

# 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	1475
Proportion (%) of pupil premium eligible pupils	16.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-26
Date this statement was published	January 2024
Date on which it will be reviewed - interim	September 2024
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	£208,035
Recovery premium funding allocation this academic year	£ 57,132
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>	£ 265,167

# Part A: Pupil premium strategy plan

## Statement of intent

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 is being 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 2023-26 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. Questioning, literacy and feedback and marking are key foci 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 the second year 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.

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.

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 is 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 - Current School Data Context	<p>See previous report but a summary of outcomes:</p> <p>Attainment and progress data for disadvantaged pupils at the end of Key Stage 4 is still below that of their peers. In 2023, the Disadvantaged P8 = -0.37 vs +0.25 for the whole school (gap – 0.62). Disadvantaged A8 = 48.56 vs 56.29 for the whole school.</p> <p>This has been affected by Covid, and the lack of remote offer in the school at the time, and we are working tirelessly to fill this gap and ensure pupils are not penalized as a result of this. In line with national studies, our disadvantaged pupils have already been disproportionately affected by the school closures during the COVID-19 pandemic.</p>
2 - Closing the Gap in Maths and Science	<p><b>2023 Data - Maths</b> - Progress Gap - -0.48; <b>Science Combined</b> - Progress Gap - -0.2; <b>Biology</b> - -0.49, <b>Chemistry</b> - -0.62; <b>Physics</b> - -0.92.</p> <p>Implementation of the National Tutoring Programme in two key areas. This was implemented last year in Maths and had some impact. This has been re-launched in January 2023 and targets 33 pupils across both subjects and is taught remotely in pairs. This has been managed with much more rigour than previously.</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.</p>
4 - Pathways/ Curriculum	<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>
5 - Resources	<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 digital strategy 2023-2028.</p> <p>Software to identify pupils</p>

6 - SEMH/Behaviour	<p>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. We plan to implement an IEU, and well-being room, as an alternative to suspension to ensure that figures reduce in all areas; this will impact disadvantaged pupils</p>
7 - Literacy	<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> <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 begins this term and includes software such as Lexonik.</p>
8 - Attendance	<p>Our 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 22-23 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 attendance strategy. Actions taken to raise the attendance of disadvantaged /vulnerable pupils from Summer Term 23</p> <ul style="list-style-type: none"> <li>- Appointment of additional full time attendance officer who has 3 days dedicated to the systematic tracking and monitoring persistent absence and the associated strategy.</li> <li>- Regular communication with all parents about the importance of attendance via InTouch magazine.</li> <li>- Attendance strategy which includes thresholds and associated actions including schools based concern letters sent at 93, 91 and 89%. Supportive phone calls home, home visits and timely meetings and communication with the Attendance Officer.</li> <li>- Introduction of 'my attendance success plans ' completed at a supportive meeting with Pastoral Support Managers and pupils to encourage responsibility and awareness of attendance and its importance.</li> <li>- 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.</li> <li>- HOY 9 has included a specific objective focused on raising attendance of the disadvantaged group within his Year Development Plan.</li> <li>- 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.</li> </ul> <p>The year to date tells us that the rate of absence across our disadvantaged cohort has fallen to 11.9%</p>

## 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. This has been divided into yearly milestones and so these outcomes are for the end of the academic year and will then be re

