

# 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	Wexham School
Number of pupils in school	809
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Lawrence Smith
Pupil premium lead	Ruth Corrie
Governor / Trustee lead	Ruth Roley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£228,245
Recovery premium funding allocation this academic year	£104,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£332,885

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all students at our school make good progress and achieve well across the full curriculum, regardless of their background or challenges they may face. We consider ourselves to be a school for all and we work tirelessly to ensure that this is an intent shared by all staff and stakeholders.

The focus of our pupil premium strategy is to support our disadvantaged students in achieving their academic goals. To make this a reality, we focus not only on high quality teaching, but also on enrichment activities to provide cultural capital as well as a whole-school responsibility for supporting literacy development across all year groups.

A relentless drive on improving teaching and learning through CPD, formal and informal monitoring and shared best practice has increasingly fallen under the remit of Pupil Premium provision nationally. The Sutton Trust's 2011 report stated that the quality of teaching disproportionately affects disadvantaged learners. Poor teaching holds them back six months more each year than their more fortunate peers, while excellent teaching benefits them more than it benefits learners from better-off families. Excellent teaching then is an absolute necessity in closing our disadvantage gap. To this end, our CPD and school-based research is clearly focused on the needs of our disadvantaged students. In addition, we place a clear emphasis on supporting our high and high-mid on entry students to meet their challenging academic targets since they are, historically, a group at risk of the greatest under-achievement. Implicit in our intended outcomes is the intention that non-disadvantaged students' attainment will be sustained and improved alongside that of their disadvantaged peers.

Our strategy is also integral to wider plans for education recovery, notably in its targeted support through additional tutoring for students whose education has been impacted, including non-disadvantaged students.

We work closely with our pastoral and curriculum leaders to ensure that our approach is responsive to both common challenges as well as individual needs. Academic interventions and approaches are rooted in robust diagnostic assessment and well-informed professional judgements, not assumptions.

## Challenges

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

Challenge number	Detail of challenge
1	Low literacy skills entering Year 7 typified by low reading ages and limited tier 2 and 3 vocabulary.
2	Mid and high attaining students eligible for PP typically make less progress than their non-disadvantaged peers.
3	Limited support from home in preparing for external examinations.
4	Low aspirations and a limited outlook with few opportunities to build cultural capital.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been between 1.06 – 1.14% lower than for non-disadvantaged students.
6	Mental health barriers.

## 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
High levels of progress in writing	English written assessments should show PP eligible students meeting their expected targets. PP eligible students' progress with written outcomes should be evidenced across the curriculum in a range of tasks and assessments. Teachers should also have recognised this progress through engagement in lessons and book marking.
High levels of progress in reading and vocabulary acquisition	Reading progress will be evidenced using Accelerated Reader assessments which occur three times a year and we should see PP eligible students making progress and achieving reading ages close to or at their chronological ages. There will be greater vocabulary acquisition and usage which will be evidenced using Bedrock Vocabulary with selected PP students with reading ages below their expected level, in year 7 and year 8.
Improved rates of progress for mid and high attaining students eligible for PP	Students eligible for PP identified as high and mid attaining from KS2 to make as much progress as other high attaining students across KS3 with a closing of the gap at KS4.

<p>Greater aspiration for future success</p>	<p>Students have a clear understanding of career paths through higher education or work-based training and aspire to the best of which they are capable.</p>
<p>Greater access to enrichment opportunities to build cultural capital</p>	<p>Evidence suggests that the cultural capital passed on through families helps children do better in school. We aim to equip disadvantaged students who have a paucity of opportunity with the knowledge and cultural capital they need to succeed in school and indeed, in life.</p>
<p>Maintain increased attendance</p>	<p>PP attendance to continue to be in line with non-PP peers, through varied and timely intervention.</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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £148,341

Activity	Evidence that supports this approach	Challenge number(s) addressed
A relentless drive on improving teaching and learning through CPD, formal and informal monitoring and shared best practice.	The Sutton Trust's 2011 report stated that the quality of teaching disproportionately affects disadvantaged learners. Poor teaching holds them back six months more each year than their more fortunate peers, while excellent teaching benefits them more than it benefits learners from better-off families.  Excellent teaching then is an absolute necessity in closing the disadvantage gap.	1,2,3
Develop the Talk for Writing Strategy across the school through CPD processes.	Talk for Writing is a well-reputed pedagogical framework ideally suited to the needs of our PP eligible students. It has also been used in a similar school in the local area with a similar intake and has been successful in contributing to improved outcomes there.	1,2

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

Budgeted cost: £97,613

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader subscription for every student in years 7 – 11 with sufficient engaging and up-to-date library stock at the right ZPDs.	Accelerated Reader was found to have a positive impact in an independent evaluation (EEF).	1,2
Using Accelerated Reader to identify the specific needs of lower attaining PP eligible students.	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated (EEF) and shown to be effective. It has also been successfully used in previous years at this school.	1
All PP eligible higher attaining students involved in small group interventions and study support.	The idea is to provide extra support to maintain high attainment with these group of students. Motivation sessions, alongside small group interventions and provision of home study material	1,2,3,4

