

# Pupil premium strategy statement December 2023

This statement details our school's use of pupil 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 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 (October 23 Census)	1195 (11-16 = 1065)
Proportion (%) of pupil premium eligible pupils	28.48%
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 2023
Date on which it will be reviewed	December 2024
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	£305,300
Recovery premium funding allocation this academic year	£88,900
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	£394,200

## 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.

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	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged students is 2.42% lower than for non-disadvantaged students. This data has been collected to cover the period of September 2020 to July 2023.</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th colspan="7">Group Analysis by Vulnerability</th> </tr> <tr> <th colspan="7">Period: 01/09/2020 AM to 21/07/2023 PM</th> </tr> <tr> <th colspan="3">Whole School</th> <th colspan="4">Percentages</th> </tr> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>Late Before</th> <th>Late After</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>401</td> <td>87.86</td> <td>7.76</td> <td>4.38</td> <td>4.86</td> <td>0.12</td> </tr> <tr> <td>Not Pupil Premium</td> <td>1276</td> <td>90.28</td> <td>6.70</td> <td>3.02</td> <td>3.54</td> <td>0.06</td> </tr> </tbody> </table> <p><i>Missing marks have been ignored</i></p>	Group Analysis by Vulnerability							Period: 01/09/2020 AM to 21/07/2023 PM							Whole School			Percentages					Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	401	87.86	7.76	4.38	4.86	0.12	Not Pupil Premium	1276	90.28	6.70	3.02	3.54	0.06
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## 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.
Greater aspiration for future success	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.
Greater access to enrichment opportunities to build cultural capital	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.
Maintain increased attendance	PP attendance to continue to be in line with non-PP peers, through varied and timely intervention.

#### % of Pupils making expected progress

Year Group (2022/2023)	PP%	Non-PP%	Gap%
Year 7	86%	81%	+5%
Year 8	84%	82%	+2%
Year 9	81%	86%	-5%

Group	Attainment 8	Progress 8
Year 11 2023-23 – Mid & High PP students (26 students)	36.08	-1.34
Year 11 2023-24 T1 – Mid & High PP students (41 students)	42.47	-0.94
Gap	+6.39	0.41

The current cohort of Year 11 Mid & High PP students are predicted to perform much better than the 2022-23 cohort. However, to ensure the best progress students will have bespoke, targeted and timely interventions.

## 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: £180,000

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 and recruitment to keep class sizes smaller.	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 literacy across the curriculum, to include the use of the Talk for Writing Strategy, across the school through CPD processes.	A paucity of language acquisition is a barrier to learning and is well evidenced at every level. Talk for Writing is a well-reputed pedagogical framework ideally suited to the needs of our PP eligible students.	1,2

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

Budgeted cost: £97,000

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>	
Bedrock Vocabulary to be offered to selected PP students with reading ages below their expected level, in year 7 and year 8.	Acquiring disciplinary literacy through a tailored online vocabulary acquisition programme.	1
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>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 groups.</p> <p>In Y8 – Y10 students have been identified for literacy or numeracy tutoring, again where they are expected to attain highly but have underperformed.</p> <p>Additionally, the whole school intervention programme 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>Year 11 have targeted I'm from additional programmes are in place which is the whole school intervention programme TT</p>	2,3
Bookbuzz	All Year 7 pupils receive a free of their choice from the selection of books, to encourage reading for pleasure and to support in school reading for progress.	1,2
Penguin 100	The school was awarded 100 free (diverse literature) books, to encourage reading diverse literature for pleasure, which was open to the whole school.	1,4
KS3 Reading for Pleasure book club	Y8 HoE girls reading group to encourage and nurture reading for pleasure amongst a group of HoE girls, to spearhead a reading campaign in the school, as 'Reading Champions'.	1,2,4
Class readers for pleasure/modelling	Books chosen to encourage active reading and participation in reading for all.	1,2
Front facing bookshelves	Installed in all English classrooms, with a view to expanding to Humanities and across the school. Research suggest front facing bookshelves inspire a reading curiosity in reluctant readers and encourage reading.	1,2
Author visits	Several author visits across the academic Year and including three in one day to mark World Book Day and to offer our students the opportunity to engage with real authors and develop an appreciation for literature and the arts. We plan to again hosts a renowned local author and poet, diverse authors and one writer aimed at HoE boys with a focus on football fiction.	1,2,3,4

