

# School Name Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School Name	Wilsthorpe School
Number of pupils in school	1137
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-2022
Date this statement was published	1/11/21
Date on which it will be reviewed	1/9/2022
Statement authorised by	Derek Hobbs
Pupil premium lead	Matthew Gray
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,515
Recovery premium funding allocation this academic year	£33,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£256,300</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



## Part A: Pupil premium strategy plan

### Statement of intent

Our curriculum intent can be summarised in 10 points:

- The curriculum offered to all students matches and exceeds the expectations laid out in the National Curriculum.
- Our belief in a knowledge-rich curriculum underpins our long and medium-term planning.
- Curriculum planning includes opportunities for low-stakes testing, retrieval practice, and revisiting topics and themes through carefully planned interleaving of topics.
- As students' progress through our school, the curriculum supports their wider development and builds their cultural capital.
- We ensure that all our students are equipped to make informed choices about their future through explicit PSHE/RSE provision.
- Literacy and Numeracy are crucial parts of the curriculum.
- A high-quality careers programme sits at the heart of preparing students for the world of work.
- The curriculum ensures that students of all needs can access it successfully.
- High-quality professional development ensures staff have the necessary knowledge, skills and understanding to deliver the curriculum intent.

Our current plan identifies the teaching priorities, targeted academic support and wider strategies that will be implemented to close gaps in academic performance and improve rates of attendance.

The schools 'First Care' strategy identifies the principles which inform our practice. It ensures that those eligible for the pupil premium engage with one or more of the following concepts- Prioritise First. Confidence. Aspiration. Responsibility. Enthusiasm.

### Challenges

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

Challenge number	Detail of challenge
1	Mastery of key knowledge before students move on in their curriculum journey.
2	Providing effective feedback that supports students taking greater responsibility for their own improvement and increase motivation to improve.
3	Developing the necessary skills for reading and understanding challenging texts.
4	Providing impactful academic support to those students identified as 'falling behind'
5	Increase in rates of attendance for pupils eligible for the pupil premium

### 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
To reduce disadvantaged students' progress 8 gap across all elements.	Progress 8 scores are above average in 2022, with positive contributions from each of the 'baskets'
To reduce disadvantaged students' attainment 8 gap across all elements.	Attainment 8 scores exceed 43.0 (2021 results)
To ensure English and Maths 5+ scores are at least the same as similar schools.	English and Maths 5+ exceed 40.7% (2021 results)
To increased attendance rates for pupils eligible for PP	Student attendance is at least 96%

**Click or tap here to enter text.**



## 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: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maintain a continued focus on a knowledge rich curriculum, retrieval practice and questioning to ensure challenge during lessons and mastery and recall.</i>	EEF. Impact +5	1
Ensure all pupils receive timely assessments and feedback that informs future performance	EEF. Impact +6	2
Ensuring literacy and numeracy are heavily promoted throughout school and high levels of pupil participation are achieved.	EEF Impact +6	3

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

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing a COVID recovery curriculum with planned catch-up intervention, delivered by subject specialists throughout the year.	EEF. Impact +4	4
Developing Knowledge Organisers that reveal the 'Core Knowledge' for each term and include Literacy and Numeracy pages.	EEF. Impact +5	4

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

Budgeted cost: £46,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Family welfare officer/student welfare officer to support families to engage with learning	EEF. Impact +4	5



**Total budgeted cost: £ (insert sum of 3 mounts stated above)**

- £105000
- £105000
- £46300
- Total = £256300

(NB. 77 teaching hours will be provided during 2021-22. This is equivalent to 1.75 fte teachers.

1.75 x fte teachers (including on-costs) £100k)

**Part B: Review of outcomes in the previous academic year****Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

**Disadvantaged pupil performance overview for last academic year**

<b>Progress 8</b>	-0.07
<b>Ebacc entry</b>	10%
<b>Attainment 8</b>	43.0
<b>Percentage of grade 5+ in English and Maths</b>	40.7%

**Externally provided programmes**

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

<b>Programme</b>	<b>Provider</b>

**Service pupil premium funding (optional)**

For schools that receive this funding, you may wish to provide the following information:

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

### Monitoring and implementation

Area	Challenge	Mitigating action
<b>Teaching</b>	Providing quality, impactful CPD for all staff.	<p>Modify the professional development programme for 2020-2021 for early career teachers.</p> <p>Allocate INSET time to ensure topics pertinent to the performance of disadvantaged students retain a high profile.</p> <p>Consistently apply the methods identified in the 'excellence in learning' handbook.</p>
<b>Targeted support</b>	<p>Ensuring classroom interventions are employed consistently across the school.</p> <p>Ensuring that small group interventions are effective and impactful.</p>	<p>Carryout quality assurance activities that ensure that the school 'first care' strategy is employed consistently across the curriculum.</p> <p>Carryout quality assurance activities that ensure that high quality intervention takes place during the school day.</p>
<b>Wider strategies</b>	Develop a highly skilled welfare/pastoral team.	<p>Employ a Family welfare officer/student welfare officer to ensure:</p> <ul style="list-style-type: none"> <li>Daily contact with families out of school</li> <li>Regular home visits</li> <li>Support families to engage with learning.</li> <li>Behavior support in school</li> <li>1:1 Mentoring in school</li> <li>Tracking of Pastoral interventions</li> </ul>