	<p>from year 7 to 11, ensures a range of needs are met.</p> <p>This is the continuation of an approach that has been successful in narrowing the gap for high on entry PP eligible students for a number of years. It is designed to be a 5 year programme beginning in Year 7.</p>	
<p>Bedrock Vocabulary to be offered to selected PP students with reading ages below their expected level, in year 7 and year 8.</p>	<p>Acquiring disciplinary literacy</p>	<p>1</p>
<p>School Led Tutoring - students identified will be attending sessions after school and have been selected as they are currently underperforming but are higher attaining students on entry.</p>	<p>In Y11 this is students who are targeted grade 5+ in a subject but are currently predicted to achieve below this target. The tutoring these students receive will be focused specifically on their knowledge and/or skills gaps, identified by their teachers and will be in small (2-3 students) groups for the 15 hour tutoring programme. In Y8 – Y10 students have been identified for literacy or numeracy tutoring, again where they are expected to attain highly but have underperformed. Additional programmes are in place for students in Y11 to support their attainment at GCSE. To monitor impact students will be assessed in the specific knowledge/skills of concern at the start of the programme and again at the end with broader progress against their GCSE grade also considered where the students are in Y11.</p>	<p>2,3</p>

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

Budgeted cost: £86,931

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wider learning opportunities and access to Higher Education experiences to be made available as appropriate to pupil premium eligible student needs.</p>	<p>Universities (Brunel and Reading in particular) work with the school, to support people who might not have traditionally entered higher education to do so. Through 'outreach' – programmes that provide advice and information about and experience of higher education – they raise awareness and expectations, removing barriers and creating pathways.</p> <p>Outreach is delivered in schools and in the community as well as on campus, with many activities typically delivered face-to-face.</p>	<p>2,4</p>

	The Office for Students (OFS) have published reports on the importance and impact of this work.	
<p>Learning Mentors, School Counsellor, Behaviour support to support students' holistic development.</p> <p>1:1 Mentoring support Behaviour for My Future Group CBT Therapy Yr 7 Transition Group Yr 11 Prepare to Perform Social skills programme Body image/healthy eating Anger management small group work</p>	All of our programmes and approaches are proven to be effective and address current national issues around young people and their mental health. The list here is not exhaustive – by the very nature of the issues we source appropriate interventions as and when they are required.	6
<p>Cultural Capital Enrichment opportunities to include:</p> <ul style="list-style-type: none"> <li>• Theatre trips</li> <li>• Museums and galleries</li> <li>• Windsor Castle</li> <li>• Hampton Court</li> <li>• Kew Gardens</li> <li>• Shakespeare's Stratford</li> <li>• The Globe Theatre</li> <li>• Westminster Abbey</li> <li>• Residential Trip to an Arts Centre in Devon</li> </ul>	<p>Evidence suggests that the cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital.</p> <p>Studies by organisations such as the Sutton Trust have considered how types of education and family background confer advantages on some children. In addition, wealthy parents buy in extra schooling, often in Arts subjects.</p> <p>It is incumbent on us to cover all cultural forms and expressions. We should enable our children to stand on the shoulders of those that have gone before. We want definitions of cultural capital to celebrate and embrace the different backgrounds, heritage, language and traditions of the children in this school.</p> <p><i>-Adapted and interpreted from work by The Cultural Learning Alliance, an organisation that champions a right to arts and culture for every child.</i></p>	4,6

**Total budgeted cost: £332,885**

## 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.

Following the school closure in March 2020, our Pupil Premium initiatives for the academic year took on a very different character. The changes required were further compounded by the removal of external examinations at KS4. Below is a table to illustrate what our chosen action or approach had been at the start of the academic year 19-20, and whether it was modified, put on hold or dropped in light of Covid response measures.

Quality of teaching for all			
Desired Outcome	Chosen action / approach	Response March 2020	Response January 2021
Improved literacy progress.	<ul style="list-style-type: none"> <li>Accelerated Reader subscription for every student in years 7 – 11 with sufficient engaging and up-to-date library stock at the right ZPDs.</li> <li>Implement the Talk for Writing Strategy across the school through CPD processes.</li> </ul>	<ul style="list-style-type: none"> <li>Students were unable to access the school library during closure but we shared information regarding freely available e-reading resources. Where possible and appropriate, books were posted out to students but this was, of necessity, a limited resource.</li> <li>The talk for Writing programme published a range of remote learning resources suitable for KS3 and these were distributed to our students as part of their remote learning work.</li> </ul>	<ul style="list-style-type: none"> <li>We were able to open up the use of AR to students at home but access to books continued to be the biggest barrier for PP students. We purchased and shared extracts from PDF versions of key texts and continued to provide links to free e-reading resources.</li> <li>With live lessons now being delivered across the school, we were able to build the key pedagogy of Talk for Writing into our lessons. Staff CPD focused on how to use i-pevo visualisers within Teams and this enabled teachers to model and text</li> </ul>



