

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Woodford County High School
Number of pupils in school	1241
Proportion (%) of pupil premium eligible pupils (Year 8 – 12)	7.5%
Academic year/years that our current pupil premium strategy plan covers.	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Jo Pomeroy
Pupil premium lead	Cassim Ashraff
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,490
Recovery premium funding allocation this academic year	£24,288
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£98,778

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Some of the pupil premium funding will also support the needs of students regardless of whether they are disadvantaged or not.

We value high-quality teaching and learning. Additional resources such as revision aids are provided to disadvantaged students where the resource is known to make a significant contribution to support understanding. Our focus on equalities for this year is to audit the involvement of different student groups. As a consequence, some of our pupil premium spending is earmarked to provide access to additional enrichment activities across all our clubs, in-house webinars and educational visits to improve student social interactions and confidence. We also use the pupil premium funding to support good mental wellbeing of our students. We have found that greatest impact is where students are confident within themselves and are able to access the teaching materials afforded to them.

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.

Disadvantaged pupil performance overview for 2022 (national figures in brackets)

Progress 8	+1.21	(-0.55)
Percentage of students with Ebacc entry	100%	(38.7%)
Average Ebacc grade	8.10	(3.43)
Percentage of Grade 5+ in English and maths	100%	(32%)

Challenges

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

Challenge number	Detail of challenge
1	Mental wellbeing issues, e.g. anxiety, self-harm, bereavement
2	Ineffective work habits and poor organisational skills
3	Access to enrichment opportunities
4	Limited access to internet or devices being shared at home
5	Attendance concerns

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	Target Date
Enable academic outcomes (Progress 8) to be in-line with non-disadvantaged students.	Minimal (if any) gap between Attainment 8 score of disadvantaged students to non-disadvantaged students. Minimal (if any) gap between Progress 8 score of disadvantaged students to non-disadvantaged students.	September 2023
Ensure disadvantaged students have access to a wide variety of in-school and out of school opportunities.	Follow progress of identified students who have been awarded funds for out of school activities – showcase success through school bulletins etc.	September 2023
Ensure disadvantaged students have access to mental wellbeing support.	Maintain and where possible increase the number of appointments that can be booked to support mental wellbeing of pupils.	September 2023

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 current academic year

Budgeted cost: **£ 10,000**

Measure	Activity
Additional resources	Providing additional resources to departments on request. Department-led initiatives to support disadvantaged students in and outside of lessons (e.g. educational visits).

Targeted academic support for current academic year

Budgeted cost: **£ 15,000**

Measure	Activity
Knowledge Improvement	Providing identified students with targeted resources.
Skills Improvement	External providers to showcase best practice for study skills (including improving organisation skills and exam readiness)
Targeted tuition	Providing targeted tuition for disadvantaged students through recovery premium funding.

Wider strategies for current academic year

Budgeted cost: **£ 75,000**

Measure	Activity
Student wellbeing	Counselling and Welfare Services to support the mental wellbeing of students that are struggling to cope academically / at home.
Barriers to learning	Homework and breakfast club to provide a space for learners to work outside of school hours independently.
Cultural Capital	Providing funds for in-school clubs and out of school activities such as educational visits to boost student participation including Music tuition.
Free School Meals	Providing meals to FSM students
Mitigating Hardship	Providing resources for the most disadvantaged students who are not appropriately prepared for school or to access the curriculum.
Sixth-form Open days	Providing opportunities for disadvantaged students to access university open days

Total budgeted cost: £ 100,000

Wider strategies for current academic year

Area	Challenge	Mitigating action
Teaching	Ensure staff are able to access funds to support T&L opportunities.	Set aside time during LM meetings with Heads of Department and Heads of year to follow the progress of disadvantaged students
Targeted support	<p>Finding external agencies, and good quality tutors that can support students (small group and 1:1).</p> <p>WCHS staff to support with Year 11 tuition – Recovery PP funding.</p>	<p>Time set aside to find quality agencies to support.</p> <p>Identify staff willing to carry out tuition with identified groups.</p>
Wider strategies	Practical issues around communicating what support is available and ensuring access.	Focus on providing additional information in newsletters and on the website.

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Data of the 13 students who were Pupil premium in 2021-22 (Year 11) is extremely promising for disadvantaged students in comparison for the general cohort.

Attainment Measures

	All (179 students)	Disadvantaged (13 students)
Attainment 8 (Avg)	81.96	82.62
5 x (9-5) inc. English + Maths	98.9%	100.0%
Ebacc (Avg)	8.12	8.10

	All (151 / 179 students)	Disadvantaged (11 /13 students)
% of cohort with KS2 data	84.4%	84.6%
Progress 8	+0.96	+1.21

In both attainment and progress, Pupil premium students reversed the general trend whereby the gap between disadvantaged and non-disadvantaged students has flipped. Academic performance data has been accessed through our assessment monitoring software Alps Connect software.

Concern regarding results was tangible going in to the public examinations considering the impact of disruption due to Covid-19. The impact has been mitigated by the delivery of high quality teaching "live" teaching through MS Teams lessons each day.

Laptops and dongles were also bought to support disadvantaged students in accessing live lessons on Teams from home. This strategy minimised lost learning as students accessed lessons and could get feedback from their teachers.

We will continue to regularly review our strategy for the academic year 2022-23.