The Brilliant Club	Through this bespoke, high-quality programme, our focus group of HoE Year 9 students are exposed to and inspired to consider HE and academia. The Scholars Programme inspires a love of learning and instils curiosity in students, provides practical experience of higher education and helps develop the skills needed to thrive in academia and careers.	3,4
HoE Oxford University visit	To this programme, our HoE Year 8 students are exposed to and inspired to consider HE and academia. The tour is led by an inspiring young BAME Professor.	3,4
HoE Cambridge University Project	Through this bespoke lecture series and project lead by a member of Cambridge University, our HoE Year 9 students are exposed to and inspired to consider HE and academia.	3,4
HoE Year 10 & 11 Revision weekend/ Away day	A focus group of HoE Year 10 & 11 students are exposed to the great outdoors to combine outdoor adventure with seminars to develop the necessary revision skills for their public examinations, with a focus on mindfulness and forming healthy study habits.	3,4

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

Budgeted cost: £117,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider learning opportunities and access to Higher Education experiences to be made available as appropriate to pupil premium eligible student needs.	<p>Universities (Oxford and Cambridge 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>The Office for Students (OFS) have published reports on the importance and impact of this work.</p>	2,4
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Learning Mentors, School Counsellor, Behaviour support to support students' holistic development.  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	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
Cultural Capital Enrichment opportunities to include:  <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> <li>• Beck Theatre</li> <li>• Wycombe Swan</li> <li>• Theatre Royal Windsor</li> </ul>	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.  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.  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.  <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>	4,6

**Total budgeted cost: £394,200**



## 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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments. At Wexham, disadvantaged pupils accounted for 38% of the school's Year 11 cohort, completing their GCSEs in June 2023.

In the Summer, changes to the grading of GCSE and A-Level exams meant that grade boundaries closely resembled those from before the Pandemic, in 2019. This was found to have a significant impact on the outcomes had, particularly in light of the boundaries applied by exam boards the year previous, which were seen as a middle-ground between the grades awarded from 2019 and 2021.

The average Progress 8 score for our disadvantaged pupils was -1.12. This result is below that of the national average P8 score for disadvantaged students, which was -0.5 for 2022/23. Their average Attainment 8 score was 30.8, which was a score that was also below the national average of 34.9 for disadvantaged students in 2022/23. Additionally, 33% of our disadvantaged pupils were able to secure a grade 4 pass in both Maths and English, compared to 46% their non-disadvantaged peers. In the analogous grade 5 measure, 14% of disadvantaged pupils met this target compared to 25% of those who were not considered disadvantaged. From these figures alone, we recognise that there are gaps in attainment between disadvantaged and non-disadvantaged pupils but we remain confident in our implementation of the following strategies to help reduce these gaps for the current year and beyond:

- a full timetable of targeted subject intervention is in place for our current Year 11 cohort and from a much earlier start-point in the academic year. The model is flexible, wide-ranging and data-driven: predominantly relying on assessment outcomes, under formally-examined conditions, from which the needs of individuals have been identified
- our continued partnership with PiXL, who we rely on for tailored resources, as well as training and professional development needs
- our newly-established partnership with Pupil Progress, an affiliate of PiXL, whose work to hone in on individual pupil needs from Pre-Public Examinations (PPE) data has helped to scaffold this year's teacher-led intervention programmes in Year 11
- the use of funding e.g., the Pupil Premium, to provide wider opportunities for disadvantaged students beyond the classroom. For instance, STEM trips and careers links.

In addition, we understand from the national picture that absence rates amongst disadvantaged pupils is a significantly contributing factor behind declining outcomes and a widening of attainment gaps between the non-disadvantaged.

Absence among disadvantaged students was 0.37 higher than their peers in 2022/23 and persistent absence 9% lower. We recognise that this appears to be a positive picture, but we still have over 100 PP students with PA and therefore attendance continues to be a focus on our current strategy plan.

Challenges around wellbeing and mental health remain significantly higher than before the pandemic and disproportionately affect our disadvantaged students. Therefore, a range of approaches to support the holistic development of students remains as a cornerstone of our provision.

## 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.