Academic Outcomes	Key Stage 4	Outcomes 2018-19	Outcomes 2019-20 (CAG)	Outcomes 2020-21 (TAG)	Outcomes 2021-22	Outcomes 2022-23	Outcomes aimed for 2023-24	FFT Top 5%
	English and Maths 9-5	61.25	69.33	63.98	68.35	70.83	73	80.33
	English and Maths 9-4	80	84.45	82.63	81.86	86.67	88	93.72
	English 4+	88.75	9.76	91.53	86.92	91.25	93	94.56
	English 5+	77.5	78.57	75.42	77.22	81.25	83	83.68
	Maths 4+	82.92	87.8	85.17	85.23	89.17	90	94.14
	Maths 5+	65.42	76.05	67.8	73.42	76.25	76	82.43
	Attainment 8	52.73	56.92	55.25	55.72	56.32	57	61.72
	Progress 8	0.38	0.72	0.43	0.34	0.25	0.4	0.67
	Disadvantaged (P8)	0.26	0.08	0.05	-0.16	-0.37	0.1	0.75
	Disadvantaged gap (P8)	0.12	0.64	0.38	0.5	0.74	0.3	-0.08
	English Progress 8	0.62	0.65	0.4	0.44	0.64	0.7	0.28
	Maths Progress 8	0.63	1.01	0.57	0.63	0.47	0.5	0.69
	EBacc Progress 8	0.21	0.53	0.26	0.2	-0.05	0.3	0.83
	Open Progress 8	0.24	0.75	0.53	0.24	0.12	0.3	0.74
	Science VA	0.2	0.64	0.13	0.16	-0.47	0.1	0.85
	MFL VA	0.86	1.35	0.99	0.36	0.6	0.8	0.79
	Humanities VA	0.43	0.74	0.6	0.32	0.12	0.3	0.88
	<b>Key Stage 5</b>							
	Level 3 VA	-0.05	0.4	0.42	0.12	-0.34	0.2	
	ALPS			1	2	6		
	Average Grade	C		B	B	B-		
	APS	31.46		39.55	39.61	35.34		
	A*/A %	15.87	40.77	36.23	39.95	27.29	28	
	A*-B%	37.369	67.4	66.59	66.57	53.14	60	
	A*-C%	68.31	87.06	85.72	82.69	74.64	77	
	A*-E %	93.88	100	99.32	98.53	97.58	98	
<b>Pastoral Data 11-16</b>	Number of suspensions	70	40	67	81	113	80	
	Rate of suspensions	5.90%	3.42%	6.79%	9.47%	9.57%	6.68%	
	Number of PEX	1	2	6	1	1	1	
	Rate of PEX	0.08%	0.17%	0.50%	0.08%	0.08%	0.08%	
	Attendance %	94.3	94.1	92.8	92.1	92.5		
	Disadvantaged %	92.1	90.7	90.84	89.46	87.72		
	UA %	0.8	5.2	6.5	6.9	6.4		
	AA %	4.9	0.7	0.7	1.1	1.2		
	PA %	11.13%	7.61%	10.56%	21.37%	19.73%		

Overall 3 year aims from SDP can be accessed here – this is an example of expected outcomes over 3 years:

<b>1. Quality of Education</b>			
<b>Allocated budget</b>	<b>Expected outcomes 2023-24</b>	<b>Expected outcomes 2024-25</b>	<b>Expected outcomes 2025-26</b>
<b>An outstanding curriculum in which our intent, implementation and impact is fully aligned, which is accessible but also ambitious and meets the needs of all learners ensuring disadvantaged pupils are able to succeed in line with other pupils.</b>	Consistent quality and approach to curriculum planning across all department with clear information accessible via the website. Spotlights have taken place in all subjects and feedback is being addressed through departments and line management. Regular review and active pupil voice continues to ensure the curriculum continues to be updated in subject areas. The disadvantaged gap is narrowed and a score in the average range for disadvantaged P8 is attained. Curriculum Policy approved by GB. Curriculum share is reviewed at Key Stage 3-5.	Spotlight cycle continues to ensure regular review of subject areas. The curriculum has embedded the new whole school vision and subjects' intent are aligned to this. The curriculum is consistently reviewed and adapted as an integral process led by Heads of Department and post-holders. The gap is narrowed for all key vulnerable groups and further narrowed for disadvantaged pupils. Curriculum share is reviewed at Key Stage 3-5.	The curriculum adapts and responds following embedded internal and external regular review and therefore meets the needs of each cohort of learners. The curriculum is having a strong and substantial impact on the outcomes of all pupils as progress made is equal regardless of pupil context and above national figures across the school. Heads of Department and postholders now support and share their curriculum planning with other school leaders and within professional organisations e.g. the PTI. The curriculum leads the staffing across the school. Curriculum share is reviewed at Key Stage 3-5.

<b>Intended outcome</b>	<b>Success criteria</b>
Improved attainment and progress across the curriculum among disadvantaged pupils by the end of KS4.	<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 behaviour and 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> <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> </ul> <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.	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: £ 121,550

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.  <a href="#">High Quality Teaching   EEF</a>	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:  <a href="#">Effective Professional Development   EEF</a>	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: <a href="#">Improving Literacy in Secondary Schools   EEF</a> <a href="#">Reading Comprehension Strategies   EEF</a>	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.  <a href="#">High Quality Teaching   EEF</a>	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.  <a href="#">School Planning Support   EEF</a>	1,3, 4, 5
Invest in reading development programmes to support pupils who are below age-related	Reading comprehension is heavily linked with attainment.  <a href="#">Reading Comprehension   EEF</a>	1, 2, 7

expectations.	<a href="#">word-gap.pdf (oup.com.cn)</a>	
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	Staff need to be able to identify and target pupils in class as well as increase communication with families	1, 3, 7

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

Budgeted cost: £30,000

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 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 mentoring programme for disadvantaged pupils at post 16	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, 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: £113, 617

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
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.	
Breakfast Club free for all pupils but disadvantaged pupils encouraged to attend	Pupils perform better with appropriate food	1, 6, 8

Embed well-being room and IEU to reduce number of suspensions and increase attendance including 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	1, 5, 6, 8
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**Total budgeted cost: £ 265, 167**

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

## 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)