			map live with their classes.
Improved progress for mid and high-attaining students.	<ul style="list-style-type: none"> <li>A relentless drive on improving teaching and learning through CPD, formal and informal monitoring and shared best practice.</li> </ul>	<ul style="list-style-type: none"> <li>Remote learning during the first lockdown was delivered through the posting out of physical resources because we were aware that a severe lack of access to technology would be a huge barrier to our PP eligible students. We also provided exercise books and basic stationary to our PP eligible students to enable them to participate fully in what was provided.</li> <li>Best practice in terms of what subjects should be providing was shared and a process of QA was put in place to ensure that materials were appropriate and accessible to all students. We were clear that no learning should be totally reliant on access to technology at this stage.</li> </ul>	<ul style="list-style-type: none"> <li>CPD was delivered to all teaching staff on the use of Teams to deliver live lessons. This training was offered virtually and in socially distanced face-to-face groups for those who required this.</li> <li>All students were now able to attend two hours of live lessons each day with a further two hours of remote study via either electronic or physical paper resources as required.</li> <li>A vast laptop distribution programme was in place with pastoral leaders working with families to ensure that every child in the school had access to the technology required to access the lessons and resources.</li> <li>PP students were targeted to receive information on free wifi access through a group of major providers.</li> </ul>
<b>Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>		
High levels of progress in literacy with improved reading ages	<ul style="list-style-type: none"> <li>Using Accelerated Reader to identify the specific needs of lower attaining PP eligible students.</li> </ul>	<ul style="list-style-type: none"> <li>The needs of lower attaining individuals were taken into account with the provision of suitable modified remote learning</li> </ul>	<ul style="list-style-type: none"> <li>SEN and EAL staff delivered regular live lessons targeting the needs of groups of lower attaining students.</li> </ul>

		materials. SEN and EAL staff worked alongside subject specialists to ensure that the needs of individuals were met,	
Improved rates of progress for mid and high attaining students eligible for PP.	<ul style="list-style-type: none"> <li>• All PP eligible higher attaining students involved in small group interventions and study support.</li> <li>• Guidance on managing and planning revision to be delivered by tutors to all Year 11 students.</li> <li>• Follow-up revision workshops to be offered to specific, mostly PP eligible, high and mid-on entry, Year 11 students.</li> <li>• Identify particular sub-groups of underachieving PP eligible students, such as White British and Boys, and run bespoke interventions to address the specific needs of those groups.</li> <li>• A six week confidence, self-esteem and overcoming fear of failure programme.</li> </ul>	<ul style="list-style-type: none"> <li>• With the cancellation of external exams, our focus on exam preparation and revision was dropped and we focused instead on well-being and preparation for post 16 studies by sharing suitable resources to students.</li> </ul>	<ul style="list-style-type: none"> <li>• With the cancellation of external exams for a second year but with students still in school, we moved our focus to providing support and resources to enable PPG eligible students to improve their rates of progress through teacher assessment.</li> <li>• Our curriculum and assessment processes were designed to benefit all learners with multiple opportunities provided for attainment to be measured.</li> <li>• High quality live lessons were provided for students in classes that were isolating with materials allowing for minimal disruption to assessment opportunities.</li> </ul>
Greater aspirations for future success.	<ul style="list-style-type: none"> <li>• Wider learning opportunities and access to Higher Education experiences to be made available as appropriate to pupil premium eligible student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with external partners ceased during this lockdown.</li> <li>• Well-being and enrichment activities were posted out to all KS3 PPG eligible students.</li> </ul>	<ul style="list-style-type: none"> <li>• During full lockdown, a daily virtual enrichment activity designed to address aspiration through cultural capital was provided.</li> </ul>

	<ul style="list-style-type: none"> <li>Learning Mentors to support students' holistic development.</li> </ul>	<ul style="list-style-type: none"> <li>Learning mentors continued to support vulnerable PP students remotely with regular telephone check ins.</li> </ul>	<ul style="list-style-type: none"> <li>Learning mentors continued to support vulnerable PP students remotely with regular telephone check ins.</li> </ul>
<b>Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>		
Increased attendance for student eligible for PP	<ul style="list-style-type: none"> <li>To identify students with low attendance from the previous academic year and follow up quickly on truancy and poor attendance.</li> </ul>	<ul style="list-style-type: none"> <li>LOYs and tutors were in regular contact with all students and priority was given to PPG eligible students to ensure that they had received and were using the remote learning resources that had been posted out.</li> </ul>	<ul style="list-style-type: none"> <li>Daily live registers were taken and LOYs/tutors were proactive in following up non-attendees.</li> <li>LOYs and senior staff were included in live lessons so that non-attendance in particular subjects could be addressed quickly. In addition, all lessons were recorded and shared via student SharePoint to allow missed lessons to be caught up on.</li> </ul>

## 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*

Programme	Provider

## Service pupil premium funding (optional)

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

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*