more robust system of appraisal to support a culture of development through CPD and effective line management based on coaching principles.	Evidence shows that high-quality, targeted and personalised CPD can improve outcomes: Effective Professional Development EEF	1, 3
Develop and embed a whole-school literacy strategy to improve disciplinary literacy and reading comprehension across all subjects in the school.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools EEF Reading Comprehension Strategies EEF	1, 3, 4, 7
Ensure that whole-school CPD and the LEARN programme 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. High Quality Teaching EEF	1, 3, 4, 5, 7
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. School Planning Support EEF	1,3, 4, 5

<p>Invest in reading development programmes to support pupils who are below age-related expectations.</p>	<p>Reading comprehension is heavily linked with attainment.</p> <p>Reading Comprehension EEF word-gap.pdf (oup.com.cn)</p>	<p>1, 2, 7</p>
<p>Continue to invest in software such as Class Charts and Edulink to ensure staff can identify pupils and access other documents such as pupil passports and also to improve communication with parents</p>	<p>Staff need to be able to identify and target pupils in class as well as increase communication with families</p>	<p>1, 3, 7</p>

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

Budgeted cost: £40,000

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, 3, 4
Engage with post 16 pupils to ensure that disadvantaged pupils across the attainment range have access to academic tutoring if necessary; this may be through UpLearn.	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. One-to-one tuition EEF Small group tuition EEF	1, 2
Establish a mentoring programme for disadvantaged pupils at post 16 as well as a pathway tutor group to support Oxbridge and Russell Group pathways	Evidence shows that mentoring for pupils from disadvantaged backgrounds can improve non-academic outcomes such as attitudes to school, attendance and behaviour. Mentoring EEF	1, 2, 4, 6
Establish parental workshops for Year 11 pupils	Communication with families and strong relationships has an impact on outcomes	1, 2, 4, 6

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide laptops to pupils that do not have access to IT equipment at home, as well as increase Chrome Book access in school.	Pupils require resources and IT access to access homework. The EEF suggests homework can have high impact on outcomes: Homework EEF	1, 2, 3
Support disadvantaged pupils with funding to access arts participations e.g., music/dance/LAMDA 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: Arts Participation EEF	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. This may include exam stress workshops.	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. Social and emotional learning EEF	5
Provide disadvantaged pupils with financial support to ensure equity of access to extra-curricular trips and activities. e.g., Duke of Edinburgh.	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.	
Embed well-being room and AP to reduce number of suspensions and increase attendance including continued employment of PSMs and a Learning Mentor and Well-Being Supervisor	An increase in our provision for pupils with SEMH needs or poor attendance will impact on disadvantaged pupils	6,8

Attendance Team Capacity	Increase capacity within the immediate attendance team - a full time attendance admin for daily processes and full-time attendance and home school liaison officer Reduce HOY teaching time, to increase capacity to support attendance and behaviour strategy	6, 8
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Total budgeted cost: £ 240,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact on disadvantaged pupils under the previous leadership was not robust or rapid and we have ensured this has been a key priority since September 2022. We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using Key Stage 4 performance data.

Key Stage 4 exam data and our internal assessments suggest that we have made remarkable progress in this area and the progress and attainment of the school's disadvantaged pupils in 2023/24 exceeds national expectations. Our goal would be to ensure sustained outcomes and ensure gaps in individual areas and disciplines are addressed.

In terms of progress measures, we have seen a significant reduction in gaps across all elements in 2023-24, with some core areas showing remarkable improvement. Disadvantaged pupils' progress was -0.50 in 2022-23 (gap 0.75) and currently stands at 0.08 (gap 0.13) showing the impact of the development work during the year. We have seen a significant reduction in gaps across all progress elements, with some core areas showing remarkable improvement. In English, the Progress 8 score has improved dramatically, narrowing the gap from -0.48 to -0.06, a reduction of 0.42. The gap in Maths has almost entirely closed, shifting from -0.48 to -0.06. Additionally, the gap in other elements has decreased from -0.46 to 0.15. While the EBacc element still falls below national expectations, it has nonetheless improved by 0.24, reducing the gap from -0.6 to -0.36. This data clearly indicates that our focused efforts on supporting disadvantaged pupils have yielded a positive shift towards closing gaps, reflecting progress against our targets.

Within our cohort of disadvantaged pupils, we carefully selected those who would benefit most from a targeted tutoring programme, utilising NTP funding. We closely monitored attendance and actively addressed any absences, engaging with pupils and their families to ensure their participation in a blended learning approach. Resources were prepared well in advance, and pupils consistently demonstrated their understanding in sessions with tutors. The programme achieved an impressive average attendance rate of 82% across two sessions per week over 15 weeks.

The impact of this intervention has been overwhelmingly positive. While the Basics (English and Maths) attainment for these pupils was below that of all pupils, this was anticipated given their lower starting points at KS2. However, the Progress 8 score for these pupils in 2023-24 shows that we have successfully closed the progress gap between all pupils and those supported through NTP. Notably, our primary focus on Maths resulted in our NTP pupils outperforming all pupils by 0.01 in progress. Although Science attainment remains below expectations, tracking the data from Year 10 to exam outcomes reveals an 8% improvement in Science 4+ outcomes and a 5% improvement in Science 5+ outcomes. Most importantly, the Science Value Added score has been reduced to just -0.1, reflecting a significant narrowing of the gap.

For departments that have bid for resources, evaluations were requested. Examples of such evaluation is presented below by the Geography department:

Disadvantaged funding has supported improvements in teaching quality through CPD and enhanced classroom resources. It enabled disadvantaged pupils to access resources for independent study, helping them identify gaps in their understanding. While attainment and progress varied across individuals, some students demonstrated significant improvements, progressing to Level 3 courses in Year 12. However, targeted interventions outside lesson times, such as lunchtime or holiday sessions, proved somewhat effective for those most in need. Subscriptions to electronic textbooks were beneficial for all learners, though there are concerns about equitable online access for disadvantaged pupils.

Our assessments demonstrated that pupil behaviour improved last year and key indicators such as suspension rates continue to fall for disadvantaged pupils, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

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.

Programme	Provider
Mentoring	Evolve and Adapt
Boxing	Box Up
SALT	Speech Therapy Services
EP	Aspire EP Service

Further information (optional)

Our pupil premium strategy will be supplemented by additional funding and other areas of the SDP. 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.