

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 (3 year plans are recommended)	2022-23 We will begin with an initial one year strategy and then move to a longer term plan in line with school development priorities (SDP)
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

Total budget for this academic year <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
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Part A: Pupil premium strategy plan

Statement of intent

Vision to be reviewed in 2023/24:

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.

We have plans to use the National Tutoring Programme funding to support pupils in Maths and, as a separate finding, this will be reviewed in the SEF and in this document but is separate to the PP funding in this document.

Challenges

This details the key challenges to achievement that we have identified among our 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	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. 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.
7	Data shows that attendance for disadvantaged pupils has been lower than that of their peers across all year groups.
8	School enrichment (education with character) was very limited until the end of 2022 and this would have affected disadvantaged pupils more significantly.

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
*As there is significant new leadership in the school, success criteria will need to be fine-tuned after the first year when a more robust and targeted strategy can be implemented and we can ensure resources and staffing are in place.	
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>Long-term outcomes will demonstrate that disadvantaged pupils can achieve:</p> <ul style="list-style-type: none"> • An average A8 score broadly in line with the national average for non-disadvantaged pupils (around 50) • Broadly in line with the national average for non-disadvantaged pupils achieving 5+ in English and Maths (57% in 2022 and 50% in 2019) • A progress gap of less than 0.3
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 the end of 2022-23, the proportion of disadvantaged pupils will be approximately equivalent to the proportion from the intake year group.</p> <p>Longer term, there is negligible difference between EBacc entry and any difference between standard and strong passes reduced to below 8%.</p>
Improved access to IT equipment for all disadvantaged pupils	By 2022-23, 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 and enrichment for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing and engagement in the school community demonstrated by:</p> <ul style="list-style-type: none"> • A reduction in KPIs for behaviour and increase in attendance • Qualitative data from pupil voice, student and parent surveys and teacher observations. • A significant increase in participation in enrichment activities among disadvantaged pupils.
Improved reading comprehension among weaker readers including disadvantaged pupils across KS3.	<ul style="list-style-type: none"> • 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>Further to this, the average scaled score for disadvantaged pupils will have improved.</p>

To achieve and sustain improved attendance for our disadvantaged pupils.	Longer-term, median attendance for disadvantaged pupils will be within 2% percentage point of our non-disadvantaged pupils.
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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.	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, 4
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, 2
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, 2, 6
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. High Quality Teaching EEF	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. School Planning Support EEF	1,2

Invest in reading development programmes to support pupils who are below age-related expectations.	Reading comprehension is heavily linked with attainment. Reading Comprehension EEF word-gap.pdf (oup.com.cn)	1, 2, 6
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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. One-to-one tuition EEF Small group tuition EEF	1, 2
Establish a programme of peer tutoring by using sixth form pupils to support the attainment of pupils in Maths.	Peer tutoring has been shown to have a positive impact on both tutees and tutors and provides a cost-effective way to provide one-to-one or small group tuition in school. Peer Tutoring EEF	1, 2
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. Mentoring EEF	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: Homework EEF	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: Arts Participation EEF	1, 5, 7, 8
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. 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.	8

Total budgeted cost: £ 250,550

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils - September 2023

As already outlined, impact on disadvantaged pupils under the previous leadership has not been as robust or rapid as we would have hoped and this has impacted the first year of new leadership.

For 2023, our 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 -0.37, similar to the year before. For, non-disadvantaged pupils this score was 0.25. For Progress 8, the national average score for disadvantaged pupils was -0.56 and for non-disadvantaged pupils it was -0.06. The gap is therefore 0.62, compared to -0.5 nationally.

Our Attainment 8 score (which is a measure of GCSE attainment across 8 subjects) was 56.29 for all pupils, 57.98 for non-pupil premium and 48.56 for pupil premium. The national Attainment 8 score for disadvantaged pupils in 2022/23 was 34.9 and for non-disadvantaged pupils it was 50.2. The gap is therefore 9.42, compared to 15.3 nationally.

The school is ambitious to ensure disadvantaged pupils perform significantly better than national moving forwards - see targets for 2023/24 and beyond.

Key stage 4 data and our internal assessments show that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. 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. There was limited live teaching during the pandemic period and we are addressing these gaps still. and some of the approaches used previously to boost outcomes for disadvantaged pupils had less impact than anticipated. In addition, there had been a limited strategy previously in school, for example, staff were not knowledgeable about which pupils were disadvantaged and information systems did not provide this to them for example staff had limited access to marksheets. Class charts was set up and implemented during the year to ensure staff had access to this and this was launched in September 2023.

NTP funding was also used to support pupils in Maths and Science - further evidence of impact referenced in SEF.

In 2022/23, 27% of the whole GCSE cohort qualified for EBacc entry; this was 65 pupils - (17% strong pass; 20% pass). Of that 65, 7 were disadvantaged (**16% of the whole disadvantaged cohort**) and 58 were non-disadvantaged (29% of the non-disadvantaged cohort).

Of the new Year 10 cohort, who chose options last year, as a result of strong IAG, 44% qualify for EBacc entry; this is 105 pupils. Of that 105, 18 were disadvantaged (**37.5% of the whole disadvantaged cohort**) which has shown a significant rise in more ambitious courses.

At the start of September 2023, 44% of Year 11 disadvantaged pupils were accepted into post 16 - an increase of 4% on the previous year; entry grades were adjusted for one pupil. 6/17 - just over a third of disadvantaged pupils are on the Oxbridge pathway via a targeted

tutor group.

Attendance data shows that absence for 2022/23 within our disadvantaged cohort was significantly higher than their peers who are not disadvantaged. At the end of the academic year 2022/23, the absence rate of disadvantaged pupils was 12.4% compared to non disadvantaged 7.1%. Of particular concern was the absence of Year 8 disadvantaged pupils, now in Year 9 and this group is a particular focus in our new attendance strategy.

A new Behaviour Policy was introduced in 2022/23 which has meant direct comparisons of previous data are difficult; however this can be analysed moving forward. However, data for suspensions and exclusions are comparable. There were 113 suspensions in 2022/23, of which disadvantaged pupils were over represented. However, this figure dropped from 40% of the suspensions in 2021/22 to 29%.

Prior to 2022/23, there was no strategy for increased inclusion of disadvantaged pupils. These pupils have been prioritised and funded for access to trips and enrichment activities and in some areas, especially trips, disadvantaged pupils are now over-represented compared to the % in school. This will now be tracked year on year to show impact.

We have a new, clear and transparent strategy with clear leadership and are confident that outcomes will increase in all areas.

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

Further information (optional)

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

- embedding continually consistent practice around quality learning and teaching - key areas including questioning, literacy and marking 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, line management and data analysis focus on outcomes of these key groups
- Increasing pastoral support in school and utilising support from external agencies such as Evolve and Adapt
- Better use of data and implementation of class charts to identify learners
- continuous recognition and challenge of unconscious bias
- visiting of other schools with excellent practice.
- NTP tutoring

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, lesson observations and visits, 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.